Affiliate Roundtable Breakfast

BALLROOM E

The Affiliate Roundtable Breakfast gives affiliate leaders and other NCTE members the opportunity to discuss issues of mutual concern. The breakfast also serves as a place to hear from NCTE leaders and a forum for the recognition of state, regional, and national affiliate activity. Affiliates and individuals will be recognized with awards for excellence, leadership, development, membership growth, recruitment of teachers of color, intellectual freedom, multicultural programs, and publications, including journals, newsletters, and websites.

**Speakers:** Emily Kirkpatrick, NCTE Executive Director
Shelley Rodrigo, NCTE Vice President, University of Arizona

**SCOA Chair:** Kirstey Ewald, Central Rivers Area Education Agency, Cedar Falls, IA

**SCOA Breakfast Co-chairs:** Kirstey Ewald, Central Rivers Area Education Agency
Amy Nyeholt, PA Cyber, Beaver Falls, PA
Carrie Perry, Prew Academy, Sarasota, FL

**NCTE Fund Teachers for the Dream Affiliate Award Winners**
Arizona English Teachers Association
Indiana Council of Teachers of English
Ohio Council of Teachers of English Language Arts
Texas Council of Teachers of English Language Arts
Children’s Literature Assembly Breakfast

BALLROOM D

**JERRY CRAFT** is the #1 *New York Times* bestselling author-illustrator of the Newbery Medal winning graphic novel, *New Kid*, and its companion book, *Class Act*. The third book following the kids from Riverdale Academy, *School Trip*, comes out in April 2023. *New Kid* is the winner of the Coretta Scott King Author Award and the Kirkus Prize for Young Readers’ Literature, and has been named to state award lists in 25 different states. Jerry is the creator of *Mama’s Boyz*, an award-winning syndicated comic strip. He has won five African American Literary Awards and is a cofounder of the Schomburg Center’s Annual Black Comic Book Festival. He received his BFA from the School of Visual Arts in New York City and now lives in Connecticut.
8:30 A.M.
Translingual Mentor Texts in the Borderlands
Katie Trautman, The University of Texas at Austin
Tracey Flores, The University of Texas at Austin
Kathryn Rosa, The University of Texas at Austin
Tess Covey, The University of Texas at Austin

9:00 A.M.
Friends, Food, and Fauna
Andrea Wang, Kokila Books
JaNay Brown-Wood, Charlesbridge
David L. Harrison, Holiday House/Charlesbridge/Boyds Mills
Jason Chin

10:00 A.M.
Picture Books with Read Aloud Potential
Jillian Heise, Heise Reads & Recommends

11:00 A.M.
Reclaiming the Palestinian Narrative: Literary Mirrors and Windows
Sawsan Jaber, Education Unfiltered Consulting
O-FS.01 Centering Students’ Voices in Classroom Assessment: Environmental Charter Schools and Reading Apprenticeship Collaboration

ROOM 252-C

We will actively explore an essential question through reading, considering classroom examples, and reflecting: How can we make students more central to formative assessment processes to center their voices and turn the intellectual work of literacy learning over to them? We will share assessment tools and processes that we developed.

Session Chair: Linda Friedrich, WestEd
Presenters: Bethany Sanabria, Environmental Charter High School
Jane Wyche-Jonas, Environmental Charter Schools Home Office

Sponsored by WestEd
O.01  A Beacon of Light: How Lee & Low Books Illuminates Multicultural Children’s Literature Publishing
ROOM 256-A

This paper applies hooks’s methodological approach for inquiry by engaging a critical discussion about the history and structural impacts of Lee & Low Books, the largest publisher of multicultural literature for youth in the United States. We argue that their family-business model empowers their autonomy to fulfill their mission and confidently advances solutions to the lack of diversity in books.

Presenter: Lettycia Terrones, University of Illinois at Urbana-Champaign

O.02  A Guiding Light: Using Critical Pedagogy to Teach YA Literature in the Secondary Classroom
ROOM 202-B

Drawing from their work as teacher educators and secondary ELA teachers, the presenters will share critical pedagogical approaches to teaching high-interest YA literature, exploring advantages (and challenges) of empowering teens to read culturally diverse texts through critical perspectives. The session will provide specific teaching strategies, classroom activities, and YA text selection.

Session Chair: Gretchen Rumohr, Aquinas College
Presenters: Sara Hoeve, Purdue University
Steffany Comfort Maher, Indiana University Southeast
Katie Sluiter, Wyoming Public Schools/Western Michigan University

O.03  Amplifying Our Light: Border and Immigrant Voices and Visions in Children’s Literature
ROOM 208-B

Five authors share stories aimed to expand and enrich young readers’ views of the world and of themselves while creating empathy and showing how similar we all are in spite of our origins, our histories, and our cultural backgrounds. They will also share ideas for incorporating these books into lessons on teaching immigration, life near the US-Mexico border, and cultures outside the US.

Presenters: Daniel Aleman, Hachette Group
Maria E. Andreu, HarperCollins
Alda Dobbs, Sourcebooks
Payal Doshi, Mango and Marigold Press
Margarita Longoria, Penguin Random House

O.04  Beyond Gendered Discourses
ROOM 213-A

Presenters interrogate constructions of male and female teachers within novels and their lived experiences, and share strategies for reimagining teacher identities.

Presenters: Jared Crossley, The Ohio State University, “Shining Examples of Fictional Male Teachers in Elementary Classrooms: A Content Analysis of Middle Grade Novels”
Emily Freeman, University of Wisconsin, Eau Claire, “Arts Teacher Education”

O.05  Bridging Points of Light: International Perspectives in Teaching and Learning
ROOM 207-D

In this combined panel, presenters will discuss multilingual learners and how identity politics shapes their perspectives as teachers.

Presenters: Olabisi Adenekan, Oakton College, “‘What if what I want to say is not enough for what I have to say?’ Expanding Meaning-Making Opportunities by Using Adinkra Symbols and Yoruba Proverbs”
Melissa Gyimah-Concepcion, Elgin Community College, “‘What if what I want to say is not enough for what I have to say?’ Expanding Meaning-Making Opportunities by Using Adinkra Symbols and Yoruba Proverbs”
Emily Sendin, Miami Dade College-Eduardo J. Padrón Campus, “Tengo un Sueño—I Have a Dream: Community-Engaged Pedagogy and Media Literacy in College English”
Qianqian Zhang-Wu, Northeastern University, “‘Keeping Home Languages out of the Classroom!’: Multilingual International Students’ Perceptions of Translingualism in an Online College Composition Class”
O.6 Bringing the Climate Crisis to Light in English Language Arts

ROOM 264-BC

Sponsored by the ELATE Commission on Climate Change and the Environment in English Education

Climate change is already impacting students and will shape the world in which they live. How do we respond to the climate crisis in English language arts? How do we draw on the literary imagination to understand the potential impacts of climate change? How do we help students write and act to protect their future?

**Presenter:** Allen Webb, Western Michigan University, “Teaching about Climate Migrants and Refugees”

**Roundtable Leaders:**
- Kathryn Allen, University of Wisconsin, Oshkosh, “Addressing the Vocabulary of Climate Justice through Arts Integration”
- Ysaaca Axelrod, University of Massachusetts, Amherst, “‘Never Too Young’: Using Literature to Prepare Early Childhood and Elementary Teachers to Teach about Climate Justice”
- Nancy Castaldo, Algonquin/Clarion, “Teaching Hope and Climate Action via Middle Grade and YA Lit”
- Mary-Alice Corliss, cognia.org, “Exploring the Science behind the Stories: Interdisciplinary Cli-Fi Studies”
- Jill Dahlman, California Northstate University, “Addressing the Environment via Service Learning”
- Todd DeStigter, University of Illinois at Chicago, “Global Warming and the Failure of Democracy”
- Velta Douglas, Ontario Institute of Studies in Education, University of Toronto, “Indigenous and Ecoliteracies Perspectives on Apocalyptic Literature”
- Timothy Duggan, Northeastern Illinois University, “Lord of the Flies and Environmental Crisis”
- Kathryn Eldridge, Jordan-Elbridge High School, “‘Don’t Look Up’: Helping Students Examine Denial and Delay”
- Andrea Gambino, University of California, Los Angeles, “Ecowriting Our World: Critical Media Literacy and Environmental Justice in K-12 ELA Classrooms”
- Stephen Goss, Kennesaw State University, “Teaching the Wild Fires”
- Jessica Holmes, Eastern Oregon University, “Inclusive Environmentalism: Approaching Environmental Pedagogy among Conservative, Countercultural, and Climate-Critical Populations”
- Denise Ives, University of Massachusetts, Amherst, “‘Never Too Young’: Using Literature to Prepare Early Childhood and Elementary Teachers to Teach about Climate Justice”
- Toby Kahn-Lofuto, “Mentor Texts Fostering Hope for a Brighter Future”
- Catherine Lammert, Texas Tech University, “Teaching the Wild Fires”
- Becki Maldonado, University of Oklahoma, “Storing Carbon: Soil, Trees, and Ocean in YA Lit”
- Scott Morrison, Elon University, “Wild Pedagogies in Teacher Education: Rambling toward Ecoliteracy”
- Bruce Novak, The Foundation for Ethics and Meaning, “Exploring Robin Wall Kimmerer’s Understanding of Reading and Writing as Psychic Photosynthesis in Braiding Sweetgrass”
- Marek Oziewicz, University of Minnesota-Twin Cities, “Narratives as Portals to Climate Literacy Concepts”
- Sydney Richmond, North Carolina State University, “Ecowriting Our World: Critical Media Literacy and Environmental Justice in K-12 ELA Classrooms”
- Elizabeth Ryder Baxmeyer, California Northstate University College of Health Sciences, “Addressing the Environment via Service Learning”
- Lara Saguisag, College of Staten Island, CUNY, “Teaching Climate Justice by Engaging with Youth-Authored Texts”
- Jeff Share, Teacher Education Program, University of California, Los Angeles, “The Logic of Domination Is Our Legacy from the Doctrine of Discovery”
- Kasey Short, Charlotte Country Day School, “Human Impacts of Climate Change”
- Stephen Siperstein, Choate Rosemary Hall School, “Of the Light: Cultivating Joy in the Climate Classroom”
- Sheridan Steelman, Northview High School, “Book-Talking Teachable Climate Texts”
- Mark Sulzer, University of Cincinnati, “Horrors of YA Climate Fiction and Brighter Futures”
- Allen Webb, Western Michigan University, “Climate Change or Climate Crisis?”
- Rebeca Young, “Exploring the Science behind the Stories: Interdisciplinary Cli-Fi Studies”
O.7 Building Critical Hope: Envisioning Better Futures with Recent Young Adult Literature

ROOM 201-B

This presentation features four YA authors who will share their new books and strategies on how teachers can build critical hope with their stories (Duncan-Andrade, 2009). In this interactive presentation, the authors will share their writing process and engage the audience in four different writing activities, which can be replicated with students.

Presenter: Rosa Nam, Clark University
Tradebook Authors/Illustrators: David Levithan, Random House Children’s Books
Anna-Marie McLemore, Macmillan Children’s Publishing Group
Lizzy Mason, Bloomsbury Children’s Books
Brianna Peppins, Disney Publishing
Respondent: Ricki Ginsberg, Colorado State University

O.8 Collective Dreaming: Lighting Each Others’ Lamps as a Means of Liberation

ROOM 204-A

Students are the light in a world filled with darkness. Over the past two years, we’ve worked together toward this goal. You’ll hear from us; join in conversations with us and each other; and write, reflect, plan, and collaborate in an interactive, immersive space. How can our approaches to reading, to grading, and to classroom culture build students who are change agents toward collective liberation?

Presenters: Scott Bayer, Richard Montgomery High School
Joel Garza, Greenhill School, Addison, TX
Laquisha Hall, Baltimore City Public School System
Jessyca Mathews, Carman-Ainsworth High School
LaMar Timmons-Long, New York City Department of Education
Sarah Zerwin, Fairview High School

O.9 Coming at Writing from Multiple Angles

ROOM 205-A

In this session, presenters will share how to promote student writing through (1) graphs in math and (2) young adult literature.

Lauren Price, West High School, “There’s a Graph for That: Shining a Light on Story Structure and Writer’s Craft”
Stacey Reece, West High School, “There’s a Graph for That: Shining a Light on Story Structure and Writer’s Craft”

O.10 Community Literacy: A Call to Action

ROOM 213-CD

By drawing in a wide coalition of community partners—all committed to bringing the joy and transformational light of literacy to children, families, educators, and all those dedicated to the care of our young people—we create a virtuous circle of benefits in which one desirable occurrence leads to another. Let us shine our light of literacy expertise into our own communities.

Presenters: Gabriella DeHaan-DeLeon, Urbita Elementary School, “Engaging Multilingual Families”
JoEllen McCarthy, The Educator Collaborative
Rekha Rajan, Bring Me a Book/Penguin/Scholastic
Jacqueline Sanderlin, Apple, “Forming Partnerships to Strengthen Your School Community”
O.11 Community Research to Spark Change
ROOM 205-B

The two presentations in this session offer ideas on how to engage students in local research to learn about privilege and spark civic action.

**Presenters:** Robin Fisher, Oklahoma State University, “Meet Your Students at the Intersection of Pop Culture and Community Stories”
Rhonda Hylton, Kent State University, “Hearing Their Stories: How Podcasting Helped Move an Inquiry into Redlining into a Conversation about Justice”
Amy Myers, Notre Dame Cathedral Latin School, “Hearing Their Stories: How Podcasting Helped Move an Inquiry into Redlining into a Conversation about Justice”
Shanedra Nowell, Oklahoma State University, “Meet Your Students at the Intersection of Pop Culture and Community Stories”
Molly Schneider, Notre Dame Cathedral Latin School, “Hearing Their Stories: How Podcasting Helped Move an Inquiry into Redlining into a Conversation about Justice”
Elizabeth Walsh-Moorman, Lake Erie College, “Hearing Their Stories: How Podcasting Helped Move an Inquiry into Redlining into a Conversation about Justice”

O.12 Cultivating Joy Across Buildings, Communities, and Districts
ROOM 201-A

Panelists will work with session participants to help them uncover areas where they can carve room for students to Cultivate their Genius and Joy while discovering their voices among culturally and historically relevant texts and conversations. Participants will learn how to create a student-centered learning community where students can thrive linguistically and have agency, purpose, and criticality.

**Presenters:** Kimberly Herzog, Staples High School
Barbara Robbins, Staples High School
Fola Sumpter, Harding High School

O.13 English Teachers’ Responses to LGBTQIA+ Life History Vignettes
ROOM 252-A

This work spotlights the responses of secondary English teachers to LGBTQIA+ youth life history vignettes. We will explain how we created the life history vignettes using raw data from a previous study. We will also discuss the responses to the vignettes by secondary English educators in order to propose the kinds of supports English teachers need to fully include LGBTQIA+ youth in the classroom.

**Presenters:** Joel Soto, Freedom High School
Bess Van Asselt, Moravian University

O.14 Enhancing Our Teaching and Research in ELA Classrooms by Enacting Our Sueños and Illuminating Our Plurality
ROOM 251-B

This panel of women who hold marginalized intersectional identities reflect and explore the possibilities of what it would be like to engage in schooling that illuminates the kinds of plurality they wanted for themselves as school children and how their research and teaching move towards those sueños.

**Session Chair:** Naitnaphit Limlamai, University of Michigan, Ann Arbor

**Presenters:** Monica Baldonado-Ruiz, San Diego State University
Laura-Ann Jacobs, University of Michigan
Naitnaphit Limlamai, University of Michigan, Ann Arbor
Sandra Saco, Arizona State University
O SESSIONS — 9:00–10:15 A.M.

O.15  Full, Full, Full: Schools as Sueños for Culturally Sustaining Processes and Practices during the Pandemic and Beyond
ROOM 207-A
Life-affirming schools help young people understand themselves and their cultures as full and whole. In this presentation, three teachers, two administrators (elementary school and university college of education), and a teacher educator spotlight practices and processes as sueños that humanize and sustain young people as the full, full, full humans they are.

Session Chair: Gloria Boutte, University of South Carolina
Presenters: Alicia Arce-Boardman, Northern Parkway School
Kerry Elson, Central Park East II, New York Public Schools
Kindel Nash, Appalachian State University
Roderick Peele, Northern Parkway School
Bilal Polson, Northern Parkway School

O.16  Guided by the Light: Visual Literacy, Picture Books, and Conversations on Joy
ROOM 207-B
This session examines multimodal children’s literature with an emphasis on visual literacy and its relationship to meaning-making and how to use picture books with preservice teachers on topics that focus on powerful and non-didactic stories about showing care for oneself and others, and about empathy, determination, acceptance of self and others, the importance of community, and recognizing and celebrating beauty and joy in life.

Presenter: Jennifer Geringer, University of Wyoming, “Guided by the Light: Visual Literacy and Picture Books”

O.17  Illuminating the College English Curriculum and Professional Pathways for English Majors
ROOM 262-A
What do college English majors really study and write about? And what do they do after graduation? This session combines work from W. W. Norton, Sigma Tau Delta (the English Honor Society), and Ball State University’s Humanities Compass Advantage program to examine the state of English studies and its future.

Presenters: Cathy Day, Ball State University
Felicia Steele, The College of New Jersey
Sarah Touborg, W. W. Norton

O.18  Into the Light: Illuminating Self- and Fieldwork to Improve Literacy Teacher Education
ROOM 251-C
Presenters in this session will highlight critical and reflective approaches to understanding how teacher educators may enact practices and experiences that improve the preparation of ELA teachers.

Presenters: Elizabeth Barrow, Georgia Southern University, “Being the Light: Operationalizing a Critical Friendship in Pursuit of Antiracist Practices”
Sarah Fleming, SUNY Oswego, “Imagining a New Story: Two English Teachers’ Journey into Teacher Education and Those Colleagues [Lights] That Lit Their Path”
H. Michelle Kreamer, University of Louisiana at Lafayette, “Bridging Theory and Practice: A Year-Long Residency Program to Better Prepare Preservice Teachers”
Keith Newvine, SUNY Cortland, “Imagining a New Story: Two English Teachers’ Journey into Teacher Education and Those Colleagues [Lights] That Lit Their Path”
Taylor Norman, Georgia Southern University, “Being the Light: Operationalizing a Critical Friendship in Pursuit of Antiracist Practices”
O.19  **Introducing Student-Directed Learning and Examining Point of View in the Composition Classroom**
**ROOM 210-B**

In this session, the presenter will invite participants to consider “flipping the script” away from lecture and into a student-directed workshop approach to teaching college composition that builds academic skills and confidence in first-year writing students and reduces stress for instructors.

**Presenter:** Kristie Ennis, University of Louisville, “Flipping the Script: Student-Directed Learning in the Composition Classroom”

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O.20  **It’s the Little Things: Culturally Responsive Text, Empathy-Based Text, and Postcard Writing to Travel and Find Meaning**
**ROOM 207-C**

This session explores how a third-grade teacher guides students in constructing the meaning of empathy using culturally responsive and empathy-driven text as read-alouds, while a librarian establishes herself using postcards.

**Presenters:** Amanda Deliman, Utah State University, “Cultivating Fluent and Meaningful Writing through Empathy-Centered Texts in the Third-Grade Classroom”
Nichole Folkman, Hartsburg-Emden CUSD #21, “Postcard Field Trip—Traveling the World While We Stay at Home”
Lori Qian, Utah State University, “Cultivating Fluent and Meaningful Writing through Empathy-Centered Texts in the Third-Grade Classroom”

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O.21  **Libros y Estrellas: Prioritizing Literacy, Humanizing Instruction, and Imagining Connected Content in Early Childhood Classrooms**
**ROOM 206-A**

Early childhood teachers spend much class time working on literacy and breaking the code of language with students. Sometimes “teaching other content” is relegated to a back burner. Join us to learn how we harnessed the power of the stars with read-aloud to champion content through literacy, and leave with a model framework to replicate this work for your classroom or district.

**Presenters:** Lisa Felske Deslaurier, EduSmart
Susan Haynes, Dickinson Independent School District
Virginia Lively, Alvin Independent School District
Kelly Tumy, Harris County Department of Education

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O.22  **Lighting the Path toward Improvement in Student Writing: Assessment as a Beacon for Growth and Confidence with Multilingual Writers**
**ROOM 201-C**

Four middle and high school English teachers demonstrate how rubrics and feedback illuminate students’ path toward engagement, autonomy, and empowerment as writers. Presenters illustrate their assessment strategies with targeted passages from student work and prolific examples of learning activities. The presentations include interactive elements and ready-to-use resources to engage participants.

**Session Chair:** Beatrice Mendez Newman, The University of Texas Rio Grande Valley

**Presenters:** Griselda Castro, Brownsville Early College High School
Erika Longoria, Berta Cabaza Middle School
Maika Matalomani, Beijing International Bilingual Academy
Juanita Pena, IDEA Pharr
O.23 Lighting the Way for True Stories: A District-Wide First Nations Education Journey  
ROOM 201-D  
In 2021, the superintendent of our district shared his vision for embedding First Nations history, language, culture, and worldviews into the English language arts curriculum, learning experiences, and activities. As a district team, we partnered with Wolastoqiyik stakeholders to begin the journey of creating a four-year First Nations Education curriculum and a toolkit of resources.

Presenters: Molly Brown, Anglophone West School District  
Jill Davidson, Anglophone West School District  
Colleen Dyer-Wiley, Anglophone West School District  
Sarah Francis, Anglophone West School District  
Dianne Kay, Anglophone West School District

O.24 Lighting Up Middle Grades Writing Praxis  
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 writing assignments and instructional strategies and towards practices that inspire creativity and rigorous development for students.

Michele Irwin, University of Toronto, “Creative Expressive Writing as New Literacy Practice in a Middle School English Class”  
Shelly K. Unsicker-Durham, University of Oklahoma, “Expressive Writing as a Guiding Light for Everything Else”

O.25 Mi Voz, Mi Pregunta: Lessons from the Inquiry-Based, Multilingual Classroom  
ROOM 211-B  
Shed light on the unique value of each student voice in a multilingual, multicultural classroom by teaching students to ask their own questions. Learn the Question Formulation Technique, a simple, step-by-step protocol to stimulate curiosity, remove barriers to participation, and facilitate authentic student-driven language practice in the classroom.

Presenter: Michele Rewold, Mesa County Valley School District 51

O.26 New Light on the History and Evolution of the Field of English Education  
ROOM 251-A  
This session will introduce research projects that shed light on changing conceptions of our academic discipline, illuminate the work of forgotten African American professional exemplars, and rewrite the history of a crucial era in the evolution of the teaching of English. Includes hands-on opportunity to contribute to an ongoing study of the evolution of the field of English education.

Session Chair: Sheridan Blau, Teachers College, Columbia University  
Presenters: Abdul-Qadir Islam, Teachers College, Columbia University, “The Hidden History of Influential African American Teacher-Scholars in English Education: Illuminating Stories of Marginality, Activism, and Leadership”  
**O.27 Radiating Luz in the Middle Grades: Ethnic Studies Literacies in Practice**  
**ROOM 210-A**

This session offers compelling and timely examples of ethnic studies practices and lessons in the middle level and secondary classrooms that promise to inform educators’ efforts to introduce culturally sustaining practices and literacies into their classrooms.

**Presenters:** Wendy Barrales, City University of New York, “Searching for Mami & Abuelita: Exploring WOC Testimonios in a High School Ethnic Studies Course”  
Jennifer Florencio, Claremont McKenna College, “Searching for Mami & Abuelita: Exploring WOC Testimonios in a High School Ethnic Studies Course”  
Felina Rodriguez, Arizona School for the Arts, “Tlanextli: Radiating luz on Humanities”  
Ginette Rossi, Arizona State University, “Tlanextli: Radiating luz on Humanities”

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**O.28 Seeing Ourselves: Asian American Graphic Novels and Comics**  
**ROOM 211-A**

This panel of Asian American educators and authors will address what it means to actually have Asian American graphic novels and comics representation—from the opportunity to actually see ourselves and our stories represented in graphic novels and comics to ways to approach the teaching and analysis of Asian American graphic novels and comics.

**Presenters:** Jung Kim, Lewis University  
Anna Gotangco Osborn, Educator, Reading Specialist  
**Tradebook Authors/Illustrators:** Samira Ahmed, Little, Brown Books for Young Readers  
Harmony Becker, Macmillan  
Talia Dutton, Abrams Books  
Minh Lê, Random House  
Christina Soontornvat, Candlewick Press

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**O.29 Struggling with/for Justice Together: Storying and Reclaiming Interdependence in Early Literacy**  
**ROOM 206-B**

Schools often locate “struggle” within children, applying deficit-based labels (e.g., “struggling reader”) based on young children’s independent literacy skills. Drawing on a multi-year participatory study of a critical literacies teacher inquiry group, we share stories of our experiences with struggle and the ways we collectively reclaimed interdependence towards justice in early literacy.

**Session Chair:** Maggie Beneke, University of Washington  
**Presenters:** Zainab Ashraf, Bellevue School District  
Santasha Dhoot, Bellevue School District  
Emily Machado, University of Wisconsin, Madison  
Melissa Maurer, Haring Center, University of Washington  
Janaki Nagarajan, Panther Lake Elementary School  
Megan Rupert, BF Day Elementary School  
Jordan Taitingfong, University of Washington

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**O.30 Teacher Experts and Their Paths to Expertise**  
**ROOM 212-A**

*Sponsored by the NCTE Teacher Expertise Position Statement Group: Recognizing Teacher Experts and Their Paths to Expertise*

Teachers often face challenging circumstances that can cause them to leave the classroom. The field is at risk of pushing out teacher experts who are vital contributors in various educational spaces. Drawing on NCTE’s recent position statement about teacher experts, this session will celebrate and support teachers committed to sustained professional learning and reflective practices.

**Presenters:** Melissa Guerrette, Oxford Elementary School  
Betina Hsieh, California State University, Long Beach  
Tiana Silvas, New York City Department of Education  
Islah Tauheed, New York City Department of Education  
Deborah Van Duinen, Hope College
O.31  The Light of Poetry: Guiding Our Paths through the Pandemic and Beyond  
ROOM 212-B  
Sponsored by the ELATE Commission on the Teaching of Poetry  
During this roundtable session, members of the NCTE-ELATE Commission on the Teaching of Poetry will demonstrate how they use the light of poetry in their classrooms and other avenues to inspire educators and students to seek refuge, cope with trauma, understand difference, advocate for equality, empathize with others, voice their outrage, and build community.  
Session Chair: Danny Wade, Washburn University  
Roundtable Leaders: Lawrence Baines, Berry College  
Megan Davis, Teachers College, Columbia University  
Mindie Dieu, Lane Community College  
Crag Hill, University of Oklahoma  
Anthony Kunkel, Nicholls State University  
Bonner Slayton, Moore Norman Technology Center  
Kimberly Stormer, Langston University  
Danny Wade, Washburn University  
Ureka Williams, Tulsa Community College  

O.32  Uncovering “The Hidden Curriculum” of Graduate School through ELATE-GS  
ROOM 253-BC  
Sponsored by the ELATE-Graduate Student Strand  
In this roundtable session, ELATE-GS members will engage in discussions about navigating graduate school. Topics include transitioning into being a PhD student, forging connections, teaching teachers, and other examples of how graduate students can be collaborative throughout their program. It is essential that we have support from our community and provide a light to others as graduate students.  
Presenters: Arianna Banack, Purdue University  
Jennifer Ervin, University of Georgia  
Laura Jacobs, Towson University  
Trevor Joensen, University of South Florida  
Kelsey Jones-Greer, Pennsylvania State University  
Darius Phelps, Teachers College, Columbia University  
Stephanie Robillard, Stanford University  
Elisabeth Spinner, Western Michigan University  

O.33  “Unseen: Our Past in a New Light”: Theoretical Perspectives on Literary Occlusion  
ROOM 210-CD  
Building on bell hooks’s Teaching to Transgress, presenters in this session will offer attendees an interactive experience designed to empower them to “focus on practical, everyday implications of theory” as a way to build classroom communities of belonging, safety, and light that illuminates their dreams. Attendees will gain practical classroom lessons and strategies for use with their students.  
Session Chair: Glenda Funk, Highland High School  
Presenters: Jennifer Fletcher, California State University, Monterey Bay  
Glenda Funk, Highland High School  
Michael Guevara, Perfection Learning  
Carol Jago, California Reading and Literature Project, UCLA  

O.34  Using Our Voices for Change: Support from the Standing Committee on Diversity and Inclusivity  
ROOM 258-A  
Sponsored by the NCTE Standing Committee on Diversity and Inclusivity  
The Standing Committee on Diversity and Inclusivity offers a session to support educators in affecting change in their educational institutions and learning to take action beyond the performative. We will share the work of committee members in impacting change in their own institutions and engage audience members in similar sharing to include challenges and strategies for negotiating challenges.  
Presenter: Kamania Wynter-Hoyte, University of South Carolina
OP.01 Challenging Antisemitism: A Workshop with the NCTE Jewish Caucus

ROOM 252-B

Sponsored by the Jewish Caucus

Scholars have posited that the lack of attention to antisemitism in social justice educational initiatives may result from various factors, including non-Jewish educators’ limited awareness of the historical and contemporary realities of antisemitism, the politicization of Jewish identity, and existing erroneous and racist stereotypes that frame all Jewish people as powerful, wealthy, and white. These “recycled anti-Semitic myths” simultaneously perpetuate Jewish marginalization and the very denial of antisemitism.

This workshop addresses those factors and attempts to fill part of the gap in social justice efforts in hopes of eventually developing a more inclusive community of antiracist educators and an even stronger coalition prepared to challenge white supremacy. In this workshop, outside facilitators (invited based upon expertise and proximity to Los Angeles) will offer context, discussion points, and strategies for learning about, discussing, and combatting anti-Jewish racism in primary and secondary literacy-focused classrooms. Many educators, particularly those who are not Jewish but who understand the need for curricula that raise Jewish voices and challenge antisemitism, are unsure where to even begin. We hope this work will both offer tangible resources for classroom instructors and initiate a conversation that is much needed at this point in time.

The Jewish Caucus will also host their annual open forum during this session.

Session Chair: Mara LeeGrayson, California State University, Dominguez Hills
P.01 Building Teacher Community through Technological Innovations in a Post-Pandemic World

ROOM 213-A

By building community, teachers can shine the light one another’s practices. These three presentations provide suggestions for building post-pandemic pedagogies.

Presenters: Molly Buckley-Marudas, Cleveland State University, “Designing and Analyzing an Educator Innovation Hub for the Future of Teaching and Learning”
Ashlee Cournia, Kindred High School, “‘Be the Light’ Fostering Positive Colleague Interaction for Today’s Teachers”
Maureen Nagle, Moses Brown School, “Spreading the Light of Your Reading Community beyond Your Classroom and across Your State”
Shelley Rose, Cleveland State University, “Designing and Analyzing an Educator Innovation Hub for the Future of Teaching and Learning”
Michelle Waters, The University of Oklahoma, “Let Your Light Shine: Building Entrepreneurial Collaborations to Advocate and Share ELA Expertise”

P.02 Celebrating Juneteenth in Multiple Communities: Creating Spaces for Light and Liberation

ROOM 213-CD

Sponsored by the NCTE Black Caucus

Now recognized as a holiday, Juneteenth celebrates June 19th—the day in 1865 when word of Lincoln’s signing of the Emancipation Proclamation, two years prior, freeing all enslaved people, made its way to the state of Texas. We will shine the light on the importance of Juneteenth, share how we have celebrated the holiday in our communities, and discuss the impact of this holiday on our communities.

Session Chair: Jamal Cooks
Presenters: Ayanna Brown, Elmhurst University
Kim Parker, Harvard University
Tonya Perry, University of Alabama at Birmingham

P.03 Critically Reading Texts and Creating Personal Canons

ROOM 205-A

This session focuses on critically examining texts. One presentation highlights graphic novels with LGBTQIA+ protagonists of color. Another presents a framework for challenging texts that center Whiteness. A third urges a shift from traditional canons to ones that are inclusively diverse, student-centered, and relevant to the current moment.

Presenters: Nina Davidson, Concord Carlisle High School, “Creating Personal Canons: A Student-Centered Shift”

P.04 Cultivating Compositional Agility: Shining a Light on Learning that Transfers

ROOM 202-A

In this session, Trevor Aleo and Jennifer Fletcher will share their experiences designing learning experiences that foster rhetorical flexibility and agility. In addition to illuminating some of the key frameworks and practices needed to teach writers learning that transfers, they'll also provide applicable tools, strategies, and resources that can be used in your classroom tomorrow.

Presenters: Trevor Aleo, Middlebrook School/Learning That Transfers
Jennifer Fletcher, California State University, Monterey Bay
P.05  Culturally Relevant, Multisensory Writing
ROOM 201-D
Teachers from Georgia, Louisiana, and Texas describe how cultural relevance and multisensory approaches add urgency, increase student engagement, and improve writing quality.

Session Chair: Ureka Williams, Tulsa Community College
Presenters: Lawrence Baines, Berry College, “Introduction to Culturally Relevant, Multisensory Writing”
Anthony Kunkel, Nicholls State University, “King Cake and Crawfish”
Kimberly Stormer, Langston University, “Culturally Relevant, Multisensory Writing with English Learners in Texas”

P.06  Finding Light through Appreciating, Creating, and Sharing Poetry and Music in Our Writing and Teaching Lives
ROOM 208-A
Both poetry and music have the power to offer needed light in dark, heavy times. In this session, classroom teachers and authors share how the reading, appreciating, analyzing, and writing of poetry and music have a transformational impact on both their personal and professional lives in their writing and teaching.

Presenters: Travis Crowder, East Alexander Middle School
Diana Farid, Cameron Kids, a division of Abrams
Christina Nosek, Lucille Nixon School

P.07  Fingerprints of Practice: Radical Empathy and Critical Love in the Narratives of Teachers of Refugee and Displaced Students
ROOM 252-A
Narrative inquiry highlights teachers’ voices and their “fingerprints” of practice (unique markers of identity and experience) as they tell stories about supporting refugee and displaced students. Through interactive dialogue and role-play, attendees will consider how we all might craft identities and practices as socially just educators responsive to students’ assets and unique histories.

Presenters: Lauren Ergen, Apollo High School
Odeese Khalil
Jennifer Meagher, College of St. Benedict/St. John’s University
Ayan Omar, Tech High School
Terri Rodriguez, College of St. Benedict/St. John’s University

P.08  Homegrown Dreams: Shining a Light on Under-Explored Settings in Children’s Literature
ROOM 207-A
Books can reframe often-overlooked communities as places of magic, adventure, and transformation. Authors Jennifer Torres, David Bowles, and Jane Kuo discuss how they evoke a sense of place; the role of setting in storytelling; and how setting can challenge readers’ perceptions. They also share exercises to help readers explore the power of setting and tell the stories of their own communities.

Presenters: David Bowles, University of Texas Rio Grande Valley
Jane Kuo, Author
Jennifer Torres, Author
P.09  Hope, Empathy, and Humanizing Pedagogies: Making Light for Students in First-Year Writing
ROOM 210-B

In this combined session, speakers discuss approaches to first-year writing through the lenses of collaborative practices.

**Presenters:**
- Emily Hopwood Durney, Brigham Young University, “First-Generation College Student Identification and Inclusion in the Composition Classroom”
- Jennifer Falcon, University of California, San Diego, “Building Community in a Writing Classroom through Collaboration”
- Josie Portz, University of Arizona, “Hope-Making and Votive Rhetorics: An Arts-Based First-Year Composition Course”
- Ashna Singh, California State University, Stanislaus, “Humanizing the First-Year Composition Classroom for First-Generation Students”
- Natalie Wilson, University of California, San Diego, “Building Community in a Writing Classroom through Collaboration”

P.10  Humanizing the Gradebook: Assessment Practices that Liberate
ROOM 210-CD

Because transforming our grading practices can light the way for educational equity in our classrooms and schools, we invite participants to discuss humanizing assessment practices that unlock the potential of all students. This session includes three keynote speakers to inspire interactive roundtable explorations that illuminate liberating grading practices.

**Session Chair:** Sarah Zerwin, Fairview High School
**Presenters:**
- Cornelius Minor, The Minor Collective/Heinemann
- Julia Torres, Denver Public Schools
- Sarah Zerwin, Fairview High School

**Roundtable Leaders:**
- Sarah Beck, New York University, “Teaching through the Writing Process with Dialogic Writing Assessment”
- Juli-Anne Benjamin, Great Oaks Legacy Charter School, “Is the Quantity of Assessment in the Early Grades Equitably Better and What’s It Doing Now?”
- Gina Benz, Roosevelt High School, “Hope, Joy, and the Gradeless Classroom”
- Aaron Blackwelder, Teachers Going Gradeless/Woodland High School, “Equity, Inclusion, and Nontraditional Formats of Writing”

**Presenters:**
- Nicholas Emmanuele, Millcreek Township School District, “Teaching Students How to Gather Evidence of Learning, Not Points”
- Matthew Johnson, Ann Arbor Public Schools, “Becoming Interested Readers, Not Detached Authorities”
- Karis Jones, SUNY Empire State College, “Critically and Collectively Assessing Language Ideologies in Digital Classroom Discussions”
- Deanna Lough, Howard High School, “Formative Feedback: It Keeps Going and Going”
- Marisa Thompson, Carlsbad High School, University of San Diego, “The Next English Approach: Efficacy and Efficiency to Benefit Students and Teachers”
- Brett Vogelsinger, Hololicong Middle School, “Helping Students Notice Patterns in Their Work and Set Goals”

P.11 Illuminating Diverse Young Adult Alternatives to Classic Books
ROOM 201-A

A group of diverse YA authors discuss books that center BIPOC, LGBTQIA+, ND/D authors and characters as worthy alternatives to current classroom classics.

**Presenters:**
- Susan Azim Boyer, St. Martin’s Press/Wednesday Books
- Lillie Lainoff, Farrar, Straus and Giroux BYR
- Grace Shim, Kokila
- Priyanka Taslim, Simon & Schuster
- Vanessa L. Torres, Penguin Random House
P.12  Illuminating the Power of Long-Form Nonfiction to Build Reading Stamina

ROOM 203-A

This session will feature an interactive panel with three award-winning authors of long-form, narrative nonfiction who will each share examples of how their research and writing combines to create complex and engaging texts that appeal to secondary school readers. Additionally, two educators will share strategies for weaving compelling nonfiction into the classroom to build stamina in readers.

Session Chair: Cyndi Giorgis, Arizona State University
Presenter: Marie LeJeune, Western Oregon University
Tradebook Authors/Illustrators: Candace Fleming, Scholastic
Deborah Hopkinson, Scholastic
Sherri L. Smith, Penguin Random House

P.13  Integrating Translingual Play, Reading, Writing, Speaking, and Listening to Support Joyful Language and Literacy Development for Young Emergent Bilinguals

ROOM 203-B

This presentation shares scaffolds used to support students’ joyful learning of English. With a focus on integrating translingual play, reading, writing, speaking, and listening, the presenters share scaffolding ideas for read-alouds, play center development, translingual play, context- and language-specific book creation, writing center, vocabulary support, language scaffolds, and small groups.

Presenters: Carolina Torrejon Capurro, Arizona State University, Tempe
Paula Garcés, The Columbus School
Lindsey Moses, Arizona State University, Tempe

P.14  Letting Language Shine: Linguistic Diversity and Teacher Education

ROOM 251-B

This session highlights practices that honor translanguaging and using home language to facilitate teacher preparation for critical literacy teaching and learning.

Presenters: Kelsie Corriston, University of Texas at Austin, “TikTok Tutoría: Illuminating Tranlanguaging Stances through Digital Literacies”
Jen McCreight, Hiram College, “From Self-Reflection to Intentional Prioritization: Preservice Teachers Incorporate Linguistically Diverse Texts into Their Classrooms”
Katie Trautman, University of Texas at Austin, “TikTok Tutoría: Illuminating Tranlanguaging Stances through Digital Literacies”

P.15  Lighting el Nuevo Sendero: Illuminating Critical Consciousness at the Intersections of Music, Children’s Literature, and Social Justice

ROOM 207-B

This interactive session will share powerful teaching and research at the intersections of music, children’s literature, and social justice. Presenters share picture book biographies of musicians that point to music’s role in the challenge for social justice and how to apply critical pedagogy to multilingual literacy education through Nueva Trova, protest music from Latin America.

Presenters: Jorge Figueroa, Texas Woman’s University, “Lighting el Nuevo Sendero: Critical Consciousness in the Multilingual Classroom”
Victor Lozada, Texas Woman’s University, “Lighting el Nuevo Sendero: Critical Consciousness in the Multilingual Classroom”
Janelle Mathis, University of North Texas, “Illuminating the Intersection of Music, Children’s Literature, and Social Justice”
P.16  Literacy of Empowerment: African Diaspora Literacy, Thematically Linked Excerpts, and Drama-Based Pedagogy as Tools to Discuss Race and Gender for Elementary Students
ROOM 207-C

This session looks at how teachers infuse multiple approaches in their elementary classrooms while offering space to discuss race and gender. Participants will engage in lessons that host approaches and strategies such as African Diaspora Literacy and critical literacy.

Presenters: Jennifer Ervin, University of Georgia, “The ‘R’ Word: Talking about Race with Young White Children”
Madeline Garcia, Rhoda Maxwell Elementary, “Shakespeare as a Trojan Horse: Discussing Race and Gender with Elementary Students through Thematically Linked Excerpts and Drama-Based Pedagogy”
Jarvais Jackson, CEEAAS, “Using African Diaspora Literacy as a Racial Literacy of Empowerment”
Jaclynn M. Kiikvee, Franklin Elementary School, “Shakespeare as a Trojan Horse: Discussing Race and Gender with Elementary Students through Thematically Linked Excerpts and Drama-Based Pedagogy”
Sergio Sanchez, University of California, Davis, “Shakespeare as a Trojan Horse: Discussing Race and Gender with Elementary Students through Thematically Linked Excerpts and Drama-Based Pedagogy”

P.17  Poetry: Lights Our Imagination and Humanity
ROOM 209-B

When students listen to and read poems all year, they enjoy the music and imagery and connect to texts that are a bridge to empathy for others. Laura Robb joins award-winning poets JaNay Brown-Wood, Margarita Engle, and David Harrison to show that poetry is foundational to reaching students’ emotions and developing their imagination, understanding of self and life, and turning them into the light.

Session Chair: Laura Robb, RCT, Inc.
Presenter: Laura Robb, RCT, Inc.
Tradebook Authors/Illustrators: JaNay Brown-Wood, Charlesbridge
Margarita Engle, Simon & Schuster
David Harrison, Holiday House, Charlesbridge/Boyds Mills

P.18  Professional Growth for Preservice Teachers, Teachers, and Literacy Coaches
ROOM 261-B

The mark of a great teacher is their continued commitment to professional growth. Speakers discuss methods for teachers, literacy coaches, and reading groups to improve instruction for equity and social justice.

Presenters: Rhianna Bennett, University of Connecticut, “Because There’s Always More to Do: Supplementing Teacher Preparation to Teach for Social Justice through a Co-Curricular Equity and Social Justice Reading Group”
Vicki Collet, University of Arkansas, “Differentiated Literacy Coaching with the GIR Model”
Jason Courtmanche, University of Connecticut, “Because There’s Always More to Do: Supplementing Teacher Preparation to Teach for Social Justice through a Co-Curricular Equity and Social Justice Reading Group”
Aarushi Nohria, University of Connecticut, “Because There’s Always More to Do: Supplementing Teacher Preparation to Teach for Social Justice through a Co-Curricular Equity and Social Justice Reading Group”
Kiedra Taylor, University of Connecticut, “Because There’s Always More to Do: Supplementing Teacher Preparation to Teach for Social Justice through a Co-Curricular Equity and Social Justice Reading Group”
Samantha vanValkenburg, University of Connecticut, “Because There’s Always More to Do: Supplementing Teacher Preparation to Teach for Social Justice through a Co-Curricular Equity and Social Justice Reading Group”
Zexu Xi, University of Florida, “Shed Light on Preservice-Teacher Students with Diverse Languages and Cultural Contexts in a University-Based Writing Instruction Course”
P.19 Pursuing the Light Matters: Cultivating Community, Centering Creativity, and Activating Light as a Justice-as-Praxis Imperative

ROOM 251-C

Education researchers attempt to create and engage equitable English language arts teaching and learning approaches and research through cultivating community and centering creativity afforded by critical arts-based pedagogies and methodologies.

Session Chair: Sakeena Everett, University of Connecticut
Presenters: Justin A. Coles, University of Massachusetts, Amherst
Cati V. de los Rios, University of California, Berkeley
Sakeena Everett, University of Connecticut
Theda Marie Gibbs Grey, Ohio University
Mellissa Gyimah-Concepcion, Elgin Community College
Ji Hyun Hong
Betina Hsieh, California State University, Long Beach
Leigh Patel, University of Pittsburgh
Grace Player, University of Connecticut
Tairan Qiu, University of Georgia
Dywanna Smith, Claflin University

P.20 Pursuing the Light: Re-Visioning Research with Educators, Youth, and Communities in “Unprecedented” Times

ROOM 258-A

Sponsored by the NCTE Standing Committee on Research

Structured as a facilitated dialogue among researchers, educators, and youth, this intergenerational panel seeks to disrupt imagined boundaries between researchers, practitioners, and activists as we consider what ethical and justice-oriented praxis can and should look like in the current context—where teachers, students, and families continue to grow beyond formidable challenges, pursuing sueños.

Session Chair: Limarys Caraballo, Teachers College, Columbia University
Presenters: Limarys Caraballo, Teachers College, Columbia University
Michelle Knight, Teachers College, Columbia University
Clifford Lee, Mills College at Northeastern University
Joanne Marciano, Michigan State University
Vaughn Watson, Michigan State University

P.21 Race Matters Whether or Not We Talk About It: A Critical Content Analysis of LGBTQIA+ Characters of Color in Three Contemporary Young Adult Graphic Novels

ROOM 208-B

In this presentation, researchers share how they conducted a critical content analysis using an intersectional lens in examining The Magic Fish, Flamer, and Cheer Up!, three contemporary graphic novels with LGBTQIA+ protagonists of color. The session will include practical tips on how teachers can critically teach these novels in a way that emphasizes the nuanced and varying experiences of youth.

Presenters: Kristian Lenderman, Digital Promise
Kimani Mitchell, The University of Texas at San Antonio
Rosa Nam, Colorado State University

P.22 Rekindling Literacy Lives and Critical Hope with Illuminating Children’s and YA Books

ROOM 211-A

Presenters will share classroom stories and book titles that help students rebuild relationships and navigate dark waters through a lens of critical hope. Presenters’ experiences range from kindergarten through higher education and share a range of inclusive children’s and YA literature moving us closer to the light—where we can heal, imagine new dreams, and bring people together.

Presenters: Julie Hoffman, Springfield Public Schools
Cindi Koudelka, Aurora University/Fieldcrest CUSD 6
Greg Micek, Maercker School District 60/Holmes Primary School
Katie Russell, Murphysboro Middle School
P.23  SCOA Affiliate Extravaganza

ROOM 264-BC

Sponsored by the Standing Committee on Affiliates

Meet with affiliate leaders from around the country as they present working models of successful programs and practices from their affiliates. Whether you are looking for support in attracting and retaining members, hosting advocacy initiatives, or gathering ideas for planning and executing successful state and regional meetings, this session will give you ample ideas and tips to try back home.

Session Chair: Kirstey Ewald, Central Rivers Area Education Agency

Presenters: Kirstey Ewald, Central Rivers Area Education Agency
Amy Nyeholt, PA Cyber
Carolyn “Carrie” Perry, Florida Council of Teachers of English
Renée Rude, Chandler-Gilbert Community College
Catherine Sosnowski, Central Connecticut State University

P.24  Searching for the Openings: Exercising Teacher Agency for Social Justice in ELA Classrooms

ROOM 262-C

Currently, teachers are in tension between curricular mandates and their mission to promote social justice. We explore how three teachers found places in their contexts to use their agency to promote an ethic of social justice through talking about books. Detailed examples from the teachers’ interviews inform ways of supporting preservice and inservice teachers in finding and using their agency.

Session Chair: Kathryn Mitchell Pierce, Saint Louis University

Roundtable Leaders: Carol Gilles, University of Missouri (emerita), “Matt: Acting on His Beliefs”
Kathryn Mitchell Pierce, Saint Louis University, “Veronica: Affirming Identities and Experiences”
Sarah Reid, University of Missouri, “Paula: Having the Power to Build Thinkers”

P.25  Seeking Light while Teaching Diverse Young Adult Literature in Dark Times: Critical Reflections and Lessons Learned in a Collaborative Action Research Endeavor

ROOM 251-A

Teachers from diverse contexts will share experiences and practical resources resulting from a collaborative action research effort seeking light while implementing literature circles focused on diverse YAL during dark times—global pandemic and socio-political unrest. Findings address the complexities of shifting to online teaching, along with the implications for teacher educators and teachers.

Session Chair: Carl Young, North Carolina State University

Presenters: Laura Jacobs, Towson University, “Action Research Analysis and Findings: Lessons Learned”
Janell Miller, North Carolina State University, “An ELA Teacher’s Experience in a Title 1 Inner-City High School: Critical Reflections”
Hannah Moehrke, North Carolina State University College of Education & DPS, “An ELA Teacher’s Collaborative Experience in an Arts-Based Magnet School: Critical Reflection”
Carl Young, North Carolina State University, “Critical Reflections from an ELA Educator’s Experience in a University YAL Methods Course and Action Research Implications for Teacher Educators and ELA Teachers”

Respondent: Laura Jacobs, Towson University, “Q & A Discussion and Collaboration with Audience: Generating Additional Ideas and Strategies for Hope, Support, and Light in Dark Times”
Shining a Light in Color-Blind Contexts: Teaching Ethnic Studies in White/Affluent School Settings  
**ROOM 212-B**

Ethnic Studies has proven to be a hugely impactful addition to the literacy curriculum, but what does teaching ethnic studies in majority-White contexts, where race is often dismissed, look like? This panel explores the unique challenges and opportunities facing educators implementing ethnic studies in these contexts, offering lesson ideas, resources, and guidance.

**Session Chair:** Michael Domínguez, San Diego State University  
**Presenters:** Alice Domínguez, Mater Dei Catholic High School  
Therese Frerichs, San Diego Unified School District  
Erin Mangahas, Patrick Henry High School  
Andrew Myette, Patrick Henry High School  
**Respondent:** Tricia Gallagher-Guertsen, Liberated Ethnic Studies Collective

Shining a Light on Socio-Emotional Needs: Classroom Practices of Empathy and Support  
**ROOM 210-A**

This important panel features educators highlighting practices that illuminate and encourage socio-emotional support and well-being for students, and for teachers, as critical aspects of our middle grade literacy praxis.

**Presenters:** Sonja Gaddy, Texas Woman’s University, “Creating Spaces for Adolescents to Flourish in ELA Classrooms”  
Sarah Graber, Galeton Area School District, “Preserving Our Light: Helping Each Other and Ourselves in Order to Best Help Our Students in Their Pursuit of Learning”  
Laurel Ripple, Galeton Area School District, “Preserving Our Light: Helping Each Other and Ourselves in Order to Best Help Our Students in Their Pursuit of Learning”  
Korby Saunders, Gale Ranch Middle School, “Shining Light on Students’ Identity with Video Soft Starts in the Classroom”

Shining the Light on Novels in Verse  
**ROOM 209-A**

Curious about MG and YA novels in verse? Looking to tempt reluctant readers or feed enthusiastic readers’ appetites for books? Come explore a diverse array of verse novels, tools for using verse novels to promote reading and writing, and ways to discern key differences between verse and prose. Takeaways include an annotated bibliography and strategies to implement immediately in your classroom.

**Presenter:** Megan E. Freeman, Simon & Schuster/Aladdin

The Children Come Full: Honoring and Extending Children’s and Communities’ Ways of Knowing, Ways of Being, and Ways of Reading  
**ROOM 206-A**

With culturally sustaining and humanizing pedagogies as its foundation, this panel presentation will help teachers create literacy teaching processes, practices, and spaces that work toward a more just world that honors and extends children’s fullness. We offer vivid examples that build on childrens’ and communities’ ways of knowing, ways of being, and ways of reading.

**Presenters:** Alicia Arce-Boardman, Northern Parkway School  
Kerry Elson, Central Park East II, New York Public Schools  
Kindel Nash, Appalachian State University  
Roderick Peele, Northern Parkway School
The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers

**Room 204-B**

**Sponsored by the ELATE-GS Strand**

In this wide-ranging session sponsored by ELATE-GS, undergraduate and master’s level preservice and novice English teachers from across the nation will lead presentations that explore 21st-century teaching ideas and research-driven pedagogical practices. Please join us to support the next generation of English teachers and NCTE members.

**Session Chairs:** Alan Brown, Wake Forest University  
Luke Rodesiler, Purdue University Fort Wayne

**Respondents:** Johnny Allred, Brigham Young University  
Lucy Arnold, University of North Carolina, Charlotte  
Crystal L. Beach, Union County High School  
Caroline Bedingfield, Georgia State University  
Kristen Pastore Capuana, Buffalo State College  
James Chisholm, University of Louisville  
Brennan Davis, Columbia College  
Michelle Falter, North Carolina State University  
Jim Fredrickson, Boise State University  
Marshall George, Hunter College, CUNY  
Nicole Green, Denison University  
Jason Griffith, Penn State University  
Joseph Haughey, Northwest Missouri State University  
Sara Hoeve, Purdue University  
Lindy Johnson, William & Mary, Williamsburg, VA  
Kelsey Jones-Greer, Pennsylvania State University  
Rachel Knecht, University of Nevada, Reno  
Catherine Lammert, Texas Tech University  
Benjamin Lathrop, Purdue University  
Steffany Comfort Maher, Indiana University Southeast  
Charlotte Pass, SUNY Cortland  
Stephanie F. Reid, University of Montana  
Rachel Sanders, The University of Texas at San Antonio  
Stephanie Anne Shelton, University of Alabama  
Liz Shults, Oak Mountain High School  
Darby Simpson, Arizona State University  
T. Hunter Strickland, Anderson University  
Waverly Whisenant, University of North Carolina, Chapel Hill  
Wendy Williams, Arizona State University  
Shelbie Witte, Oklahoma State University

**Mentors:** Jill Adams, Metropolitan State University of Denver  
Shelby Boehm, University of Florida  
Ashley Boyd, Washington State University  
Alan Brown, Wake Forest University  
Karen Brown, Brigham Young University  
Rebekah Buchanan, Western Illinois University  
Fawn Canady, Sonoma State University  
Mike Cook, Auburn University  
Dawan Coombs, Brigham Young University  
Thomas Crochunis, Shippensburg University  
Chris Crowe, Brigham Young University  
Ashley Dallacqua, The University of New Mexico  
Nicole Damico, University of Central Florida  
Maggie Morris Davis, Illinois State University  
Natalie Doerr, Louisiana State University  
Katie Dredger, James Madison University  
Timothy Duggan, Northeastern Illinois University  
Jessica Eagle, North Carolina State University  
Danielle Filipiak, University of Connecticut  
Jill Flynn, University of Delaware  
Ricki Ginsberg, Colorado State University  
Andrea LeMahieu Glaws, University of Colorado  
Wendy Glenn, University of Colorado, Boulder  
Charles Gonzalez, Austin Peay State University  
Rubén González, Stanford University  
Karly Grice, University of Wisconsin, Eau Claire  
Theresa Johnson, Troy University  
Sara Kajder, University of Georgia  
Rebecca Kaminski, Clemson University  
Abigail Kindelsperger, University of Illinois at Chicago  
Jillian Kneeland, University of Colorado, Boulder  
Mark A. Lewis, James Madison University  
Danielle Lillge, Illinois State University  
Naitnaphit Limlamai, University of Michigan, Ann Arbor  
Kati Macaluso, University of Notre Dame  
Michael Macaluso, University of Notre Dame  
Joan Mitchell, Wake Forest University  
Robert Montgomery, Kennesaw State University  
Caitlin Murphy, Bellarmine University  
Cindy O’Donnell-Allen, Colorado State University  
Elsie Lindy Olan, University of Central Florida  
Allison Wynhoff Olsen, Montana State University  
Melinda McBee Orzuak, Bradley University  
Cornelia Paraskevas, Western Oregon University  
Christopher Parsons, Keene State College  
Emily Pendergrass, Vanderbilt University  
Margaret Perrow, Southern Oregon University  
David Premont, Purdue University  
Detra Price-Dennis, The Ohio State University  
Mary Rice, University of New Mexico  
Luke Rodesiler, Purdue University, Fort Wayne  
Anna J. Small Roseboro, Grand Rapids, MI  
Leslie Rush, University of Wyoming  
Pauline Schmidt, West Chester University  
Shelly Shaffer, Eastern Washington University
Ellen Shelton, The University of Mississippi
Nicole Sieben, SUNY Old Westbury
Melissa Smith, University of Central Arkansas
Thomas Smith, Utah Valley University
Laura Snyder, Brown University
Aimee Hendrix Soto, Texas Woman’s University
Karen Spector, University of Alabama
Elisabeth Spinner, Western Michigan University
Terri Suico, Saint Mary’s College
Laura Snyder, Brown University
Aimee Hendrix Soto, Texas Woman’s University
Karen Spector, University of Alabama
Elisabeth Spinner, Western Michigan University
Terri Suico, Saint Mary’s College
Amy Tondreau, University of Maryland, Baltimore County
Amy Vetter, University of North Carolina, Greensboro
Nigel Waterton, Southern Oregon University
Erika Watts, University of South Florida

**P.31 Tools for Tumultuous Times: Designing to Support ELA Teacher Noticing for Equity in Remote ELA Classrooms**

ROOM 256-A

Presenters and Teacher Partners (TePs) are part of a multiyear project focused on designing tools to help novice teachers develop knowledge and practices for leading discussions in culturally and linguistically diverse classrooms. The university-based team created tools to help TePs track student engagement and document talk patterns for pedagogical decision making.

**Session Chair:** Danny Martinez, University of California, Davis

**Presenters:** Liam Aiello, University of California, Davis
Steven Athanases, University of California, Davis
Kristen Blair, University of California, Davis
Jennifer M. Higgs, University of California, Davis
Lee Martin, University of California, Davis
Danny Martinez, University of California, Davis
Kayce Mastrup, University of California, Davis
Megan Welsh, University of California, Davis
Alexis Patterson Williams, University of California, Davis

**P.32 Underrepresented Authors on Diversity in STEM/STEAM Fiction and Nonfiction**

ROOM 206-B

How is teaching students STEM/STEAM books by underrepresented creators pursuing the light? Picture book and middle-grade authors and author/educators discuss best practices for teaching diverse fiction and nonfiction books. Panelists will lead interactive discussions and provide a recommended reading list.

**Session Chair:** Jen Malia, Norfolk State University

**Presenters:** Ana Crespo, Charlesbridge/LBBYR
Rajani LaRocca, HarperCollins
Jen Malia, Norfolk State University
Natasha Yim, Charlesbridge Publishing

**P.33 Unpacking Children’s Rights through Children’s Literature in Different Global Literacy Communities**

ROOM 211-B

Four educator panelists share their a yearlong journey to articulate the power of sueños that they came to define through global literacy community experiences built during the pandemic. We offer collective insight into global literature as a meaningful invitation to unpack children’s rights and make life relevant to child readers in different school and family communities in New Mexico.

**Presenters:** Diana Botello, Susie Rayos Marmon Elementary School
Amber Gordon, University of New Mexico-Taos, “Utilizing Picture Books in an Adult Writing Class”
Melody Magor-Begay, University of New Mexico, “Forming a Reading Community with Families of Autistic Children”
Yoo Kyung Sung, University of New Mexico, “Rediscovering Our Sueños: Stories of Forming and Supporting a Global Literacy Community”
P SESSIONS — 10:30–11:45 A.M.

P.34  “We Remember, Not for the Sake of Yesterday but for Tomorrow”: Finding the Light with the Secondary Cemetery Interdisciplinary Project
ROOM 201-B

In keeping with innovations in secondary education, the interdisciplinary panel will present the multiyear story of our work among faculty, teacher candidates, and local schools through the Secondary Interdisciplinary Cemetery Project.

Session Chair: Amy Garrett Dikkers, University of North Carolina, Wilmington

Presenters: David Gill, University of North Carolina, Wilmington
Denise Ousley-Exum, University of North Carolina, Wilmington
Donyell Roseboro, University of North Carolina, Wilmington

P.35  YA Authors Shine Light on Critical Content as They Speak Out and Speak Back
ROOM 207-D

This roundtable session brings together middle grade and YA lit authors whose books shine light on our current world. In pairs, authors will engage in short conversations that illuminate critical storytelling, student agency, and connections between literature and activism. At roundtables, authors and educators will discuss teaching ideas and the power of YA lit to support humanizing pedagogy.

Presenters: Jennifer Buehler, Saint Louis University
Ricki Ginsberg, Colorado State University

Roundtable Leaders: Shanetia Clark, Salisbury University
Jewel Davis, Appalachian State University
Jung Kim, Lewis University
Rosa Nam, Clark University

Tradebook Authors/Illustrators: Olivia A. Cole, Little, Brown Books for Young Readers
Tracy Deonn, Simon & Schuster
Tiffany Jewell
Kim Johnson
David Levithan, Random House Children’s Books
Christina Soontornvat, Candlewick Press
Jasmine Warga, HarperCollins Children’s Books
Jeff Zentner, Penguin Random House
National Writing Project Brunch

BALLROOM C

Join the National Writing Project for a Sunday morning celebration of teaching and writing. Poets from Kent State’s Wick Poetry Center ([https://www.kent.edu/wick](https://www.kent.edu/wick)) will lead us in conversation, writing, and poetry-making about the teachers and writers we are and strive to be.
12:00–1:30 P.M.

GENERAL SESSION

ARENA

NCTE PRESIDENTIAL ADDRESS

On Sunday, participants are invited to the NCTE presidential address by NCTE President Valerie Kinloch. Following the address, author Andrea Wang and illustrator Jason Chin will close out the Convention.

A book signing will follow the session.

Born and raised in Charleston, South Carolina, VALERIE KINLOCH is the Renée and Richard Goldman Dean of the School of Education at the University of Pittsburgh. She is cochair of Remake Learning, current NCTE President, and a member of the Board of Trustees of her undergraduate alma mater (Johnson C. Smith University). She is author of publications on race, literacy, and equity. Her book, Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth, received the 2010 AERA Outstanding Book of the Year award. Her new co-authored book is Where Is the Justice? Engaged Pedagogies in Schools and Communities.

ANDREA WANG is the award-winning author of Watercress, illustrated by Jason Chin, which Kirkus called “understated, deep, and heartrending” in a starred review. She is also the author of The Nian Monster and Magic Ramen: The Story of Momofuku Ando as well as the forthcoming middle-grade novel, The Many Meanings of Meilan. Andrea holds an MS in Environmental Science and an MFA in Creative Writing for Young People. She lives in Colorado with her family.

JASON CHIN is a celebrated author and illustrator of children’s books. He received the Caldecott Medal for his illustrations in Andrea Wang’s Watercress, a Newbery Honor book and APALA award winner. His book Grand Canyon was awarded a Caldecott Honor, a Sibert Honor, and the NCTE Orbis Pictus Award. His other acclaimed nonfiction titles—Coral Reefs, Redwoods, Gravity, and Island: A Story of the Gálapagos—have received numerous starred reviews and other accolades. He is also the illustrator of Stephanie Parsley Ledyard’s debut title, Pie Is for Sharing, and Miranda Paul’s Water Is Water and Nine Months: Before a Baby Is Born, the latter a Boston Globe—Horn Book Honor Book. He lives in Vermont with his wife and children.
Leading Literacy Coalitions: From Classrooms to Communities

While reading and writing may sometimes be private hobbies, literacy is unequivocally a public, political act. We utilize reading, writing, speaking, listening, analysis, and creating to engage with others within and beyond our own communities.

Literacy leadership is tasked with building communities to honor, bolster, develop, and enact literacy practices among students and adults. These communities may be individual grade-level teams, content-area departments, schools, districts, states, or national or international organizations that seek to empower student agency. Whether we are engaging with conceptualizations and applications of servant leadership; Freire’s critical pedagogy and praxis; Gonzalez, Moll, and Amanti’s funds of knowledge; or emancipatory education, community is at the heart of what literacy leaders do.

The Conference on English Leadership 2022 Annual Convention calls for us to share, connect, and examine how we center or build communities in our educational settings.

Keynote Speakers:

Sunday, Nov. 20: SHELDON L. EAKINS, founder of the Leading Equity Center and host of the Leading Equity podcast

Monday, Nov. 21: ISAAC HUANG, member of the Conejo Valley Unified School District’s Inaugural Equity Task Force and is the principal and lead learner at Madrona Elementary School

Monday, Nov. 21: LEE ANN JUNG, CEO of Lead Inclusion, clinical professor at San Diego State University, and a consultant to schools worldwide

Tuesday, Nov. 22: SARAH RAFAEL GARCÍA, an arts leader in Orange County and a literary arts advocate nationally, and founder of Barrio Writers, LibroMobile, and Crear Studio arts programs

Come Together: Using YAL to Rise, Overcome, and Forge Ahead Together

The theme for the 2022 ALAN Workshop is “Come Together: Using YAL to Rise, Overcome, and Forge Ahead Together.” We will feature authors and presenters who focus on and celebrate the power of individuals uniting with a shared love for young adult literature and its potential for transformation. We want participants to think about how they might harness this power to rise against oppressive forces, and in doing so, inspire opportunities for advocacy, support, and deeper connection with and among adolescents.

Your workshop registration includes an amazing box of books, the opportunity to hear from authors you and your students admire, breakout sessions, a reception with authors, and lunch.

Read more about the ALAN Workshop and other ALAN events during the NCTE Annual Convention in this blog post from 2022 ALAN President Dani King-Watkins:

alan-ya.org/2022/08/14/alan-how-to-for-2022-workshop/