

# SUNDAY, NOVEMBER 20

7:00–8:45 A.M.



**SHELLEY RODRIGO**

## **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



**EMILY KIRKPATRICK**

7:00–8:45 A.M.

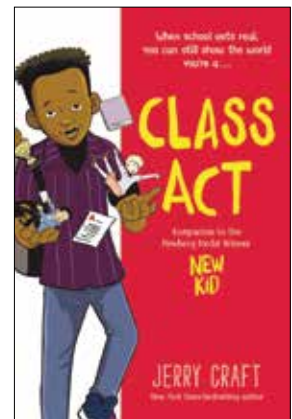
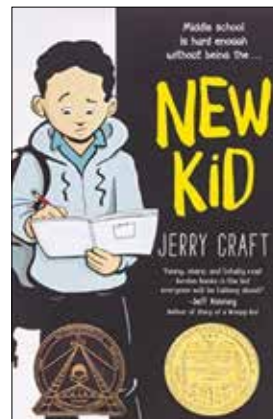
## Children's Literature Assembly Breakfast

### 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.

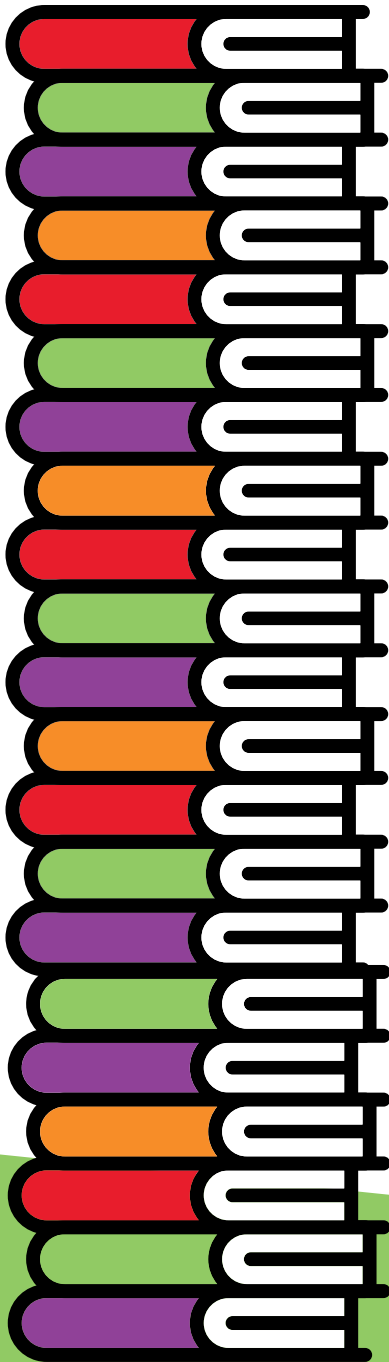


**JERRY CRAFT**



SUNDAY

# BUILD YOUR STACK<sup>®</sup>



**BUILD YOUR STACK<sup>®</sup>  
LOCATED IN EXHIBIT HALL B**

**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/Boyd's 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

# SUNDAY FEATURED SESSION

9:00–10:15 A.M.

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**S** **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*

SUNDAY



### 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"  
Mellissa 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**

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**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-Loftus, “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”

Russell Mayo, Chicago Public Schools, “What’s in the (Flint) Water? Teaching Ecojustice via Drama and Creative Nonfiction”

Scott Morrison, Elon University, “Wild Pedagogies in Teacher Education: Rambling toward Ecoliteracy”

Rich Novack, Fairfield Warde High School, “Twinkling Hope in Dark Curriculum with Nature Walks, Eco-poetry, and Environmental Research”

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?”

Rebecca 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.

**Presenters:** Rebecca Harper, Augusta University, "Democracy and Social Justice: Using Argument in the Secondary Classroom"

Marlynda Holley, May River High School, "Democracy and Social Justice: Using Argument in the Secondary Classroom"

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 SESSIONS — 9:00–10:15 A.M.

### 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”

Shanendra 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



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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.15 Full, Full, Full: Schools as Sueños for Culturally Sustaining Processes and Practices during the Pandemic and Beyond**

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**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**

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**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**

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**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**

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**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 Kremer, 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”

**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”

**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 Tummy, Harris County Department of Education

**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 Río 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

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#### 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

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#### ROOM 209-B



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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.

**Presenters:** Beverly Ann Chin, University of Montana, “Writing about Social Justice Issues Using Primary Sources/Informational Texts and Readers’ Theatre”  
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

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#### 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

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#### 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”  
Jonathan Marine, George Mason University, “New Light on the Contributions of James Moffett to the Development of Modern Thought and Practice in the Teaching of English”  
Shannon Potts, Special Music School, “New Findings on the History and Impact of The Dartmouth Conference: The Moffett Effect”  
Ashlynn Wittchow, Teachers College, Columbia University, “What Is English Education? Responses over Two Generations”

**O.27 Radiating Luz in the Middle Grades: Ethnic Studies Literacies in Practice**

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**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"

**O.28 Seeing Ourselves: Asian American Graphic Novels and Comics**

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**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

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

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**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

**O.30 Teacher Experts and Their Paths to Expertise**

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**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:** Kamanian Wynter-Hoyte, University of South Carolina

**OP.01 Challenging Antisemitism: A Workshop with the NCTE Jewish Caucus**

**G 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 on 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"  
 Brandy Gatlin-Nash, University of California, Irvine, "Teaching about Dialect, Voice, and Race in *To Kill a Mockingbird*; The Affordances of a Critical Language-Literature Approach"  
 Jacob Steiss, University of California, Irvine, "Teaching about Dialect, Voice, and Race in *To Kill a Mockingbird*; The Affordances of a Critical Language-Literature Approach"

**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**



Rainbow

**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 SESSIONS — 10:30–11:45 A.M.

### **P.09 Hope, Empathy, and Humanizing Pedagogies: Making Light for Students in First-Year Writing**

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#### **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**

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Rainbow

#### **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”

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, Holicong Middle School, “Helping Students Notice Patterns in Their Work and Set Goals”

John Warner, College of Charleston, “Triage Teaching: Teaching in a Time of Precarity and Scarcity”

### **P.11 Illuminating Diverse Young Adult Alternatives to Classic Books**

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Rainbow

#### **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/Boyd’s 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”

Xexu 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 Ríos, 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**

**G** 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**

**E**  
**M**  
**TE** 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**

**M**  
**S**  
**C**  
**TE**  
**R** 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”

Sabrina Nelson, North Carolina State University College of Education & DPS, “An ELA Student Teacher’s Collaborative Experience in an Arts-Based Magnet School: Critical Reflection”

Katherine Mitchell Smith, North Carolina State University College of Education & DPS, “An ELA Teacher’s Experience in an Early College (HBC-Partnered) High School: Critical Reflections”

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”

**P.26 Shining a Light in Color-Blind Contexts: Teaching Ethnic Studies in White/Affluent School Settings**



**ROOM 212-B**

Rainbow

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 Mangahis, Patrick Henry High School

Andrew Myette, Patrick Henry High School

**Respondent:** Tricia Gallagher-Guertsen, Liberated Ethnic Studies Collective

**P.27 Shining a Light on Socio-Emotional Needs: Classroom Practices of Empathy and Support**



**ROOM 210-A**

Rainbow

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, Galetton 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, Galetton 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"

**P.28 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

**P.29 The Children Come Full: Honoring and Extending Children's and Communities' Ways of Knowing, Ways of Being, and Ways of Reading**



Rainbow



**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 children's 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

**P.30 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 Fredricksen, 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  
 Tiffany 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 Orzulak, 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  
 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  
 Allen Webb, Western Michigan University

**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.34 “We Remember, Not for the Sake of Yesterday but for Tomorrow”:  
Finding the Light with the Secondary Cemetery Interdisciplinary Project**

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**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**

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**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

SUNDAY BRUNCH — 10:30 A.M.–12:00 P.M.

## 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>) will lead us in conversation, writing, and poetry-making about the teachers and writers we are and strive to be.



NATIONAL WRITING PROJECT



SUNDAY

12:00–1:30 P.M.



VALERIE KINLOCH



ANDREA WANG



JASON CHIN

# GENERAL SESSION

## ARENA

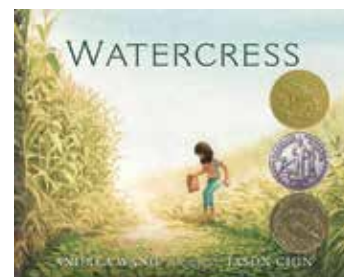
### NCTE PRESIDENTIAL ADDRESS

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 heart rending” 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 Galapagos*—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.

# ALAN WORKSHOP AND CEL CONVENTION

These events are being held at the Hilton Anaheim.

## CEL Annual Convention November 20–22

### 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



## ALAN Workshop November 21–22

### 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/](https://alan-ya.org/2022/08/14/alan-how-to-for-2022-workshop/)

