

imagine. innovate. inspire.

2026 NCTE Philadelphia

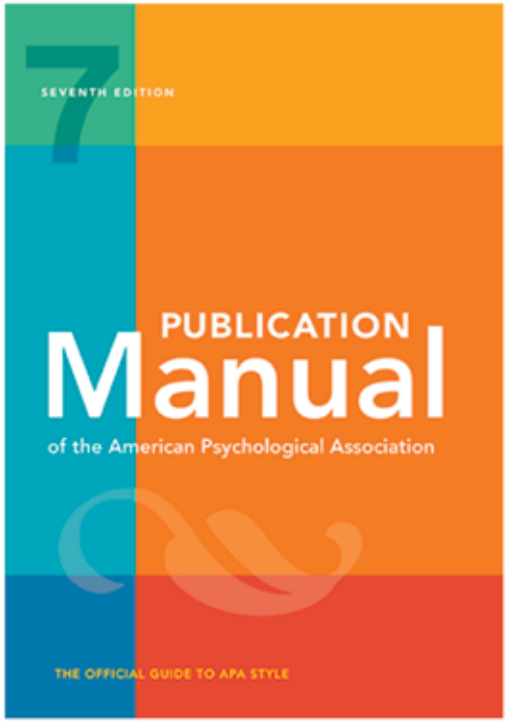
ANNUAL CONVENTION
NOVEMBER 19–22

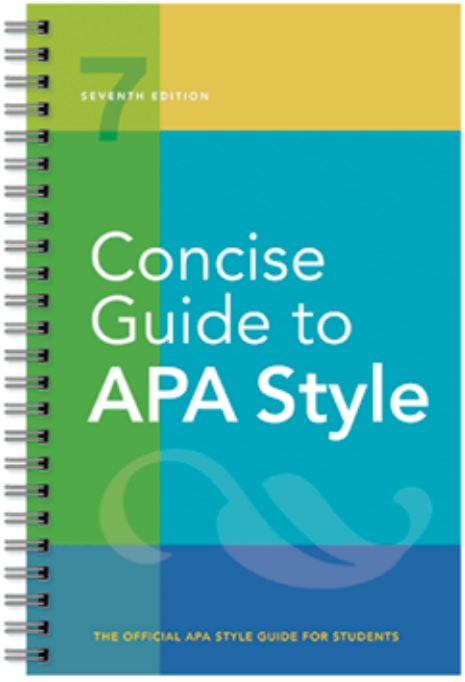
AMERICAN PSYCHOLOGICAL ASSOCIATION
PUBLISHING

THE MOST WIDELY USED ACADEMIC WRITING STYLE GUIDES IN THE WORLD

VISIT BOOTH 901

I ∞ APA STYLE
apastyle.org





APASTYLE.ORG

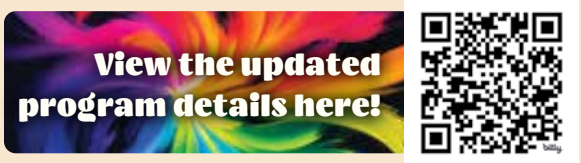


CONTENTS



imagine.
innovate.
inspire.

2026 NCTE
Philadelphia
ANNUAL CONVENTION
NOVEMBER 19–22



Schedule 4
Welcome from the Program Chair 5
Welcome from the Local Committee 6
Thank You to the Volunteers 7
Welcome from the Executive Director 12
Thank You to Our Sponsors 13
Executive Committee 14
In Memoriam 17
General Convention Information 22
General Sessions 28
Meal Events 32
Special Events 37
Section Get-Togethers 38
Workshops 40
Meetings 42
Session Strands 44
Awards 46
Convention Floor Plans 52
Convention Program 55
Preconvention Workshops 56
Thursday Sessions & Events 60
Friday Sessions & Events 100
Saturday Sessions & Events 184
Sunday Sessions & Events 284
Classroom Idea Exchange 286
CEL Annual Convention & ALAN Workshop 323
Annual Business Meeting Rules of Conduct 324
Exhibitors 326
Index of Program Participants 348

SCHEDULE

See the complete list of sessions on the Convention website: **convention.ncte.org/program**

Hours are subject to change; more information will be added to the website as the schedule is finalized.

WEDNESDAY 11/18

4:00–7:00 P.M.—Registration & NCTE Central

THURSDAY 11/19

6:30 A.M.–6:00 P.M.—Registration & NCTE Central

8:00 A.M.–12:00 P.M.—Preconvention Workshops *(see p. 40; additional registration required)*

11:30 A.M.–3:45 P.M.—A, B, C, D & E Sessions

2:30–3:30 P.M.—First-Timers' Event: **Alane Adams** *(no charge; registration required)*

4:00–5:15 P.M.—Opening General Session: **Margaret Atwood**

5:30–7:00 P.M.—Section Get-Togethers: **Traci Todd, Vashti Harrison, Victoria Jamieson, Omar Mohamed, Dave Eggers, Jill Biden**

7:00–8:30 P.M.—Cultural Celebration

8:30–10:00 P.M.—CNV Reception

FRIDAY 11/20

7:00 A.M.–6:00 P.M.—Registration & NCTE Central

8:15–9:15 A.M.—Friday General Session: **Misty Copeland**

9:30–11:30 A.M.—F & G Sessions

10:00 A.M.–5:00 P.M.—Exhibits Open

11:30 A.M.–1:30 P.M.—ELATE Luncheon: **Raina J. León**

11:30 A.M.–1:30 P.M.—Middle Level Section Luncheon: **Nic Stone**

11:30 A.M.–1:30 P.M.—College Section Luncheon: **Natasha Singer**

11:45 A.M.–4:45 P.M.—H, I, J, K & L Sessions

5:00–6:15 P.M.—Annual Business Meeting

6:30-9:00 P.M.—NCTE Friday Night Celebration



SATURDAY 11/21

6:30 A.M.–6:00 P.M.—Registration & NCTE Central

7:00–9:15 A.M.—ALAN Breakfast & Literary Session: **Elizabeth Acevedo**

7:30–8:45 A.M.—Awards Session

8:15–9:30 A.M.—M Sessions

9:45–10:45 A.M.—Saturday General Session: **LeVar Burton**

11:00 A.M.–5:00 P.M.—Exhibits Open

11:00 A.M.–12:15 P.M.—N Sessions

12:30–2:30 P.M.—Secondary Section Luncheon: **Clint Smith**

12:30–2:30 P.M.—Children's Book Awards Luncheon: **María Dolores Águila, Brittany Cicchese, Megan Clendenan**

12:30–5:30 P.M.—O, P, Q, R & S Sessions

5:45–7:00 P.M.—Special Interest Group Sessions

SUNDAY 11/22

8:00–11:00 A.M.—Registration & NCTE Central

7:00–8:45 A.M.—Children's Literature Assembly Breakfast: **Grace Lin**

7:00–8:45 A.M.—Affiliate Breakfast: **Jamal Cooks, Emily Kirkpatrick**

8:00–11:30 A.M.—Exhibits Open

8:15–11:45 A.M.—T, U & V Sessions

10:30 A.M.–12:00 P.M.—National Writing Project Brunch: **Writing Still Matters**

12:00–1:15 P.M.—Closing General Session: **Tomi Adeyemi, Antero Garcia**

2:00–6:00 P.M.—CEL Annual Convention* & ALAN Workshop*

MONDAY 11/23

7:00–10:00 A.M.—Registration

8:00 A.M.–5:30 P.M.—CEL Annual Convention* & ALAN Workshop*

TUESDAY 11/24

8:00–11:00 A.M.—CEL Annual Convention*

** (see p. 323; additional registration required)*



WELCOME FROM DETRA PRICE

2026 NCTE ANNUAL CONVENTION PROGRAM CHAIR

NCTE PRESIDENT-ELECT

There is nothing quite like walking into a space filled with thousands of people who love stories, language, and teaching just as much as you do. That's exactly why getting together this November for the 2026 NCTE Annual Convention feels so essential. It is our chance to take a breath, re-energize, and focus on exploring the conditions necessary for literacy research and teaching practices to thrive with joy and possibility.

This year, we're gathering around three words: **Imagine. Innovate. Inspire.**

The 2026 NCTE Annual Convention will bring together a vibrant community of educators dedicated to ensuring high-quality literacy learning for every student. It is also an opportunity for us to think collectively about what it could mean for students if we reimagined ELA teaching and learning through the lens of limitless possibility.

We have an incredible lineup of featured speakers, workshops, authors, and interactive sessions designed to spark your curiosity and provide practical strategies to use in your classroom Monday morning. But honestly, some of the best magic happens between the scheduled events when you have time to chat with other educators, sharing ideas over coffee, laughing with old friends in the hallways, and building a supportive network of peers who share your commitment to generative literacy teaching and learning.

The 2026 Annual Convention is an opportunity for you to imagine new possibilities for your students while giving you the chance to explore topics that support your professional growth. As ELA educators, we are not just teaching a curriculum, we are preparing the next generation to write the future of our world. That is an incredibly beautiful privilege. This November we will come together in Philadelphia to think collectively about what ELA research, teaching, and learning can look like in a digital world. I can't wait to see you there!

Warmly,
Detra Price
2026 NCTE Annual Convention Program Chair
NCTE President-Elect

Welcome to Philadelphia

FROM THE PENNSYLVANIA COUNCIL OF TEACHERS OF ENGLISH AND LANGUAGE ARTS & THE WESTERN PENNSYLVANIA COUNCIL OF TEACHERS OF ENGLISH

Philadelphia offers a rich blend of history, culture, and modern attractions that make it an ideal destination for all educators seeking both inspiration and meaningful experiences. One of the most iconic areas to explore is Historic Old City, home to Independence Hall and the Liberty Bell. Walking through this district allows visitors to stand where the Declaration of Independence and the US Constitution were debated and signed. For teachers, this experience provides a tangible connection to American history that can easily translate into engaging classroom discussions and lessons.

Beyond its historical landmarks, Philadelphia is known for its world-class museums. The Philadelphia Museum of Art, famous for its "Rocky Steps," houses an extensive collection spanning centuries and continents. Nearby, the Barnes Foundation offers a unique display of impressionist and post-impressionist works arranged in an unconventional, highly intentional format. Educators interested in science and innovation should consider visiting the Franklin Institute, where interactive exhibits make complex scientific concepts accessible and engaging—an approach many teachers may find inspiring for their own instruction.

Philadelphia also boasts vibrant neighborhoods that highlight the city's cultural diversity. Reading Terminal Market is a must-visit destination, offering a wide variety of local and international cuisine in a lively indoor setting—perfect for a November visit. Meanwhile, areas such as South Street and Fishtown provide opportunities to explore local art, independent shops, and contemporary culture. These neighborhoods give visitors a broader understanding of the city beyond its colonial roots and showcase the dynamic communities that shape modern Philadelphia.

November is an especially pleasant time to visit, as cooler temperatures make walking tours comfortable and seasonal decorations begin to appear throughout the city. Educators may also find value in exploring educational institutions such as the University of Pennsylvania or Temple University, both of which contribute to the city's strong academic atmosphere. Whether focusing on history, art, science, or culture, Philadelphia offers a wide range of experiences that can enrich educators professionally while providing memorable personal exploration. Welcome to the City of Brotherly Love!

Jordan Caldwell, PCTELA President
Amy Nyeholt, PCTELA Past President
Amy Bouch, WPCTE President
Carol Aten Frow, WPCTE Executive Director
#NCTE26 Local Committee Co-Chairs



Photo: ©PHLCVB

Pennsylvania Convention Center



Photo: ©PHLCVB

City Hall and Clothespin sculpture by Claes Oldenburg



Photo: ©PHLCVB

Signers' Hall at the National Constitution Center

VOLUNTEERS

NCTE would like to thank all of those volunteers who helped proposal writers, reviewed proposals, and assisted in making the Convention a success!

2026 Local Arrangements Committee Chairs

JORDAN CALDWELL
Local Arrangements Co-Chair
Local Headquarters Office Co-Chair
Oswayo Valley School District
PCTELA President

AMY NYEHOLT
Local Arrangements Co-Chair
PA Cyber
PCTELA Past President

BOB DANDOY
Registration Co-Chair
Retired
PCTELA Treasurer

GLENDA DAULERIO
Registration Co-Chair
Retired
PCTELA VP of Middle Schools

PAULINE SCHMIDT
Hospitality Co-Chair
West Chester University
PCTELA Writing Project Liaison

DANIELLE WARD
Promotions Co-Chair
Laurel Highlands School District
PCTELA Communications Director

AMY BOUCH
Local Arrangements Co-Chair
Chartiers Valley Middle School
WPCTE President

CAROL ATEN FROW
Local Arrangements Co-Chair
Local Headquarters Office Co-Chair
Promotions Co-Chair
Carol Frow Coaching
WPCTE Executive Director

AMY KUKULA
Registration Co-Chair
Indiana Area Senior High School
WPCTE Social Media Co-Coordinator

KATIE MONSOUR
Registration Co-Chair
ARIN IU #28
WPCTE Book Club Coordinator

AIMEE FIRMANI
Hospitality Co-Chair
Beaver Area High School
WPCTE and WPWP Member

TIMOTHY OLDAKOWSKI, ED.D
Hospitality Co-Chair
Slippery Rock University
WPCTE Intellectual Freedom Co-Coordinator

Planning Meeting Reviewers

Laura Ascenzi-Moore
Monica Baldonado
Jonathan Bush
Jamal Cooks
Alex Corbitt
Vivett Dukes
Mandie Dunn
Antero Garcia
Joel Garza
Joanne Baird Giordano
Ruben Gonzalez
Keisha Green
Paquita Hardy
Kari Johnston
Danny Martinez
Edith Middleton
Rex Ovalle
Tonya Perry
Detra Price
Juliet Reed
Dan Stockwell
Carmela Valdez

Strand Reviewers

Rachel Bear
Philip Belcastro
Christina Cantrill
Mandie Dunn
Danielle Filipiak
Joanne Baird Giordano
Keisha Green
David Kelly Jr.
Minjung Kim
Danny Martinez
Edith Middleton
Joaquin Munoz
Liz Murray
Kisha Porcher
Shelley Rodrigo
Sandra Saco
Lenny Sánchez
Kyle Smith
Anita Stratton
Yang Wang

Proposal Coaches

Jubara AbuSin
Whitney Adams
Ifeanyi Akuchie
Robin Atwood
Robin Aufses
Sarah Bailey
Arianna Banack
Caitie Barker
Heather Barton
Bill Bass
Erika Bass
Bedashruti Mitra Basu
Purna Chandra Bhusal
Amy Bouch
Erica Braunlinger
Daniel Bruno
Cedric Burden
Autumn Carter
Anthony Celaya
Meredith Chase-Mitchell
Jacqueline Ciolek
Corina Clark
Maria Clinton
Jamita Cobb
Andrea Coffey
Coley Conter
Liz Corson
Nita Creekmore
Joseph Crook
Jennifer Dail

CONTINUED ON PAGE 8

AFFILIATES:

PCTELA: Pennsylvania Council of Teachers of English and Language Arts

WPCTE: Western Pennsylvania Council of Teachers of English

VOLUNTEERS

PROPOSAL REVIEWERS CONTINUED FROM PAGE 7

Marlene Daly
Fredeisha Harper Darrington
Gita DasBender
Shari Revels Davis
Jason DeHart
Stefanie DeLeon
Kristine Dewar
Nicole Diederich
Caitlin Donovan
Nigel Dookhoo
Simao Drew
Jennifer Ebersole
Sandra Eckard
Brian Ellis
Jaycey Ells
Raymond Epps
Amy Estersohn
Jeanette Figueroa
Christina Flores
Glenda Funk
Patrick Garcia
Jennifer Gessner
Colleen Goddard
Caroline Godfrey
Matthew Goetz
Dana Goodier
Johnna Graff
Alexandra Greco
Usman Haider
Sarah Hamilton
Brian Harrell
Dominic Hateka
Stacy Haynes-Moore
Jamie Hetzel
Katherine Higgs-Coulthard
Tristan Hunter
Adan Jarina
Aysha Jawed
Sylvia Jones
Sara Kajder
Vernon Keeve
David Kelly
Tara Kirton
Penny Kittle
Abigail Kreisa
Shonterrius Lawson-Fountain
Steven Lessner
Shalania Levy
Emily Madison
Shiva Mainaly
Rebecca Maldonado
Tracy McArthur
Charlesia McKinney
Teaira McMurtry
Erin McNeill
Mohit Mehta
Shana Middleton
Zachary Milford
Ileana Miller
Samuel Morris
Carolyn Mshooshian
Liz Murray
Halle Neiderman
Beatrice Newman
Shalom Oladele
Hayley Oliver
David Ornelas
Alfonsina Paez
Erin Parke
Amanda Patrick
Marlena Peduzzi
Omonpee Petcoff
Darius Phelps
Alex Phuong
Janeen Pizzo
Harish Prasad
Guadalupe Ramirez
Jayantkumar Rane
Carol Reuman
Vanessa Reyes
Michel Richard
Chontell Richardson
Michelle Roberts
Matthew Rohn
Suzanne Scafuri
Gaby Scelfo
William Schear
Rodney Schussler
Elizabeth Self
Caron Sharp
Karen Shaw-Sutherland
Lawanda Slowe
Kelli Sowerbrower
Lauren Spenceley
Ryan Spencer
Holly Spinelli
Michelle Sprouse
Kristina Stamatis
Kayla Stewart
Melissa Stewart
Adrianne Sublett
Monique Tait
Scarlett Tannetta
Alexis Teagarden
Faith Thompson
Mary H. Thompson
Stephanie Tucker
Karen Joy Umila
Valerie Vancza
Jasmine Villa
Alison Vowell
Mary Kay Waterman
Michelle Waters
Bronwen West
Shauna Wight
Cat Williams-Monardes
Jennifer Williamson
Sara Wilson
Ashlynn Wittchow
Katie Wolff
Gui Ying Annie Yang-Heim
Colton Young

Proposal Reviewers

Suriati Abas
Brenda Abbott
Jubara AbuSin
Whitney Adams
Kofi Adisa
Comfort Agboola
Kathryn Ahmed
Ifeanyi Akuchie
Oluwabunmi Alao
Zelda Alao
Sabrina Alicea
Patrick Allen
Johnny Allred
Dawne Anderson
Holly Anderson
Patrick Andrus
Shannon Anglemire
Joseph Anson
Robin Atwood
Robin Aufses
Ysaaca Axelrod
Kefah Ayesh
Michelle Bahr
Sara Bailey
Raquel Baker
Kimberly Ballinger
Arianna Banack
Susan Barbee
Molly Bardine
Caitie Barker
Lois Barker
Heather Barton
Bill Bass
Erika Bass
Bedashruti Mitra Basu
Katherine Batchelor
Margo Batha
Olayinka Bazemore
Stephen Beck
Kaitlyn Begley
Rofiat Bello
Sheila Benson
Bonnee Bentum
Richard Beyer
Purna Chandra Bhusal
Jana Bielecki
Arnold Thomas Bigger
Jenn Blair
LisaRose Blanchette
Elizabeth Blye
Chanea Bond
Amy Bouch
Dawn Boyd
Sonja Brandt
Erica Braunlinger
Sally Brown
Sonia Mae Brown
William Christopher Brown
Yavanna Brownlee
Daniel Bruno
Alexis Bryant
Iris Bryant
Cedric Burden
Jonathan Bush
Billie Butt
David Bwire
Joshua Cabat



Kara Kalmer Caccuitto
Jordan Caldwell
Carolyn Calhoon-Dillahunt
Brad Campbell
Julie Cappo
Jessica Carpenter
Leah Carruth
Autumn Carter
Sarah Carter
Anthony Celaya
Meredith Chase-Mitchell
Amina Chaudhri
Scott Chiu
Mary Christel
Jacqueline Ciolek
Jocelyn Cipolaro
Corina Clark
Stephanie Clark
Franklin Cline
Maria Clinton
Jamita Cobb
Richetta Coelho-Tooley
Andrea Coffey
Catherine Conley
Stephanie Conner
Cheryl Cooper
Kaitlynn Cooper
monét cooper
Ramona Cooper-Beverly
Jenna Copper
Liz Corson
Lisa Cox
Katie Cramer
Joseph Crook
Caryl Crowell
Christine Cucciarre
Wenqi Cui
Jonathan Cullick
Tina Curry
Jennifer Dail
Darlene Daley
Marlene Daly
Melissa Dameron-Vines
Dolores Dangelo
Fredeisha Harper Darrington
Gita DasBender
Ann David
Amy Davis
Maggie Morris Davis
Mary Davis
Leah Day
Dulce de Castro
Gilda De La Cruz
Jason DeHart
Stefanie DeLeon
Matthew Deroo
Camille Despain
Todd DeStigter
Michelle Devereaux
Tim Dewar
Dora Diaz
Darryn Diuguid
Cindy Dixon
Nicole Doering
Caitlin Donovan
Nigel Dookhoo
Lacey Dougherty
Stephanie Douglas
Simao Drew
Renee Drouin
Alex Duah
Vivett Dukes
Sarah Dwyer
Darlene Dyer
Annastecia Ebisike
Sandra Eckard
Filiz Shine Edizer
Yvonne El Ashmawi
Katie Harlan Eller
Brian Ellis
Jaycey Ells
Raymond Epps
Nicole Erb
Sarah Esberger
Cecilia Espinosa
Leonila Espinoza
Amy Estersohn
Allison Fahrbach
Jennifer Falcon
Susan Farrell-Poncelet
Fuyi Feng
Jeanette Figueroa
Teresa Fitzgerald
Tamara Flewelling
Amy Flick
Tiffany Flowers
Aubrey Fochs
Donna Fortune
Shalonda Foster
Kaitlyn Frakl
Marsi Franceschini
Jennipher Frazier
Emily Freeman
Joey Freeman
Lori Freeman
Glenda Funk
Jesse Gainer
Immanuel Ganesan
Priyanka Ganguly
Madison Gannon
Patrick Garcia
Traci Gardner
Shelly Garnett
Joel Garza
Ani Gazazyan
Mandy Geddes
Jennifer Geringer
Megan Geter
Shreelina Ghosh
Ellen Gianakis
Elizabeth Gibbs
CherylAnn Gill
Ricki Ginsberg
Joanne Giordano
Cyndi Giorgis
Andrea Glaws
Colleen Goddard
Caroline Godfrey
Chris Goering
Matthew Goetz
Maria Goff
Eva Goins
Rubén González
Dana Goodier
Mike Goodwin
Nicole Gossman
Emily Graboski
Johnna Graff
Christine Gray
Jennifer Gray
Alexandra Greco
Cathy Griner
Sarah Gross
Amy Guillotte
Rima Gulshan
Xenia Hadjioannou
Stacey Hahn
Usman Haider
Margaret Hale
Jennie Hallisey
Sarah Hamilton
Daniel Hammond
Barbara Handt
Ling Hao
Paquita Hardy
Terri Harkey
Paula Harmon
Brian Harrell
Christopher Harrison
Chris Hass
Sarah Hassebroek
Dominic Hateka
Stacy Haynes-Moore
Jillian Heise
Vanessa Heller
Bailey Hermann
Jade Higa
Carla Higgins
Jennifer Hill
Joshua Hill
Thomas Hill
Melissa Hirsch
Michelle Hock
Tracey Hodges
Amanda Holliday
Tamara Hollins
Aileen Hower
Jessica Huffmaster
Melanie Hundley
Tristan Hunter
Julie Isaacson
Sawsan Jaber
Gina Jackson
Melissa Jacobsen
Brad Jacobson
Carol Jago
Adrienne Jankens
Adan Jarina
Christine Jasmann
Aysha Jawed
Sarah Z. Johnson

CONTINUED ON PAGE 10

VOLUNTEERS

PROPOSAL REVIEWERS CONTINUED FROM PAGE 9

Wintre Johnson
Brittany Jones
Sara Jones
Sylvia Jones
Elizabeth Jorgensen
Gurbir Kahlon
Clifton Kaiser
Sara Kajder
Topher Kandik
Sarah Kandl
Grace Kang
Bret Keeling
Vernon Keeve
Martha Keller
Lynn Kellogg
David Kelly
Ryan Kelly
Madonna Kemp
Julianna Kershen
Brittany Kester
Miral Khalil
Ananta Khanal
Ellin Kim
Jennifer Kirchoff
Tara Kirton
Neil Klein
Heather Kliever
Paulette Koubek-Yao
Cindi Koudelka
Julie Kozee
Helen "Michelle" Kreamer
Abigail Kreisa
Jori Krulder
Ashanka Kumari
Jonna Kuskey
Peter Landino
Tasha Lando
Lisa Landrum-May
Benjamin Lathrop
Matthew LaVergne
Jonathan Lawrence
Mary Lawrence
Shonterrius Lawson-Fountain
Christina Layton
Kyung Lee
Jeannette Lee-Parikh
Christopher Lehman
María Leija
Madeleine Leman
Amy Leshinsky
Steven Lessner
Shalania Levy
Angie Lew
Mark Lewis
Stephanie Lewis
Liz Lietz
Gina Ligouri
Pamela Lindstrom
Andy Jiahao Liu
Diana Liu
Perpie Liwanag
Julia Lopez-Robertson
Lynn Love-Kelly
Ruth Lowery
Kris Lowrey
Kimm Lucas
Susan Luft
Quang Ly
Dezi Lynn
Adriana Macias
Nancy Mack
Matthew Macomber
Emily Madison
Steffany Maher
Shiva Mainaly
Rebecca Maldonado
Victor Malo-Juvera
Dana Maloney
Emily Malovich
Greg Marano
Isabelle Marcellus
Margaret Marsden
Monica Maxwell
Lauren May
Liz McBride
Thomas McCann
Dominique McDaniel
Emily McDonald
Katie McGee
Lauren McGuire
Charlesia McKinney
Teaira McMurtry
Erin McNeill
Melissa McQuillan
Sara Mechraoui
Mohit Mehta
Emily Meixner
Larisa Merriman-Raban
Diane Mertens
Edith Middleton
Shana Middleton
Jillian Miley
Zachary Milford
Caitlin Miller
Elizabeth Miller
Richard Miller
Candice Moench
Sruthy Mohan
Sam Morris
Carolyn Mshooshian
Michelle Mugatha
Julie Mullan
Joaquin Munoz
Chelsea Murdock
Liz Murray
Michele Myers
Suzanne Myers
Kristen Myles
Habibah Nabuuma
Donna Nalley
Mary Napoli
Natalie Nash
Maureen Neal
Halle Neiderman
Elizabeth Nelson
Kim Newberry
Bridget Newell
Beatrice Newman
Rachel Nichols
Sanjeev Niraula
Kristin Norton
Jessie O'Brien-Sheats
Robin Oatis
Ashley Plack ODonnell
Oluwatodimu Ogunade
Oluwaseun Ogunleye
Laxmi Ojha
Amy Okimoto
Shalom Oladele
Bolape Olaosebikan
Hayley Oliver
David Ornelas
Rex Ovalle
Hem Pandey
Michelle Papenfus
Lanoke Paradita
Erin Parke
Denise Patmon
Amanda Patrick
Marlena Peduzzi
Anne Pegram
Morgan Pellettera
Janell Igeleke Penn
Carolyn Perry
Omonpee Petcoff
Heather Peter
Tien Pham
Darius Phelps
Sidonie Phillips
Christine Photinos
Alex Phuong
Melissa Pilakowski
Acer Pitas
Janeen Pizzo
Thomas Plichta
Bilal Polson
Melissa Pomponio
John Poole
Suzanne Porath
Elle Porter
Stephanie Powell
Harish Prasad
Sharon Pratt
Sarah Prielipp
Janell Pycior
Pengtong Qu
Ly Quang
Ruben Quesada
Alexis Rainey
Reshma Ramkellawan-Arteaga
Robyn Ramsey
Jayantkumar Rane
S. Ravibalan
Roberta Raymond
Lee Read
Emily Reed
Stephanie Reid
Carol Reuman
Shari Revels-Davis
Vanessa Reyes



Michel Richard
Jessica Ridgeway
Emily Rigik
Timothy Riley
Erin Riley-Lepo
Amy Robb
Meg Davis Roberts
Michelle Roberts
Candence Robillard
Kimberly Rocha
Andrew Rodbro
Luke Rodesiler
Jasmyne Rogers
Kailyn Rogers
Matthew Rohn
Mario Rosado
Anna J. Small Roseboro
Taylor Rose-Dougherty
Barrett Rossser
Shelley Roth
Kelli Rushek
Shelly Russell
Michelle Ryan
Eleanor Salgado
Abdulmalik Salman
Cori Salmeron
Erika Sanders
Suzanne Scafuri
Gaby Scelfo
Kristen Schaefer
William Schear
Ryan Schey
Pauline Schmidt
Lindsay Schneider
Karen Schubert-Ramirez
David Schultz
Rodney Schussler
Erik Scott
Cole Seal
Jenny Seiler
Elizabeth Self
Byung-In Seo
Caron Sharp
Karen Shaw-Sutherland
Chelsea Shearer
Ellen Shelton
Stefanie Johnson Shipman
Melanie Shoffner
Emily Shrestha
Haley Sigler
Katie Silvester
Elijah Simmons
Michelle Singh
Katrina Sire
Bonner Slayton
Mary Sloat
Lawanda Slowe
Kaylee Smedley
Jacqueline Smilack
Celeste Smith
Danielle Smith
Dywanna Smith
Hiawatha Smith
Jaclyn Smith
Jennifer Smith
Jess Smith
Kelly Smith
Kyle Smith
Leora Smith
Melissa Smith
Mukkaramah Smith
Tom Smith
Marva Solomon
Kelli Sowerbrower
Lauren Spenceley
Ryan Spencer
Holly Spinelli
Michelle Sprouse
Kristina Stamatis
Brett Stamm
Jeannine Stanko
Shakasha Stevenson
Kayla Stewart
Melissa Stewart
Scott Storm
Jennifer Stumphy
Justin Stygles
Adrianne Sublett
Katherine Suender
Terri Suico
Melissa Sullivan
Yingyuan Sun
Tadayuki Suzuki
Natalie Svrcek
Alaya Swann
Katie Szwejbka
Monique Tait
Cathline Tanis
Scarlett Tannetta
Alexis Teagarden
Blake Tenore
Hetal Thaker
Staci Tharp
Helen Thomas
Faith Thompson
Julie Thompson
Marisa Thompson
Mary H. Thompson
Kimberly Tiedemann
Sherrye Tillman
Emy Tomita
Berrie Torgan-Randall
Shawn Towner
Cher Treacy
Sally Treanor
wendy Tronrud
Stephanie Tucker
Isabel Tuliao
Kim Turner-Shukis
Renee Ullom
Karen Joy Umila
Nancy Valdez-Gainer
Sarah Valter
Valerie Vancza
Kinga Varga-Dobai
Lois Vaughan
Vanessa Vega
Vetriselvi G. Vetriselvi
Jasmine Villa
Angela Villamizar
Vanessa Virgiel
Tess vonHilsheimer
Kelly Vorhis
Alison Vowell
Diane Waff
Barbara Wahlberg
Elisa Waingort
Michelle Walker
Kristen Walsh
Theresa Wampler
Jocelyn Washburn
Dana Wasnock
Mary Kay Waterman
Michelle Waters
Nigel Waterton
Paige Watts
Katrina Webber
Sarah Webster
Kris Weinzapfel
Dianne Wellington
Leah Werther
Kimberly White-Glenn
Jessika Whiteside
Paige Whitlock
Holly Wieczorkowski
Gail Wiercioch
Shauna Wight
Carol Wilcox
Kathryn Will
Cat Williams-Monardes
LaWanda Williams
Rick Williams
Jennifer Williamson
Nichole Wilson
Sara Wilson
Tanisca Wilson
Angela Winter
Arleatrice Winters
Ashlynn Wittchow
Katie Wolff
Ben Wong
Tameka Woodard
Lexi Woodward
Michelle Yang-Kaczmarek
Deborah Yarbrough
Karen Yelton-Curtis
Anna Youmans
Colton Young
Sheena Zadai
Maria Zafonte
Steven Zemelman
Hongye Zeng
Jiadi Zhang



WELCOME FROM EMILY KIRKPATRICK

NCTE EXECUTIVE DIRECTOR

Welcome to Philadelphia and the 116th NCTE Annual Convention!

NCTE welcomes you to Philadelphia! It's been 17 years since the NCTE Annual Convention was held here, and we are thrilled to return the event to America's birthplace in this semiquincentennial year.

We gather as a large group that is fully committed to students, knowing firsthand how literacy creates bountiful opportunities across the lifespan. We acknowledge a diversity of experience, teaching conditions in local and state contexts, and an array of content needs present among this community.

A key component of attending any convention is exposure to new perspectives, ideas, and colleagues. We envision conversations during this Convention as opportunities to make connections with new colleagues, deepen relationships with those we already know, and learn more about ourselves. NCTE is a vibrant community in which a wide range of talent, experiences, and perspectives live.

Whether you are new in the profession or have spent many years developing your expertise, you are welcome here.

An event of this size and complexity requires many people and specialized expertise. NCTE's staff, who contribute their talents throughout the year, certainly lead this list. I commend our staff's commitment to lead and serve with great heart. Our program chair, Detra Price, calls us together around the theme "Imagine. Innovate. Inspire." Her vision called forth the greatest number of session proposals in our recorded history!

NCTE has a strong community of affiliates in Pennsylvania. Their ongoing leadership provides sustained regional and statewide opportunities for literacy educators to network and grow together. The Pennsylvania Council of Teachers of English and Language Arts and the Western Pennsylvania Council of Teachers of English support this Convention through leading our local arrangements planning, including organizing more than 100 volunteers to support our onsite needs. The local hospitality community of nearly 1,000 employees will ensure our facilities are ready for every event within this large Convention. We thank you in advance for appreciating their important role in making #NCTE26 a success!

The support of donors, who include NCTE members, enables us to offer an increasing number of opportunities for meaningful connections and learning. One example is that many financial contributions pooled together have enabled our scholarship offerings to increase by 58 percent this year! We encourage you to consider participating, as well. You can add a donation to any purchase at NCTE Central, our onsite book and merchandise store, or scan the QR code below.

Thank you to every attendee who booked a hotel room within the NCTE room block. It is our collective purchasing that enables NCTE to deliver room rates that are far below market rates. This is a small yet intentional way in which each attendee can contribute to opportunity for all.

Enjoy all the learning and community that's in store for you! When you're ready to venture beyond the Convention facilities, only a few steps away is the Reading Terminal Market, where more than 80 independent food choices and local delicacies await!

Finally, I invite you to take notes and begin planning how you would like to contribute to our 2027 Convention. At the close of this event, we will open the portal to receive your session proposals as well as the applications to become an online reviewer. We invite you to take part in both opportunities!

We are glad to have you with us as we collectively imagine, innovate, and inspire!

Emily Kirkpatrick
NCTE Executive Director

https://ncte.org/support-ncte/

Thank You to Our Sponsors

NCTE would like to thank our current 2026 Annual Convention sponsors for their generous contributions and support of literacy education.

GOLD SPONSORS

AMERICAN PSYCHOLOGICAL ASSOCIATION

Penguin Random House

Rise Up FOUNDATION

SILVER SPONSOR

Heinemann

BRONZE SPONSORS

NETFLIX

SCHOLASTIC

W. W. NORTON & COMPANY
Independent and Employee-Owned

EXECUTIVE COMMITTEE



President
ANTERO GARCIA
Stanford University
Palo Alto, CA



President-Elect
DETRA M. PRICE
The Ohio State University
Columbus



Vice President
JAMAL A. COOKS
Chabot College
Hayward, CA



Past President
TONYA B. PERRY
Miles College
Fairfield, AL



Elementary Section
Representative-at-Large
KARI JOHNSTON
Perez Elementary School
Austin, TX



Middle Level Section
Representative-at-Large
VIVETT DUKES
Middle School Teacher
New York, NY



Secondary Section
Representative-at-Large
JULIET REED
Jackson Olin High School
Birmingham, AL



Chair, TYCA
JOANNE BAIRD GIORDANO
Salt Lake Community College
Salt Lake City, UT



Chair, CEL
NICHOLAS EMMANUELE
McDowell Intermediate High School
Millcreek Township, PA



Chair, ELATE
KEISHA L. GREEN
University of Massachusetts
Amherst



Chair, LLA
LENNY SÁNCHEZ
University of South Carolina
Columbia, SC



Chair, Elementary Section
LAURA ASCENZI-MORENO
Brooklyn College
Brooklyn, NY



Chair, Middle Level Section
ALEX CORBITT
Syracuse University
Syracuse, NY



Chair, Secondary Section
REX OVALLE
Oak Park and River Forest
High School
Oak Park, IL



Chair, College Section
JONATHAN BUSH
Western Michigan
University
Kalamazoo, MI

VOLUNTEER WITH NCTE

Volunteering with NCTE is one of the most meaningful ways to shape the future of literacy education while growing your professional network and leadership skills.

Influence the Profession

Help inform initiatives, programs, and resources that support educators and students nationwide.

Build Professional Connections

Collaborate with passionate educators, researchers, authors, and leaders who share your commitment to literacy and learning.

Expand Your Impact

Share your expertise, advocate for issues that matter, and contribute to the advancement of English language arts education.

We are the organization we are today because of the expertise, time, and energy of our members. What role will you play in moving the profession forward?

See all NCTE volunteer opportunities: ncte.org/engagement-hub/

HELP SHAPE THE FUTURE OF NCTE

NCTE leaders of tomorrow are like you—active, dedicated NCTE members of today!
Are you interested in running for a steering or nominating committee position?
Or do you have a colleague you'd like to nominate for office in NCTE?

The nominating committees of NCTE; ELATE (English Language Arts Teacher Educators); TYCA (Two-Year College English Association); and the Elementary, Middle Level, Secondary, and College Sections of NCTE will accept nominations for the 2027 elections during the Annual Convention.

Visit the committees at the following times:

FRIDAY, 5:00–6:00 P.M.
Annual Business Meeting
Room 201-AB (200 Level)

SATURDAY, 12:00–1:00 P.M.
Room 101
(100 Level)

SUNDAY, 9:00–10:00 A.M.
Room 101
(100 Level)

ncte.org/get-involved/volunteer/elections/

In Memoriam

NCTE mourns the loss of members who have passed since publishing the 2025 NCTE Annual Convention program. We honor their legacies and contributions to literacy education. We celebrate their innovative thinking, commitment to students, and research that improved our world.

The members listed below are those for whom NCTE received notification of their passing. We give homage to them in this program and will remain forever grateful for their contributions to our profession.

Sheridan Blau

Jennifer Buehler

Barbara L. Cambridge

Jason Courtmanche

Janet Emig

Karen Hartman

Frank Madden

Donald McQuade

Ernest Morrell

Ollie Oviedo

P. David Pearson

Kathryn Mitchell Pierce



IN MEMORIAM

Remembering Dr. Sheridan Blau

NCTE President 1997–98

Sheridan Blau was a beloved colleague whose profound contributions to the literacy field continue to be widely celebrated. He served as NCTE's President in 1997–98 and then an extended term. His service on the Presidential Team spanned 1995–2000. He commemorated his extended role with a gavel that read "Past Perfect NCTE President," which he proudly displayed on his desk. In 2007, he was honored with NCTE's Distinguished Service Award.

Blau was instrumental in launching and co-chairing the English Language Arts Teacher Educators (ELATE) Commission on the History of English Education. In 2004, his influential book *The Literature Workshop: Teaching Texts and Their Readers* received the ELATE Richard A. Meade Award, which recognizes outstanding research-based work that promotes English language arts teacher development.

He also founded the South Coast Writing Project (SCWriP) at the University of California, Santa Barbara Gevirtz Graduate School of Education. Blau served as director for nearly four decades and was a professor emeritus in education and English at UCSB.

In January 2025, NCTE published *Building Literate Communities: In Conversation with Sheridan Blau*, a rich collection of essays that honor and extend his contributions to English education. The book describes how Blau's work has influenced communities of students, teachers, and scholars since the 1960s—promoting a richer, more collaborative approach to literacy learning and education—and how his principles and practices continue to inform fields from composition and literature studies to mentorship and professional learning.

Blau's quote from *Deep Reading, Deep Learning* evolved into one of his famous mantras—"Teaching is the enemy of learning." This philosophy guided his work in his many years of training kindergarten through university teachers how to teach writing effectively.

> **"Teaching is often the enemy of learning rather than the instrument."**
>
> – Dr. Sheridan Blau,
> From *Deep Reading, Deep Learning* (2017)

Blau resided in New York City, where he was a professor emeritus of practice at Teachers College, Columbia University. A student there offers this reflection on Blau's impact: "If I can make any of my students feel as smart and interesting as Sheridan made me feel, that will be the greatest testament to his legacy that I could offer."

Attend a Convention session dedicated to "Literacy Workshops in the Afterglow of Mentorship: Classroom Innovations Inspired by Sheridan Blau" on Saturday, November 21, at 11:00 a.m. Check the schedule for more details.



IN MEMORIAM

Remembering Dr. Janet Emig

NCTE President 1988–89

Janet Emig was a poet, a pioneering scholar, and a passionate educator. Professor emeritus at the Rutgers University Graduate School of Education, she led NCTE in 1988–89. She was program chair of the 1988 NCTE Annual Convention, where Maya Angelou led the audience in a memorable rendition of "Amazing Grace."

"Ballad of Mother and Child" From *Dusk*, by Janet Emig:

And you, Mother,
When did I last see you
As you needed to be seen.
Was it when I was three?
No wonder then you cannot see me.

Emig was introduced to NCTE by the chair of the English department at her Wyoming high school, who suggested she attend the organization's 1951 Annual Convention in Cincinnati. "Thereafter, I think I attended almost every national meeting, whether it was held in Kansas City or Miami," Emig wrote. "I found the experience extraordinary. Here was the best of our field gathered together yearly to exchange ideas and friendships."

Poetry remained one of Emig's lifelong pursuits, and she served on what is now the NCTE Children's Poetry Awards Committee. At the age of 94, Emig published her poetry collection, *Dusk*. Former NCTE President Valerie Kinloch (2021–22) wrote in its preface: "Dr. Emig's approach to learning has impacted how I think about writing as a practice in communicating and communication, composing, discovery and rediscovery, storying, and expression."

Emig's doctoral dissertation, *The Composing Processes of Twelfth Graders (NCTE Research Report, 13)*, was published in 1971. The influential case study of eight Chicago-area students laid the foundations for the process theory of composition, which considers writing as a process, as opposed to a product. Her pivotal essay "Writing as a Mode of Learning" was published in the NCTE journal *College Composition and Communication* in 1977. It is included in *Key Works in English Education*, a two-volume anthology that will be available at the 2026 NCTE Annual Convention.

In addition, the NCTE constituent group now known as English Language Arts Teacher Educators (ELATE) named an award after Emig herself in 2000: the ELATE Janet Emig Award for Exemplary Scholarship in English Education. It recognizes the author of an exceptional article for excellence in scholarship and educational leadership published in *English Education*, the ELATE journal.

When asked about her legacy, Emig said that she considered it to be "taking children seriously," and "starting a branch of academic discourse on how children write," according to her obituary in the *Naples Daily News*.

"Janet Emig reshaped the field of English education, emphasizing that writing can be understood as a process grounded in cognition, experience, and humanity," said current NCTE President Antero Garcia.

NCTE gratefully acknowledges the financial gift left by Dr. Emig in her final estate plans.



IN MEMORIAM

Remembering Dr. Ernest Morrell

NCTE President 2013–14

Ernest Morrell was a legendary scholar, multifaceted leader, and pioneered research and practice in critical English education.

His involvement with NCTE extended throughout his three-decade career. His impact on the organization is felt as deeply as the impact of his scholarship. His roles and contributions included serving as NCTE President in 2013–14 and, later, directing the NCTE James R. Squire Office on Policy Research from 2020 until his passing in February 2026. A current national research project, the 100 Teachers Study, is guided by his vision.

"Teaching makes you eternal."

– Ernest Morrell

NCTE bestowed upon Morrell two of its most prestigious awards, the Distinguished Service Award (2019) and the James R. Squire Award (2025). NCTE Executive Director Emily Kirkpatrick and NCTE President Antero Garcia presented the Squire Award to Morrell in person in Chicago.

"My research and teaching have always been driven by a desire to connect the discipline I love with the students and teachers I also love," Morrell said at the time.

Garcia, one of Morrell's doctoral students and mentees, reflected, "With an unrelenting focus on making sure that teachers uplift the brilliance of every young person in every classroom, Ernest remade our teaching practices in ways that were more imaginative and caring."

Morrell authored more than 100 articles, research briefs, and book chapters, as well as 19 scholarly books, including *Critical English Education: Enduring Voices, New Perspectives*, released at the 2025 Annual Convention. The book explores the last 60 years of research on critical English education and victories of the movement while charting a path forward for the future. Its companion, the two-volume anthology *Key Works in English Education*, is now available.

For more than a decade, Morrell was consistently listed in *Education Week's* RHSU Edu-Scholar Public Influence Rankings, listed at number 93 in 2026. He was inducted into the Academy of Arts and Sciences in 2024, in the same class as the actor George Clooney, Apple CEO Tim Cook, and American Council on Education President and former US Undersecretary of Education Ted Mitchell.

"Ernest's scholarship transcends traditional silos to forcefully convey the essential value of language and humanities to create meaning, form relationships, and pursue possibilities of better futures," Kirkpatrick said. "We are now entrusted to use his vision and scholarship to serve future generations of teachers and students. Ernest's profound influence on the field will multiply, and his memory will live on at NCTE."

On Saturday, November 21, at 4:15 p.m., Garcia and Nicole Mirra, a coeditor of *Critical English Education* and *Key Works*, will participate in a session dedicated to Ernest titled "What's (Re)volutionary Love Got to Do with It?: Illuminating the Transformative Mentoring Legacies of Dr. Ernest Morrell." Check the schedule for more details.

Key Works in English Education

Celebrating the Legacy of NCTE and Its Past Presidents

NCTE is honoring the work and legacy of its former Presidents and many other educators in *Key Works in English Education*, a two-volume anthology debuting at the 2026 NCTE Annual Convention.

Envisioned by Ernest Morrell, the collection includes essays by Sheridan Blau and Janet Emig, as well as Arthur Applebee, David Bartholomae, Rudine Sims Bishop, James Britton, Cati de los Ríos, Anne Haas Dyson, Antero Garcia, Ofelia García, Anne Ruggles Gere, Keith Gilyard, Kenneth S. Goodman, Yetta Goodman, Kris D. Gutiérrez, Glynda Hull, Valerie Kinloch, Michele Knobel, Colin Lankshear, Carol Lee, Jamila Lyiscott, Nicole Mirra, James Moffett, Luis Moll, Gholnecsar Muhammad, Miles Myers, P. David Pearson, Louise Rosenblatt, Yolanda Sealey-Ruíz, Kathy Short, Peter Smagorinsky, Geneva Smitherman, and James R. Squire.

The two volumes of *Key Works in English Education*, *Shaping a Discipline* (Volume 1) and *Deepening a Discipline* (Volume 2), provide a definitive map of how, over the last several decades, the discipline has redefined what it means to read and write in a changing world. The companion to *Critical English Education: Enduring Voices, New Perspectives* (NCTE, 2025), *Key Works* showcases the scholars and texts that have shaped student agency, creativity, and critical consciousness through literacy.

With NCTE articles, book excerpts, and other work at the center of the narrative, *Key Works in English Education* also demonstrates how a professional organization can influence an entire discipline—and how that discipline, in turn, can shape the minds and voices of the next generation of English educators.

This compilation is an essential resource for anyone committed to the power of language as a tool for equity, identity, and social change.

Led by Morrell, the book's coeditors include Jamila Lyiscott, Cati de los Ríos, Garcia, and Nicole Mirra. Morrell also spearheaded the decision to donate all book royalties to NCTE to continue the work of English education.

GENERAL CONVENTION INFORMATION

Activities of the 2026 NCTE Annual Convention will be held at the Pennsylvania Convention Center, 1101 Arch Street, Philadelphia. Locations of each session, meeting, and event are noted in this program.

REGISTRATION

The NCTE Registration Desk is located in the Grand Hall (200 Level).

Registration Hours

Wednesday, Nov. 18 ..... 4:00 p.m.–7:00 p.m.
Thursday, Nov. 19 ..... 6:30 a.m.–6:00 p.m.
Friday, Nov. 20 ..... 7:00 a.m.–6:00 p.m.
Saturday, Nov. 21 ..... 6:30 a.m.–6:00 p.m.
Sunday, Nov. 22 ..... 8:00 a.m.–11:00 a.m.

Admission Statement and Name Badges

Attendance at the 2026 NCTE Annual Convention requires credentials. Admittance to all sessions, workshops, and the Exhibit Hall is limited to registered attendees with Convention badges. Name badges will be available onsite for all registrants. Visit the NCTE Registration Desk located in the Grand Hall (200 Level), to pick up your badge. Registration is not transferable.

Meal Tickets

Access to Convention meal functions will be available via your name badge. A limited number of tickets will be available for purchase onsite. Visit the NCTE Registration Desk to purchase tickets. Tickets for meal functions are not refundable. For attendees interested in hearing speakers but not purchasing meal tickets, limited theater seating is available in most meal event rooms and will be open to other attendees after the meal is finished.

NCTE Annual Convention Mobile App

The NCTE Annual Convention mobile app is available for Apple and Android devices. It provides a quick way to search Convention sessions, speakers, and exhibitors, and to view maps of the Convention Center. The app is where the most up-to-date information about session locations, speakers, and events can be found. Any room changes will be updated in the app. To download the app, search for "eShow Events" in your app store and select the 2026 NCTE Annual Convention from within the app. **The access code is NCTE26 (case sensitive).** Prior to the Convention, all registered attendees will also receive an email inviting them to set up an account within the app.

Session Room Equipment & Wi-Fi

NCTE will provide an LCD projector with accompanying screen, microphone, and sound patch. No other media equipment will be provided. The Wi-Fi bandwidth in the Convention venues will not be sufficient to present streaming video.

Photography and Videography

NCTE will capture photographs and videos throughout the Convention. By registering for this event, attendees understand that NCTE may use photographs and/or videos of their likeness taken at the event for all purposes, including publicity purposes, whether in print, electronic, or other media. If you prefer your likeness not be included, contact NCTE at NCTEevents@ncte.org.

Audio or Video Recording/Live Streaming

NCTE does not allow recording in sessions. As a courtesy to speakers, please request permission before taking photographs. Speakers reserve the right to refuse permission.

Convention Center Security

Security officers routinely patrol the Pennsylvania Convention Center (PCC) and surrounding property on a 24–7 basis. The in-house Security Command Station is staffed 24–7. NCTE reserves the right to implement additional security and safety measures onsite including but not limited to additional security screening to enter all or certain functions at the Annual Convention.

Finding Your Way Around

Volunteers from the Pennsylvania Council of Teachers of English and Language Arts and the Western Pennsylvania Council of Teachers of English will be positioned throughout the Convention Center to assist you in locating a session room, the Exhibit Hall, the nearest restroom, or the closest exit to get back to your hotel.

Annual Business Meeting

The Annual Business Meeting for the Board of Directors and Other Members of the Council will take place Friday, November 20, from 5:00 to 6:15 p.m. in Room 201-C (200 Level). All registered attendees are invited to attend.

Only NCTE voting members may participate in discussion and vote at the meeting. NCTE staff will verify your membership at the door by checking your Convention registration badge and will provide voting cards. Note to Directors: Please obtain your voting card at the door before the meeting. The agenda and rules of conduct for the meeting will be available at the door of the meeting. The rules of conduct for the meeting are also included on pages 324–325 of this Convention Program. Resolutions will be presented and voted on during the meeting. Future ABM times may be different based on the evolution of the Convention schedule and to create as many opportunities as possible for attendees.

Nominations for the 2027 Elections

The nominating committees of NCTE, ELATE, TYCA, and the Elementary, Middle Level, Secondary, and College Sections of NCTE will accept nominations for the 2027 elections during the 2026 Convention. Bring your questions and nominations to the Annual Business Meeting on Friday, November 20, and to the committees' open meetings on Saturday, November 21, 12:00 p.m.–1:00 p.m. (Room 101, 100 Level) and Sunday, November 22, 9:00 a.m.–10:00 a.m. (Room 101, 100 Level).

EXHIBITS

The Exhibit Hall is located in Exhibit Hall A (200 Level).

Exhibit Hall Hours

Friday, Nov. 20..... 10:00 a.m.–5:00 p.m.

Saturday, Nov. 21..... 11:00 a.m.–5:00 p.m.

Sunday, Nov. 22 .....8:00 a.m.–11:30 a.m.

A map and list of exhibitors begin on page 326 of this Convention Program.

NCTE Central

Located near Registration in the Grand Hall (200 Level), NCTE Central will feature the latest NCTE products and publications. Browse a huge selection of NCTE books, Convention-themed apparel, and gift items, and pick up a free journal sample. NCTE Central is open the same hours as the NCTE Registration Desk.

Author Signings

Information about author signings is available in the Meet the Authors booklet. Pick up your copy at the Registration Desk. Listings and updates will also be available in the mobile app.

Build Your Stack®

Visit the Build Your Stack® stage in the Exhibit Hall for 20-minute sessions featuring authors and educators talking about their favorite books and how to use them in the classroom. See more information on page 36.

SERVICES

Nearby Emergency Room/Hospital

Penn Emergency Medicine Pennsylvania Hospital
800 Spruce Street
(215) 829-3000
Open 24 hours, 7 days a week

www.pennmedicine.org/practices/emergency-medicine-pennsylvania-hospital

In case of emergency, contact the closest facility staff member for assistance or call 4911.

Nearby Pharmacy

Walgreens
1334 Bainbridge Street
(215) 625-7902

Hours: Mon-Wed 9:00 a.m.–6:00 p.m.; Thurs-Fri 8:30 a.m.–5:30 p.m.; Closed Weekends

First Aid in the Convention Center

Attendees and members of the general public should not call 911 in the event of a medical emergency. It is ALWAYS best to report emergencies to the Pennsylvania Convention Center (PCC) Command Station. PCC Security can be contacted by dialing ext. 4911 from any beige House Phone or (215) 418-4911.

Fire/Evacuation

If a fire is suspected, contact the Command Station at 215-418-4911 or via the beige house phones at ext. 4911. Give the location and extent of the suspected fire. The Command Station will dispatch Security and Engineering and will call the Fire Department. The Command Station will also notify the Emergency Response Leaders, who will be in touch with Show Management.

Lost and Found

Found items should be turned in to the NCTE Registration Desk, Grand Hall (200 Level). You may also check with the Convention Center by calling (215) 418-4911.

GENERAL CONVENTION INFORMATION

Child Care

NCTE does not provide child care services. Please check with your hotel staff for available services.

Lactation/Breastfeeding Room

Mommava pods are located at the Registration Bridge West (200 Level), outside of room 108 (100 Level), Broad Street Atrium (100 Level), and Hall E prefunction space (200 Level)

Sign Language Interpreters

NCTE provides American Sign Language (ASL) and CART services at all General Sessions and on request for all other sessions based on need.

Scooters

Scootaround offers scooter rentals on a first-come, first-served basis at our UPS Store inside the Pennsylvania Convention Center: (215) 418-2125; store7187@theupsstore.com

Gender-Inclusive Restrooms

NCTE is committed to producing events where everyone may learn and network in an environment of inclusion and mutual respect. With this in mind, the Annual Convention provides gender-inclusive restrooms in our rented space within the Pennsylvania Convention Center.

Restaurants

The Pennsylvania Convention Center offers a wide array of options from coffee stands to specialty food carts throughout the Convention Center and on the Exhibit Hall floor. Explore more than 80 diverse dining and shopping options in Reading Terminal Market across the street from the Convention Center (open daily: 8 a.m.–6 p.m.). Other dining options can be found at **https://bit.ly/PA-dining**.

EVENT POLICIES

Annual Convention Goals

The NCTE Annual Convention is designed to reflect NCTE's longstanding mission of literacy education. With this in mind, the goals of the Convention include the following:

- Provide professional development in literacy education, ranging from early childhood through graduate studies, inclusive of practice and research.
- Share literacy practices that benefit students, schools, campuses, and communities.
- Offer space for professional growth through networking, access to emerging ideas, special opportunities such as access to draft materials, and support from peer professionals.
- Provide access to literacy resources and opportunities as well as specialists interested in learning how literacy resources and opportunities can be improved in service to literacy educators.

The Convention is a space specific to matters of literacy education. It is strategically designed to promote literacy, support the goals listed above, and promote the broader values of NCTE. It is not a place for individuals or organizations whose beliefs are inconsistent with our values or distract from our goals and intentions. We recognize and value intellectual freedom but not behavior or beliefs that severely undermine educators' ability to learn and engage in the Convention. This may include, for example, individuals or organizations whose goals are inconsistent with our values against book banning; individuals or organizations whose primary focus is not on education; individuals or organizations that openly promote hate. We are steadfast in our goals and values and are unwavering that they not be compromised.

The exhibit hall, speaker events, and communal spaces are critical to the success of our mission. It is in all of these spaces that teachers share ideas, build meaningful relationships, and advance literacy education. The exhibit hall uniquely offers our members opportunities to connect literacy educators with literacy resources, professional opportunities, and avenues to support NCTE and literacy education. To facilitate this outcome, all conference spaces must remain safe, respectful, and free of unnecessary disruption and distraction that does not directly promote literacy. In keeping with this purpose, the exhibit hall is not a space for advocacy or political activities outside the politics of literacy education matters.

The following policies apply to all in-person events produced by NCTE. The policies also apply, where applicable, to online events.

Activities of the 2026 NCTE Annual Convention will be held at the Pennsylvania Convention Center, 1101 Arch Street, Philadelphia. Locations of each session, meeting, and event are noted in this program.

Code of Conduct

NCTE expects all participants to adhere to the following policies regarding our Annual Convention. NCTE reserves the right to take action against any participant in the Convention whose conduct is inconsistent with these policies. Action may include dismissal from the Convention, revocation of speaking or attendance privileges for the current or future Convention(s), and/or termination of NCTE membership.

Mutual Respect & Anti-Harassment Policy

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are prohibited, including harassment related to sex, gender identity and/or expression, sexual orientation, disability, race, age, religion, political affiliation, or beliefs; intimidation, stalking, or following; sustained or repeated disruption of talks or events; inappropriate contact or unwelcome sexual attention; or any other conduct that NCTE leadership finds to be unreasonably hostile, offensive, or humiliating. Participants are expected to observe this policy at all times during NCTE activities or events. Contact **eventcommunications@ncte.org** if you believe this policy has been violated.

Demonstrations Policy

Demonstrations and protests will be conducted in a peaceful and organized manner, will be within the policies of the venue, and will be compliant with federal, state, and local laws. Such activities are strictly forbidden in exhibition space, and protesters will not be permitted to block the entrance to traffic flow within the exhibit area. NCTE retains the right to permit protests to occur in predetermined areas and to terminate any protests that occur on its property or property NCTE is renting, leasing, or otherwise using for a specific time to host an event. Attendees who do not uphold these standards may jeopardize their membership and/or event participation.

Individuals and groups interested in demonstrating/protesting should contact our Convention Operations Team, at **eventcommunications@ncte.org** to register their plans and obtain further details.

Non-Solicitation and Non-Distribution Policy

In order to provide an environment free of unreasonable disruption and distraction for our members and attendees, NCTE maintains a non-solicitation and non-distribution policy covering all events associated with the Annual Convention except during designated exhibition times in the exhibit hall and/or in compliance with our Demonstrations policy. NCTE does not allow solicitation or distribution of any kind during any other times or in any other spaces by an exhibitor, attendee, or guest. Examples of prohibited solicitation or distribution activity include, but are not limited to, unauthorized onsite distribution of printed or electronic materials including literature, signs, flyers, clothing, giveaways, invitations, tickets, forms, etc. (except business cards).

Any person and/or organization who violates this policy, in NCTE's sole discretion, may be expelled from the event without refund of registration fee(s). Violation of this policy may also result in disqualification from future events.

Exhibitor Application Policy

In order to be an exhibitor at the NCTE Annual Convention, organizations must submit a completed application by the posted deadline. NCTE will evaluate each application and reserves the right to accept or deny applications within its sole discretion and without explanation.

Use of Multimedia

By attending the Annual Convention, you acknowledge and agree that NCTE and its designees may take photographs and video (by any means) and/or make sound recordings during the Convention and that you may appear in such photographs and videos and be heard in such sound recordings, and that NCTE may edit and use the footage it captures for marketing and promotional activities (including through social media) now and in the future, and for any other lawful purpose in the ordinary course of its business.

Exhibitors may record people only within their contracted space. Any recordings by exhibitors must NOT include images of other exhibits, common spaces, or walkways in between exhibits. More specifically, the background within any visual recording must be limited to the exhibitor's own exhibit background.

Although such activities are not expressly prohibited by NCTE policy, individual attendees are strongly encouraged to respect presenters and other attendees when photographing, videoing, or sound recording any part of any Convention sessions or other content. This includes not recording any part of a presenter's presentation unless the presenter has expressly given permission for members of the audience to do so.

GENERAL CONVENTION INFORMATION

Speaker Policy

To ensure maximum participation and a fair process for reviewing proposals, NCTE has adopted a policy of limiting individuals to speaking/involvement in no more than three (3) sessions at the Annual Convention. If any individual has more than three (3) sessions that are accepted on the program where they are listed as a presenter, chair, workshop or roundtable leader, or moderator, they will be required to choose the three (3) sessions in which they will have speaking roles. This policy reflects NCTE's commitment to include as many presenters as possible on the Convention program.

Participating in committee or caucus business meetings, committee- or assembly-sponsored sessions, or mentoring-specific sessions, such as the Cultivating New Voices among Scholars of Color Institute, do not count as speaking roles under this policy.

Presenter Registration

The expectation is that all presenters are to register and attend the Convention in person. This request is out of respect for the attendees who will travel to Philadelphia expecting to see live presenters and to ensure a positive experience for the attendees.

FUTURE CONVENTIONS

NCTE ANNUAL CONVENTION

2027 NCTE Annual Convention
November 18–21
Chicago, IL
convention.ncte.org

Program proposal deadline: 9 a.m. ET
Wednesday, January 27, 2027

OTHER CONVENTIONS & CONFERENCES

2027 CCCC Convention
April 14–17, Milwaukee, WI
cccc.ncte.org/cccc/conv

2027 ELATE Summer Conference
July 15–18, East Lansing, MI
ncte.org/groups/elate/summer-conference/

2027 CEL Annual Convention
November 21-23, Chicago, IL
ncte.org/groups/cel/convention/

INSPIRATION BEGINS WITH YOU



Each year, NCTE expands its impact thanks to advocates like you who help teachers **imagine**, **innovate**, and **inspire** their students and communities.

Thanks to donations to our work, NCTE has:

- **Launched seven high-interest thematic teaching cohorts** since 2022, building a network of professional development opportunities and community connections.
- **Provided nearly 600 scholarships** to the Annual Convention to help teachers in need of resources to attend and flourish.
- **Inspired nearly 900 attendees** through online webinars and professional learning offerings.

YOU can join in and support this critical work by:

- **Donating to the NCTE Scholarship Fund** to send teachers to the 2027 Annual Convention, knowing each dollar to this fund helps a teacher in need.
- **Joining NCTE as a member or gifting an NCTE membership** to a colleague or friend who shares your passion for literacy education.
- **Making a major or legacy gift** to launch new NCTE programs, fund new cohorts, and inspire innovation in ELA through sustained action and collaborative work.
- **Partnering with us** on grant opportunities or custom giving to support mission-driven initiatives that matter to you.

Help support teachers and literacy education today!

NCTE®

General Sessions



Photo: Ruven Afanador

Margaret Atwood

THURSDAY OPENING GENERAL SESSION

4:00–5:15 P.M. | EXHIBIT HALL B (200 LEVEL)

Margaret Atwood is the author of more than 50 books of fiction, poetry, and critical essays. Her novels include *Cat's Eye*, *The Robber Bride*, *Alias Grace*, *The Blind Assassin*, and the MaddAddam trilogy. Her 1985 classic, *The Handmaid's Tale*, was followed in 2019 by a sequel, *The Testaments*, which was a global number one bestseller and won the Booker Prize.

Atwood has won numerous awards, including the Arthur C. Clarke Award for Imagination in Service to Society, the Franz Kafka Prize, the Peace Prize of the German Book Trade, the PEN America Lifetime Achievement Award, and the Dayton Literary Peace Prize. In 2019, she was made a member of the Order of the Companions of Honour for services to literature. She lives in Toronto, Canada.

General Sessions are in the Exhibit Hall B (200 Level).

Misty Copeland



Photo: Ottavia Giola

FRIDAY GENERAL SESSION

8:15–9:15 A.M. | EXHIBIT HALL B (200 LEVEL)

Born in Kansas City, Missouri, and raised in San Pedro, California, **Misty Copeland** began her ballet studies at the late age of 13. At 15, she won first place in the Music Center Spotlight Awards. She studied at the San Francisco Ballet School and American Ballet Theatre's Summer Intensive on full scholarship and was declared ABT's National Coca-Cola Scholar in 2000. Copeland joined ABT's Studio Company in September 2000, joined American Ballet Theatre as a member of the corps de ballet in April 2001, and in August 2007 became the company's second African American female Soloist and the first in two decades. In June 2015, Copeland was promoted to principal dancer, making her the first African American woman to ever be promoted to the position in the company's 75-year history. Twenty-five years later, Copeland retired from the American Ballet Theatre with her final performance, on October 22, 2025.

She is *The New York Times* bestselling author of several books, including *Life in Motion*, *Ballerina Body*, *Black Ballerinas*, *The Wind at My Back*, and the picturebooks *Bunheads* and *Firebird*. Copeland recently released *Letters to Misty*, which shares her advice to young dancers, inspired by the letters she has received over the years. In 2022, she launched the Misty Copeland Foundation with its first signature program, *Be Bold*, which aims to bring greater diversity, equity, and inclusion to dance, especially ballet. Also in 2022, Copeland created her production company Life in Motion Productions and produced her short film *Flower*, telling a powerful story through dance and movement to highlight intergenerational equity in the community of Oakland, California. *Flower* premiered at the Tribeca Film Festival in 2023. In 2025, Copeland and Life in Motion Productions also produced *Match in a Haystack*, a short film about finding beauty during the war in Ukraine.

Copeland is an avid philanthropist and ambassador of the Boys & Girls Clubs of America, of which she is also an alum. In 2021, Copeland was the recipient of the Spingarn Medal, the NAACP's highest honor, and in 2023, she received the Trailblazer Icon Award at The Grio Awards, was named to The Root 100 list, and was awarded an Honorary Doctorate of Fine Arts from New York University. Prior honors include *Glamour*'s Women of the Year, Black Girls Rock! Awards, and *Time*'s 100 Most Influential People.

General Sessions

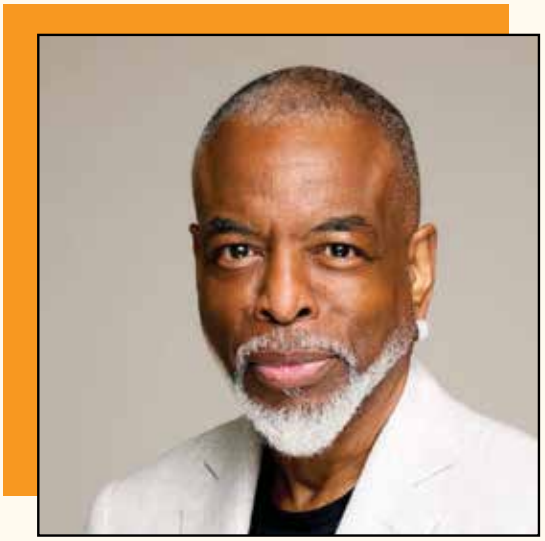


Photo: Paul Smith

LeVar Burton

SATURDAY GENERAL SESSION

9:45–10:45 A.M. | EXHIBIT HALL B (200 LEVEL)

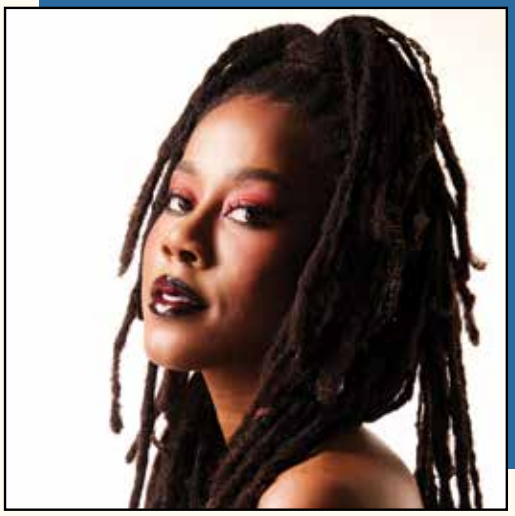
LeVar Burton is an actor, director, producer, educator, and author who has captivated audiences for decades. Best known for his groundbreaking role as Kunta Kinte in the landmark television series *Roots* and as Lieutenant Commander Geordi La Forge on *Star Trek: The Next Generation*, Burton has built a career defined by storytelling and advocacy for literacy.

As the beloved host and executive producer of the iconic PBS series *Reading Rainbow*, Burton inspired millions of children to discover the joy of reading over the show's 23-year run. His commitment to literacy continues through his work with the *LeVar Burton Kids* digital platform and his acclaimed podcast *LeVar Burton Reads*.

Burton's accolades include 15 Emmy Awards, a Peabody Award, a Grammy Award, and seven NAACP Image Awards. His 2023 documentary *The Right to Read* continues his lifelong mission of championing literacy as a fundamental right for all.

General Sessions are in the Exhibit Hall B (200 Level).

Tomi Adeyemi & Antero Garcia



SUNDAY CLOSING GENERAL SESSION

12:00–1:15 P.M. | EXHIBIT HALL B (200 LEVEL)



Named one of *Time* magazine's 100 Most Influential People, **Tomi Adeyemi** is a Hugo and Nebula Award-winning writer, speaker, and model based in New York, New York. After graduating from Harvard University with an honors degree in English literature, she wrote her groundbreaking, instant #1 *New York Times* bestselling series, which includes *Children of Blood and Bone*, *Children of Virtue and Vengeance*, and *Children of Anguish and Anarchy*. The trilogy has sold over three million copies around the world.

Antero Garcia is a professor in the Graduate School of Education at Stanford University and current NCTE President. His research explores the possibilities of speculative imagination and healing in educational research. Prior to completing his PhD, Garcia was an English teacher at a public high school in South Central Los Angeles. He has authored or edited more than two dozen books about the possibilities of literacies, play, and civics in transforming schooling in America, including coediting the recent NCTE titles *Critical English Education: Enduring Voices, New Perspectives* and *Key Works in English Education, Volume 1* and *Volume 2*. Antero currently coedits *La Cuenta*, an online publication centering the voices and perspectives of individuals labeled undocumented in the US. Antero received his PhD in the Urban Schooling division of the Graduate School of Education and Information Studies at the University of California, Los Angeles.

Meal Events

FRIDAY | 11:30 A.M.–1:30 P.M. | ROOM 201-AB (200 LEVEL)

College Section Luncheon

Natasha Singer



Photo: Bella Wang Photography

Natasha Singer has covered technology in schools for *The New York Times* for more than a decade. She is currently reporting on how tech giants like Google and OpenAI are urging schools to adopt AI tools while teachers are working to equip students to ask deeper questions about the societal impacts. In September, W.W. Norton will publish her book, *Coding Kids: Big Tech's Battle to Remake Public Schools*, which recounts the inside story of how tech companies catalyzed and ultimately came to capture computer science and AI education in America.

FRIDAY | 11:30 A.M.–1:30 P.M. | BALLROOM A (300 LEVEL)

Middle Level Section Luncheon

Nic Stone



Photo: Nigel Livingstone

Nic Stone is the author of many novels, including the #1 *New York Times* bestseller *Dear Martin*, its *New York Times* bestselling sequel, *Dear Justyce*, and the bestselling final installment, *Dear Manny*. Her middle-grades novels include *Clean Getaway*, a *New York Times* bestseller, and *Fast Pitch*, a YALSA Quick Picks for Reluctant Young Adult Readers selection. Stone lives in Atlanta and will continue to write books that ruffle feathers.

FRIDAY | 11:30 A.M.–1:30 P.M. | BALLROOM B (300 LEVEL)

ELATE Luncheon

Raina J. León



Photo: Matteo Monchiero

Raina J. León, PhD, is Black, Afro-Boricua, and from Philadelphia (Lenni Lenape ancestral lands). She is the 2026–2027 Poet Laureate of Philadelphia. She is a mother, daughter, sister, madrina, comadre, partner, poet, writer, and teacher educator. She believes in collective action and community work, the profound power of holding space for the telling of our stories, and the liberatory practice of humanizing education. She seeks out communities of care and craft and is a member of the Carolina African American Writers Collective, Cave Canem, CantoMundo, Macondo. She is the author of *black god mother this body*, *Canticle of Idols*, *Boogeyman Dawn*, *sombra: (dis)locate*, and the chapbooks *profeta without refuge* and *Areyto to Atabey: Essays on the Mother(ing) Self*.

Visit the NCTE Registration Desk to purchase a ticket to meal events. All times are Eastern Time.

SATURDAY | 7:00–9:15 A.M. | BALLROOM B (300 LEVEL)

ALAN Breakfast & Literary Session

Elizabeth Acevedo



Elizabeth Acevedo is *The New York Times* bestselling author of *The Poet X*, which won the National Book Award for Young People's Literature, the Michael L. Printz Award, the Pura Belpré Award, the Carnegie Medal, the Boston Globe–Horn Book Award, and the Walter Award. She is also the author of *With the Fire on High*, named a best book of the year by the New York Public Library, NPR, *Publishers Weekly*, and *School Library Journal*, and *Clap When You Land*, a Boston Globe–Horn Book Honor book and a Kirkus Prize finalist. She holds a BA in performing arts from the George Washington University and an MFA in creative writing from the University of Maryland. Acevedo has been a fellow of Cave Canem and CantoMundo, and a participant in the Callaloo Creative Writing Workshops. She is a National Poetry Slam champion and resides in Washington, DC, with her family.

SATURDAY | 12:30–2:30 P.M. | BALLROOM A (300 LEVEL)

Secondary Section Luncheon

Clint Smith

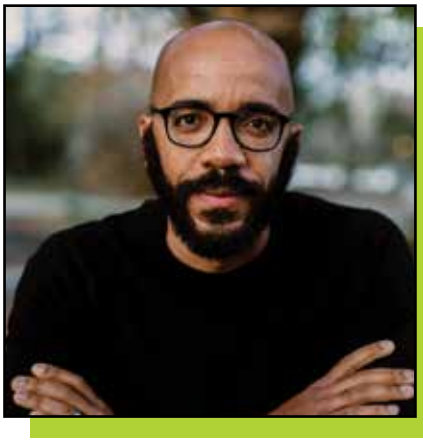


Photo: Carletta Girma

Clint Smith is the author of the narrative nonfiction book, *How the Word Is Passed: A Reckoning With the History of Slavery Across America*, which was a #1 *New York Times* bestseller, winner of the National Book Critics Circle Award for Nonfiction and selected by *The New York Times* as one of the 10 best books of 2021. He is also the author of *The New York Times* bestselling poetry collection Above Ground as well as the award-winning poetry collection *Counting Descent*. His forthcoming book, *Just Beneath the Soil: World War II Through the Eyes of Its Last Witnesses*, will be out in May 2027. He is a staff writer at *The Atlantic*.

An advance reader copy of Clint Smith's upcoming book, *Just Beneath the Soil: World War II Through the Eyes of Its Last Witnesses*, will be made available as a gift to luncheon attendees while supplies last.

Meal Events

SATURDAY | 12:30–2:30 P.M. | BALLROOM B (300 LEVEL)

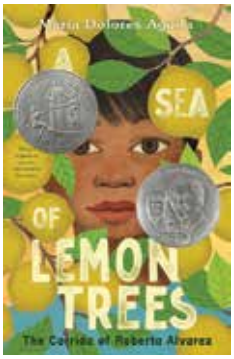
Children's Book Awards Luncheon

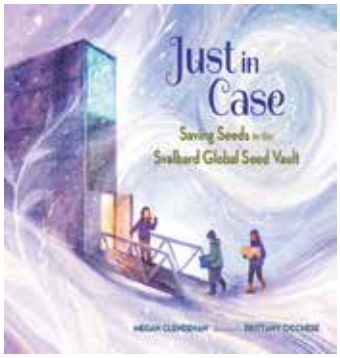
María Dolores Águila, Megan Clendenan, Brittany Cicchese

María Dolores Águila is a Chicana poet and author from San Diego, California. Deeply inspired by Chicane history and art, she seeks to write empowering and inclusive stories about everything she learns. Her middle grades novel-in-verse, *A Sea of Lemon Trees*, was named a Newbery Honor Book and a Pura Belpré Award Honor Book, and the winner of the Charlotte Huck Award® for Outstanding Fiction for Children, the Scott O'Dell Award for Historical Fiction, the Jane Addams Children's Book Award, and other accolades.

Megan Clendenan has worked for nonprofit organizations focused on environmental law, women's empowerment, and urban food security. As a writer, she loves topics that explore the connections between history, society, and the environment. She is the author of a number of books, including *Just In Case: Saving Seeds in the Svalbard Global Seed Vault; Fresh Air, Clean Water: Our Right to a Healthy Environment*; and *Cities: How Humans Live Together*. Clendenan loves speaking with readers at festivals, schools, and libraries. She lives near Vancouver, British Columbia, where she enjoys growing vegetables in her backyard as well as spending time with her family in the forest near her home.

Brittany Cicchese enjoys capturing emotion above all else, from expressive portraits to moody illustrations. She is the illustrator of *The Kitten Story: A Mostly True Tale* and *No More Señora Mimí*. When Cicchese isn't sketching or writing, you can find her working at the library, reading a good fantasy or sci-fi book, or hiking around the beautiful Rocky Mountains. She lives in Denver, Colorado.







María Dolores Águila
Charlotte Huck Award-winning author



Photo: Dave Clendenan

Megan Clendenan
Orbis Pictus Award-winning author



Photo: Joe Cicchese

Brittany Cicchese
Orbis Pictus Award-winning illustrator

W. W. NORTON & COMPANY
Independent and Employee-Owned

Special thanks to W. W. Norton & Company for their generous sponsorship of the Children's Book Awards Luncheon.

Visit the NCTE Registration Desk to purchase a ticket to meal events. All times are Eastern Time.

SUNDAY | 7:00–8:45 A.M. | 201-C (200 LEVEL)

Affiliate Breakfast

Featuring NCTE Vice President Jamal Cooks and Executive Director Emily Kirkpatrick





Jamal A. Cooks is the president of Chabot College in Hayward, California, where he champions access, justice, and excellence in education. As Vice President of NCTE, he brings a vision grounded in decades of scholarship, mentorship, and advocacy to amplify voices, promote inclusive literacy practices, and advance the field for future generations. He has been a committed leader and contributor to NCTE for three decades, serving as a Rainbow Strand member, a Cultivating New Voices among Scholars of Color mentee, the Co-Chair of the Black Caucus of NCTE, and member of numerous key committees, including the NCTE Committee on Research, the Conference on English Leadership, and the David H. Russell Award for Distinguished Research in the Teaching of English Committee.

His commitment to equity, research, and representation is highlighted by being an NCTE Richard W. Halle Award for Outstanding Middle Level Educator winner. A prolific scholar, he has coedited volumes such as *The Black Excellence Collective: A 10×10 Model for Academic and Student Success for Black Students* (Chabot College) and *Urban Middle Literacies* (*Voices from the Middle*). His work in adolescent literacy and culturally relevant pedagogy has appeared in leading NCTE journals including *English Journal* and *Voices from the Middle*.

Emily Kirkpatrick is a transformational leader who has dedicated her career to public service and civic engagement, specifically the creation of human-centric efforts to advance literacy and asserting the expertise of women in leadership positions. The partnerships she has created and sustained span international philanthropists, national media, authors, creative communities, and large networks of educators. Her achievements have drawn commendations from *Time* magazine, *CBS Sunday Morning*, *TODAY*, and beyond.

She is active in the International Women's Forum and the American Council of Learned Societies and has served on the public policy committee for the American Society for Association Executives, the Visioning Panel for the National Association of Educational Progress (NAEP), as a judge for the Stronger Democracy Challenge and The Trust in America's Institutions Challenge, and as a board member of the Trust for Insuring Educators. She earned her MBA from Bellarmine University, her BA from Centre College, and a Certificate in Public Leadership from Harvard's Kennedy School.

Meal Events

SUNDAY | 7:00–8:45 A.M. | BALLROOM A (300 LEVEL)

Children's Literature Assembly Breakfast

Grace Lin

Grace Lin is the award-winning and bestselling author and illustrator of *Chinese Menu*, *When the Sea Turned to Silver*, *Starry River of the Sky*, *Where the Mountain Meets the Moon*, *The Year of the Dog*, *The Year of the Rat*, *Dumpling Days*, and *Ling & Ting*, as well as picturebooks such as *The Ugly Vegetables*, *A Big Bed for Little Snow*, and *A Big Mooncake for Little Star*. Lin is a graduate of the Rhode Island School of Design and lives in Massachusetts.



Photo: Blue Lo

SUNDAY | 10:30 A.M.–12:00 P.M. | BALLROOM A (300 LEVEL)

NWP Brunch

Writing Still Matters

How do we cultivate confident writers when AI tools draft and summarize instantly? Come brunch with the National Writing Project and celebrate writing as a deeply human act of thinking, meaning-making and civic participation. Learn what more than 50 years of practice and research tell us about building "author"ity and agency positioning writers as critical decisionmakers and designers of our work.

BUILD YOUR STACK®

Join NCTE at the Build Your Stack® stage in the Exhibit Hall for 20-minute sessions that support K–12 educators in finding new books for their classrooms. Presenters will share themed book talks, booklists, and favorite books to help build classroom libraries and support independent reading. A full list of sessions will be posted on the NCTE website.

Special Events

THURSDAY | 2:30–3:30 P.M. | BALLROOM B (300 LEVEL)



First-Timers' Event

Alane Adams

First Time at NCTE? You're in the Right Place.

Join fellow first-time attendees for a warm welcome to the NCTE Annual Convention! Meet other newcomers, make connections, and pick up helpful tips for navigating the Convention and making the most of your experience.

Discover what not to miss, learn where to find key resources, and start building your NCTE community before the Convention gets underway.
Your first NCTE starts here!

Welcome: Emily Kirkpatrick, NCTE Executive Director
Detra Price, NCTE President-Elect & Program Chair, The Ohio State University
Presenter: Alane Adams, Rise Up Foundation/Alane Adams Studios/Author

Sponsored by Rise Up Foundation

Alane Adams is an award-winning children's author and literacy advocate. She is the visionary behind *Between the Pages*, winner of three Gold Telly Awards and a Webby Award, and creator of *The Blue Witch Readalong*, an innovative animated reading experience designed to engage young readers. Its companion Watchalong series connects students directly with Adams, encouraging them to ask questions, explore clues, and share predictions as the story unfolds.

As founder of the Rise Up Foundation, Adams supports classroom literacy initiatives nationwide, providing educators with resources and opportunities to inspire young readers. A former university professor and accomplished entrepreneur, she brings a unique blend of creativity, education, and innovation to her work. A passionate supporter of NCTE, Adams is committed to empowering teachers, expanding access to quality literacy experiences, and fostering a lifelong love of reading and writing in young people.

Registration is required (at no charge); ask at the Registration Desk if seats are still available.

FRIDAY | 6:30-9:00 P.M. | GRAND HALL (200 LEVEL)

NCTE Friday Night Celebration

Get ready for a night of music, dancing, and sweet treats! Connect with your fellow attendees and join us as the DJ keeps the party going with great music and good vibes! All attendees are invited; come ready to satisfy your sweet tooth with our Ice Cream Sundae Bar.

SATURDAY | 5:00-6:30 P.M. | GRAND HALL (200 LEVEL)

Author Soiree

Celebrate NCTE's newest books! Every year, NCTE publishes a slate of new titles for educators, whether it's a second edition of a classic resource or a new way of looking at classroom practices. On Saturday evening, join us near NCTE Central to celebrate our new releases! There will be a cash bar and light bites, plus a chance to connect with authors and editors—and maybe even pitch your own book idea.

Section Get-Togethers

THURSDAY | 5:30–7:00 P.M.

ROOM 201-C (200 LEVEL)

Elementary Section Get-Together





Traci N. Todd is a Sibert Honor–winning writer and book editor whose work focuses on Black culture and social justice. Her books *Nina: A Story of Nina Simone*, illustrated by Christian Robinson, and *Holding Her Own: The Exceptional Life of Jackie Ormes*, illustrated by Shannon Wright, both won the Coretta Scott King Honor Award.

Vashti Harrison won the Caldecott Medal and the Coretta Scott King Honor Award and was a National Book Award Finalist for *Big*, which she authored and illustrated. She is also a two-time recipient of the NAACP Image Award for Literary Work for Children and has created many *New York Times* bestselling books. She lives in New York City.



THURSDAY | 5:30–7:00 P.M.

ROOM 201-AB (200 LEVEL)

Middle Level Meet Up

Victoria Jamieson received her BFA in Illustration from the Rhode Island School of Design and worked as a children's book designer before becoming a full-time illustrator. She has also worked as a portrait artist aboard a cruise ship, and has lived in Australia, Italy, and Canada. She now lives with her family in Pennsylvania.

Omar Mohamed spent his childhood at the Dadaab camp, after his father was killed and he was separated from his mother in Somalia. He devoted everything to taking care of his younger brother, Hassan, and to pursuing his education. He now lives in Lancaster, Pennsylvania, with his wife and five children, and works at a center to help resettle other refugees.

Registration is required (at no charge); ask at the Registration Desk if seats are still available.

All times are Eastern Time.

THURSDAY | 5:30–7:00 P.M.

BALLROOM A (300 LEVEL)

Secondary Section Get-Together

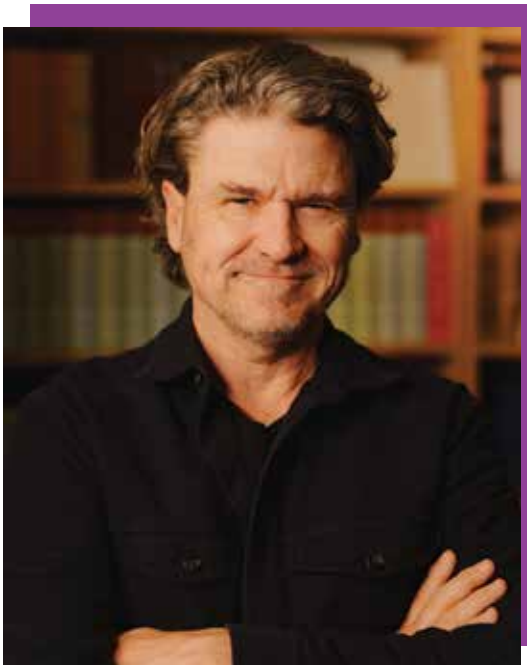


Photo: Mark Davis

Dave Eggers is the author of many books for readers of all ages, including *The Eyes and the Impossible*, *The Lifters*, and *Soren's Seventh Song*. His books for adults include *Contrapposto*, *The Circle*, *The Every*, *What Is the What*, and *A Hologram for the King*, a finalist for the National Book Award. He is the cofounder of 826 Valencia, a writing center for young people that has inspired similar organizations around the world. In 2025, Eggers opened the International Library of Young Authors, home to thousands of books written by young people from all over the planet. Come visit the library at 849 Valencia Street, San Francisco, California.



THURSDAY | 5:30–7:00 P.M.

BALLROOM B (300 LEVEL)

College Section Get-Together

Jill Biden, former First Lady of the United States, is *The New York Times* bestselling author of *Where the Light Enters* and her children's books *Don't Forget*, *God Bless Our Troops*, *Joey: The Story of Joe Biden*, and *Willow the White House Cat*. She served as Second Lady of the United States from 2009 to 2017. As First Lady, she advocated for military families, the Biden Cancer Moonshot, community colleges, and women's health research—and maintained a full-time career teaching English as a community college professor. She chairs the Milken Institute's Women's Health Network. A mother and grandmother—and now great-grandmother—she lives with her husband, former President Joe Biden, in Wilmington, Delaware, with their cat, Willow.

WORKSHOPS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions.

Thursday, November 19, 8:00 A.M.–12:00 P.M.

All workshops will be held at the Pennsylvania Convention Center.

Registration is required to attend a workshop (name badges will be checked). If space is available, workshop registration may be purchased onsite at the NCTE Registration Desk (Grand Hall, 200 Level).

W.1 A Coaching Laboratory: Practicing Conversations and Building Structures That Strengthen Collective Efficacy and Innovation

W.2 AI and the Art of Teaching Writing to Humans

W.4 Anyone Can Wear the Mask: Critical and Innovative Approaches to Teaching Superhero Texts in ELA

W.5 Are You Getting By or Getting Better? How to Increase Your Learning and Accelerate Your Development

W.6 Beyond the Curriculum: Bridging Language Acquisition Research and Scripted Instruction

W.7 Build Your Stack® Reading Room—Graphic Novels

W.8 Centering Peace, Empathy, and Community Action through Nonviolent Communication

W.9 Embracing the Science of Reading through Fugitive Literacies: Imagining beyond Compliance

W.10 Hip Hop as Humanities: Counterstories for the Canon, Classroom, and Country Workshop

W.11 Historicizing the Novels We Read: Engaging Historical Sources to Inspire Democracy and Reimagine Literature

W.12 Illuminating Places of the Past and Creating a Vision for the Future through Place-Based and Justice-Oriented Literacy Practices: Walking & Writing in Philadelphia

W.13 Imagining Multilingual Futures: Translanguaging to Inspire All Learners

W.14 Innovating ELA Instruction with AI and Interactive Digital Tools

W.15 Literacy IS a Restorative Practice: Building Community and Justice through Reading and Writing

W.16 Philadelphia Writing Marathon

W.17 Photos as Witness: Teaching Visual Literacy for Research and Social Action

W.18 Progress over Perfection: Encouraging Students to Think, Question, Write, and Revise

W.19 Situating Early Literacy in Social, Historical, and Cultural Contexts: Teaching and Affirming African American Learners from Birth through Age Eight

W.20 Teaching Indigenous Literature for All Students: Responsible Representations and Culturally Affirming Practices

W.21 What Stories Can Students Best Tell? Media Literacy through Multimedia Journalism with WHYY and PBS News Student Reporting Labs

2026 NCTE ANNUAL CONVENTION

MEET YOUR NCTE AFFILIATE IN PHILADELPHIA!

Friday, November 20, 6:15–7:15 p.m.

Before the Friday Night Event • Grand Hall, 200 Level

Are you interested in connecting with local educators in your state? Join us at the 2026 NCTE Annual Convention for a gathering of NCTE state and regional affiliates. You'll learn more about our affiliate communities and how they support English language arts educators at all levels!

SESSIONS AND EVENTS FOR NCTE AFFILIATE LEADERS

AFFILIATE LEADERSHIP GET-TOGETHER

Saturday, November 21, 4:15–5:30 p.m. | Room 204-B, 200 Level

AFFILIATE ROUNDTABLE BREAKFAST (TICKETED EVENT)

Sunday, November 22, 7:00–8:45 a.m. | Room 201-C, 200 Level

AFFILIATE EXTRAVAGANZA

Sunday, November 22, 9:00–10:15 a.m. | Room 201-C, 200 Level

ABOUT NCTE STATE, REGIONAL, AND STUDENT AFFILIATES

NCTE's network of state, regional, and student affiliates offers geographically based associations of teachers or preservice teachers of English language arts, literacy, and English studies. Look to your local or university-based affiliate for professional development opportunities, virtual and face-to-face networks, print and online publications, and, most important, the collective wisdom of many of the best teachers in the field. Your local affiliate is working to improve the teaching and learning of English language arts directly in your community.

NCTE

FIND YOUR
NCTE AFFILIATE

MEETINGS

Meetings will be held at the Pennsylvania Convention Center in the rooms listed below.

All Council assemblies, committees, and caucuses that meet during the Convention are listed alphabetically. Committee meetings are closed unless otherwise noted.

ASSEMBLIES

Children's Literature Assembly
Friday, 6:30–9:30 p.m., Room 108-A (100 Level)

Early Childhood Education Association
Saturday, 5:45–7:00 p.m., Room 107-B (100 Level)

Genders and Sexualities Equality Assembly
Saturday, 5:45–7:00 p.m., Room 116 (100 Level)

COMMITTEES

Achievement Awards in Writing Advisory Committee
Friday, 3:30–4:45 p.m. (open), Room 100-B (100 Level)

Committee on Affiliates
Friday, 3:30–4:45 p.m., Room 101 (100 Level)

Committee Against Censorship
Friday, 3:30–4:15 p.m. (closed), 4:15–4:45 p.m. (open), Room 106-AB (100 Level)

Build Your Stack® Committee
Friday, 2:00–3:15 p.m. (open), Room 100-B (100 Level)

Charlotte Huck Award® for Outstanding Fiction for Children Committee
Thursday, 8:30 a.m.–5:00 p.m. (closed), Room 101 (100 Level)

Children's Poetry Awards Committee
Thursday, 9:30 a.m.–5:00 p.m. (closed), Room 100-B (100 Level)

College Section Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)

College Section Steering Committee
Thursday, 1:00–3:30 p.m., Room 109-A (100 Level)

Cultivating New Voices among Scholars of Color Fall Institute
Thursday, 8:00 a.m.–4:00 p.m., Room 203-B (200 Level)

Cultivating New Voices among Scholars of Color Reception & Mentor Panel
Thursday, 8:30–10:00 p.m. (open), Room 115-A (100 Level)

Committee on Diversity and Inclusivity
Thursday, 2:30–3:15 p.m. (closed), 3:15–3:45 p.m. (open), Room 107-A (100 Level)

Elementary Cohort
Sunday, 8:00–9:30 a.m., Room 302 (300 Level)

Elementary Section Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)

Elementary Section Steering Committee
Thursday, 11:30 a.m.–3:00 p.m., Room 111-A (100 Level)

LGBTQIA+ Advisory Committee
Friday, 3:30–4:45 p.m., Room 302 (300 Level)

Committee on Literacy Assessment
Thursday, 2:30–3:45 p.m., Room 202-B (200 Level)

Middle Level Section Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)

Middle Level Section Steering Committee
Thursday, 1:30–3:00 p.m., Room 106-AB (100 Level)

NCTE SPA Reviewer Training
Friday, 9:00–11:30 a.m., Room 106-AB (100 Level)

NCTE SPA Report Overview for EPPs
Friday, 12:30–1:45 p.m., Room 106-AB (100 Level)

NCTE Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)



Orbis Pictus Award® for Outstanding Nonfiction in Children's Literature Committee
Thursday, 8:30 a.m.–5:00 p.m. (closed), Room 100-A (100 Level)

Professional Dyads and Culturally Relevant Teaching (PDCRT) Program
Friday, 8:00 a.m.–5:00 p.m., Room 303-AB (300 Level)

Promising Young Writers Advisory Committee
Friday, 12:30–1:45 p.m. (open), Room 101 (100 Level)

Public Language Awards Committee
Friday, 12:30–1:45 p.m. (open), Room 100-B (100 Level)

Committee Against Racism and Bias in the Teaching of English
Friday, 2:00–2:45 p.m. (closed), 2:45–3:15 p.m. (open), Room 106-AB (100 Level)

Recognizing Excellence in Art and Literary Magazines (REALM) Advisory Committee
Thursday, 1:00–2:30 p.m. (closed), 2:30–4:00 p.m. (open), Room 302 (300 Level)

Committee on Research
Friday, 9:30–10:45 a.m. (open), Room 100-B (100 Level)

Research Foundation Board of Trustees
Thursday, 3:00–6:00 p.m., Room 203-A (300 Level)

Committee on Resolutions *(if resolutions are received)*
Thursday, 8:00 a.m.–1:00 p.m. (closed), Room 106-AB (100 Level)
Friday, 9:30–11:00 a.m. (open—Open Hearings) & Friday, 11:00 a.m.–12:00 p.m. (closed), Room 302 (300 Level)
If resolutions are received, drafts will be available at the Open Hearings.

Secondary Section Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)

Secondary Section Steering Committee
Sunday, 10:00 a.m.–12:00 p.m., Room 100-B (100 Level)

CAUCUSES

American Indian Caucus Open Forum
Saturday, 11:00 a.m.–12:15 p.m. (open), Room 104-AB (100 Level)

Arab Caucus Sponsored Session: When Poetry Bears Witness: Teaching as Liberation
Saturday, 11:00 a.m.–12:15 p.m. (open), Room 115-C (100 Level)

Asian/Asian American Caucus Open Forum/Business Meeting
Saturday, 11:00 a.m.–12:15 p.m. (open), Room 100-A (100 Level)

Asian/Asian American Caucus Networking and Mentoring Event
Saturday, 4:15–5:30 p.m. (open), Room 102-AB (100 Level)

Black Caucus Business
Saturday, 11:00 a.m.–12:15 p.m. (open), Room 106-AB (100 Level)

Jewish Caucus
Sunday, 9:00–10:15 a.m. (open), Room 202-A (200 Level)

Latinx Caucus Open Forum
Saturday, 11:00 a.m.–12:15 p.m. (open), Room 100-B (100 Level)

CONSTITUENT GROUP COMMITTEES

CEL Executive Committee
Saturday, 9:00 a.m.–3:00 p.m. (closed), Room 302 (300 Level)

ELATE Executive Committee
Thursday, 11:30 a.m.–4:00 p.m. (closed), Room 303-AB (300 Level)

ELATE Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)

LLA Executive Board
Thursday, 12:00 p.m.–2:00 p.m. (closed), 2:00–3:00 p.m. (open) Room 105-A (100 Level)

Two–Year College English Association (TYCA) Executive Committee
Saturday, 8:15–9:30 a.m., Room 100-B (100 Level)

Two–Year College English Association (TYCA) Nominating Committee
Friday, 9:30–10:45 a.m. (closed), Room 101 (100 Level)
Saturday, 11:00 a.m.–12:00 p.m. (closed), 12:00–1:00 p.m. (open), Room 101 (100 Level)
Sunday, 9:00–10:00 a.m. (open), 10:00–11:00 a.m. (closed), Room 101 (100 Level)

SESSION STRANDS

Convention sessions with a special focus or in special sequences fall into session strands. Attend multiple sessions within a single strand for an in-depth learning experience with any of these important themes:

COMMUNITY COLLEGE STRAND sessions connect community college instructors to pedagogy-rich content, including sessions on literature, literacy, and student success alongside composition-centered proposals. Sessions embrace college faculty who work at open-admission type institutions, with first- and second-year or non-traditional students, and in student support roles. Sessions may also support conversations between secondary teachers and community college faculty, noting the crossover in roles and student populations.

EARLY CHILDHOOD EDUCATION STRAND sessions focus on issues pertaining to the education of children from birth to age eight, their families, and their teachers. Early literacy is a key concept in these sessions that also address diversities in early childhood and highlight practices and processes that are situated in social, historical, and cultural contexts.

ELATE STRAND (English Language Arts Teacher Educators) sessions focus on issues, research, and practices pertaining to teacher development, professional development, and teacher education programs, including preservice and induction programs. These sessions highlight the practice of those who prepare literacy educators or support their continued development through courses, workshops, and inquiry.

LGBTQIA+ STRAND sessions focus on issues pertaining to lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, and plus students, their families, and their teachers. These sessions address representations of sexual and affectional difference, and they offer a broad understanding of diversity, free inquiry and expression, critical pedagogy, and democratic teaching practices. The sessions encourage the creation of safer, more inclusive schools.

LLA STRAND sessions focus on whole language theory and practice and are reviewed by Literacies and Languages for All leaders. These sessions push understandings of critical literacy, inquiry, and collaborative learning, and integrate literacy with other sign systems and knowledge systems situated in social, historical, political, and cultural contexts.

NATIONAL WRITING PROJECT STRAND sessions focus on research, practice, and innovation at Writing Project sites, including promising designs for professional learning and leadership programs; youth, community, and civic engagement projects; and fresh looks at curriculum and pedagogy in the teaching of writing. These sessions highlight the potential of teacher-leaders, and educators more broadly, to work collectively to improve the teaching of writing for all learners.

NEW & EARLY CAREER TEACHERS STRAND sessions focus on highlighting issues for new teachers and celebrating those in the early years of their profession. Recognizing that teachers today take various paths to the classroom, these sessions will answer questions and offer strategies specifically curated for new and early career teachers and those who support them.

RAINBOW STRAND sessions focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students, especially African Americans, Latinxs, American Indians, Asian Americans, and Pacific Islanders.

RESEARCH STRAND sessions have been chosen through a refereed selection process sponsored by the NCTE Standing Committee on Research (SCR). Although reports and discussions of research are distributed throughout the Convention Program, sessions labeled "Research Strand" are those that report on rigorous and original research studies as refereed by the SCR.

A SESSION FOR EVERY LEVEL

Throughout the session descriptions, each title includes one or more letter icons, indicating the level(s) of interest embraced by the topic:

E Elementary M Middle S Secondary C College G General Interest T Teacher Education R Research

Styled by NCTE

Official #NCTE26 merchandise has dropped! Scan the QR code to shop exclusive new designs with this year's theme: "Imagine. Innovate. Inspire." Then, visit us at NCTE Central during the Annual Convention for even more exclusive NCTE t-shirts, totes, sweats, and stickers that let the world in on your love of literacy, with apparel prices starting at $15.99. We also have an array of professional development texts to guide your teaching journey, whether you're just starting your career or have been in the classroom for many years. Located near the NCTE Registration Desk in the Pennsylvania Convention Center, NCTE Central will be open for business from Wednesday afternoon through Sunday morning—make sure to stop by.











imagine.
innovate.
inspire.

2026 NCTE
Philadelphia
ANNUAL CONVENTION
NOVEMBER 19–22

AWARDS

Join us to celebrate many of these 2026 NCTE award recipients at a special breakfast session (all attendees are welcome; no ticket is required):
Saturday, Nov. 21, 7:30–8:45 a.m., Room 113 (100 Level)

DISTINGUISHED SERVICE AWARD

Susi Long, University of South Carolina, Professor Emerita

JAMES R. SQUIRE AWARD

Jacqueline Jones Royster, The Ohio State University & Georgia Institute of Technology, Professor Emerita

ADVANCEMENT OF PEOPLE OF COLOR LEADERSHIP AWARD

Latrise P. Johnson, University of Alabama

ALAN C. PURVES AWARD

"Native Youth Re-Learning Their Language to Story the Future Examining Indigenous Language Revitalization, Relationality, and Temporalities" by Robert Petrone, Adrianna González Ybarra, and Nicholas Rink (*Research in the Teaching of English*, November 2025)

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

Teach Truth: The Struggle for Antiracist Education by Jesse Hagopian

EARLY CAREER EDUCATOR OF COLOR LEADERSHIP AWARDS

2026 Recipients: Annette Beauchamp, University of Minnesota, Twin Cities
Ling Hao, Illinois State University
Jasmyn Jones, University of Memphis
Jessica Jones, Warren Easton Charter High School
Brooklyn King, McKinley Middle School
Brianna Simmons, Jackson Creek Elementary School
2025 Recipients: Adriana Diaz-Heppler, Arizona State University
Breanya Hogue, Purdue University
Sharon Lai-LaGrotteria, Montclair State University
Nicole Shen

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

Black History Is for Everyone by Brian Jones

JULIA E. BERRY AWARD TO STUDY CAREERS OF ENGLISH MAJORS

Sarah J. Donovan, Oklahoma State University, for her research *From Relational Assessment to Institutional Grading: How English Majors Develop Assessment Literacy across Their Careers*
Rochelle (Shelley) Rodrigo and Tiffany Portewig, University of Arizona, for their research *Pathways to Publishing from Bachelors Degrees in English* (awarded in 2026, awards session in 2027)

LEADERSHIP AWARD FOR PEOPLE WITH DISABILITIES

Dale Katherine Ireland, California State University East Bay

LGBTQIA+ ADVOCACY AND LEADERSHIP AWARD

William Banks, East Carolina University

MEDIA LITERACY AWARD

Scott Storm, University at Albany, State University of New York

NATIONAL INTELLECTUAL FREEDOM AWARD

Fitchburg State University

PROMISING RESEARCHER AWARD

"Di•VERSE Literacy: Culturally Responsive Rap and Hip-Hop Phonemic Awareness Instruction Centering Children Who Self-Identify as Black, Brown, and People of Color" by Amber Lawson, Bowling Green State University

ORBIS PICTUS AWARD® FOR OUTSTANDING NONFICTION FOR CHILDREN

Established to promote and recognize excellence in the writing of nonfiction for children.

Recipient: *Just in Case: Saving Seeds in the Svalbard Global Seed Vault* by Megan Clendenan, illustrated by Brittany Cicchese (Charlesbridge)

CHARLOTTE HUCK AWARD® FOR OUTSTANDING FICTION FOR CHILDREN

Established to promote and recognize excellence in the writing of fiction for children.

Recipient: *A Sea of Lemon Trees: The Corrido of Roberto Alvarez* by María Dolores Águila (Roaring Brook Press, an imprint of Macmillan)



AWARD FOR EXCELLENCE IN POETRY FOR CHILDREN

Established in 1977 to honor a living American poet for their aggregate work for children ages 3–13.

Recipient: Charles R. Smith Jr.

CULTIVATING NEW VOICES AMONG SCHOLARS OF COLOR

The NCTE Research Foundation's Cultivating New Voices among Scholars of Color (CNV) program is a mentoring program that brings early career scholars of color into a two-year experience grounded in close guidance, relationship building, and support. Through one-on-one and group mentoring, CNV helps doctoral candidates and early career faculty draw from their cultural and linguistic knowledge as they design, conduct, and share their research. Fellows join a community where they can learn with and from established scholars, build networks that sustain their growth, and strengthen their identities as researchers.

2026–2028 Fellows:

Kaha Abdi, The Ohio State University, Columbus
Elizabeth Castro, Central Washington University, Ellensburg
Alanna Harris, Independent researcher
Tempestt S. Johnson, University of South Carolina, Columbia
Diana Lalata, University of Pennsylvania, Philadelphia
Tiffany D. Meadows, University of Virginia, Charlottesville
Will O'Neil-White, University of Rochester, NY
LaMar Timmons-Long, New York University, NY
Brandon J. Watkins, University of South Carolina Upstate, Spartanburg
Andre Zarate, University of Pennsylvania, Philadelphia

ELEMENTARY SECTION AWARDS

DONALD H. GRAVES AWARD FOR EXCELLENCE IN THE TEACHING OF WRITING

Recognizes teachers in grades K–6 who, through the teaching of writing, demonstrate an understanding of student improvement in writing.

Recipient: Rubi Brioso, Samara Community School, Bronx, NY

OUTSTANDING ELEMENTARY EDUCATOR IN THE ENGLISH LANGUAGE ARTS AWARD

Established in 1995, this award recognizes a distinguished national or international educator who has made major contributions to the field of language arts in elementary education.

Recipient: Tracey T. Flores, The University of Texas at Austin

LANGUAGE ARTS DISTINGUISHED ARTICLE AWARD

This award recognizes outstanding *Language Arts* articles that move forward the Elementary Section Steering Committee's mission of the pursuit for justice and equity, brings the sociocultural realities of children's everyday lives into language arts instruction, and facilitates conversations of rich and authentic literacies.

Recipient: "Family Dialogue Journals in a Linguistically Diverse Elementary Classroom Create a Third Space for Connection and Learning" by Jen McCreight and Abbey Galeza (May 2026)

MIDDLE LEVEL SECTION AWARDS

OUTSTANDING MIDDLE LEVEL EDUCATOR IN THE ENGLISH LANGUAGE ARTS AWARD

This award recognizes exceptional English language arts teachers of grades 6–8 who have demonstrated excellence in teaching and inspired a spirit of inquiry and a love of learning in their students.

Recipient: Nicolas Williams, Mansfield Middle School, LA

RICHARD W. HALLE AWARD FOR OUTSTANDING MIDDLE SCHOOL EDUCATOR

Honors a junior high/middle level educator who has worked to promote understanding of the developmental needs and characteristics of young adolescents, especially in the English language arts.

Recipients: Shanetia P. Clark, Salisbury University, Robyn Seglem, Illinois State University, and Matt Skillen, McPherson College

LINDA RIEF *VOICES FROM THE MIDDLE* AWARD

Recognizes an outstanding publication in *Voices from the Middle* written or cowritten by classroom teachers or literacy coaches.

Recipient: "Rituals of Care and Connection: Humanizing Instruction through Middle Grade Fiction" by Esmeralda Cartagena Collazo and Aimee Hendrix-Soto (March 2026)

AWARDS

SECONDARY SECTION AWARDS

HIGH SCHOOL TEACHER OF EXCELLENCE AWARD

This national award celebrates high school teachers who have been nominated by their state affiliates.

Recipients: Zainab Jabak, The Young Women's Leadership School, Texas Council of Teachers of English Language Arts (TCTELA)

Lisa M. Laker, Franklin Central High School, Indianapolis, Indiana Council of Teachers of English (ICTE)

Julianna Lopez, John Marshall High School, Richmond Public Schools, Virginia Association Teachers of English (VATE)

April Sanders, Derby High School, Kansas Association of Teachers of English (KATE)

Ylisse Yepez, Blissfield Community Schools, Michigan Council of Teachers of English (MCTE)

ENGLISH JOURNAL EDWIN M. HOPKINS AWARD

This biannual award recognizes outstanding *English Journal* articles written by authors who are not high school teachers.

Recipient: "Latinx Narratives: A Youth-Centered Approach to Curriculum Development" by Meyly Santiago-Luna, Limarys Caraballo, Ming-Li Diaz, Clarissa Kunizaki, Germayoni Lopez, and Amy Zou (May 2026)

PAUL AND KATE FARMER *ENGLISH JOURNAL* WRITING AWARD

This award recognizes two articles published in *English Journal* during the previous school year that were written by high school teachers.

Recipient: "The Subaltern *Can* Speak: Facilitating Discourse in the Postcolonial Literature Classroom" by Kiran Subhani (November 2025)

COLLEGE SECTION AWARDS

RICHARD OHMANN AWARD FOR OUTSTANDING ARTICLE IN *COLLEGE ENGLISH*

This award recognizes an outstanding article published in *College English* in the past volume year.

Recipient: to be announced

ENGLISH LANGUAGE ARTS TEACHER EDUCATORS (ELATE) AWARDS

GENEVA SMITHERMAN CULTURAL DIVERSITY GRANT

This grant is offered for first-time NCTE Convention presenters who are members of ethnic groups historically underrepresented in NCTE and ELATE.

Recipient: Elisabeth Hernandez, Chiddix Junior High School, Normal, IL

Alice Xu, Teachers College, Columbia University, New York, NY

JANET EMIG AWARD FOR EXEMPLARY SCHOLARSHIP IN *ENGLISH EDUCATION*

The Emig Award recognizes an exceptional article for excellence in scholarship and educational leadership published in the ELATE journal English Education within the previous calendar year.

Recipient: Nadia Behizadeh, David E. Low, and Jung Kim for "Breaking the Silence: Using Critical Literacy to Discuss Palestine and Israel" (July 2025)

Lindsey Pierce Ives, Mike P. Cook, and Brandon L. Sams for "Preparing Activist ELA Teachers for the Political: An Exploration of Approaches in Our Field" (July 2025)

JAMES MOFFETT AWARD

The James Moffett Memorial Award for Teacher Research is a grant offered by ELATE to support teacher research projects that further the spirit and scholarship of James Moffett. Moffett, a great champion of the voices of K–12 teachers, focused on such ideas as the necessity of student-centered curricula, writing across the curriculum, alternatives to standardized testing, and spiritual growth in education and life.

Recipient: Amy Park, East Hall Middle School, Gainesville, GA, "Stories of Our Community: Preserving Voices Through Student Storytelling"

RICHARD A. MEADE AWARD

The Richard A. Meade Award recognizes published research-based work that promotes English language arts teacher development at any educational level and in any scope and setting. The award was established in 1988 in honor of the late Richard Meade of the University of Virginia for his contributions to research in the teaching of composition and in teacher preparation.

Recipient: Angie Zapata, University of Missouri-Columbia, for *Deepening Student Engagement with Diverse Picturebooks: Powerful Classroom Practices for Elementary Teachers* (NCTE, 2024)

ELATE RESEARCH INITIATIVE GRANTS

The ELATE Research Initiative Grants contribute to ELATE's mission and efforts to communicate more effectively with many different audiences: state and federal policymakers, accreditation agencies, school/department administrators, researchers, teacher educators, practicing teachers, and other education leaders.

Recipients: Deborah Bieler, University of Delaware, Newark, "Where Are the Teachers? Strengthening ELA Teacher Candidates' Readiness for Antiracist/Antibias Advocacy"

Melissa Brooks-Yip, Eastern Michigan University, Ypsilanti, "From Foundational Literacy to Disciplinary Literacy: A Qualitative Study of Preservice Teachers' Evolving Pedagogy across a PreK–12 Course Sequence"

Wenyu Guo and Yuechen Sun, University of South Florida, Tampa, "A Multicase Study of Secondary English Teachers Negotiating AI-Generated Curriculum through Culturally Sustaining Literacies"



Kristie W. Smith, Kennesaw State University, GA, "I wish I knew how it would feel to be free: Storying Contemporary Black ELA Teacher Educators in the US South"
Ankhi G. Thakurta, Boston College, Chestnut Hill, MA, "Reading and Re-Writing Diasporic Futures: Fostering Asian American Youths' Social Dreaming in a Speculative Fiction Club"

ELATE GRADUATE STUDENT RESEARCH AWARD

This award seeks to support graduate student research that advances the work of ELATE as articulated through the organization's position statements and sponsored publications.

Recipient: Fuyi Feng, The Ohio State University, Columbus, "Digital Storytelling as Epistemic Resistance: Asian and Asian American Youth Reimagining Narrative and Belonging"
Mary M. McConnaha, Michigan State University, East Lansing, "Anti-Carceral Teaching: Examining the Humanizing Pedagogies of Youth Prison-School Teachers Participating in an Online Community of Practice"

CONFERENCE ON ENGLISH LEADERSHIP (CEL) AWARDS

BEST ARTICLE OF THE YEAR AWARD

This award is given annually to the author of an article written and published in ***English Leadership Quarterly (ELQ)***.

Recipient: "'Why Are the Students Talking about Immigration?' Centering Immigration Policy in Teaching" by Elvira Pichardo, Lewis University, Romeoville, IL (April 2026)
Honorable Mention: "The Journey of a Critical English Education Teacher Leader of Color" by Kevin Cataldo, Newark Board of Education, NJ (February 2026)

AFFILIATE AWARDS

AFFILIATE EXCELLENCE AWARDS

This award is given to affiliates that meet standards of excellence to which all affiliates should aspire.

Recipients: Illinois Association of Teachers of English (IATE)
Iowa Council of Teachers of English (ICTE)
Kansas Association of Teachers of English (KATE)
Kentucky Council of Teachers of English/Language Arts (KCTE)
Maine Council for English Language Arts (MCELA)
Michigan Council of Teachers of English (MCTE)
New England Association of Teachers of English (NEATE)
New York State English Council (NYSEC)
Ohio Council of Teachers of English Language Arts (OCTELA)
South Dakota Council of Teachers of English (SDCTE)
Texas Council of Teachers of English Language Arts (TCTELA)
Virginia Association of Teachers of English (VATE)

STUDENT AFFILIATE EXCELLENCE AWARDS

This award is given to student affiliates that meet standards of excellence to which all student affiliates should aspire.

Recipients: National Council of Teachers of English Student Affiliate at Kennesaw State University
National Council of Teachers of English at Louisiana State University (NCTE LSU)
National Council of Teachers of English at Michigan State University (NCTE @ MSU)
National Council of Teachers of English at West Chester University of Pennsylvania

AFFILIATE INTELLECTUAL FREEDOM AWARDS

This award is given by state, regional, and provincial affiliates to honor individuals, groups, or institutions that merit recognition for advancing the cause of intellectual freedom.

Recipients: Pranav Jani, The Ohio State University, Columbus, nominated by the Ohio Council of Teachers of English Language Arts (OCTELA)
New York State English Council (NYSEC)
Texas Council of Teachers of English Language Arts (TCTELA) University Research Team

AFFILIATE CREATIVE PATHWAYS AWARD

This award honors affiliates that intentionally recruit and support educators who are new to the teaching profession—including recently graduated education majors and professionals transitioning from other careers. It recognizes affiliates that go beyond traditional recruitment to create meaningful, sustained support that aligns with NCTE's mission, values, and position statements.

Recipients: Michigan Council of Teachers of English (MCTE)
New York State English Council (NYSEC)

AFFILIATE JOURNAL OF EXCELLENCE AWARD

This award is given to outstanding affiliate journals.

Recipients: *Arizona English Journal*, edited by Michelle Glerum and Kate Hope, and published by the Arizona English Teachers Association (AETA)
Georgia English, edited by Robert Montgomery and Tommy Jolly, and published by the Georgia Council of Teachers of English (GCTE)
Kansas English, edited by Katherine Cramer and published by the Kansas Association of Teachers of English (KATE)
Kentucky English Bulletin, edited by Hannah Lancaster, and published by the Kentucky Council of Teachers of English/Language Arts (KCTE)
Language Arts Journal of Michigan, edited by Raven L. Jones, Tanya Upthegrove Gregory, and Alexandra Sánchez, and published by the Michigan Council of Teachers of English (MCTE)
The Leaflet, edited by Mark Fabrizi, and published by the New England Association for Teachers of English (NEATE)

The English Record, edited by Meg Davis Roberts, Henry "Cody" Miller, and Michele DeVirgilio, and published by the New York State English Council (NYSEC)
The Ohio Journal of English Language Arts (OJELA), edited by Stephanie Reid, and published by the Ohio Council of Teachers of English Language Arts (OCTELA)
English in Texas, edited by Gage Jeter and Aimee Myers, and published by the Texas Council of Teachers of English Language Arts (TCTELA)
The Utah English Journal, edited by Mandy Luszeck and Rachel Knecht, and published by the Utah Council of Teachers of English (UCTE)
Virginia English Journal, edited by Cinde Wollenberg, and published by the Virginia Association Teachers of English (VATE)

AFFILIATE EXCELLENCE IN PROGRAMMING AWARD

This award recognizes unique affiliate programming that aims to include a range of teachers across various spaces in their career trajectory and/or students they serve.

Recipients: Illinois Association of Teachers of English (IATE)
Iowa Council of Teachers of English (ICTE)
Kansas Association of Teachers of English (KATE)
Kentucky Council of Teachers of English/Language Arts (KCTE)
Maine Council for English Language Arts (MCELA)
Michigan Council of Teachers of English (MCTE)
Minnesota Council of Teachers of English (MCTE)
New York State English Council (NYSEC)
South Dakota Council of Teachers of English (SDCTE)
Texas Council of Teachers of English Language Arts (TCTELA)
Virginia Association of Teachers of English (VATE)
Western Pennsylvania Council of Teachers of English (WPCTE)

AFFILIATE EXCELLENCE IN INTEGRATED MEDIA AWARD

This award recognizes NCTE state affiliates that demonstrate exceptional skill in using a multiplatform approach—including, but not limited to, social media, blogs, newsletters, and websites—to engage members, amplify NCTE's mission, and provide high-quality professional resources.

Recipients: Arkansas Council of Teachers of English and Language Arts (ACTELA)
Georgia Council of Teachers of English (GCTE)
Iowa Council of Teachers of English (ICTE)
Kansas Association of Teachers of English (KATE)
Kentucky Council of Teachers of English/Language Arts (KCTE)
Maine Council for English Language Arts (MCELA)
Michigan Council of Teachers of English (MCTE)
New England Association of Teachers of English (NEATE)
Ohio Council of Teachers of English Language Arts (OCTELA)
Texas Council of Teachers of English Language Arts (TCTELA)
Western Pennsylvania Council of Teachers of English (WPCTE)

NCTE FUND TEACHERS FOR THE DREAM AFFILIATE AWARDS

The NCTE Fund invites affiliates to implement initiatives aimed at recruiting English language arts teachers of color and will offer grants to those selected affiliates.

Recipients: Illinois Association of Teachers of English (IATE)
Michigan Council of Teachers of English (MCTE)
Ohio Council of Teachers of English Language Arts (OCTELA)
Texas Council of Teachers of English Language Arts (TCTELA)

KENT D. WILLIAMSON AFFILIATE MEMBERSHIP

This award is given to affiliates with the highest percentage of membership increase. To be eligible, affiliates must electronically send their membership lists to NCTE.

Recipients: Kentucky Council of Teachers of English/Language Arts (KCTE)
Western Pennsylvania Council of Teachers of English (WPCTE)

STUDENT WRITING AWARDS

NCTE

Incorporate student writing activities with NCTE throughout the year! Learn more at ncte.org/awards/student-awards/.

Achievement Awards in Writing

Purpose: To encourage **high school sophomores and juniors** to write and to publicly recognize exemplary student writing.

Key dates:

- Summer: prompt becomes available
- Mid-November: award opens for submissions
- **February 15: contest closes**
- Mid-May: results emailed to nominating educators

Please email studentwriting@ncte.org with any questions.

Promising Young Writers

Purpose: To stimulate and recognize the writing talents of **eighth-grade students** and to emphasize the importance of writing skills.

Key dates:

- Summer: prompt becomes available
- Mid-November: award opens for submissions
- **February 15: contest closes**
- Mid-May: results emailed to nominating educators

Please email studentwriting@ncte.org with any questions.

Recognizing Excellence in Art and Literary Magazines (REALM)

The REALM program publicly recognizes excellent literary magazines produced by students with the support of their teachers.

Key dates:

- Mid-May: contest opens to submissions
- **July 31: contest closes**
- Late January: results emailed to nominating educators

Please email realm@ncte.org with any questions.

Learn more today!

CONVENTION FLOOR PLANS

PENNSYLVANIA CONVENTION CENTER



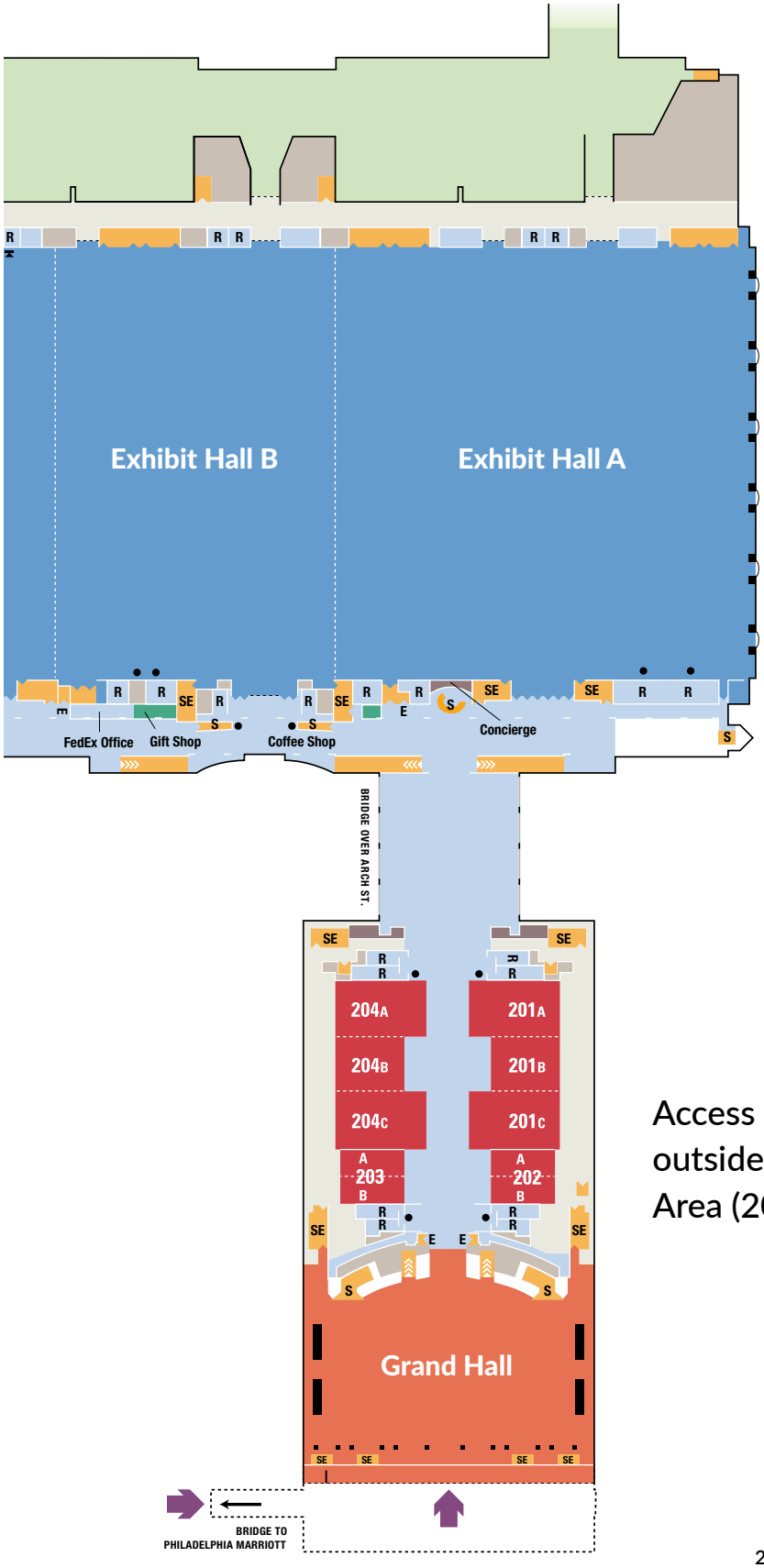
KEY

- ENTRANCES
- EXHIBIT HALLS
- MEETING ROOMS
- BALLROOMS
- PUBLIC AREAS
- STAIR, ELEVATOR, ESCALATOR
- **SE** STAIRS/EMERGENCY EXIT
- **R** RESTROOMS
- ● WATER FOUNTAIN

100 LEVEL

13th Street divides the 100 Level session rooms; take escalator to 2nd floor, cross to other side, and take escalator down to additional 100 Level session rooms.

200 LEVEL



Access the 300 Level rooms using the escalators outside of Exhibit Hall A (200 Level).

Access Ballrooms A & B (300 Level) outside of the Grand Hall/Registration Area (200 Level).

Great ideas need somewhere to plug in



Join us.

ncte.org/membership

NCTE

PROGRAM



imagine.
innovate.
inspire.

All sessions will be held at the Pennsylvania Convention Center.

THURSDAY, NOVEMBER 19

Throughout the session descriptions, each title includes one or more letter icons, indicating the level(s) of interest embraced by the topic:

E Elementary M Middle S Secondary C College G General Interest T Teacher Education R Research

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process.
Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

WORKSHOPS — 8:00 A.M.–12:00 P.M.

All workshops will be held at the Pennsylvania Convention Center.

Registration is required to attend a workshop (name badges will be checked).
If space is available, workshop registration may be purchased onsite at the NCTE Registration Desk (Grand Hall, 200 Level).

G T ***ELATE Strand***

W.1 A Coaching Laboratory: Practicing Conversations and Building Structures That Strengthen Collective Efficacy and Innovation

Room 121-A (100 Level)

In this hands-on coaching laboratory, educators will practice coaching and being coached to build collective efficacy and support creative, student-centered ELA instruction. Through rehearsal of coaching conversations and structures, participants will explore how instructional coaching can move beyond compliance to foster thoughtful, instructional risk taking.

Presenter: Lauren Gould, The Ramaz School

M S C T ***ELATE Strand***

W.2 AI and the Art of Teaching Writing to Humans

Room 121-B (100 Level)

How should writing be taught now that AI can write for students? In this interactive, discussion-centered workshop, we'll demo practical policies, strategies, and tools to answer that question. We'll cover AI-Assessment scales, truth & trust statements, revision tracking, assessment layering, and more human-centered approaches to writing instruction in an AI-infused world.

Presenters: Kimberly Soesbee, Grand Prairie Independent School District
Adam Sparks, Short Answer

G ***ELATE Strand***

W.4 Anyone Can Wear the Mask: Critical and Innovative Approaches to Teaching Superhero Texts in ELA

Room 118-C (100 Level)

In this presentation we offer varied approaches to the modalities of superhero texts that secondary English teachers can incorporate into their curriculum: graphic novels, print-based young adult adaptations of superhero stories, and film versions of superhero stories. Audience members will analyze curricular material as well as student samples to consider implications for their own classrooms.

Presenters: Christian Hines, Texas State University
Carrie Mattern, Shadow Hills High School
Cody Miller, SUNY Brockport
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida
René M. Rodriguez-Astacio, California State University Fresno
Mario Worlds, California State University Fullerton



Share your Convention stories this year!
#NCTE26

WORKSHOPS — 8:00 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *ELATE Strand*

W.5 Are You Getting By or Getting Better? How to Increase Your Learning and Accelerate Your Development

Room 121-C (100 Level)

Are you an educator who feels like you're just getting by week to week, waiting for the next day off? Do you want to learn, grow, and develop but are not sure how to take those first steps? This session will teach you key strategies to unlock your own learning and accelerate your growth and development based on your own strengths and individual learning style to unlock your true potential.

Presenter: Martin Winchester, IDEA Public Schools

G T R *Rainbow Strand*

W.6 Beyond the Curriculum: Bridging Language Acquisition Research and Scripted Instruction

Room 124 (100 Level)

This interactive session examines tensions between scripted curricula and language acquisition research. Drawing on the experiences of NYC educators, the session offers practical strategies for adapting standardized programs to serve multilingual learners while maintaining curriculum fidelity and proposes research-informed practices that both uphold and develop teachers' professional competencies.

Presenter: María Underwood, Teachers College, Columbia University (Center for the Professional Education of Teachers-CPET)

M S

W.7 Build Your Stack® Reading Room—Graphic Novels

Room 122-B (100 Level)

Teachers in upper elementary through high school are invited to join NCTE's Build Your Stack® and authors Victoria Jamieson and Jason DeHart for a special workshop to deepen your book knowledge with a focus on graphic novels, in community with other teachers! Attendees will be provided with books and given space to comfortably engage with the texts in their own ways.

Presenters: Patricia Bandre, Children's Literature Assembly (CLA) of NCTE
Jason Dehart, Wilkes Central High School
Zainab Jabak, Alief Taylor High School
Victoria Jamieson, Penguin Random House
Anne Katz, University of Houston
Clare Landrigan, Clinton Path Preschool
Nawal Qarooni, NQC Literacy
Carrie Santo-Thomas, Warren Township High School Almond Campus

G *NWP Strand*

W.8 Centering Peace, Empathy, and Community Action through Nonviolent Communication

Room 122-A (100 Level)

This session will explore a nonviolent-centered, social justice approach to helping students practice healing and empathy through multigenre writing. Drawing from nonviolent communication (NVC), participants will explore powerful writing exercises for students and practice an inquiry-based, reflective process that supports people in fulfilling core needs in their own school community.

Presenters: Mike Espinoza Jr., Branham High School
Mike Tinoco, Yerba Buena High School

E T *LLA Strand*

W.9 Embracing the Science of Reading through Fugitive Literacies: Imagining beyond Compliance

Room 119-A (100 Level)

This session examines how compliance-driven Science of Reading mandates can erase identity and joy. Using fugitive pedagogy and the Five Pursuits of Genius, participants will leave with concrete strategies to humanize structured literacy, transform decodables into affirming texts, and advocate for liberatory, culturally sustaining literacy practices within restrictive policy contexts.

Presenters: Jarvais Jackson, Indiana University Indianapolis
Molly Love, Indian Run Elementary School
Anne Valauri, Georgia Southern University

M S T *ELATE Strand*

W.10 Hip Hop as Humanities: Counterstories for the Canon, Classroom, and Country Workshop

Room 123 (100 Level)

In this half-day workshop, participants will experience Hip Hop (W)righting Pedagogy in action and engage in Hip Hop as Humanities through dialogue, reflection, and hands-on curricular design that leverage MCing, DJing, graffiti, and breaking as culturally-responsible, justice-oriented, community-centered practices for students to write their words and "right" their worlds.

Presenters: Michele DeVirgilio, New York State English Council (NYSEC)
H. Bernard Hall, Drexel University

WORKSHOPS — 8:00 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***LLA Strand***

W.11 Historicizing the Novels We Read: Engaging Historical Sources to Inspire Democracy and Reimagine Literature

Room 118-B (100 Level)

Join us as we explore how to integrate multimodal primary source documents into ELA curriculum. This workshop invites participants to imagine new ways of sparking student interest, innovate instructional practices that foster deep reading and creative assessment, and inspire connections to American literature using the Library of Congress collections to celebrate diverse American experiences.

Presenters: Kristy Brugar, University of Oklahoma
Heidi Heitfeld, University of Oklahoma
Julianna Kershen, University of Oklahoma
Kacy Price, University of Oklahoma

G ***NWP Strand***

W.12 Illuminating Places of the Past and Creating a Vision for the Future through Place-Based and Justice-Oriented Literacy Practices: Walking & Writing in Philadelphia

Room 120-C (100 Level)

Through guided walking, dialogue, and reflective reading and writing, participants will explore storytelling as a form of action and resistance. We invite educators to examine whose stories are amplified, whose are silenced, and how to intervene through justice-oriented, place-based literacy practices that employ storying as a liberatory practice.

Presenters: Amanda Groen, Lower Merion School District
Rachel Nichols, Lower Merion School District

G ***LLA Strand***

W.13 Imagining Multilingual Futures: Translanguaging to Inspire All Learners

Room 120-B (100 Level)

Reimagine ELA as a multilingual, multimodal space where students' languages are a resource, not a barrier. Experience translanguaging strategies that ignite imagination, deepen critical literacy, and nurture belonging for all readers and writers.

Presenter: Jessica Ream, American International School Dhaka

S C

W.14 Innovating ELA Instruction with AI and Interactive Digital Tools

Room 115-A (100 Level)

In this Bring Your Own Device (BYOD) workshop, participants will explore creative and innovative uses of digital tools in English language arts (ELA) classrooms. Through hands-on experiences with NotebookLM, Twine, Gemini, SchoolAI, and more, attendees will design engaging, student-centered learning experiences that inspire critical thinking, creativity, and responsible AI use.

Presenters: Sherine Aboelezz
Johnny Allred, Brigham Young University
Kathryn Kritzeck Anderson, Anoka-Hennepin Schools/Coon Rapids High School
Stephen Ferguson
Brian Forrester, Shalhevet High School
JC Leishman, RISE Charter School
David Pegram, Paradise Valley Community College
Paige Watts, Louisiana State University

G T ***LLA Strand***

W.15 Literacy IS a Restorative Practice: Building Community and Justice through Reading and Writing

Room 120-A (100 Level)

Engage literacy as a tool for restorative practice. Explore strategies that foster empathy, equity, student voice, and community in classrooms while aligning with NCTE and NYSEC's mission of culturally sustaining, student-centered literacy.

Presenter: Alyssa Sabbatino, New York State English Council (NYSEC)

M S C T ***NWP Strand***

W.16 Philadelphia Writing Marathon

Room 119-B (100 Level)

After hearing a brief introduction from the facilitator, who has led previous NCTE writing marathon workshops in Baltimore, Anaheim, Columbus, Boston, and Denver, along with 100 NWP-sponsored Writing Marathons across the country, participants take part in a three-hour Writing Marathon, writing and sharing their writing in Philadelphia, then reflecting afterwards.

Presenter: Richard Louth, Southeastern Louisiana University



Share your Convention stories this year!
#NCTE26

WORKSHOPS — 8:00 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *ELATE Strand*

W.17 Photos as Witness: Teaching Visual Literacy for Research and Social Action

Room 117 (100 Level)

In this hands-on workshop, participants will engage with award-winning photojournalism documenting global conflict through a scaffolded inquiry process. We will discuss visual literacy and empathy in the age of social media/AI; model strategies for research and writing about social issues through multiple lenses; and reflect on how to foster student civic engagement in your classroom and community.

Presenters: Raquelle Brennan, New Trier High School
Kiran Subhani, New Trier High School

G T *NWP Strand*

W.18 Progress over Perfection: Encouraging Students to Think, Question, Write, and Revise

Room 118-A (100 Level)

We tell our students that perfectionism is (as Anne Lamott writes) "the voice of the oppressor," yet students still value polish over process and inquiry. This interactive half-day workshop engages educators in hands-on strategies that move writers from blank page to sustained revision, connecting sentence-level work to paper-level coherence and fostering agency, risk-taking, and meaning-making.

Presenters: Brandon Abdon, Western Kentucky University
Beverly Ann Chin, University of Montana
Kristie Ennis, University of Louisville
Carmel Hinchion, University of Limerick, Ireland

G *Early Childhood Education Strand*

W.19 Situating Early Literacy in Social, Historical, and Cultural Contexts: Teaching and Affirming African American Learners from Birth through Age Eight

Room 116 (100 Level)

Early literacy begins at birth and is built through intentional teaching practices. This session highlights how King's Kids Academy and Collegiate Prep implements a birth–8 literacy continuum using culturally sustaining instruction, oral language, storytelling, and family partnerships to support reading, writing, and meaning making across early childhood and elementary classrooms.

Presenter: Olivia Gillespie, King's Kids Academy and Collegiate Prep

G *LLA Strand*

W.20 Teaching Indigenous Literature for All Students: Responsible Representations and Culturally Affirming Practices

Room 115-C (100 Level)

This interactive half-day workshop supports all educators in teaching Indigenous literature responsibly and accurately. Participants learn key concepts found in Indigenous literature, hear directly from Indigenous authors, examine Indigenous-authored texts, and explore culturally affirming approaches to text selection, analysis, and instruction.

Presenters: Jen Ferguson, Coe College, Heartdrum/HarperCollins
Dezi Lynn, National Indian Education Association/Utah Valley University
Dawn Quigley, HarperCollins Children's Books/Fond du Lac Tribal and Community College
Helen Thomas, National Indian Education Association
Stacy Wells, Southlake Public Library/Capstone Books

G *Early Childhood Education Strand*

W.21 What Stories Can Students Best Tell? Media Literacy through Multimedia Journalism with WHYY and PBS News Student Reporting Labs

Room 115-B (100 Level)

PBS News Student Reporting Labs and WHYY are youth journalism training programs that equip students to report local stories in their communities, a process that encourages students to research, interview local leaders, and contextualize key issues. Join this workshop to learn how to bring multimedia storytelling into your classroom with ready-made resources, support, and publication opportunities.

Presenters: Kaitlyn "Kit" Bradley, Carver High School
Colin Chrestay, Saul High School
Marie Cusick, PBS News Student Reporting Labs
Steve Dixon, WHYY Media Labs
Lisa Wilk, WHYY Media Labs
Christine Zirneklis, PBS News Student Reporting Labs



A SESSIONS — 11:30 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C

A.1 #High School Matters—Children of the Page: Comparatively Analyzing the Music of Ozzy Osbourne and Black Sabbath with Sophocles' *Antigone* and Cormac McCarthy's *The Road*

Room 202-B (200 Level)

Sponsored by the Secondary Section

Ozzy Osbourne passed in 2025, yet his music will resonate in posterity, largely through the lyrics he sang. With topics covering love and relationships, to sadistic leaders and nuclear war, Ozzy's music spans humanity's strongest emotions. While his songs helped establish heavy metal, they thematically mirror some of our greatest literature, such as Sophocles' *Antigone* and McCarthy's *The Road*.

Presenter: Matthew Macomber, Lake Washington High School

E T ***Rainbow Strand***

A.2 "I wanted my students to feel safe being who they are": Using Multicultural Books to Support English Learners' Connections to Self and Others

Room 103-B (100 Level)

This session will present two social studies units focused on Asian American Pacific Islander and Hispanic Heritage months for 4th-grade English learners developed by one of the presenters in partnership with a nonprofit organization that donated multicultural children's books written by AAPI and Latinx authors. Students' connections with the books were captured through art and digital stories.

Presenters: Vera Lee, Drexel University School of Education
Brittany Swartz, Aspira Bilingual Cyber Charter School

S C ***LLA Strand***

A.4 A Song for You: The Power of Teaching Black Music Studies

Room 104-AB (100 Level)

This session explores the possiblities of centering Black American music as a primary text through reflection of the creation and implementation of a Black music studies course. Through exploration of student work samples, immersive classroom activities, and reflection, participants will consider how expanding notions of text facilitates equity in the secondary classroom.

Presenter: Mackensi Crenshaw, Francis Parker School of Louisville

G T R ***ELATE Strand***

A.5 Back Matter in Nonfiction Award-Winning Children's Literature: Imagine the Opportunities!

Room 113-C (100 Level)

Nonfiction children's literature often includes innovative and informative back matter to extend reader's knowledge on the topic, the writing process, or the author's interest in the subject. This session will highlight 36 award-winning texts, discuss the types of back matter with examples, and share teacher actions to use back matter to support students' comprehension and interest.

Presenters: Marla Robertson, Utah State University
Jennifer Smith, Texas Christian University

S C ***NWP Strand***

A.6 Beyond the College Essay: Personal Narrative Writing in the Humanities Classroom

Room 203-A (200 Level)

The personal narrative has become synonymous with the high-stakes, often formulaic college essay. However, when reclaimed as a tool for identity formation and community building, narrative writing becomes the heartbeat of the humanities. This session offers a robust framework for teaching a dedicated personal narrative unit or elective that prioritizes "the human in the humanities."

Presenter: Corinne Rhyner, Ransom Everglades School

S C T ***LLA Strand***

A.7 "Love Takes Off the Masks": Teaching Consent and Vulnerability through James Baldwin

Room 201-C (200 Level)

This session offers a classroom-ready approach to teaching consent and vulnerability through James Baldwin's essays and fiction. Using close-reading protocols and reflective writing strategies, participants will learn how Baldwin helps students recognize coercion, silence, and negotiated power while developing ethical literacy and relational responsibility.

Presenter: Sonia Brown, Philander Smith University

A SESSIONS — 11:30 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E *Early Childhood Education Strand*

A.8 Creative Approaches to Capturing Student Literacy Learning

Room 204-A (200 Level)

Classrooms are rich with learning that is often challenging to capture with traditional assessments. This session invites educators to consider ways we assess young children's literacy development using inclusive strategies. Participants will consider UDL-aligned and asset-based ways to document student learning that honor a child's diverse strengths, communication styles, and learning needs.

Presenters: Mary Clancy, SUNY Empire
Dolly Jenkins, SUNY Empire

E *LLA Strand*

A.9 East Harlem's Public Art and Artists: Leveraging Community Art for Children's Critical Literacies

Room 105-B (100 Level)

Elementary school teachers share how they reimagined ELA as a space of creativity and critical inquiry by using public art to go beyond the confines of assigned curriculum. Students interpreted the meanings conveyed by local artists and explored their identities, heritage, and ideas of justice, showing that engaging with local art builds critical literacies and empowers children to create change.

Presenters: William Fong-Frederick, Central Park East II/New York City Public Schools
Jessica Martell, Central Park East II/New York City Public Schools

C *Community College Strand*

A.10 From Page to Practice: Arts Integration and Multimodal Composing in Community College Writing and Literature

Room 111-B (100 Level)

This session examines arts integration and multimodal composing in composition I and II and world literature courses at an open-admission community college. Emphasizing classroom practice and reflection, it offers strategies that support student success, scaffold academic writing, and promote equity across the diverse populations of community college and secondary classrooms.

Presenter: Patricia Childs, Georgia Military College

M S *LLA Strand*

A.11 From Texts to TikToks: Reimagining Grammar Instruction in the Secondary ELA Classroom

Ballroom A (300 Level)

This interactive session uses humor and genre play to teach grammar as rhetorical choice. Grounded in Weaver, Kolln & Gray, and Lunsford, participants engage in activities including a love-letter/breakup punctuation task and a texts-to-TikToks genre switch, leaving with research-based strategies that lower anxiety and strengthen transfer.

Presenter: Lisa Arter, Southern Utah University

C *Research Strand*

A.12 Home as a Transnational Classroom: Racial Literacy in Asian Families Navigating US Racial Realities

Room 103-A (100 Level)

This study examines how transnational Asian families shape students' racial literacy before and during study in the US. Findings show parents act as both racial educators and listeners, sometimes reproducing fear or bias. Students later hesitate to share racialized experiences. The study highlights the need for inclusive racial literacy support for international students.

Presenter: Nasiba Norova, Metropolitan State University

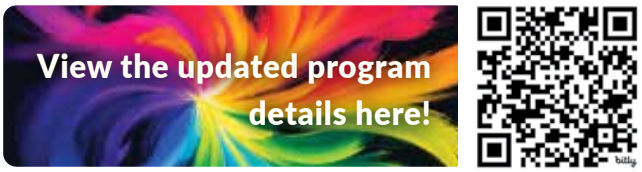
S T *ELATE Strand*

A.13 Imagining Identity-Centered Literacy: Innovating Secondary Teacher Preparation through Multilingual and Cross-Cultural Perspectives

Room 112-AB (100 Level)

This session invites participants to imagine and innovate literacy teacher preparation through multilingual and cross-cultural perspectives. Drawing on classroom inquiry in a rural US high school, it shares practical routines and reflective tools that help preservice and early-career teachers design identity-centered literacy instruction that expands student participation and academic voice.

Presenter: Karen Joy Umila, MCSD



A SESSIONS — 11:30 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *ELATE Strand*

A.14 Inspiring Young Minds to Share Their Voice

Room 113-A (100 Level)

Through the use of "civil disobedience," classic American protest songs, poetry, texts, and modern film we are giving students a voice and an awareness of how to disagree and be the catalyst for change in their community and the world.

Presenters: Dean Lenton, Palmer Trinity School
Catherine Manfra, Palmer Trinity School

M *Rainbow Strand*

A.15 Istwa Pale, Istwa Konprann: Using Stories to Document and Preserve Our Histories and Become Future Carriers

Room 103-C (100 Level)

The researcher and former middle school teacher analyzes educators and their students' experiences navigating dominant identity ideologies to examine practices of refusal in moments of cultural marginalization through archival research, literature, and storytelling practices.

Presenter: Herline Honorat, CUNY Graduate Center

S *ELATE Strand*

A.16 Joy as Innovation: Five Low-Prep Routines to Reimagine Rigor in High School ELA

Room 107-B (100 Level)

Discover five joyful, low-prep strategies that reimagine what's possible in high school ELA. These high-impact moves spark creativity, strengthen community, and elevate rigor across reading, writing, and discussion.

Presenter: Cole Seal, Canyon Springs High School

G T *New & Early Career Teacher Strand*

A.17 Knowing the Drill: Selecting and Using Gun Violence Literature for Children and Young Adults

Room 204-B (200 Level)

Teachers are asked to be experts in school safety. A missing piece of the school safety puzzle is how to talk with children before and after violent events. This session examines books about gun violence within schools as stimulus for student discussion. Attendees will learn about trauma-informed pedagogy and best practices for understanding gun violence in schools through books for young readers.

Presenter: Heather Matthews, Salisbury University

G T

A.18 Leaving a Mark: Annotation Strategies for Deep Learning and Discussion

Room 107-A (100 Level)

How often do students roll their eyes and groan when you remind them to annotate? In this dynamic, engaging session, learn new annotation strategies that will lead students to the true purpose of annotation: better understanding, illuminating, and engaging with texts.

Presenter: Sarah Honore, Houston Independent School District

S *LLA Strand*

A.19 Literature Circles: Imagine the Story, Innovate the Discussion, Inspire the Reader

Room 109-B (100 Level)

Imagine inspiring rural students in all levels of secondary ELA to critically consider literature and communicate these ideas through innovative, creative, and digital expression. This session features two literature circles with diverse literature selections and creative assessments designed to inspire students with the critical and multimodal literacy skills necessary for global citizenship.

Presenters: Stephanie Brooks, Rockbridge County High School
Ashlee Payne, Rockbridge County Public Schools



Share your Convention stories this year!
#NCTE26

A SESSIONS — 11:30 A.M.–12:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C ***LLA Strand***

A.20 Pairing Primary Sources with Literature to Engage and Enhance Critical Thinking

Room 202-A (200 Level)

In this session, we will explore ways to engage and enhance critical thinking using primary sources. While we will use the novel *Their Eyes Were Watching God* by Zora Neale Hurston and the poem "The New Colossus" by Emma Lazarus as our exemplars, the teaching with primary source methods modeled in the session are transferable to any genre or work of literature.

Presenter: Rebecca Newland, Oakton High School

S

A.21 Reimagining the Hero/ine's Journeys with Modern and Historical Fiction

Room 109-A (100 Level)

This presentation shares a reimagining of the hero's journey and introduces the heroine's journey in a semester-long English course. The goal was to place more focus on the heroine's journey with a modern title, *Those Who Wish Me Dead* (Koryta, 2015), and historical fiction *The Women* (Hannah, 2024) to reexamine the traditional hero's journey narrative and incorporate different voices.

Presenters: Lisa Scherff, Community School of Naples
Avery Schulze, Community School of Naples
Gia Shaheen, Community School of Naples

E M S ***ELATE Strand***

A.22 Imagine beyond the Page: Photovoice as Identity-Centered Literacy Practice in ELA Classrooms

Room 113-B (100 Level)

This practitioner session explores how photovoice expands literacy beyond print by integrating photography, reflection, and discussion into standards-aligned ELA instruction that centers student voice, identity, and meaning-making.

Presenters: Michelle Commeret, Bridgewater State University
Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida

M S ***LLA Strand***

A.24 Under Pressure: Teaching the *Hero's Journey* through Sports, Ethics, and Leadership

Room 204-C (200 Level)

Sports narratives help students see narrative arc, ethical decision-making, and identity in motion. This interactive workshop demonstrates how the *Hero's Journey* can be taught through sports stories to deepen reading, writing, and ethical inquiry. Participants will leave with ready-to-use lessons, text sets, and strategies for engaging diverse learners.

Presenter: Meg Doyle, Brentwood School

M S ***LLA Strand***

A.25 Unlocking the Untranslatable: Innovative Frameworks for Multilingual Literary Analysis

Room 126-A (100 Level)

How can the "untranslatable" spark literary genius? As the EL population grows, facilitators imagine a landscape of limitless possibility where multilingualism catalyzes analysis. Guided by Julia Alvarez's vision of a "table set for all," we innovate beyond remedial drills toward trans-creation, a practice where students bridge home languages and English to uncover nuances.

Presenter: Rebecca McFarlan, Perfection Learning

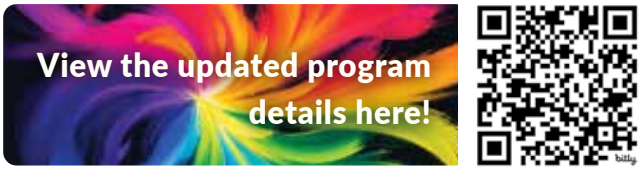
M S T ***LLA Strand***

A.26 Using Digital Literacy to Challenge Conspiratorial Thinking

Room 201-AB (200 Level)

Recent research has shown the efficacy of utilizing digital literacy skills to help students analyze and debunk conspiratorial thinking. This session will introduce effective techniques such as lateral reading and short investigative dialogue with proven strategies on how to integrate them into the classroom in order to increase student critical thinking.

Presenters: Randi Boyette, Echoes & Reflections
Elaine Culbertson, Echoes & Reflections



B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Early Childhood Education Strand***

B.1 Coloring outside the Scantron: Using *Diffendoofer Day!* to Reimagine Testing and Restore Creativity in Early Childhood Classrooms

Room 120-A (100 Level)

This session uses *Hooray for Diffendoofer Day!* as a lens to explore how high-stakes testing shapes early childhood learning. Participants will examine research, classroom implications, and strategies for reducing test anxiety while promoting creativity, autonomy, and joyful learning in test-pressured environments.

Presenter: Marcia Mitchell-Escobedo, The University of Texas Rio Grande Valley

M S T ***LLA Strand***

B.2 Black Creativity for Survival: Fugitive Approaches to Hip-Hop (W)righting Pedagogies

Room 204-C (200 Level)

In this session, teachers and teacher educators will learn how to use fugitive, hip-hop (w)righting pedagogies to sustain culturally-responsive and justice-oriented literacy instruction that imagines, innovates, and inspires. Participants will leave with concrete strategies for smuggling hip-hop (w)righting practices into "shackled" and "surveilled" educational contexts.

Presenters: Michele DeVirgilio, New York State English Council (NYSEC)
H. Bernard Hall, Drexel University

S ***LGBTQIA+ Strand***

B.3 A Quest for Critical Pedagogy: *Dungeons & Dragons* in the ELA Classroom

Room 113-C (100 Level)

In this single-speaker session, a high school ELA teacher shares how a classroom *Dungeons & Dragons* campaign became a queer-affirming site of critical pedagogy and therapeutic play. Through character work, narrative performance, and reflective writing, students "played themselves into existence," trying on names and pronouns while building literacy, community, and SEL skills.

Presenter: Peter Elliott, Lake Creek Academy

G ***LLA Strand***

B.4 AI Literacy for the ELA Classroom

Room 201-C (200 Level)

This session explores AI literacy as both a technical and human-centered skill set, showing how English language arts classrooms can foster critical thinking, ethical reasoning, and effective communication in an AI-mediated world.

Presenters: Nina Bamberg, PedagogyFutures/Columbia University
Priten Soundar-Shah, PedagogyFutures

S

B.5 Animated Feminisms: Imagining Gender, Power, and Voice through Disney

Room 116 (100 Level)

Disney princess movies aren't just for the elementary classroom—they're powerful gateways to feminist theory. This session explores how animated films can serve as rigorous entry points into critical theory in the secondary classroom by pairing nonfiction feminist texts like Rebecca Solnit's *Men Explain Things to Me* with films like Disney's *Brave*.

Presenter: Ainsley McClachrie, Glenwood Springs High School

C ***Rainbow Strand***

B.6 B.A.D.A.S.S. Literature + AI: Imagining, Innovating, and Inspiring English Andragogy at HBCUs

Room 103-B (100 Level)

This session explores how B.A.D.A.S.S. literature and ethical AI tools can be combined to imagine, innovate, and inspire culturally sustaining English andragogy at HBCUs, affirming African American students as fearless readers, writers, and communicators.

Presenter: Rozina Johnson

E M ***LLA Strand***

B.7 Beyond the Page: Empowering K–8 Students through Adolescent Literature and Service-Learning

Room 105-B (100 Level)

K–8 educators learn to bridge literacy and service-learning using adolescent literature. Rooted in expeditionary learning, this interactive session explores models like advocacy and outreach. The presenter provides templates and rubrics to foster student agency and meet ELA standards. Attendees leave prepared to transform classrooms into incubators for community change and civic responsibility.

Presenter: Reshelle Abdul-Malik, Amana Academy

B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M *NWP Strand*

B.8 Collaborating beyond School Limits: Writing and Illustrating with Peer Audience Partners and Teacher Reflections

Room 203-A (200 Level)

This presentation examines how fourth-grade students experience writing when peers serve as the primary audience. Through virtual peer-writing sessions, students share, collaborate, and provide feedback across genres. Findings highlight how peer dialogue enhances audience awareness, student agency, and writing as a meaningful, communicative practice beyond teacher-centered evaluation.

Presenters: Jenifer Csiszar, Grindstone Elementary/Berea City School District
Christina Lorelli, Laurel Elementary School/Kent State University

S C *LLA Strand*

B.9 Discourse as a Catalyst for Third-Space Learning in the Classroom

Room 119-B (100 Level)

This presentation explores how intentional discourse practices can create a "third space" where authentic engagement, creativity, and community thrive. Attendees will leave with practical strategies for cultivating third-space dialogue, as well as insights into how discourse empowers students to use their voices to question, to connect, and to make change.

Presenter: Heidi DeBernardi, North High School/Denver Public Schools

E T *ELATE Strand*

B.10 Explicit Instruction in Meaningful Contexts: Utilizing Interactive Read-Alouds to Teach the Pillars of Reading

Room 108-A (100 Level)

Elementary pre- and inservice teachers must provide scientifically based explicit instruction to support the 5 pillars of reading. But how is this accomplished day-to-day? This presentation demonstrates how teachers can situate explicit teaching within interactive read-alouds, to meet curricular and standards-based expectations while sustaining students' motivation and wonder with texts.

Presenters: Rebekah Degener, Minnesota State University Mankato
Lisa Vasquez, Minnesota State University Mankato

E M S T *ELATE Strand*

B.12 From Content to Classroom: The Case for Knowledge-Building in ELA Instruction and Practical Strategies for Implementation

Room 120-C (100 Level)

This session shares findings and strategies from action research on content-centered professional learning in ELA. Participants explore planning moves, questioning strategies, and collaboration routines that teachers can use immediately to integrate content knowledge into daily instruction. Teachers leave with practical strategies they can apply to strengthen ELA instruction across grade levels.

Presenter: Julie Cappo, Louisiana Tech University

M S *ELATE Strand*

B.14 From Page to Stage: Centering Student Voice through Playwriting with Philly Young Playwrights

Room 122-A (100 Level)

"I am an artist. I am creative. I have something to say." Middle school students and educators share how Philly Young Playwrights uses playwriting to empower students to use their voices to inspire change. Through student reflection and sharing classroom strategies, participants will learn how playwriting can be a powerful vehicle for building literacy skills, self-confidence, and collaboration.

Presenter: Lacey Boland, Greene Street Friends School

E M S R *Research Strand*

B.15 From Text to TikTok: Reading Communities, Digital Aesthetics, and Cultural Wealth in #BlackBookTok

Room 102-AB (100 Level)

This session explores #BlackBookTok as a digital reading community where students' cultural wealth and digital aesthetics shape their reading lives and the ways they talk about books. Teachers will learn how to honor multimodal expression, integrate students' digital practices, create spaces for identity-affirming discussion, center students' voices, and explore reading as identity and activism.

Presenters: Nicole Ferguson-Sams, Clemson University
Sarah Jerasa, Clemson University
Dominique McDaniel, Kennesaw State University

B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C *Community College Strand*

B.16 From Writing to Podcasting: The NPR College Podcast Challenge

Room 115-C (100 Level)

This session explores how the NPR College Podcast Challenge can be used as a powerful tool for teaching writing, storytelling, and audio production. Designed for educators interested in podcasting but unsure of where to begin, this session demystifies the Challenge and shows how its structure aligns naturally with core writing outcomes, media literacy goals, and public-facing storytelling.

Presenters: Janet Woojeong Lee, National Public Radio
Emily Sendin, Miami Dade College

C T R *Community College Strand*

B.17 Hidden Assets: What Bilingual Community College Writers Reveal about First-Year Writing

Room 111-B (100 Level)

This session, based on interviews with bilingual community college students, reveals how students independently leveraged their existing language assets to meet "standard English" expectations in their first-year composition class. Adopting an asset view of multilingualism and foregrounding student agency, the session invites instructors to consider a translingual approach to first-year writing.

Presenter: Jennifer Fike, Oklahoma City Community College

S *LLA Strand*

B.18 Illuminating Rural Voices: How Young Adult Literature Sparks Critical Place-Based Literacy

Room 109-B (100 Level)

This session shares how rural students used YA literature to question, negotiate, and reimagine representations of rural identity. Through a whole class text, writing, dialogue, and a community project, students illuminated the complexity of place, power, and belonging. Participants will gain strategies for using literature to honor rural voices and challenge simplified narratives.

Presenter: Gretchen Schroeder, Millersport High School/The Ohio State University

S C *ELATE Strand*

B.19 Illuminating the Possibilities of AI Literacy for Student Learning

Room 115-B (100 Level)

This session explores practical approaches to teaching AI literacy in secondary English classrooms. Grounded in a visible learning framework, this presentation will showcase how teachers can design instruction for students to engage with generative AI for research and multimodal composition without sacrificing students' critical thinking, agency, and responsible use.

Presenter: Jessica Lototski, Academy of Aerospace and Engineering

M S C T *ELATE Strand*

B.20 Imagining What's Possible: How Pop Culture Can Connect Content, Cultivate Belonging, and Inspire Authentic Learning

Room 204-A (200 Level)

Students' lives are shaped by pop culture, offering powerful entry points for connection and learning. Discover innovative ways to use music, film, and media to build relationships, boost engagement, and link content to students' worlds while fostering SEL, relevance, and meaningful literacy growth.

Presenters: Riley Apel, Norton Middle School/The University of Akron
Hayes Shovestull, Medina High School/The University of Akron
William Visco, The University of Akron

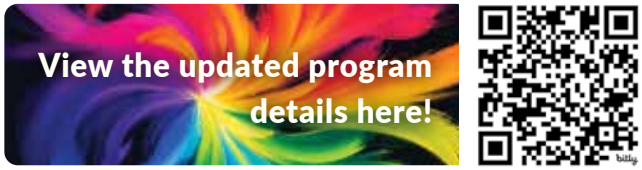
G T R *ELATE Strand*

B.21 In the Footsteps of Black Women Educators: Literacy as a Means toward Self-Exploration, Collective Liberation, and Educational Justice

Room 120-B (100 Level)

Historically, Black girls and women have been at the forefront of the fight toward racial and gender equality in education. This paper offers a historical snapshot of six Black women from the 19th and early 20th centuries, examining how they navigated anti-Black literacy laws and engaged in literacy practices and educational activism.

Presenter: Ashley Houston King, Boston University



B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S T

B.23 Innovating Empathy: How the Human Library Inspires a New Generation of Inquiry among Adolescent Learners

Room 109-A (100 Level)

This hands-on session provides an interactive experience for Convention participants to explore how middle school students engage in a Human Library project through an inquiry-based framework. Participants will engage with practical examples of the inquiry process—including exploring identity, investigating community stories, processing narratives, and creating a public "living library" event.

Presenters: Sarah Bonner, University of North Carolina Wilmington
Denise Ousley-Exum, University of North Carolina Wilmington

E M T ***ELATE Strand***

B.24 Innovative Instructional Approaches to the Chapter Book

Room 107-B (100 Level)

In this presentation, we explore how teacher educators can guide students in exploring the features of complex chapter books. Participants will analyze well-known chapter books to identify cues that authors offer readers. They will then be introduced to instructional strategies that can be used to guide young readers in exploring some of the complexities found in the chapter book format.

Presenters: Miriam Martinez, The University of Texas at San Antonio
Rebecca Stortz, The University of Texas at San Antonio

S C

B.25 Inspire the Argument, Imagine the Era, Innovate the Classroom: Co-Teaching AP Language and AP US History

Ballroom A (300 Level)

What happens when two teachers with a passion for their subject area realize how important their work is to one another? They build a co-taught history-English class at the AP level! This session explores how to bring writing across the curriculum and co-curricular teaching to high school students through the combination of AP courses, but is applicable to anyone at any level!

Presenters: Lisa Horn, Pawling Central School District
Kasey Stecher, Pawling Central School District

S ***ELATE Strand***

B.26 Inspiring Authenticity in an Increasingly Artificial World

Room 113-A (100 Level)

By emphasizing skills over submissions and ethics over efficiency, teachers can lead students to appreciate authentic work and writing—even in a world where artificiality is promoted at every turn. Learn to use AI detector tools to gain insights into students' writing as it unfolds, engage in one-on-one conferences utilizing process data, and build relationships crucial to student success.

Presenter: Aleecia Cotton, Marian High School

S ***ELATE Strand***

B.27 Interactive Notebooks for Organization and Engagement in the High School Classroom: From Choice Reading to Whole Class Texts to Notes

Room 121-C (100 Level)

Explore how one teacher uses interactive notebooks with a high school ELA class to leverage student's analysis of texts, support organization of notes, and engage students in reflection on their choice reading books. A helpful session for those who are interested in learning more about interactive notebooks in the high school classroom; walk away with ideas on different purposes behind foldables.

Presenter: Kaitlynn Cooper, Robert McQueen High School/ Washoe County School District

B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S R *Research Strand*

B.28 Joy as Resistance: Healing-Centered Pedagogies and the Transformation of the ELA Classroom

Room 103-A (100 Level)

This session introduces the "Joy as Resistance" framework to transform ELA classrooms into healing-centered spaces. Participants will learn to implement culturally responsive text selection, creative expression to disrupt power hierarchies, and the integration of personal narratives to foster resilience and shared emotionality.

Presenter: Alanna Harris

S *New & Early Career Teacher Strand*

B.30 Let Them Take the Reins: Shared Responsibility for Learning with Student-Led Discussions

Room 123 (100 Level)

What happens when teachers allow for students to lead their learning in classroom literature discussion? Authentic learning, deeper meaning and interaction with the text, student confidence in using and responding to academic language, and grading that can be done on the spot. Get ready-to-use strategies to implement student-led discussions in your classroom without the logistical headaches.

Presenters: Meghan Jones, Elizabethtown Area High School
Kelly Santoro, Dallastown Area School District

M S C *NWP Strand*

B.31 Margins as Makerspaces: Reimagining Reading Instruction to Inspire Writers in the Secondary Classroom

Room 124 (100 Level)

What if close reading and annotation sparked inspiration and creativity instead of compliance? Could we truly balance reading skills work with fostering student voice? This session explores a Notice–React–Imitate framework as a way to transform close reading into an imaginative, student-centered practice that supports authentic writing, creative risk-taking, and meaningful engagement with texts.

Presenter: Stephanie Branson, Lewisville Independent School District/Lewisville High School

E M T *LLA Strand*

B.32 Micro-Moments That Matter: How Teacher–Student Relationships Shape Writing Development

Room 118-A (100 Level)

This session examines how moment-to-moment teacher attunement shapes student risk-taking, writing identity, and engagement. Through classroom evidence and teacher reflection, presenters share relational strategies that transform writing instruction across grade levels.

Presenters: Maya Johnson, Lafayette Parish School Board
Megan Quebedeaux, Southern Arkansas University

G

B.33 Project-Based Learning for Equity and Justice in Secondary ELA Classrooms

Room 107-A (100 Level)

This presentation will provide strategies for project-based learning. The presenter will discuss his experience designing curricula and assessments, framed by project-based learning opportunities. Additionally, the presenter will share culturally sustaining pedagogies anchored in authentic learning experiences for students while promoting student choice, voice, and agency in ELA classrooms.

Presenter: Bryant Estrella, Hunter College School of Education

M S *ELATE Strand*

B.34 Re-Visioning Equitable Assessment Practices in English: Learning from Street Data

Room 117 (100 Level)

This session shares how a year-long community of practice of a dozen secondary English teachers used the Street Data framework (Safir and Dugan) to redesign classroom-based assessment practices to be more equitable and responsive to marginalized students.

Presenters: Kelly Chandler-Olcott, Syracuse University
Sarah Fleming, Fayetteville-Manlius Central School District

B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C ***Community College Strand***

B.35 Reading between the Lines That Divide Us: Making Visible What Power Asks Us to Ignore

Room 126-B (100 Level)

Using a cultural wealth lens, this session models how students can "read between the lines" to uncover what texts—and institutions—erase or overlook. Attendees will participate in a quick, adaptable activity they can bring to their own classrooms to deepen critical, identity-centered literary interpretation.

Presenter: Amanda Scukanec, Mt. San Jacinto College

M S ***ELATE Strand***

B.36 Reading beyond Print: Multimodal Texts and Meaning-Making in ELA

Room 121-A (100 Level)

This session examines how students make meaning by pairing literary and informational texts with short documentary films. Using Retro Report lessons, participants explore strategies for teaching claims, evidence, perspective, and synthesis while strengthening analysis and critical reading across media.

Presenters: Stephanie Hasty, Seneca Valley High School
David Olson, Retro Report

S T ***ELATE Strand***

B.37 Reading for Who We Are Becoming: Identity, Purpose, and Engagement in High School Literature

Room 122-B (100 Level)

What if disengagement in high school English isn't a student problem but a relevance problem? This session reframes literary study as an exploration of identity, purpose, and the world students will inherit. By pairing complex texts with strategies that support who students are and who they are becoming, reading shifts from compliance to meaningful, high-investment work and connection.

Presenter: Jenice Moffett, University High School, Memphis, TN

E T ***LLA Strand***

B.38 Reimagining Transformative SEL and Literacy Integration in Elementary Classrooms with Interactive Read-Alouds

Room 202-B (200 Level)

This session highlights innovative ways to center justice when integrating transformative SEL and literacy with interactive read-alouds. We will explore strategies to support narrative reading comprehension while providing opportunities for children to draw connections between characters in the text, their own social-emotional experiences, and issues of justice in the world around them.

Presenter: Allison Phillippe, Grand Valley State University

G T R ***LLA Strand***

B.39 Rethinking Language Education through Critical Autoethnography: Co-Designing Feminist Learning Spaces with Black Girls in Colombia

Room 119-A (100 Level)

This presentation challenges the neutrality of ESL in Colombia by examining language education as a colonial project. Drawing on a three-year participatory study with Black girls, it explores feminist, community-based literacy spaces that center Black girls' voices, critical inquiry, and collaborative learning to reimagine language arts as a site of care, resistance, and collective meaning-making.

Presenter: Maure Aguirre-Ortega, Penn State University

G T ***Rainbow Strand***

B.40 Teaching from Wholeness: How Healing Academic Trauma Transforms English Instruction

Room 103-C (100 Level)

Unhealed academic trauma constrains teachers' ability to do liberatory work in English classrooms, leading to rigidity about legitimate texts, correct writing, and authentic discussion. This session shares a healing-centered intervention model designed in partnership with a clinical psychologist and implemented with NYC instructional leaders, creating conditions for equity-focused teaching.

Presenter: Colleen Hinds-Rodgers, Rutgers, The State University of New Jersey



Share your Convention stories this year!
#NCTE26

B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C *LLA Strand*

B.41 Teaching with Dr. Martin Luther King Jr.'s Archives in the Literature and Composition Classroom

Room 104-AB (100 Level)

Employing theories of place-based pedagogy and belonging, this multimodal presentation demonstrates how Dr. Martin Luther King Jr.'s archives can enhance critical literacy in the writing and literature classroom. How might teachers employ the archives to build communities of belonging, of deep historical and literary knowledge, and of social engagement? How can the digital humanities assist?

Presenter: Esther Hu, Boston University

M S T R *LLA Strand*

B.42 Telling Our Own Stories: Black Youth Using PAR to Navigate Schooling and Society

Room 201-AB (200 Level)

This study examines how Black youth use participatory action research and photovoice to explore their school experiences. Findings highlight the roles of communal trust, intergenerational mentoring, and storytelling in building literacy skills, autonomy, and critical consciousness.

Presenter: Glenda Chisholm, Augusta University

M S C T *LLA Strand*

B.43 The Socratic Playground: Reimagining English Classrooms as Spaces for Risk, Voice, and Critical Thinking

Room 202-A (200 Level)

This session reframes the English classroom as a "Socratic playground," where structured discussion, inquiry, and student voice replace compliance-based talk. Drawing on secondary English classrooms, the presenter shares practical strategies for cultivating intellectual risk-taking, ethical listening, and critical thinking through discussion-centered pedagogy.

Presenter: Stephanie Robinson

G *LLA Strand*

B.44 Tiered Instructional Strategies for All Learners

Room 118-C (100 Level)

We will share how one school integrated strategic reading periods into the school day, which provided tiered support for literacy learners based on data and feedback. The skills and programs implemented are applicable for students across content areas. This presentation will focus on the data, logistics, benefits, and strategies for launching a schoolwide literacy intervention program.

Presenters: Danielle Siegel, New York City Department of Education
C Walsh, New York City Department of Education

S C *ELATE Strand*

B.45 Using Inquiry to Drive Learning in a Unit on the Nobel Prize in Literature

Room 121-B (100 Level)

What does it mean to be of "great benefit to humankind?" Using this phrase and provocation, taken directly from Alfred Nobel's will, students explored literary masters who received the Nobel Prize in Literature in a 9-week intensive unit. In this workshop, learn how to use inquiry, provocation, and question techniques, inspired by the work of Trevor MacKenzie, to reinvigorate course design.

Presenter: Michael Griffin, Mount Vernon School

M S *LLA Strand*

B.46 When Life Gives You Scraps, Make Stories: Junk Journaling as a Tool for Identity Expression and Multimodal Literacy

Room 126-A (100 Level)

In this session, a middle school ELA teacher demonstrates how our everyday trash can be upcycled in a tactile approach to language arts that elevates student voice, builds essential literacy skills, and encourages personal connections through multimodal creativity.

Presenter: Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida

E M *NWP Strand*

B.47 Wisdom of the Masses: Practical Strategies to Build Writing Community

Room 125 (100 Level)

Hoping to build trust and community in your writing workshop? Want students to deepen their work, refine their craft, and gain a fuller sense of voice and purpose? With strategies such as peer feedback and "crowdsourcing," this practical workshop explores ways to energize student writers and improve their skills. Plan to leave inspired, engaged, and full of ready-to-go ideas.

Presenter: Lainie Levin, Northbrook/Glenview District 30



B SESSIONS — 12:15–12:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***LLA Strand***

B.48 Words Matter: Inspire a Love of Language with Merriam-Webster's Innovative Digital Resources

Room 118-B (100 Level)

Learn about creative and innovative resources from iconic dictionary publisher Merriam-Webster and practical ways to use them in the English classroom. Merriam-Webster editor-at-large Peter Sokolowski and English teacher Amy Frontier will discuss approaches to develop rich vocabulary lessons and inspire students to see the invaluable and unexpected ways that words matter in the world today.

Presenters: Amy Frontier, Pioneer High School/Ann Arbor Public Schools
Peter Sokolowski, Merriam-Webster

G T R ***New & Early Career Teacher Strand***

B.49 Writing the Rules for AI in Schools: Composing AI Policies for English Language Arts Classrooms

Room 204-B (200 Level)

In this session, teacher researchers will present the results of a pilot study in which early career teachers practiced writing their own classroom policies for generative AI use in middle and high school English classrooms. Session participants will engage with real classroom policies, examine them critically, and learn how to craft their own policies for use in English classrooms.

Presenter: Brady Nash, Miami University

NOTES

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***ELATE Strand***

C.1 Imagine, Innovate, Inspire: Multimodal Making as Creative Risk-Taking

Ballroom A (300 Level)

Sponsored by the ELATE Commission on Arts and Literacies

Choose from 31 hands-on arts integration workshops that position students as creative friendship bracelet character analysis, digital storytelling, speculative fiction, kintsugi narratives, bento box literary analysis, and more. Leave with concrete practices for transformative literacy learning.

Session Chairs: Stephen Goss, Kennesaw State University
Wendy Williams, Arizona State University

Roundtable Leaders:

Round 1:

Table 1: Alisha White, Western Illinois University; Stacey Macchi, Macomb High School: "The Power of 'Creative Visualization'"
Table 2: Adele Ashley, Teachers College, Columbia University: "Exploring Catalysts for Creation: Stepping into Role as Collaborating Artists"
Table 3: Mary (Katie) Tasch Bielecki, Michigan State University: "Possibilitying through Play: An Invitation into Multimodal Storying of Curiosity"
Table 4: Christopher Bass, Lyons Township High School: "Creating Our Environment through Color"
Table 5: Hung Pham, University of Arkansas; Edith Wood, Bentonville High School: "Exploring Visual Argument and Identity through Photo-Text Projects"
Table 6: Christina Romero, Indiana University Kokomo: "Imagining and Innovating with AI: Firefly Digital Image Making"
Table 7: Chris Prince, Georgia State University Perimeter College: "There's Nothing Wrong: Incorporating Musical Improvisation as Inspiration for Exploratory Writing to Enhance Voice and Experience"
Table 8: Ellin Kim, Ethan Yeung, Caryn Cho, Yifan Zhang, Molly Hong, Think & Write: "Create, Reflect, Transform: Voices in Color and Sound across Cultures"
Table 9: Fuyi Feng, The Ohio State University; Qianqian Ma, University at Buffalo: "Reimaging Digital Counter Storytelling as Epistemic Resistence"
Table 10: Kay Cowan & Stephanie Lewis, University of Tennessee at Chattanooga: "Imaging the Word"
Table 11: Leilya Pitre, Southeastern Louisiana University: "Creating Meaning beyond the Page: Arts-Based Projects for Dynamic ELA Classrooms"
Table 12: Julie York, Thomas Worthington High School; Lisa York, DeKalb County School District: "Adding Flavor to Literary Analysis: Bento Box Creations"
Table 13: Katherine Macro & Joseph Cannizzaro, Buffalo State University: "Reading and Writing through Physical Interpretation"

Round 2:

Table 2: Michelle Glerum, Arizona State University; Kate Hope, Chandler-Gilbert Community College: "Kintsugi Narratives: Identity, Reflection, and Repair in the ELA Classroom"
Table 3: Melissa Meola Shanahan, University at Buffalo/Buffalo Public Schools, "Agents of Change: Immigration Stories"
Table 4: Michael DiCicco & Eileen Shanahan, Northern Kentucky University, "Scaffolding Multimodal and Visual Composition"
Table 5: Pamela Hartman, Jared Tanglertpaibul & Drew Griepenstroh, Ball State University: "Cards for Humanities: An Innovative Approach to Character Analysis"
Table 6: Christina Romero, Indiana University Kokomo: "Re-crafting a Friends Forever Club Doll Story: Using Dolls' Embedded STEAM Backgrounds"
Table 7: Pauline Schmidt, West Chester University: "Teacher Life Vision Boards"
Table 8: Rochelle Zuniga, Florida International University: "A Better Future: Imagination and Speculative Fiction"
Table 9: Sunshine Sullivan, Newberg-Dundee Public Schools: "One Page, Multiple Stories: Cultivating and Connecting Imaginations for Hope"
Table 10: Tim Duggan, Northeastern Illinois University: "Singing to Learn: An Imaginative, Innovative, and Inspiring Act"
Table 11: Tala Pirouzian, Tustin Unified School District: "The Letters of Humanities: Where Creativity Meets Multimodal Adventure"
Table 12: Thomas C. Crochunis, Shippensburg University: "Two-Character Open Scripts: A Flexible Starter for Dramatic Storytelling"
Table 13: Wendy Williams, Arizona State University: "Drawing for Inspiration: Creating Characters and Playing with Perspective"
Table 14: Michelle Zoss, Lily Inglima & Marie Ojofeitimi-Gillard, Georgia State University: "Symbols as Catalysts for Connecting Students, Characters, Concepts, and Creativity"

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T *ELATE Strand*

C.2 Illuminating the Way: Innovative Research in Young Adult Literature

Room 201-AB (200 Level)

Sponsored by the ELATE Commission on the Study and Teaching of Young Adult Literature

These roundtables highlight best practices in English teacher education and build methods that illuminate a brighter future. This session focuses on methods and strategies for research in young adult literature and features classroom researchers, teacher educators, and graduate students allowing them to share their valuable research in YAL.

Session Chairs: T. Hunter Strickland, Augusta University
Amanda Stearns-Pfeiffer, Oakland University

Roundtable Leaders:

Table 1: Janine Darragh & Ashley Boyd, University of Idaho: "Illuminating the Trends in Current Research on YAL: A Content Analysis of 149 Empirical Studies"

Christina Romero, Indiana University Kokomo: "Teaching with/through Sold: Using YA Literature, Trauma Artifacts for Teaching and Learning"

Table 2: Luke Rodesiler, Purdue University Fort Wayne; Mark Lewis, James Madison University: "Feeling by Design: Emotional Uptake and the Reading of Sports-Related YA Graphic Nonfiction"

Jeremy Watts, Augusta University: "Building Readers through Choice and Consistency: A High School Literacy Leadership Initiative"

Table 3: Maggie Bryant, Baylor University: "Preservice Teachers and YAL Literature Circles: Uptake and Pedagogical Possibility in Methods Courses"

Table 4: Ashley Black & Ashley Strickland, Northwest Missouri State University: "The Stories We Tell: Making Space for Joy and Possibility in Multicultural YA Texts"

Matthew Sroka, Mercer University: "Teachers as Readers: Rethinking Young Adult Literature Research through Teachers' Reading Lives"

Table 5: Kia Jane Richmond, Northern Michigan University; Elsie Lindy Olan, University of Central Florida: "Mental Health and Cultural Identity Research through Middle-Grade Verse Novels: Close Reading and Literary Analysis of 'Iveliz Explains It All'"

Laura Jacobs & Chelsea McClure, Towson University: "Weaving Interdisciplinary Narratives: Environmental Justice and Literacy through Climate Fiction"

Table 6: Victor Malo-Juvera, University of North Carolina Wilmington; Crag Hill, University of Oklahoma: "A Content Analysis of Research on International YA Literature"

Rachel Wolney, Washington State University: "Teachers' and Parents' Perceptions of Disability in the Classroom"

Table 7: Shelly Shaffer, Eastern Washington University: "Using Literature Circles for Critical Thinking: Examining Systems of Power"

Katharine Covino-Poutasse, Fitchburg State University; Matthew McCann, Eagle Hill School: "Resonance Practice as a Tool of Empathy-Building, Understanding, and Connection"

Table 8: Melanie Hundley & Jalen Kobayashi, Vanderbilt University: "Myth and Magic in YAL: Connecting to the Canon"

Tasha Lindo, University of Wisconsin-Eau Claire: "Sociocultural Topics in YAL: Preservice Teachers Imagine Possibilities for Critical Conversations"

Table 9: J. Coste, Elizabethtown College: "The Young Adult Fairy Tale in Data"

Akinkunmi Oseni, Michigan State University: "Using Translanguaging to Teaching Shakespeare in Secondary School Literature Classrooms: A Teacher's Perspective"

C *Rainbow Strand*

C.3 A More Just Future in College English Teaching: Counterstory as a Tool for Teaching Writers

Room 115-A (100 Level)

This roundtable uses the concept of counterstory as a guiding principle we have used in our collective experiences teaching justice-oriented English in diverse college contexts. Participants will hear stories of integrating counterstory into English teaching, contribute their own stories, and leave with resources to think about and plan for linguistic justice in their own teaching.

Presenters: Kevin E. DePew, Old Dominion University
Cyndy Lopez Guerrero, The University of Texas Rio Grande Valley
Sana Sayed, University of California San Diego
Thea Williamson, Old Dominion University

M S T R *LLA Strand*

C.4 Beyond ELA: Disciplinary Literacy, Foundational Skills, and Critical Inquiry in Middle School at Community Lab School

Room 115-C (100 Level)

Middle school can be challenging for students who continue to struggle with foundational reading skills. This roundtable highlights a community lab school model where all content-area teachers share responsibility for disciplinary and foundational literacy through inquiry, collaboration, and Science of Reading–informed, critical instruction.

Roundtable Leaders: Abigail Amoako Kayser, James Madison University
Brian Kayser, Community Lab School
Quida Powe, Community Lab School

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T *ELATE Strand*

C.5 Engaging with Avatars: A Study of PreserviceLiteracy Teacher Learning in Simulated Field Experiences

Room 204-A (200 Level)

This collaborative self-study of teacher education practices examines avatar-based simulations as early field experiences for preservice literacy teachers. Three teacher educators share practices and materials supporting our use of teaching rehearsals for PSTs, as well as findings that show the value of simulations to provide vital "dress rehearsals" and as connectors of theory and practice.

Presenters: Loren Jones, University of Maryland
Shannon Kane, University of Maryland
Maggie Peterson, University of Maryland

S T *ELATE Strand*

C.6 Lateral Mentoring: Transforming Mystery into Mastery in Teacher Education

Room 204-C (200 Level)

Veteran teaching often looks like magic to a novice. How do we demystify the intuitive moves of veteran teachers so student teachers can grasp them? This session introduces lateral mentoring, an innovative model centering peer-to-peer feedback among student teachers, transforming traditional placements into collaborative laboratories of inquiry with the potential to turn mystery into mastery.

Presenters: Courtney Harting
Jordan Hershey
Grace Jenkins
Grace Kahmer
Pamela Lindstrom

C T R *Community College Strand*

C.8 Start before the Semester Begins: Cultivating Belonging in the Community College Classroom

Room 121-A (100 Level)

Community college students are often nontraditional, first generation students who are balancing many demands on their time. Creating an inclusive environment is crucial so that these students feel they belong. Three community college English professors will share the ways that they cultivate community by attending to the noncognitive issues that can impede student success.

Presenters: Haleh Azimi, Community College of Baltimore County
Elizabeth Hart, Community College of Baltimore County
Elsbeth Mantler, Community College of Baltimore County

G *NWP Strand*

C.9 Artful Assessment: Innovative Approaches to Reimagining Rubrics with the Arts and Student Voice

Room 120-B (100 Level)

What is the shape of your students' learning? In this interactive session, explore how the arts can help us reimagine assessment to be more responsive to student writing, learning, and becoming. Engage in a creative process of reimagining a current assessment in your classroom through writing, artmaking, and collaborative inquiry.

Presenters: Chelsea Goodbred
Christina Pepe, Shenendehowa Central School District
Leah Werther, Guilderland Central School District
Kelly Wissman, University at Albany SUNY

C *Community College Strand*

C.10 Reclaiming Reading in the Age of AI: Pedagogy, Presence, and Productive Struggle

Room 121-C (100 Level)

As AI reshapes education, students' engagement with academic reading erodes. This panel explores how college English faculty can reclaim reading as a practice requiring productive struggle and thus may be best suited to low-tech pedagogies. Panelists suggest that strengthening students' capacity for deep reading may ultimately prepare them to engage successfully with technology and generative AI.

Presenters: Jennifer Boots, San Diego City College
Jan Jarrell, San Diego City College
Kelly Metz-Matthews, San Diego Community College District
Michele McConnell

G *ELATE Strand*

C.11 Beyond Holocaust, History, and Holidays: Incorporating Expansive Jewish Literature to Reimagine Your Curriculum and Inspire Students

Room 116 (100 Level)

Today's Jewish literature is more expansive than the Holocaust, holidays, and history. This panel of award-winning authors and educators provides examples of dynamic and inclusive Jewish literature to pair with existing titles and themes in your curriculum. Take home a toolbox of innovative preK–12 resources and actionable ways to encourage creativity and risk-taking in student reading journeys.

Moderator: Melanie Koss, Northern Illinois University
Presenters: Leah Cypess, Penguin Random House Knopf/HarperCollins/Simon & Schuster/Abrams Books for Young Readers/Menucha Publishers
Anna Jordan, Janney Elementary School/District of Columbia Public Schools
Stacy Nockowitz, Kar-Ben Publishing
Liza Wiemer, Penguin Random House/Holocaust Education Resource Center/Kalaniot Books

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***LLA Strand***

C.12 Beyond the Echo Chamber: Harnessing the Power of AI to Foster Constructive Conversation

Room 201-C (200 Level)

This interactive presentation explores how educators can intentionally integrate emerging technologies, including AI, into their instructional design to foster face-to-face civil discourse around challenging topics. Participants will engage in authentic learning experiences that position AI as a scaffold for engaging students in meaningful academic conversations.

Presenters: Jessica Brosnan, Parsippany Hills High School
Sarah Lane, Sphere Education Initiatives
Sasha Litzenberger, Mesa Public Schools

M S ***NWP Strand***

C.13 Circles of Inquiry, Agency, and Accountability: Literature Circle and Choice-Based Teaching Models as Counters to Apathy, AI, and Disengagement in the Classroom

Room 122-A (100 Level)

As teachers face increasing roadblocks to authentic learning and assessment, this panel provides answers to rising student apathy and reliance on generative AI. The panel will explore three ways in which educators have adapted literature circles, choice-based units, studio-style classrooms, and portfolio writing to foster engagement and agency while maintaining expectations for academic discourse.

Presenters: Maria Apablasa, Campbell Hall School
Christine Gaul, Campbell Hall School
Jessica LeBlanc, Campbell Hall School

E M S ***ELATE Strand***

C.14 Collaborative Imagining: Teacher Inquiry Communities That Disrupt through Design

Room 115-B (100 Level)

This interactive session introduces teachers to an approach to collaborative inquiry and design explored in the new NCTE book, *Disruption through Design: Professional Learning That Empowers and Ignites Change*. After participating in a mini-inquiry, teachers will plan for collaborative inquiry and design that supports them in reimagining teaching and learning in their classrooms and schools.

Presenters: Michelle Fowler-Amato, Old Dominion University
Amy Griffin, Whittier Elementary School
Amber Warrington, Boise State University

E R ***Early Childhood Education Strand***

C.15 Cultural Sustenance as the Third Eye

Room 118-B (100 Level)

The "third eye" is the eye of insight and wisdom. In this panel presentation, we invite teachers to see with a third eye—to develop insight and wisdom about elementary literacy classroom spaces that culturally mediate children's ways of knowing, being, and doing to foster cultural sustenance.

Presenters: Alicia Arce, Northern Parkway Elementary School
Kerry Elson, Central Park East 2
Kindel Nash, Appalachian State University
Roderick Peele, Northern Parkway Elementary School/Uniondale Union Free School District
Bilal Polson, Northern Parkway School
Erik Sumner, Northern Parkway School

E ***Rainbow Strand***

C.16 Ethical Reading Practices for Culturally and Linguistically Diverse Children's Picturebooks

Room 123 (100 Level)

Ethical reading conceptualizes stories as testimonies and reading as a practice to witness the testimonies. This panel offers four ethical reading practices for culturally and linguistically diverse children's picturebooks, with particular focus on literature with Latinx counterstories, and Muslim, Asian, and Indigenous characters.

Session Chair: Patricia Enciso, The Ohio State University
Presenters: Yueyue Li, The Ohio State University
Adriana Sotomayor Perez, The Ohio State University
Axa Khalid Warraich, The Ohio State University
Katrina Webber, Dublin City Schools/The Ohio State University

S C T ***NWP Strand***

C.17 From Moment to Milieu: Rethinking Rhetorical Situations and Contexts

Room 117 (100 Level)

This interactive session explores rhetorical situations and the broader contexts that shape them, helping to deepen students' rhetorical understanding of their reading and writing. Attendees experience actual classroom approaches, theory-to-practice examples, and authentic reflection as they gain practical strategies to strengthen students' rhetorical awareness and inquiry skills.

Presenters: Brandon Abdon, Western Kentucky University
Michael Neal, Florida State University
Kristy Seidel, Suncoast High School, FL

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***Research Strand***

C.18 Hacking the Teaching-Research Relationship

Room 111-B (100 Level)

Co-led by Kate Roberts and Rachael Gabriel, this session is grounded in their most recent book, *What the Research Says*, and reimagines the relationship between teaching and research. Participants will explore how teachers can critically engage with research, build instructional wisdom, and sustain inquiry-driven professional learning within real-world constraints.

Presenters: Rachael Gabriel, University of Connecticut
Kate Roberts, K&M Literacy

E ***ELATE Strand***

C.19 Holding Close to Essential Practices for Literacy in a Time of Change

Room 203-A (200 Level)

Effective foundational literacy instruction holds space for both evidence-based practices and joy. This panel helps elementary educators explore meaningful, sustainable assessments, reimagine student text selection, and build collaborative communities. You will leave empowered to make informed decisions grounded in both evidence and pedagogical wisdom.

Presenters: Molly Picardi, Teachers College Advancing Literacy
Jessica Sauer, South Huntington Union Free School District
Carlie Tietjen, Herricks Union Free School District

C T R ***Rainbow Strand***

C.20 Illuminating Our Realities for a More Just Future

Room 118-A (100 Level)

As women of color academics, we are uniquely positioned to witness—and experience—its unjust realities. We are also in unique positions to imagine its promises and potentials. In this interactive presentation, three faculty women of color will illuminate experiences that make work in the academy difficult. They will also share their imaginings for the possibilities of what the academy can be.

Presenters: Monica Baldonado-Ruiz, San Diego State University
Naitnaphit Limlamai, Colorado State University-Ft Collins
Sandra Saco, Colorado State University

M S ***LLA Strand***

C.21 Imagine Turning Data into Action: Using Reading Data in Innovative Ways to Inspire Secondary Student Reading Growth

Room 202-A (200 Level)

Members of a large, urban school district will share how they leverage diverse data sources to implement targeted reading supports for secondary students across all reading levels. Participants will develop an action plan that can be applied from district-level professional learning to individual classrooms. Panelists include a teacher(s), district support leaders, and a data systems expert.

Presenters: Abigail Fackler, Seneca High School
Ryan Hershey, Capti
Heather Jones, Jefferson County Public Schools
Taylor Young, Jefferson County Public Schools

M ***LLA Strand***

C.22 Imagining Monsters: How Horror Illuminatesthe Past, Present, and Future for Middle School Readers

Room 102-AB (100 Level)

What do Broadway ghosts, Savannah spirits, Caribbean monsters, and psycho AI pandas have in common? They spark imagination and engage readers in thinking critically to illuminate history, technology, and our world. Bring your courage and curiosity and join award-winning authors for a conversation about the role of horror in sparking cross-curricular conversations that engage today's readers.

Presenters: Tracey Baptiste, Little, Brown Books for Young Readers
Tiffany D. Jackson, Scholastic
Erin Entrada Kelly, Sourcebooks
Kate Messner, Bloomsbury
Eliot Schrefer, Sourcebooks
Aliza Werner, Bookelicious

S T ***ELATE Strand***

C.23 Inspiring Joy: Activities for Implementing Joyful Literacies Pedagogy in Secondary English Language Arts

Room 107-B (100 Level)

This panel will explore what joyful literacies pedagogy is and how various teachers and teacher educators implement it into their teaching. Each presenter will offer concrete activities and lessons that spark their students' imagination, innovation, and inspiration.

Presenters: Christian Goering, University of Arkansas
Megan Grizzle, Farmington High School
Holly Sheppard Riesco, Rogers Heritage High School

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E *LLA Strand*

C.24 Inviting Inspiration: Using Projects to Create Space for Student Imagination and Innovation

Room 125 (100 Level)

In this session we will explore project learning in the ELA classroom through real successes and struggles. Participants will learn frameworks for launching student-driven projects, curating text sets, and embedding hands-on learning. We will share resources and collaborate to spark imagination, innovation, and meaningful learning.

Presenters: Sarah Gayman, Chicago Public Schools
Kelsey Nelson, Chicago Public Schools

E M S *LLA Strand*

C.25 Level Up ELA: How Games Scaffold, Differentiate, and Engage All K–12 Learners

Room 109-B (100 Level)

This session gives teachers practical, low-prep, low-budget, low-tech games for scaffolding instruction, differentiated learning, and boosting engagement for diverse K–12 ELA students. Participants will experience adaptable games that support literacy skills, movement, collaboration, and access for all learners, including multilingual and special education students.

Presenters: Abbie-Jo Wilcox
Adelyn Wilcox
Annelle Wilcox

C *Community College Strand*

C.26 Listening Rhetorically to Students of Color

Room 112-AB (100 Level)

In a world of political discord and racist pedagogy—one in which students often feel disconnected from the writing topics and classroom discussions—one must embrace the idea of rhetorical listening. We must embrace a kind of listening that extols the idea of collaboration and mutual respect. What we want for our students is empowerment, engagement, confidence, and personal growth.

Presenter: Gregory Shafer, Mott Community College

G *NWP Strand*

C.27 Messy Drafts, Magic Rewrites: Imagine. Innovate. Inspire. Revision Tips from Authors to Help Students Find the Fun

Room 104-AB (100 Level)

Revision has a bad rep. It's time to fix it. Students often see revision as punishment, peer critique as uncomfortable, and feedback as hurtful rather than helpful. But what if revision felt less like drudgery, and more like discovery? What if critique became collaborative, creative, and, dare we say, fun? Because when students discover the fun in revision, writing transforms!

Presenters: Kerry Cerra, Little, Brown Books for Young Readers
Susan James, Emerald Coast National Writing Project, University of West Florida
Sally J. Pla, HarperCollins/QuillTree Books/ Lee & Low

C T R *ELATE Strand*

C.28 Pedagogies of Voice: Street Data and the Path to Student Agency

Room 105-B (100 Level)

This interactive session bridges the knowing-doing gap in equity work. Participants will explore strategies that resist censorship, affirm identity, and elevate student voice. Leave with concrete tools to cultivate the four domains of agency: identity, belonging, inquiry, and efficacy in today's justice-centered classrooms.

Presenters: Marlo Bagsik
Sawsan Jaber, Education Unfiltered Consulting
Shane Safir
Crystal Watson, Cincinnati Public Schools/James N. Gamble Montessori High School

G

C.29 Putting It on the Page: Bright Ideas and Strategies for Writing Inspiring Books for Educators by Educators

Room 113-C (100 Level)

Teaching is more powerful when we share our pedagogy and practice. One way to do this is by writing for our colleagues. Four teacher-writers and an editor will share ways to get started writing, grow as writers, and publish books. Whether you have a seed idea, an outline for a book, or are just curious, this session will be full of innovative and inspiring ideas for educator-writers!

Presenters: Valerie Bolling, Charlesbridge/Norton/Routledge/Stenhouse
Dawnavyn James, Stockton University
Mike Tinoco, Yerba Buena High School
Maria Walther, Maria P. Walther LLC
Kassia Omohundro Wedekind

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *NWP Strand*

C.30 Re-Visioning Craft and Process with Rhetorical Grammar

Room 119-A (100 Level)

Three teachers share practices to reimagine student compositions with a focus on rhetorical grammar. Come play with syntax and, in the process, leave with some ready-to-use strategies for experimentation and metacognitive writing. Shifting attention from correction and compliance, we imagine grammar instruction as a place to inspire students to want to use their own writing voice.

Presenters: Chris Blair, Haldane Central School District/Hudson Valley Writing Project
Meg Davis Roberts, SUNY New Paltz/Hudson Valley Writing Project
Sarah Wheeler

M S *NWP Strand*

C.32 Reimagining Authentic and Interdisciplinary Literacy Practices to Foster Classroom Inclusivity among Diverse Writers

Room 119-B (100 Level)

How do we help students use language purposefully across genres? In this session, teachers from the UCLA Writing Project share authentic literacy practices that position students as strategic language users. Participants will explore adaptable resources that integrate rich content; support narrative, analytical, and argument writing; and promote inclusive participation for diverse learners.

Presenters: Marivell Arayasirikul, Alhambra Unified School District
Nataly Casillas, Los Angeles Unified School District
Gurbir Kahlon, Torrance Unified School District
Angie Yi, Redondo Beach Unified School District

M S C T *ELATE Strand*

C.33 Should You "Cite" AI? New Guidance from the MLA

Room 122-B (100 Level)

Sponsored by the Modern Language Association

Instructors want students to make generative AI use transparent. But should you cite generative AI output? Panelists will consider the goals of citation, debate how AI might change them, reflect on MLA publications that call for acknowledging AI use as a practice distinct from citation, and discuss how the MLA's unique system of documentation provides a blueprint for how to make AI use visible.

Moderator: Angela Gibson, Modern Language Association
Presenters: David Green, Howard University
Sarah Z. Johnson
Elizabeth Losh, William & Mary

S T *ELATE Strand*

C.34 Speak Truth: Reconsidering Controversy throughYouth-Led Discussions

Room 103-A (100 Level)

Our youth are growing up in a deeply divided country. Intentional, community-focused experiences in our classrooms are where learners can build the skills necessary to bridge those divides. In this highly interactive session, participants will learn a youth-led discussion approach that enables students to engage with peers across differences about the issues that are relevant in their lives.

Presenters: Jenna Fournel, Center for Inspired Teaching
Topher Kandik, Capital City Public Charter School
Griffin Pepper, E.L. Haynes Public Charter School

E M S T *ELATE Strand*

C.35 Using Various Author Works from First Draft to Final Text to Inspire Student Writing, Revision, and Literary Analysis

Room 108-A (100 Level)

Let's peek behind the curtains at authors' revision processes to help students grasp the power of editing. This innovative "spot the difference" strategy will inspire students to write and revise with confidence. Teachers leave with differentiated, ready-to-use examples—from first drafts to published books—to help students compare and contrast different "what-if" versions of the same text.

Presenters: Mary Boone, Albert Whitman/Henry Holt & Co./Macmillan/Random House Kids/Andersen Press
Donna Barbra Higuera, Levine Querido/Abrams
Lori Lobenstine, Levine Querido
Tina Shepardson, Retired elementary teacher

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E *Early Childhood Education Strand*

C.36 Stories for Sustainability: Using Picturebooks to Build Environmental Literacy and Promote Student Activism in Elementary Classrooms

Room 120-A (100 Level)

This panel presents Stories for Sustainability, a five-week interdisciplinary unit that uses award-winning picturebooks to integrate science and literacy, foster environmental inquiry, and support developmentally appropriate activism across preK–4 classrooms, culminating in student-led environmental justice projects.

Presenters: Aileen Hower, Millersville University
Katherine Nigra, School District of the City of York
William Rodgers, School District of the City of York

E M S *LLA Strand*

C.38 Stories of Possibility: How English Language Arts Teachers Reimagine Learning across Contexts

Room 202-B (200 Level)

This panel showcases how reciprocal relationships between teachers and teacher educators can push instructional boundaries across elementary, secondary, and youth prison-school contexts. Audience members will explore innovative pedagogies, reflect on their experiences, and share strategies for uncovering possibilities for justice-oriented literacy practices in their own classrooms.

Presenters: Rebecca Lee, Michigan State University
Maggie McConnaha, Michigan State University
Allison Phillippe, Grand Valley State University

E T *New & Early Career Teacher Strand*

C.39 Stories That Count: Reimagining CulturallyResponsive Teaching across Literacy and Mathematics

Room 120-C (100 Level)

This session explores how culturally responsive picturebooks function as pedagogical sites where identity and cultural practices are negotiated along with mathematical meaning. Drawing on analysis of contemporary picturebooks and perspectives from preservice teachers, presenters share how integrating story-based mathematics invites more culturally grounded literacy and mathematical learning.

Presenters: Suok Kwon, Stetson University
Mary Ellen Oslick, Stetson University
Amy Smith, Stetson University

M S C T *ELATE Strand*

C.40 The Missing Middle: Stories and Strategies for Navigating the Pipeline from High School to College Writing Success

Room 103-C (100 Level)

This panel examines declining writing readiness and offers strategies for success across the high school-college pipeline. Presenters address shifts in writing instruction, grammar application, teacher preparation, and policy changes. Drawing on classroom data and experience, the panel explores how good intentions, policy changes, and lowered standards negatively impact students and faculty.

Presenters: Edward Crandall, East Stroudsburg University
Erica Dymond, East Stroudsburg University
Sandra Eckard, East Stroudsburg University
James Ware, East Stroudsburg Area School District

E M *LLA Strand*

C.41 The Power of Emotion in Story: Why Authors Write It and Why We Must Teach It

Room 103-C (100 Level)

Join Newbery authors Linda Sue Park and Rajani LaRocca, along with award-winning authors McCall Hoyle and Trudy Ludwig in conversation with school librarian Terri Harkey, for a discussion of how to use heartfelt stories to inspire meaningful classroom discussion, ignite reader engagement, and light the way to deeper reader comprehension and emotional connection in the classroom and beyond.

Presenters: Terri Harkey, Texas Bluebonnet Award
McCall Hoyle, Society of Children's Book Writers and Illustrators: Rocky Mountain Chapter
Rajani LaRocca, Abrams Books/Little, Brown Books for Young Readers/ HarperCollins
Trudy Ludwig
Linda Sue Park, Clarion

S *LLA Strand*

C.42 Transcultural and Critical Pedagogies for SocialJustice

Room 204-B (200 Level)

This presentation draws on a Mexico-US transnational research partnership with teachers and students. We share what we have learned from youth themselves as we cooperate across borders to support their education through transcultural pedagogies and schooling practices.

Presenters: Gerald Campano, University of Pennsylvania
Patricia Rosas Chávez, University of Guadalajara
Maria Paola Ghiso
Gabriela Hargraves, Teachers College, Columbia University
Charlotte Jacobs, University of Pennsylvania
Suhey Ayala Ramirez, University of Guadalajara
Yanil De La Rosa, University of Pennsylvania
Catherine Sui
Kelsey Trudo, University of Pennsylvania

C SESSIONS — 1:00–2:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T ***Early Childhood Education Strand***

C.43 Using Children's Literature to Spark Rich, Student-Led Conversation

Room 121-B (100 Level)

Join award-winning authors Aisha Saeed, Jasmine Warga, Samira Ahmed, Tae Keller, and Joanna Ho and teacher educator Nawal Qarooni for an interactive panel on the transformative power of children's literature in student-led talk. This session explores how diverse texts serve as essential springboards for thoughtful conversation, sustaining deep partnerships between students, their families, and their school.

Presenters: Samira Ahmed, Little, Brown Books for Young Readers
Joanna Ho, HarperCollins/Scholastic
Tae Keller
Nawal Qarooni, NQC Literacy
Aisha Saeed
Jasmine Warga, Macmillan

M S

C.44 Writer to Writer: Designing Writing-CenteredClassrooms in Middle and High School ELA

Room 113-A (100 Level)

What if our ELA curriculum treated students as writers shaping the world—as cultivators and creators? This session models a workshop-based ELA curriculum that flips the traditional reading focus into an agentive, writer-driven classroom. Experience workshop routines, access digital tools, and leave with reading and writing practices that build meaningful connections from writer to writer.

Presenters: Sarah J. Donovan, Oklahoma State University
Jennifer Sanders, Oklahoma State University
Emmanuella Smith, Oklahoma State University

M S

C.45 Reimagining Holocaust Literature in the ELA Classroom with Facing History & Ourselves

Room 103-B (100 Level)

How can we design Holocaust literature units that foster inquiry and moral imagination? Facing History staff and teachers share resources designed for ELA classrooms and adaptable to any Holocaust text. Participants will leave with classroom-ready materials and strategies to design and teach a Holocaust literature unit that nurtures students' moral, civic, and imaginative capacities.

Presenters: Carl Haber, Milken Community School
Nicole Renner, Facing History & Ourselves
Bridget Riley, Facing History & Ourselves
Talya Tsuna, Barkai Yeshivah High School

E M S ***LLA Strand***

C.46 Disrupting the Binary: Moving Students away from Right/Wrong Thinking and into a Continuum of Sophistication

Room 118-C (100 Level)

Repositioning assessment from a tool of judgement to a source for insight, this session disrupts deficit-driven assessment practices. Centered on students' strengths, we demonstrate how "strategy ladders" make learning visible along a continuum, support responsive instruction, and help teachers move beyond binary thinking to foster curiosity, growth, and empowered learners.

Presenters: Amanda Dey, Fairfax County Public Schools
Jessica DiBeneditto, Fairfax County Public Schools
Sara Kugler, Fairfax County Public Schools
Amanda Manno, Fairfax County Public Schools

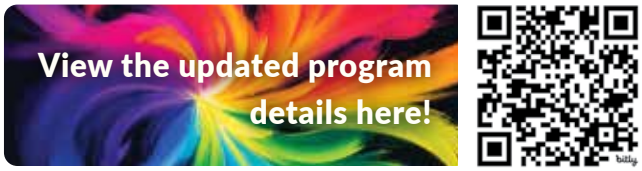
M S T ***NWP Strand***

C.47 From Inquiry to Instruction: Reimagining Writing Instruction across Classrooms

Room 126-A (100 Level)

As teachers, we sometimes find ourselves in a rut, relying on the same writing assignments and activities. This panel highlights how an inquiry-based professional learning model supports teachers in reimagining writing instruction. Panelists share classroom-tested inquiry projects and practices—from multimodal composing to AI-supported drafting—that attendees can adapt across contexts.

Presenters: Rendy Calder, Brighton High School/Canyons School District
Jessy Feveryear, Renaissance Academy
Adam Hellewell, North Davis Jr. High/Davis School District
Amber Jensen, Brigham Young University/Central Utah Writing Project
Kristie Jolley, Brigham Young University
Karen Larson, Brighton High School/Canyons School District
Jenny McCulloch, Springville High School/Nebo School District
Elizabeth Nelson, Utah Valley University
Shanda Winget, San Juan High School/San Juan School District



2:30–3:30 P.M. | BALLROOM B (300 LEVEL)

Sponsored by

Rise Up FOUNDATION

FIRST-TIMERS' EVENT

Alane Adams

First Time at NCTE? You're in the Right Place.

Join fellow first-time attendees for a warm welcome to the NCTE Annual Convention! Meet other newcomers, make connections, and pick up helpful tips for navigating the Convention and making the most of your experience.

Discover what not to miss, learn where to find key resources, and start building your NCTE community before the Convention gets underway. **Your first NCTE starts here!**

Welcome: Emily Kirkpatrick, NCTE Executive Director
Detra M. Price, NCTE President-Elect & Program Chair, The Ohio State University
Presenter: Alane Adams, Rise Up Foundation/Alane Adams Studios/Author



ALANE ADAMS

Alane Adams is an award-winning children's author and literacy advocate. She is the visionary behind *Between the Pages*, winner of three Gold Telly Awards and a Webby Award, and creator of *The Blue Witch Readalong*, an innovative animated reading experience designed to engage young readers. Its companion Watchalong series connects students directly with Adams, encouraging them to ask questions, explore clues, and share predictions as the story unfolds.

As founder of the Rise Up Foundation, Adams supports classroom literacy initiatives nationwide, providing educators with resources and opportunities to inspire young readers. A former university professor and accomplished entrepreneur, she brings a unique blend of creativity, education, and innovation to her work. A passionate supporter of NCTE, Adams is committed to empowering teachers, expanding access to quality literacy experiences, and fostering a lifelong love of reading and writing in young people.



EMILY KIRKPATRICK

Emily Kirkpatrick is a transformational leader who has dedicated her career to public service and civic engagement, specifically the creation of human-centric efforts to advance literacy and asserting the expertise of women in leadership positions. The partnerships she has created and sustained span international philanthropists, national media, authors, creative communities, and large networks of educators. Her achievements have drawn commendations from *Time* magazine, *CBS Sunday Morning*, *TODAY*, and beyond.

She is active in the International Women's Forum and the American Council of Learned Societies and has served on the public policy committee for the American Society for Association Executives, the Visioning Panel for the National Association of Educational Progress (NAEP), as a judge for the Stronger Democracy Challenge and The Trust in America's Institutions Challenge, and as a board member of the Trust for Insuring Educators. She earned her MBA from Bellarmine University, her BA from Centre College, and a Certificate in Public Leadership from Harvard's Kennedy School.



DETRA M. PRICE

Detra M. Price is the Executive Director of the Center for Digital Learning and Innovation and a Professor of Teaching and Learning at The Ohio State University's College of Education and Human Ecology. Her award-winning scholarship draws on ethnographic and sociocultural lenses to examine the intersection of critical literacy education, learning technologies, and equity-based curriculum design in K-8 classrooms. She has developed initiatives for professional organizations, technology companies, institutions of higher education, and K–12 school districts to support the exploration of impactful teaching practices that intersect with innovation, curriculum design, and digital literacies. She is currently serving as the President-Elect for NCTE.

Registration is required (at no charge); ask at the Registration Desk if seats are still available.

D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***NWP Strand***

D.1 #High School Matters—Portraits of the Past: Connecting Genealogy to Research and Narrative Writing

Sponsored by the Secondary Section

Room 124 (100 Level)

Reimagine research writing! This session shows how genealogy and storytelling can transform student work; making research personal, relevant, vibrant, and connected across disciplines. Participants will explore how merging personal, social, and historical contexts strengthens students' inquiry skills and supports cross-curricular literacy.

Presenter: Kate Kraybill, St. Teresa's Academy

M S

D.2 #High School Matters—Songs That Inspire Deep Reading: Music as Literature in a High School English Classroom

Sponsored by the Secondary Section

Room 107-B (100 Level)

Together, a music teacher and I invite students to question what counts as literature, exploring the intersections of music, literature, and rhetoric. Lana Del Rey's interpretation of Daisy Buchanan in "Young and Beautiful" and Billie Holiday's argument in "Strange Fruit" are powerful examples of how literature and music work in tandem.

Presenter: Hannah Lewis, PA Leadership Charter School/Western Pennsylvania Council of Teachers of English

S T ***ELATE Strand***

D.3 "I Want to Create Something Awesome": Arts-Based Discussion Primers in ELA

Room 113-B (100 Level)

This session demonstrates how arts-based strategies can be used as discussion primers to place texts in conversation and prepare students for rich text discussions. Presenters will walk attendees through the strategies, share classroom examples from work with ELA preservice teachers and high school students, and invite participants to bring their own arts-based text production to life.

Presenters: Kelly Leavitt, University of Missouri-Columbia
Amanda Schirmer, University of Missouri-Columbia

E M T ***ELATE Strand***

D.4 Five Kinds of Nonfiction: Enriching Literacy Instruction with an Innovative System for Classifying Informational Children's Books

Room 113-A (100 Level)

Discover an innovative system for classifying the wide world of children's nonfiction by format, writing style, text structure, and author purpose. Understanding the five-category system enables teachers and students to predict the kind of information they'll find in a book and how it will be presented, so that they can easily identify titles for research, mentor texts, and independent reading.

Presenters: Marlene Correia, Bridgewater State University
Melissa Stewart, Penguin Random House

M ***NWP Strand***

D.5 Authors in the Classroom: Giving Students a Voice in the Books They Read

Room 125 (100 Level)

How might students and ELA teachers work with professional middle-grade authors in the early stages of their writing processes to co-create enjoyable and accessible literature? This session will explore the process and outcomes of a collaborative project between a published author and a cohort of sixth graders who explored this exact question through an innovative beta reading project.

Presenters: Michelle Chaney, Synapse School
Kenny Gould
Ben Meiseles, Synapse School

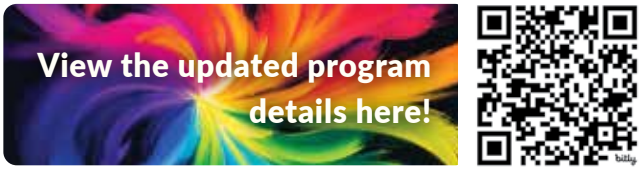
S ***ELATE Strand***

D.6 Autoethnography: Imagining Personal Storytelling That Inspires Meaningful Research

Room 116 (100 Level)

Our experience of the world and our inner lives is intimately interconnected. Learning about and analyzing these realities should be inseparable—even if traditional academic convention can manufacture an artificial division. A meaningful way to shatter this divide is through autoethnography—a genre that combines the precision of academic research with the power of personal storytelling.

Presenters: Grace Chauncey, Fellowship Christian School
Stephen Via, Fellowship Christian School



D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Early Childhood Education Strand***

D.7 Beyond Bookshelves and Bulletin Boards: Embedding Culturally Responsive Pedagogy into Literacy and Math Instruction

Room 120-A (100 Level)

This session explores how culturally relevant children's literature can be used to integrate literacy and math while honoring students' identities. Participants will examine how culturally meaningful stories support vocabulary, comprehension, and mathematical thinking through real-world contexts that foster engagement, belonging, and joyful learning.

Presenters: Katherine Beauchat, North Carolina Central University
Heather Yeager, Baltimore County Public Schools

M ***NWP Strand***

D.8 Beyond the Prompt: Reimagining Middle School ELA through Skill-Based Creative Workshop and Genre-Fluid Inquiry

Room 201-C (200 Level)

Unlock middle schoolers' potential by supplementing academic assignments with skill-based creative writing. This session shares a research-backed model where creative writing, both fiction and nonfiction, acts as a vessel for critical thinking and reading comprehension. Attendees will learn a workshop structure that empowers reluctant writers while maintaining high expectations.

Presenters: Michel Richard, Leroy Martin Magnet Middle School
Graziela Scalabrin, The Math and Science Academy

E ***LLA Strand***

D.9 Building Belonging: Journeys through Imagination and Home

Room 104-AB (100 Level)

This session shares classroom practices that use the concept of "home" to build belonging, lower anxiety, and support multilingual learners through storytelling, play, and collaborative design.

Presenters: Marina Pisto Lombardo, Pocantico Hills Central School District, Sleepy Hollow, NY
Joy Scantlebury, Pocantico Hills Central School District, Sleepy Hollow, NY

S T ***LLA (Literacies and Languages for All)***

D.10 Building Student Voice through High School Journalism: From the Classroom to the Community

Room 119-B (100 Level)

This session shares how a new NYC high school journalism program transforms students into civic participants through authentic reporting and multimedia storytelling. Learn practical frameworks for moving beyond traditional curriculum, implementing process-based assessment that mirrors professional newsrooms, and positioning students as community voices through real-world publication.

Presenter: Jason Meilands, Lyons Community School

G ***ELATE Strand***

D.11 Channeling the Power of Sketchnoting: Deepening Thinking, Synthesis, and Student Independence in ELA

Room 121-A (100 Level)

In this hands-on session, educators will explore how sketchnoting can be harnessed as a multimodal literacy practice to deepen thinking, creativity, and student independence in ELA. Drawing on classroom examples across K–12, we'll share practical strategies for using sketchnotes to support synthesis, discussion, and standards-aligned assessment.

Presenter: Lauren Gould, The Ramaz School

M ***ELATE Strand***

D.12 Empowering Middle School Voices and Elevating Class Discussions through Student-Led Spiderweb Discussions

Room 115-B (100 Level)

Inspired by Alexis Wiggins' *The Best Class You Never Taught*, this session brings Spiderweb Discussions to middle school. Replace lectures with student-led inquiry to build critical thinking and autonomy. We'll cover practical launch steps, modified rubrics, and visual "web" mapping for instant feedback. Leave with digital resources to foster respectful, engaged discourse in your classroom.

Presenter: Caitie Barker, Quinebaug Middle College

E M S T R ***ELATE Strand***

D.13 Empowering Teachers to Differentiate Instruction for Diverse Learners: Practical Strategies Informed by Research

Room 108-A (100 Level)

This session supports teachers who want to differentiate but feel unsure where to start. Participants will learn simple, high-impact differentiation strategies they can use immediately, along with research-based insights from a study of preservice teachers' self-efficacy, attitudes, and intentions to differentiate in inclusive classrooms.

Presenter: Ashleigh Bridges, Texas A&M University Texarkana

D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S *ELATE Strand*

D.14 Framing the Future: Using Photo-Based Writing to Imagine, Innovate, and Inspire Student Voice

Room 122-B (100 Level)

This session explores photo-based writing as a powerful, flexible instructional approach. Participants will learn how strategically integrating photographs can expand students' imaginative capacity, scaffold narrative and analytical writing, and build visual literacy skills essential for today's multimodal world.

Presenter: Toni Poling, Fairmont State University

E *Early Childhood Education Strand*

D.15 Going beyond Readers Theater: An Artful Approach to Bringing Stories Alive, Inspiring Joyful Engagement, and Fostering Belonging

Room 103-B (100 Level)

In this immersive session, learn tools for creating "Picturebook Theater" that inspires children to engage critically + creatively with text and with each other. Leave with fresh ideas for elevating your read-aloud practice plus a step-by-step guide for developing a no-budget, culturally responsive, literacy-rich classroom performance using movement, call and response, and a bit of theater magic!

Presenters: Rebecca Bellingham, Artful Belonging Studio
Veronica Scott, Artful Belonging Studio

G T *ELATE Strand*

D.16 I'm with the Banned: Planning for and Engaging in Conversations about Book Bans

Room 117 (100 Level)

With book challenges continuing to dominate the news, how can we prepare ourselves to address this hot topic both with students and with adults? In this timely session, participants will experience a planning session geared toward developing a position on book challenges and walk away with resources for engaging students and adults in conversation that will shape our future classrooms.

Presenter: Sarah Honore, Houston Independent School District

M R *LLA Strand*

D.17 Identifying and Analyzing Middle Grade Novels for Math Identity Formation

Room 119-A (100 Level)

This research session examines how middle grade novels support mathematics identity formation during the middle school years. Drawing on a qualitative content analysis of math-infused MG texts, the study explores how characters disrupt binary "math person" narratives and reimagine math learning as relational, creative, and human through story.

Presenter: Lauren Vandever, Oklahoma State University/Bristow Public Schools

M S C T *LLA Strand*

D.18 Illuminating the "I" in AI: Imagination, Inquiry, Inspiration, Intellect, Interpretation, and Imagineering in a Dystopian Curriculum

Room 202-A (200 Level)

Colleagues explore a dynamic dystopian literature curriculum grounded in six AI literacy pillars: imagination, inquiry, inspiration, intellect, interpretation, and imagineering. This session models ethical, intentional AI use that strengthens—not replaces—human thinking/literary analysis. Participants receive a complete packet of classroom-ready activities with pedagogical rationales and readings.

Presenters: Joules Chapin, DeWitt Middle School/Ithaca City School District
Jennifer Kirchoff, East Syracuse Minoa Central School District

E M S *LLA Strand*

D.19 Imagining Democratic Futures through ELA Classrooms

Room 105-B (100 Level)

Transform ELA into democratic hubs where students read, write, and discuss just communities. From Illinois Democracy Schools, this session models the following practices: analyze vignettes, student work, adapt inquiry routines blending literacy, voice, SEL, and civic identity. Gain frameworks, protocols, and reflections.

Presenters: Mary Ellen Daneels, Democracy Schools Network at Illinois Institute of Technology
Kei Kawashima-Ginsberg, Civic Mission Schools Network at Illinois Institute of Technology

D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***LLA Strand***

D.20 In Their Shoes: How Writing alongside Students Enhances Outcomes and Instructional Effectiveness

Room 204-B (200 Level)

When students struggle to write essays, do we join them in the trenches or sit back and watch? This presentation will inspire teachers to shed deep-seated insecurities about their own writing skills and uncover the benefits of writing with students that include building a variety of skills and increasing our level of empathy for students' experiences.

Presenters: Meg Gleason, Montgomery County Public Schools
Miriam Plotinsky, Montgomery County Public Schools

S ***LLA Strand***

D.21 Integrating Multimodal Writing into Standards-Based ELA: Inquiry, Design, and Meaning Making in Secondary Classrooms

Room 109-B (100 Level)

This session presents findings from a teacher-led practitioner study examining how sequenced multimodal writing projects supported secondary students' writing development and literacy identities. This session highlights how teacher inquiry and collaborative pedagogy can innovate writing instruction within standards-driven contexts.

Presenter: Benjamin Bradner, North Caroline High School

G

D.22 Leading for Innovation: Building Departmental Cultures That Support Courage, Collaboration, and Growth

Ballroom A (300 Level)

Innovation thrives where courage is intentional. This session invites leaders to cultivate departmental culture as a lever for change, offering a systems-based framework that supports risk-taking, collaboration, and continuous learning. Grounded in real practices, we'll explore the conditions that make bold, equity-centered innovation possible and sustainable.

Presenter: Michelle Bulla, Monroe-Woodbury High School

G T R ***ELATE Strand***

D.23 Leveling the Playing Field: A Research-Based Framework for Graphic Novel Complexity

Room 121-B (100 Level)

Traditional readability measures systematically underestimate graphic novel complexity, obscuring rich cognitive and meaning-making demands essential to ELA instruction. Grounded in Cognitive Load and multiliteracies theory, this session equips educators with research-based frameworks and classroom strategies to evaluate and advocate for multimodal texts.

Presenter: Jason Kelley, University of Georgia

M T ***ELATE Strand***

D.24 Leveraging Novels and Short Stories to Strengthen ELA Literacy and Cultivate Lifelong Readers

Room 115-C (100 Level)

As literacy rates continue to decline, ***The Atlantic*** noted that reading even one book now makes a reader "an endangered species." Join us as we explore how a principal and English teacher supported teachers in re-centering novel study through inclusive, research-based practices that expand access, strengthen literacy skills, and cultivate a genuine love of reading and writing.

Presenter: Sheryl Pinard, EdProDesign

E T ***LLA Strand***

D.25 Libros Cartoneros: Artevismo and Bibliodiversidad for Community Engagement

Room 118-A (100 Level)

Learn about libros cartoneros as artevismo (art + activism) and bibliodiversidad (plurality in publishing) to foster community engagement through DIY publishing from the margins. In this interactive presentation, participants will engage with the ideas, consider school-based literacy connections, out-of-school literacies, and make their own cartonera books.

Presenters: Jesse Gainer, Texas State University-San Marcos
Nancy Valdez-Gainer, Texas State University-San Marcos



D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

R ***LLA Strand***

D.26 Migrants, Motivations, and a Mutt: How a Therapy Dog Impacts Reading and Writing Motivation and Engagement in a Mexican Migrant Camp

Room 201-AB (200 Level)

This session will explore how children in a Mexican border town migrant camp interacted with a certified therapy dog and how those interactions might help facilitate literacy activities and support social-emotional well-being. Children were given the opportunity to read with, create cards for, and write letters to Dolly, the therapy dog, and this session examines the impact of Dolly's presence.

Presenter: Brittany Beeker, Clemson University

T R ***ELATE Strand***

D.27 New Imaginings on English Methods Coursework: Curriculum, Multiplicity, and Ongoingness

Room 121-C (100 Level)

Drawing on dissertation research and experience as a Methods instructor, this presentation offers extensions and revisions to NCTE's ELATE position on English Methods coursework. It argues for framing English teaching as curriculum inquiry, professional identity development as ongoing, and teaching methods as contextualized practices shaped by ideology.

Presenter: Jacqueline Stolzer, Teachers College, Columbia University

G T R ***Research Strand***

D.28 Pages, Politics, and Pour-Over: English Teachers in a Time of Censorship

Room 102-AB (100 Level)

This study draws on life story interviews to explore teachers' experiences navigating current reactionary education reforms from curriculum reform to book banning. Utilizing interviews from 10 secondary English teachers in five central Texas school districts, the study highlights teachers' resistance, challenges narratives, and reveals the human cost of reactionary education for educators in Texas.

Presenter: Erin Boiles, Burleson Collegiate High School

M S C T ***LGBTQIA+ Strand***

D.29 Panels of Pride: Seeing Queer Possibilities and Futures in LGBTQIA+ Graphic Novels

Room 113-C (100 Level)

This session asserts that all teachers should be voracious readers of queer graphic novels themselves, especially given the current political and curricular restraints on classroom books. We will share the ways queer graphic novels have helped teachers know and advocate for their LGBTQIA+ students. Participants will leave with a collective list of titles.

Presenters: Jack Helton, Teachers College, Columbia University
Coley Lehman, Western Oregon University

C T ***ELATE Strand***

D.30 Pedagogies of Persistence in Justice-Oriented Teacher Education

Room 120-C (100 Level)

Grounded in critical sociocultural, humanizing literacy theories and research, this session examines persistence as essential for justice-oriented teaching. Presenters share guiding principles and concrete strategies that help preservice teachers persist in navigating discomfort, resisting censorship and other curricular violences, and committing to equity-oriented teaching across their careers.

Presenters: Charlotte Land, University of Iowa
Saba Vlach, University of Iowa

G T R ***Research Strand***

D.31 Pedagogies of Resistance: How Teachers Navigate and Resist Book Bans

Room 103-A (100 Level)

This qualitative study examines how seven educators in a graduate urban education program enact fugitive pedagogies amid book bans and gag order legislation. Contrary to research suggesting avoidance of identity-conscious teaching, participants used legislative knowledge and covert strategies to center Black and LGBTQ+ lives in their classrooms.

Presenters: Erin Miller, University of North Carolina at Charlotte
Erica Neal, University of North Carolina at Charlotte



D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *ELATE Strand*

D.33 Reimagining Grammar Instruction for 9th and 10th Grade Classrooms

Room 115-A (100 Level)

In this session, attendees will learn how to use a "building thinking classrooms" approach to grammar instruction for 9th and 10 grade classrooms. Attendees will learn how to apply vertical whiteboards and grammar groups to sentence combining and punctuation. The goal is for teachers to have a more dynamic and engaging process to improve student grammar and writing.

Presenters: Kelsey Higgins, Desert Vista High School
Katrina Montoya, Desert Vista High School

G T *ELATE Strand*

D.34 Standing Up for Students amid Rising Anti-Immigrant Threats

Room 112-AB (100 Level)

Explore the landmark *Plyler v. Doe* case that guaranteed all children's right to education—now under threat nationwide. Read primary sources from a Plyler plaintiff and contemporary narratives from undocumented youth activists. Learn literacy-based strategies to protect students' rights and foster belonging through the power of story and voice.

Presenter: Jessica Lander, Author/Teacher/Senior Education Policy Fellow at Re-Imagining Migration

M S T *New & Early Career Teacher Strand*

D.35 Teaching What You Don't Know: A Standards-First Framework for Facilitating Any Text

Room 123 (100 Level)

Teachers at all career stages experience uncertainty when teaching unfamiliar texts. This interactive session explores a standards-first facilitation framework that reimagines how teachers teach new material without requiring content expertise. Participants will practice planning to teach an unfamiliar text and leave with tools transferable across texts, grades, and contexts.

Presenter: Jennifer Caumo Shaw, Chartiers-Houston School District

M S *LLA Strand*

D.36 Translation, Transliteracy, and Translanguaging in Today's Middle School Language Arts: Reframing ELA through Multilingual Practice

Room 126-A (100 Level)

This session offers middle school ELA teachers a practical, multilingual framework that uses translation as core instruction. Drawing on Poetry Inside Out classroom projects, it shows how translanguaging and transliteracy strengthen close reading, grammar skills, and evidence-based discussion, helping teachers meet standards while engaging linguistically diverse students in rigorous literacy work.

Presenter: Yaxha Ruvein, Leman Academy of Excellence (East Campus)

S C E T *ELATE Strand*

D.37 Us against Them: An English Teacher's Guide to AI Refusal and Repair

Room 120-B (100 Level)

While some may view AI as inevitable, this presentation examines the why and how of AI adoption, seeking paths of principled refusal for ELA teachers. Participants will explore and critique prevailing concepts of AI literacy while considering whether—and under what conditions—human and AI collaboration can genuinely meet the needs of both students and teachers in the ELA classroom.

Presenter: Eric Abrams



Share your Convention stories this year!
#NCTE26

D SESSIONS — 2:30–3:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S T ***LLA Strand***

D.38 Voices That Matter: Amplifying Individual Stories for Collective Impact

Room 204-C (200 Level)

This session explores the transformative power of personal narratives in driving meaningful change. Through a curated collection of individual stories told through memoirs, diary entries, poetry, and visual history testimony, participants will examine how to utilize authentic storytelling to create connection, build empathy, and inspire action.

Presenters: Randi Boyette, Echoes & Reflections
Elaine Culbertson, Echoes & Reflections

E ***Rainbow Strand***

D.39 What's in the Book? What's in the News?: Navigating Civic Literacies, Inquiry, and Picturebooks in Polarized Times

Room 103-C (100 Level)

Through a media and text comparison protocol and a civic design activity, this session supports educators to reframe challenged picturebooks as culturally sustaining, civic texts. Participants examine how diverse authorship, belonging, and collective responsibility emerge in picturebooks, and how these texts can be taught with joy and rigor in early childhood and elementary classrooms.

Presenters: Lauren Fletcher, California State University, Stanislaus
Erica Holyoke, University of Colorado Denver

C T ***ELATE Strand***

D.40 Writing to Lead: A Grant-Writing Approach to Preservice Teacher Preparation

Room 122-A (100 Level)

Discover how a grant-writing project transformed preservice teachers into equity-focused leaders. This session shares a semester-long model that develops critical writing skills, data literacy, and leadership capacity while preparing future educators to secure funding for innovative classroom projects.

Presenter: Nicholas Klein, North Carolina State University

G ***LLA Strand***

D.41 Teaching Japanese American Incarceration through Youth Literature

Room 126-B (100 Level)

The domestic incarceration of Japanese Americans during World War II is one of the few instances of Asian American history taught in K–12 classrooms, but it is often presented through problematic narratives of military necessity. This session offers important historical context that disrupts this narrative alongside examples of youth literature to teach this complex and important history.

Presenter: Noreen Rodriguez, Michigan State University



Share your Convention stories this year!
#NCTE26

E SESSIONS — 3:15–3:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E *LLA Strand*

E.1 What's Your Name? Building a Global Perspective through Culturally Diverse Picturebooks

Room 104-AB (100 Level)

Teachers who embody a global perspective and exhibit cultural competence are those who realize they are part of a bigger picture and willingly appreciate the cultures of their student population. They celebrate their students' cultural identities and assist them in appreciating cultures other than their own. This presentation highlights seven picturebooks about global naming traditions.

Presenter: Amy Davis, Eastern Illinois University

M S *LLA Strand*

E.2 Writing as Resistance: Black Girls' Voices in Community-Based Literary Spaces

Room 202-A (200 Level)

Writing as Resistance explores how Black girls use writing to affirm identity, challenge stereotypes, and advocate for themselves in community-based literacy spaces. Drawing on findings from the Young Ladies of Excellence mentoring program, this session shares classroom-ready strategies and mentor texts that center voice, linguistic justice, and culturally responsive writing instruction.

Presenter: Emily Madison, Salisbury University

M S T *Rainbow Strand*

E.3 "Your Class Taught Me That I Can Care and I Can Help Them Succeed": Reimagining ELA Teaching and Learning

Room 103-C (100 Level)

This session illuminates six secondary ELA preservice teachers' reflections on and conceptualizations of a revised secondary English methods course designed to prepare and equip preservice English teachers to enact humanizing and responsive socially just instruction and relational work that centers each of their students' unique identities and lived experiences.

Presenter: Traci Dennis, California State University, Northridge

G *LLA Strand*

E.4 Anchoring Multilingual Literacy in Student Belonging: A Whole School Model

Room 118-A (100 Level)

"Fitting in" isn't the same as belonging. For multilingual students, that distinction is key to academic success. This session moves beyond standard accommodations to reimagine schools as vibrant hubs of connection. We share a practical framework and rubric to help educators build a learning environment that leverages the lived experiences and linguistic resources of all students and families.

Presenters: Megeara Mabry, Millersville University
Tamara Sniad, York College

S *LLA Strand*

E.5 Beyond Hand-Raising: Engaging Every Student through the Language Domains of Speaking, Writing, Reading, and Listening

Room 204-B (200 Level)

Is participation in your classroom defined by the same few hands in the air? This session shares practical, research-backed strategies to achieve truly equitable and full participation by integrating expressive and receptive language through speaking, writing, reading, and listening so every learner processes complex ideas and builds confidence in diverse, inclusive classrooms.

Presenter: Miriam Plotinsky, Montgomery County Public Schools

G *NWP Strand*

E.6 Beyond Multiple Choice: Integrating Vocabulary into Writing as a Form of Assessment

Room 125 (100 Level)

Let's rethink traditional vocabulary study. We always have a list of words, and students have to match definitions and synonyms, identify the antonyms, and fill in the blanks with the appropriate word. The problem is that students still struggle with concise, cohesive writing. Suppose the goal is to ensure that students can use grade-level-appropriate vocabulary in context. We can do that!

Presenter: Iesha Adams-Powell

E *LGBTQIA+ Strand*

E.7 Beyond the Binary: Using Picturebooks to Explore Expansive Gender Identities

Room 111-B (100 Level)

This session explores picturebooks that feature children expressing expansive gender identities. Participants will examine selected texts and discuss how these stories support inclusive literacy and social-emotional learning. Attendees will gain practical strategies for using these books to affirm students' identities and broaden their understanding of the world and community.

Presenter: Joshua Hill, Southwest Minnestota State University

E SESSIONS — 3:15–3:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C *LLA Strand*

E.8 Comedy as Critique: Analyzing Argument and Rhetoric through Humor

Room 109-B (100 Level)

Imagine laughter as learning! Explore how humor can reveal argument, rhetoric, and audience. Participants will analyze comedic techniques and leave with ready-to-use strategies to teach critical thinking and literacy through funny, meaningful texts.

Presenter: Corey Humphrey, Savvas

M S *LLA Strand*

E.9 Creating a Culture of Conversation: Scaffolding in the Small-Group Setting to Support Deep and Difficult Discussions

Room 119-A (100 Level)

This workshop will center on creating a structure for academic and interpersonal interaction. We will give educators ways in which to scaffold and facilitate small-group discussion, focusing on topics related to argument and literary texts. We believe in explicitly teaching students how to engage in discourse and approach diverse ideas so that they can become effective lifelong communicators.

Presenters: Bobbie Jean Shepard, Walhalla Middle School
Teresa Strait, Spartanburg Day School

G T *LLA Strand*

E.10 Criticality, Creativity, and Compassion: A Literacy Framework for English Language Arts Methods Courses

Room 118-C (100 Level)

Teacher educators present findings from their study examining the integration of the Critically Engaged and Culturally Compassionate Framework with English language arts methods courses. The presentation considers how teaching literature through the CECC framework fosters criticality, creativity, and compassion.

Presenters: Cara Mulcahy, Central Connecticut State University
Louise Shaw, Central Connecticut State University



Share your Convention stories this year!
#NCTE26

E M S *ELATE Strand*

E.12 Designing for Belonging: Literacy as Liberation through Justice-Centered Project-Based Learning

Room 102-AB (100 Level)

Designing for Belonging invites teachers to explore how imagination and empathy guide students in justice-centered, student-led projects. Participants will see students design accessible spaces, collaborate with guest speakers, and create multimedia projects that inspire, innovate, and build real-world literacy skills.

Presenter: Kristen Pisacreta

S C T *ELATE Strand*

E.13 Emotional Intelligence as an Innovative Part of Feedback on Students' Writing

Room 124 (100 Level)

In a time when emotional intelligence (EI) is a critical skill for students, this session will focus on EI as an innovative part of the feedback process for student writing in literacy classrooms. Using best practices for commentary, this session will feature teachers' audio and video commentary segments to build trust and understanding with student writers. Practical tools (e.g., EI vocab list) will be provided.

Presenter: Karen Wink, US Coast Guard Academy

T *LLA Strand*

E.14 From Conversation to Coalition: Reimagining Antiracist Literacy Spaces

Room 119-B (100 Level)

This session offers a practical approach to antiracist literacy work as coalition building. Drawing on hooks' critical dialogue and Sealey-Ruiz's archaeology of self, we will participate in a critical dialogue exercise and reflexively discuss teaching practices that center Black and Brown stories, navigate liminalities, and build sustained coalition beyond performative talk.

Presenters: Amy Walker, Kent State University
Dianne Wellington, SUNY Cortland

M S *New & Early Career Teacher Strand*

E.15 From Inquiry to Impact: Inspiring Teen Voices in Community-Centered Literacy

Room 123 (100 Level)

This session explores how middle and secondary students use texts, inquiry, composition, and authentic audiences to engage in real community issues. Through classroom-tested models and student work, participants learn strategies for supporting advocacy, voice, and civic-minded literacy.

Presenter: Genya Devoe, Inquiry By Design

E SESSIONS — 3:15–3:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E

E.16 Give Us a Sign! Signage as a Writing Genre Invites Students to Consider Voice, Audience, and Multimodal Text

Room 108-A (100 Level)

Creating interpretive signage is the perfect way for writers to learn about sharing information and engaging their readers using sidebars, graphics, and other elements from nonfiction. Participants will learn a framework for types of signage and mini-lessons to help students tackle writing signs using voice, visual, and verbal text, and to experiment with different platforms and graphic design.

Presenter: Valerie Bang-Jensen, Saint Michael's College

M S ***LLA Strand***

E.17 *Hidden Figures*, Visible Futures: Revealing Histories to Reimagine STEM Possibility through ELA and Math

Room 126-A (100 Level)

Launched from a unit inspired by *Hidden Figures*, this session models interdisciplinary collaboration between ELA and math teachers to uncover historically underrecognized individuals in STEM. Through text analysis and mathematical modeling, presenters demonstrate how revealing hidden histories can disrupt dominant narratives and help students imagine their own stellar futures in STEM.

Presenters: Lillian Anderson, P.K. Yonge Developmental Research School at the University of Florida
Carolyn Ellis, P.K. Yonge Developmental Research School at the University of Florida
Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida

T ***Rainbow Strand***

E.18 How Do We Do This?: Picturebooks as a Teacher Educator's Approach to Making Social Justice Work Tangible for Preservice Teachers

Room 103-B (100 Level)

This research presentation shares examples from a required social justice course for preservice teachers in which the instructor used picturebooks as a strategy for demonstrating how to engage in discussions of justice in classrooms with preK–12 students. The presenter addresses ways in which preservice teacher resistance to critical pedagogy can transform when met with practical classroom tools.

Presenter: Cassie Sheets-Kavanagh, Michigan State University

S ***ELATE Strand***

E.19 How to Modify ELA Curriculum beyond the Western Canon

Room 120-B (100 Level)

In this session, we invite educators to imagine beyond the Western canon and introduce students to more diverse pieces of literature. We'll start by discussing theory and then move to innovative strategies that educators can implement in their classrooms and libraries. Participants will leave with tools to support their work in moving beyond the Western canon.

Presenters: Lauren Crowe, Brooklyn Emerging Leaders Academy
Satoria Ray, Teachers College, Columbia University

S R ***ELATE Strand***

E.20 How to Read Like Shakespeare: Early Modern Scrapbooks for 21st Century Kids

Room 121-C (100 Level)

Bringing early modern reading practices to the modern literature classroom, the digital commonplace book pushes young scholars to examine multiple aspects of a complex text and to present this learning in a multimodal way. This assignment facilitates research, close reading and annotation, transhistorical comparative analysis, and imaginative revision, as it embraces digital and media literacies.

Presenters: Allison Alberts, Academy of the Holy Names
Colleen Cusick, Academy for Global Logistics at Union County Vocational-Technical School District

M S T R ***ELATE Strand***

E.22 Illuminating Possibilities for Novice English Teachers with Narrative Medicine

Room 121-B (100 Level)

This session illuminates the narratives of three novice English teachers, drafted as participants in a project that adapted methods from the field of narrative medicine. These teachers were invited to explore the ways that close reading and writing practices might bring them closer to their students and better illuminate their own shifting and emerging professional identities.

Presenter: Patrick Sitzer, Teachers College, Columbia University

E SESSIONS — 3:15–3:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T *ELATE Strand*

E.23 Illuminating Practice through Dialogue: Supporting Mentorship through Collaborative Case Inquiry

Room 115-A (100 Level)

This session introduces Collaborative Case Inquiry, a discussion structure grounded in the Appreciative Inquiry 4D cycle—Discover, Dream, Design, Destiny. Participants will experience how teacher candidates use dialogue, imagination, and peer insight to surface strengths, envision equitable classroom futures, and design meaningful instructional next steps.

Presenter: Jamie DeWitt, University of California, Santa Cruz

G T *ELATE Strand*

E.24 Imagine What Baldwin Might Say: Inspiring Racial Literacy Development and Culturally Relevant Teaching with "A Talk to Teachers"

Room 116 (100 Level)

Discuss the critical role James Baldwin's "A Talk to Teachers" (1963) plays in education courses and its impact on developing racial literacy and supporting culturally relevant orientations. Presenters will share experiences with the powerful text. Participants will interact with the speech and have the opportunity to respond to it, imagining what Baldwin might say in 2026.

Presenters: Katie Harlan Eller, Teachers College, Columbia University
Tara Kirton, Hunter College (CUNY)

G T *ELATE Strand*

E.25 Innovating without Erasure: Human-Centered AI for Voice, Equity, and Creativity in ELA

Room 115-B (100 Level)

This session explores how English language arts educators can ethically and creatively integrate AI to amplify student voice, critical inquiry, and identity-affirming literacy practices. Participants will examine race-conscious, human-centered strategies that position AI as a tool for imagination and innovation, without replacing authentic reading, writing, or thinking.

Presenter: Kimberly Burks, Houston Independent School District

T R *ELATE Strand*

E.26 Inspiring Global Perspectives: Reimagining Cultural Competence in English Teacher Preparation

Room 121-A (100 Level)

This session focuses on our experiences of a cross-cultural travel course at a school for Maasai girls in rural Kenya. We will describe our insights on ways to provide preservice teachers with opportunities to engage with students in a global setting and develop an understanding of culturally responsive pedagogy.

Presenters: Tracy Hough, Bridgewater College
Jenny Martin, Bridgewater College

M S *ELATE Strand*

E.30 Press Play on Critical Thinking: Using Podcast in the Classroom

Room 122-A (100 Level)

As classrooms become more digital, educators must innovate to prepare students for an interconnected world. This session explores how podcasts can be used as authentic assessments that invite students to imagine new ways of learning. Attendees will leave inspired with ready-to-use lessons, unit ideas, and podcast projects that promote engagement, collaboration, and critical thinking.

Presenters: Rebecca Decker, Brick Memorial High School
Joseph Stefanelli, Brick Memorial High School

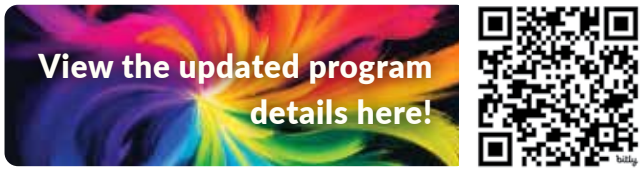
G T R *ELATE Strand*

E.31 Processes and Possibilities: Arts Integration in a Preservice Teacher Education Classroom

Room 117 (100 Level)

This presentation focuses on experiences and takeaways from a preservice teacher course titled "Arts in Inclusive Settings." The purpose of this presentation is for other teacher educators to learn concrete strategies to support preservice elementary and secondary ELA teachers' learning 1) about the arts and 2) how to integrate the arts into ELA classrooms.

Presenter: Jacqueline Winsch, St. John's University



E SESSIONS — 3:15–3:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *ELATE Strand*

E.33 Re-Imagining the "Think-Pair-Share": Dialogic Activities That Invite Student-Centered Discussion

Room 204-C (200 Level)

Discourse is essential to learning. This session moves beyond the traditional think-pair-share to dialogic, discussion-based activities that pass the "metaphorical microphone" to students and decenter the teacher as the expert. Participants will learn practical ways to implement daily, structured discussions that elevate student voice and position middle school students as leaders of learning.

Presenters: Elizabeth Kennard, Charlotte Country Day School
Madeline Vela, Charlotte Country Day School

G *ELATE Strand*

E.35 Reconceptualizing Critique: Metacognitive Mapping and Reflective Responses in ELA Reading Classrooms

Room 113-A (100 Level)

This study views critical reading as what students develop by paying attention to how they think and feel while reading. Using a qualitative case study in a seventh-grade classroom, it shows how metacognitive mapping, think-aloud discussions, and reflective journaling helped students become more thoughtful and critical readers through self-awareness, discussion, and personal connections to texts.

Presenter: Natalya Stepanova, University of South Carolina

M S *ELATE Strand*

E.36 Reimagining Characterization for Critical and Complex Student Thinking

Room 120-C (100 Level)

Reimagining characterization invites teachers to move beyond trait lists and "right answer" thinking. This session explores flexible, engaging strategies that work with any text or curriculum and push students toward deeper, more complex character analysis without relying on AI, SparkNotes, or LitCharts.

Presenter: Hannah Hazelbach, Petoskey High School

M S *ELATE Strand*

E.37 Repositioning the Self: Dialogic Assessment, Translanguaging, and Culturally Sustaining Composition in Secondary ELA

Room 115-C (100 Level)

This session explores how culturally sustaining pedagogy and dialogic assessment reposition student identity in secondary composition. Drawing from classroom practice and research, presenters share strategies using discussion, translanguaging, and multicultural texts to promote healing, voice, and rigorous literacy development and how to align with a standards-based grading system.

Presenter: Savannah Lizarraga

R *Research Strand*

E.38 Resisting Racial Battle Fatigue: Cultivating a Restful Black Fugitive Space for Youth to Thrive, Speak, and Write

Room 103-A (100 Level)

This session draws on a critical ethnography examining how three Black high school students and their teacher engaged in educational fugitivity, joy, and critical literacy within an after-school program. Findings show how counternarratives functioned as resistance to racial battle fatigue in an urban-emergent school context.

Presenter: William O'Neil-White, University of Rochester

E M S T R *LLA Strand*

E.39 Social Media and the Literacy of Distraction

Room 105-B (100 Level)

Students read more text on screens than in books, yet social media and AI texts are often siloed from ELA. This session introduces information and media literacy as the core of ELA, modeling inquiry-based routines for lateral reading, credibility checks, and writing that rebuilds deep thinking, agency, and voice.

Presenter: Jane Kim

G *LLA Strand*

E.40 Standing on the Shoulders of Authors

Room 118-B (100 Level)

Connecting with an author is key to creating lifelong readers and learners. This presentation will share how a classroom can focus on an author, and then try their own hand at writing like that person. By exposing the students to the works and life of this person, they can gain confidence and skill in being readers and writers.

Presenter: Beth-Anne White, Gurnick Academy of Medical Arts

E SESSIONS — 3:15–3:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***LLA Strand***

E.41 Teaching Writing and Visual Literacy with Infographics

Room 201-AB (200 Level)

We are immersed in an age of multimodal, visual-driven media. Infographics provide robust opportunities for students to practice interpreting and creating visual-driven communication. This workshop will provide materials, lessons, and a unit pacing guide as well as practical advice for supporting student thinking and creativity.

Presenter: Laura Christensen, University Schools

E ***Early Childhood Education Strand***

E.43 Turning a Picturebook into a Play for PreK–2

Room 120-A (100 Level)

This session offers a creative and engaging way to tap into the imagination of students and create lifelong readers. Learn to turn a picturebook into a play for early educators. The focus of the presentation is books that represent friendship and inclusion, with resources for other themes. Teachers will leave with a script and skills to create plays based on picturebooks within the classroom.

Presenters: Haley Barnes, Center for Teaching and Learning
Katy Inman, Center for Teaching and Learning

E M S T ***ELATE Strand***

E.44 What Do I Say to My Administrator?: Helping Teachers Navigate Difficult Conversations to Advocate for English Learners

Room 113-B (100 Level)

In this interactive session, we help teacher educators explore ways of teaching teachers advocacy skills for marginalized students in difficult conversations with administrators. We use an engaging roleplay to practice and discuss best approaches. In our example scenario, an ELA teacher must respond to an administrator's pressure to raise test scores for English learners in their class.

Presenters: Elena Andrei, Cleveland State University
April Salerno, University of Virginia

G ***NWP Strand***

E.45 Writing, Water, and Renewal: Teacher Writers and K-12 Projects for Water Justice

Room 107-B (100 Level)

This session focuses on research, practice, and innovation in curriculum and pedagogy in the teaching of writing, specifically, in "Ripple Effects Place Projects" projects designed by K–12 teacher-leaders to engage their students in going outside and exploring issues of water and water (in)justice in their communities through walking curriculum, multimodal writing, and critical place inquiry.

Presenters: Michelle Honeyford, University of Manitoba
Jennifer Watt, University of Manitoba

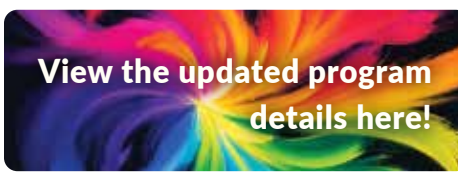
T ***ELATE Strand***

E.46 Imagine Becoming a Teacher: Photovoice as Reflective Practice in Early Childhood Language Arts Methods

Room 112-AB (100 Level)

This teacher-educator session explores how photovoice reimagines preservice teacher reflection in early childhood language arts methods. By capturing moments of pause across coursework and fieldwork, preservice teachers use photography and dialogue to develop teacher identity and bridge theory, practice, and meaning-making.

Presenter: Michelle Commeret, Bridgewater State University



4:00–5:15 P.M. | EXHIBIT HALL B (200 LEVEL)

OPENING GENERAL SESSION

MARGARET ATWOOD



Photo: Ruven Afanador

Margaret Atwood is the author of more than 50 books of fiction, poetry, and critical essays. Her novels include *Cat's Eye*, *The Robber Bride*, *Alias Grace*, *The Blind Assassin*, and the MaddAddam trilogy. Her 1985 classic, *The Handmaid's Tale*, was followed in 2019 by a sequel, *The Testaments*, which was a global number one bestseller and won the Booker Prize.

Atwood has won numerous awards, including the Arthur C. Clarke Award for Imagination in Service to Society, the Franz Kafka Prize, the Peace Prize of the German Book Trade, the PEN America Lifetime Achievement Award, and the Dayton Literary Peace Prize. In 2019, she was made a member of the Order of the Companions of Honour for services to literature. She lives in Toronto, Canada.

Share your Convention stories this year!
#NCTE26

SECTION GET-TOGETHERS

5:30–7:00 P.M.

Elementary Section Get-Together

Room 201-C (200 Level)

Meet NCTE's elected leaders who represent the Elementary Section, network with educators from across the country, and snack on hors d'oeuvres. Attendees will hear from **Traci N. Todd,** author of *Nina: A Story of Nina Simone* and *Holding Her Own: The Exceptional Life of Jackie Ormes*, and **Vashti Harrison,** a National Book Award Finalist for *Big*. Award recipients **Tracey T. Flores** and **Rubi Brioso** will also speak.

Presiding: Laura Ascenzi-Moreno, Brooklyn College, Brooklyn, NY; Chair, Elementary Section Steering Committee

Speakers: Rubi Brioso, Samara Community School, Bronx, NY
Tracey T. Flores, The University of Texas at Austin
Vashti Harrison, Author
Traci N. Todd, Author

DONALD H. GRAVES AWARD FOR EXCELLENCE IN THE TEACHING OF WRITING

Recipient: Rubi Brioso, Samara Community School, Bronx, NY

OUTSTANDING ELEMENTARY EDUCATOR AWARD

Recipient: Tracey T. Flores, The University of Texas at Austin

***LANGUAGE ARTS* DISTINGUISHED ARTICLE AWARD**

Recipients: Jen McCreight and Abbey Galeza for "Family Dialogue Journals in a Linguistically Diverse Elementary Classroom Create a Third Space for Connection and Learning" (May 2026)



TRACI N. TODD



VASHTI HARRISON



Middle Level Meet Up

Room 201-AB (200 Level)

Kick off your Convention experience with this gathering of Middle Level attendees featuring author **Omar Mohamed** and illustrator **Victoria Jamieson.** The 2026 NCTE Richard W. Halle Award for Outstanding Middle Level Educator recipients, Shanetia P. Clark, Salisbury University; Robyn Seglem, Illinois State University; and Matt Skillen, McPherson College, will also be recognized.

Presiding: Alex Corbitt, Syracuse University, NY; Chair, Middle Level Section Steering Committee

Speakers: Author Omar Mohamed and Illustrator Victoria Jamieson

RICHARD W. HALLE AWARD FOR OUTSTANDING MIDDLE LEVEL EDUCATOR

Recipients: Shanetia P. Clark, Salisbury University; Robyn Seglem, Illinois State University; and Matt Skillen, McPherson College

Registration is required (at no charge); ask at the Registration Desk if seats are still available.

5:30–7:00 P.M.

Secondary Section Get-Together

Ballroom A (300 Level)

Meet members of the Secondary Section Steering Committee, hear Section updates and award announcements, and gather with friends and colleagues over appetizers. 826 Valencia co-founder **Dave Eggers,** author of *The Eyes and the Impossible*, *The Lifters*, and *Soren's Seventh Song*, is the keynote speaker.

Presiding: Rex Ovalle, Oak Park and River Forest High School, Oak Park, IL; Chair, Secondary Section Steering Committee

Speaker: Dave Eggers, Author, and Co-Founder, 826 Valencia

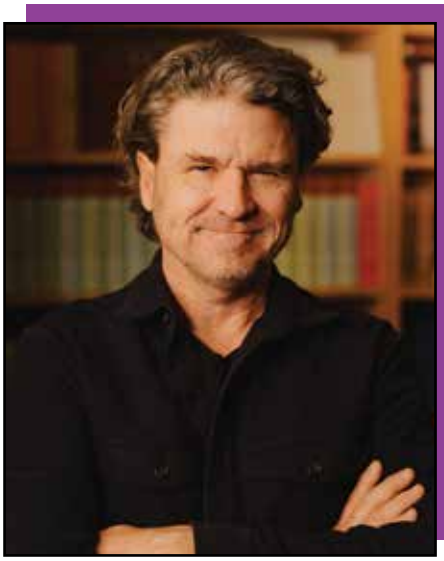


Photo: Mark Davis



College Section Get-Together

Ballroom B (300 Level)

Join leaders of the NCTE College Section and colleagues who teach at the postsecondary level across the country during Thursday night's College Section Get-Together. Hear from keynote speaker **Jill Biden,** former First Lady of the United States, author of the *New York Times* bestselling *Where the Light Enters*. As First Lady, she maintained a full-time career teaching English as a community college professor.

Presiding: Jonathan Bush, Western Michigan University, Kalamazoo; Chair, College Section Steering Committee

Speaker: Jill Biden

RICHARD OHMANN AWARD FOR OUTSTANDING ARTICLE IN *COLLEGE ENGLISH*

to be announced

Details on book signings will be announced during the Section Get-Togethers.

View the updated program details here!

THURSDAY SPECIAL EVENTS

7:00–8:30 P.M. / ROOM 115-B (100 LEVEL)

Cultural Celebration

Hosted by the Black and Latinx Caucuses

The Cultural Celebration opens with an introduction to the history of the celebration by Caucus leadership. Local artists will perform, engaging the audience in the history and tradition of the local Philadelphia community. The celebration is open to all NCTE Annual Convention attendees.

Session Chairs: Tracey Flores, Co-Chair, Latinx Caucus/The University of Texas at Austin
Sherita V. Roundtree, Co-Chair, Black Caucus/Towson University
Presenter: Alfredo Lújan, Latinx Caucus/Past NCTE President

8:30–10:00 P.M. / ROOM 115-A (100 LEVEL)

CNV Reception and Mentor Panel

Sponsored by the Cultivating New Voices among Scholars of Color Program

Join the current and former fellows and mentors and friends of the NCTE Cultivating New Voices among Scholars of Color (CNV) Program for an evening of community and fun. This year's event will feature a panel of current CNV mentors.

CNV Program Co-Directors: Latrise Johnson, University of Alabama
Leigh Patel, University of Pittsburgh



Share your Convention stories this year!
#NCTE26

NOTES

FRIDAY, NOVEMBER 20

8:15–9:15 A.M. | EXHIBIT HALL B (200 LEVEL)

FRIDAY GENERAL SESSION

MISTY COPELAND



Photo: Ottavia Giola

Born in Kansas City, Missouri, and raised in San Pedro, California, **Misty Copeland** began her ballet studies at the late age of 13. At 15, she won first place in the Music Center Spotlight Awards. She studied at the San Francisco Ballet School and American Ballet Theatre's Summer Intensive on full scholarship and was declared ABT's National Coca-Cola Scholar in 2000. Copeland joined ABT's Studio Company in September 2000, joined American Ballet Theatre as a member of the corps de ballet in April 2001, and in August 2007 became the company's second African American female Soloist and the first in two decades. In June 2015, Copeland was promoted to principal dancer, making her the first African American woman to ever be promoted to the position in the company's 75-year history. Twenty-five years later, Copeland retired from the American Ballet Theatre with her final performance, on October 22, 2025.

She is *The New York Times* bestselling author of several books, including *Life in Motion*, *Ballerina Body*, *Black Ballerinas*, *The Wind at My Back*, and the picturebooks *Bunheads* and *Firebird*. Copeland recently released *Letters to Misty*, which shares her advice to young dancers, inspired by the letters she has received over the years. In 2022, she launched the Misty Copeland Foundation with its first signature program, *Be Bold*, which aims to bring greater diversity, equity, and inclusion to dance, especially ballet. Also in 2022, Copeland created her production company Life in Motion Productions and produced her short film *Flower*, telling a powerful story through dance and movement to highlight intergenerational equity in the community of Oakland, California. *Flower* premiered at the Tribeca Film Festival in 2023. In 2025, Copeland and Life in Motion Productions also produced *Match in a Haystack*, a short film about finding beauty during the war in Ukraine.

Copeland is an avid philanthropist and ambassador of the Boys & Girls Clubs of America, of which she is also an alum. In 2021, Copeland was the recipient of the Spingarn Medal, the NAACP's highest honor, and in 2023, she received the Trailblazer Icon Award at The Grio Awards, was named to The Root 100 list, and was awarded an Honorary Doctorate of Fine Arts from New York University. Prior honors include *Glamour*'s Women of the Year, Black Girls Rock! Awards, and *Time*'s 100 Most Influential People.

A book signing will follow the session.

FRIDAY FEATURED SESSIONS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Throughout the session descriptions, each title includes one or more letter icons, indicating the level(s) of interest embraced by the topic:

E Elementary M Middle S Secondary C College G General Interest T Teacher Education R Research

9:30–10:45 A.M.

G ***NWP Strand***

FS-F.01 Adopting & Adapting: Innovating Our Writing Instruction with Young Adult Texts

Room 126-A (100 Level)

This interactive roundtable offers opportunities for participants to meet Random House children's authors and learn with National Writing Project teacher-leaders about the ways they adopt & adapt as individuals who pivot and pace themselves in a world of texts. Authors will present their latest work, while teachers will share the writing practices for students inspired by their creations.

Session Chairs & Presenters: Tanya Baker, National Writing Project
Bryan Ripley Crandall, Connecticut Writing Project – Fairfield
Roundtable Leaders: Julio Anta, Penguin Random House
E. Lockhart, Random House
Patricia Park, Random House Children's Books
Randy Ribay, Penguin Random House

3:30-4:45 P.M.

E T ***LLA Strand***

FS-L.01 Conferring with Artists, Writers, and Storytellers: Imagining and Inspiring through Dialogue

Room 103-B (100 Level)

Grounded in Reggio Emilia principles and Paulo Freire's liberating pedagogy, this session reimagines conferring as a dialogic practice with writers, artists, and storytellers. Rather than a banking model of instruction, conferences become spaces of mutual inquiry where educators and children co-investigate ideas, meanings, and possibilities through the hundred languages of expression.

Presenters: Kari Johnston, Perez Elementary School
Katie Papesh, Dublin City Schools
Ava Smith, Dublin City Schools
Anita Stratton, Dublin City Schools
Stella Villalba, Dublin City Schools

FRIDAY EXHIBITOR SESSIONS

Exhibitor sessions were purchased by the exhibiting company; proposals and descriptions were created by the exhibitor. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

9:30–10:45 A.M.

M S T

ES-F.01 To Read Stuff You Have to Know Stuff

Room 113-A (100 Level)

Sponsored by Savaas Learning Company

In the age of click-and-go reading, why do students need to know information when they can just look things up? Because students who know more are able to read more, and they are able to read better. In this session, we will explore what teachers can do to help students read better at the word, sentence, passage, article, and book levels.

Presenter: Kelly Gallagher, Anaheim Union High School District/ Savaas Learning Company

11:00–11:30 A.M.

M S C T ***NWP Strand***

ES-G.01 Join the Cross-Curricular Big Leagues: Heavy Hitter Writing Skills with Quill.org

Room 112-AB (100 Level)

Sponsored by Quill.org

How do you help students elaborate, explain, and reason? By practicing the Heavy Hitters on Quill.org, of course! Learn how to use Quill.org's free tools to teach the sentence-level skills that matter most for high-level writing. As students write, Quill provides immediate, targeted feedback, helping students sharpen their analysis across subject areas. Leave with resources you can use tomorrow.

Presenter: Tim Lent, Quill.org

11:00–11:30 A.M.

E M S

ES-G.02 Read, Think, Write: Building Evidence-Based Arguments with DBQ Online

Room 113-A (100 Level)

Sponsored by The DBQ Project

Discover how DBQ Online can support students as they read closely, analyze sources, discuss ideas, and build evidence-based arguments. In this introductory session, participants will explore the student and teacher experience in DBQ Online and see how its scaffolds can support source analysis, claim development, evidence selection, reasoning, and writing.

Presenters: Tyler Adams, The DBQ Project
Jackie Migliori, The DBQ Project

11:45 A.M.–12:15 P.M.

E M S T ***ELATE Strand***

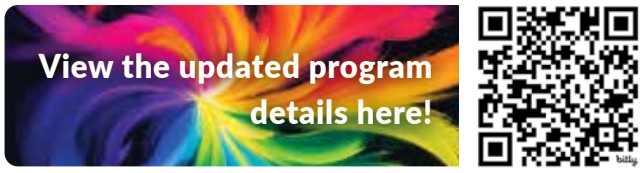
ES-H.01 From Alignment to Achievement: How Districts Unify & Strengthen Reading and Writing at Scale

Room 112-AB (100 Level)

Sponsored by Newsela

District leaders often struggle to turn high-level literacy mandates into consistent classroom practice. Join us to explore how administrators are tackling this scaling problem head on. Discover how Newsela ELA and Newsela Writing unite high-quality content with targeted writing routines and walk away with proven frameworks to turn your literacy vision into measurable district-wide achievement.

Presenter: Britani Kerns, Newsela



Exhibitor sessions were purchased by the exhibiting company; proposals and descriptions were created by the exhibitor. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

11:45 A.M.–12:15 P.M.

E

ELATE Strand

ES-H.02 Decodables + Digital: Bringing Foundational Reading Skills to Life with Epic

Room 113-A (100 Level)

Sponsored by Epic Kids, Inc.

What makes decodable texts so powerful for early readers? Explore why they matter, how to choose the right texts, and ways to use them to strengthen phonic skills and build confident readers. Discover Epic's curriculum-aligned decodable collection, with resources aligned to 23 curricula, plus strategies for small groups, independent practice, and multilingual learners.

Presenters: Christine Hjorth, Aligned Educational Resources
Cherish Mims, Epic Kids, Inc.

2:00–2:30 P.M.

E M S T ***NWP Strand***

ES-J.01 All Write All Write All Write: Writin' Across the Curriculum in the Age of AI

Room 112-AB (100 Level)

Sponsored by Scriblet

Writing across the curriculum improves learning outcomes but can be challenging to implement successfully. Teachers often don't have time or feel equipped to teach writing. In this interactive, McConaughey–themed session, we'll demo approaches and tools to overcome these challenges. Walk away with practical strategies to boost the quantity and quality of writing practice in any classroom.

Presenter: Adam Sparks, Scriblet

2:00–2:30 P.M.

M S T

ES-J.02 Talk That Grows: Building Purposeful Student Discourse

Room 113-A (100 Level)

Sponsored by Carnegie Learning

How do we move students from participating in discussion to engaging in purposeful academic discourse? In this interactive session, participants will explore student-set discussion goals, try ready-to-use strategies, and consider how the purpose and timing of talk can shift throughout a unit. Leave with practical ways to build student ownership, confidence, and deeper thinking.

Presenters: Leah Berkman, Carnegie Learning
Sheri Blankenship, Rankin County School District
Stephanie Bolyard, Carnegie Learning

3:30–4:45 P.M.

E M T

ES-L.01 Karaoke-Style Reading to Build Fluency: Discover *The Blue Witch* Animated Readalong!

Room 113-A (100 Level)

Sponsored by the Rise Up Foundation

We'll introduces the animated karaoke-style read-along of author Alane Adams' ***The Blue Witch*** fantasy novel for grades 3–6 paired with 400+ pages of materials. Attendees learn how to implement the engaging read-along in the classroom with structured fluency routines, writing integration, and embedded assessments that support growth in decoding, comprehension, and written expression in grades 2–6.

Presenters: Alane Adams, Rise Up Foundation/Alane Adams Studios/Author
Kristin Ziemke, Big Shoulders Fund



Share your Convention stories this year!
#NCTE26

FRIDAY POSTER SESSIONS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Poster presentations will take place at the Pennsylvania Convention Center at the locations listed below.

9:30–10:45 A.M. / CONNECTOR BRIDGE OVER ARCH ST (OUTSIDE OF EXHIBIT HALL A, 200 LEVEL)

G T R ***Research Strand***

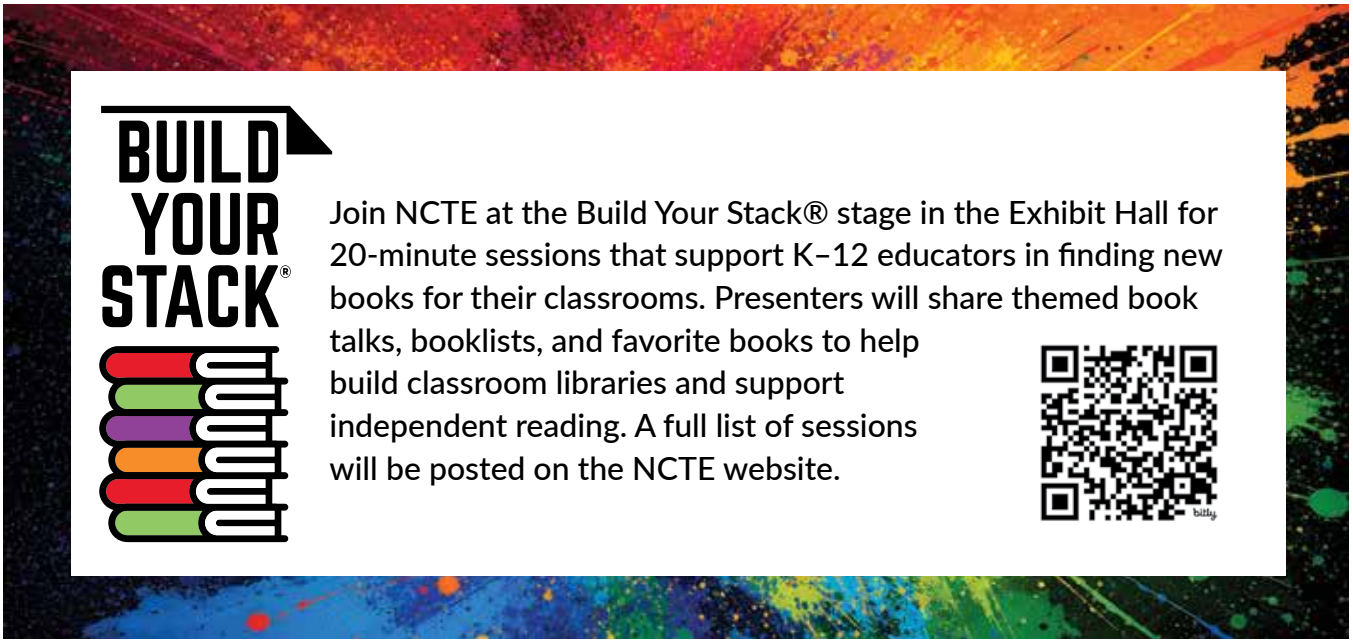
Cultivating New Voices among Scholars of Color

Sponsored by the NCTE Research Foundation

In this session, fellows in the 2026–2028 cohort of the Cultivating New Voices among Scholars of Color (CNV), sponsored by the Research Foundation of NCTE, present their research and address questions from participants.

Committee Chairs/Moderators: Latrise P. Johnson, University of Alabama, Tuscaloosa
Leigh Patel, University of Pittsburgh

Presenters: Kaha Abdi, The Ohio State University, "Transtemporal Literacies in Muslim Community Spaces"
Elizabeth Castro, Central Washington University, "The Presencia of Bilingual Latina Paraeducators in Secondary Schools"
Alanna Harris, "Beyond the Mic: DJ Practice as a Theory of Synthesis in Secondary ELA"
Tempestt Johnson, University of South Carolina, "Dancing Themselves Free: Black Girls' Dance Literacies as Cultural Preservation in Majorette Dance"
Diana Lalata, University of Pennsylvania, "Language, Ability, and the Making of Race: A Historical Examination of Black-Asian Racialization in US Language Education Policy"
Tiffany Meadows, University of Virginia, "Afro-Bahamian Girls Critiquing and Constructing Black Girl/Womanhood through Multiple Literacies"
William O'Neil-White, University of Rochester Warner School of Education, "BlackCrit Social Design Experiment: An Urban Black Boys Critical Literacy Collective"
LaMar Timmons-Long, New York University, "Black Women Educators as Speculative Visionaries: Imaginative Capacity and the Evolving Legacies of Black Pedagogies and Literacies"
Brandon J. Watkins, University of South Carolina Upstate, "When Literacy Is Defined Expansively: Black Boys Literacies in Digital Video Games"
Andre Zarate, University of Pennsylvania Graduate School of Education, "Imahinasyon as Literacy: An Iterative Framework for Identity, Possibility, Becoming, and Futurity Centering Queer Filipinx Youth"



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

POSTER SESSIONS — 11:00 A.M.–12:15 P.M. / EXHIBIT HALL A (200 LEVEL)

S ***ELATE Strand***

"Absolute Cinema": Moving beyond Adaptations in ELA Film Pairings

Rethink film use in the ELA classroom by pairing literature with non-adaptation films that deepen analysis and engagement as "absolute cinema"—not just books on a screen. Includes sample pairings (e.g., *The Great Gatsby* + *The Social Network*), guiding questions, and ready-to-use classroom strategies and activities.

Presenter: Tim Klobuchar

M S ***LLA Strand***

Bridging the Gap: Using Children's Books in the Secondary English Classroom

This poster showcases three classroom-tested strategies for using children's literature in secondary English to support research, poetry analysis, and the study of classic texts. Grounded in constructivist and trauma-informed practices, these approaches help multilingual learners, students in special education, and general education students build confidence and engage in rigorous content.

Presenter: Annelle Wilcox

E T R ***Early Childhood Education Strand***

Early Literacy Partnership in a Multicultural Text Set

For families to support their children's early literacy development in out-of-school settings, a text set will reinforce the prevalence of multiculturalism both in the classroom and as a reflection of the literacy practices in their homes and communities with diverse literature that encourages for the act of translanguaging as authentic to their languages, backgrounds, and cultures.

Presenters: Teresa Liu, Teachers College, Columbia University
Philip Seyfried, Teachers College, Columbia University

M S C T ***ELATE Strand***

Exploring AI in Literacy Courses: Connecting AI, Planning, and Teaching

Preservice teachers in a literacy course for secondary educators explored the use of AI as a planning partner for literacy lessons over a semester, implementing these lessons weekly with high school students enrolled in an intensive reading course. Preservice teachers' varied use of AI, their challenges and successes in the planning process, and preservice teachers' reflections will be shared.

Presenter: Sarah Hunt-Barron, Rollins College

M S T R ***LLA Strand***

F(read)om Dreaming: A Content Analysis of Critical Literacy in Oda's *One Piece*

This session provides a content analysis of critical literacy in three narrative arcs in Oda's popular manga, *One Piece* (1997–present), using Freire and Macedo's (1987) theory of reading the word and reading the world and Kelley's (2002) theory of freedom dreaming. This analysis explores how the manga positions literacy, power, and imagination as interconnected tools for social transformation.

Presenter: Michael Hockwater, Alfred University

E M R ***LLA Strand***

Imagining Multimodal Disciplinary Literacies: A Research Synthesis of Content-Area Teaching and Learning

This session presents a research synthesis on multimodality in content-area teaching and learning. It recognizes learning as inherently multimodal, encompassing written, spoken, gestural, visual, and digital modes, and draws on recent empirical studies to show how multimodal texts and tasks support disciplinary meaning making and language development. Classroom implications will be outlined.

Presenters: Zhihui Fang, University of Florida
Hong Zhang, University of Florida

G T ***LLA Strand***

Language without Limits: Using Untranslatable Words to Inspire Expression, Inclusion, and Connection

This poster examines how lexical gaps and untranslatable words shape ELLs' self-expression in English classrooms. Findings show these words exist across languages yet are rarely included in instruction. Integrating them can enhance communication, affirm identity, and foster inclusion through culturally responsive and SEL-informed pedagogy.

Presenters: Ashley Boledovic, Berea-Midpark High School
William Visco, The University of Akron

POSTER SESSIONS — 11:00 A.M.–12:15 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C T *ELATE Strand*

Mapping, Portals, and Observation: Creative Assessment Practices for Writing Instruction

This poster demonstrates creative assessment: museum close looking protocols, field studies mapping belonging, portal assignments from embodied observation, place-based voice work, reflective documentation. Visual examples show how non-traditional products—not just essays—assess attention and compositional development.

Presenter: Jacqueline Cofield, Hunter College CUNY

S *ELATE Strand*

Participatory Culture and Extracurricular Activities: Can the Utilization of Coaches Foster a Better Environment for Participation?

Many coaches teach core classes such as history, ELA, math, and science, and have a crossover of students who are also their athletes outside the classroom. This poster will provide an examination of classroom participation, with a focus on the influence of coaches, and how teachers can utilize this resource when they are not a coach of an extracurricular activity.

Presenter: Alexa Curts, Florida State University

M S T R *Research Strand*

Perceptions of Free-Choice Reading at the Middle Level

This poster presents findings from a qualitative dissertation on middle school ELA teachers' perceptions of free-choice reading. Data from interviews reveal how beliefs, experiences, and instructional practices shape implementation. Findings highlight both benefits and challenges, with practical strategies to support engagement and autonomy.

Presenter: Shelby Hamm, The University of Kansas/Fort Leavenworth School District

S C T *ELATE Strand*

Quilting Dreams of Abolitionist Teaching: Cultivating Identity, Criticality, and Liberation in a Community Educators Program

This presentation shares insight from a Community Teachers Program, an abolitionist pathway that centers youth's joy, love, and community and individual identities. Through youth coauthorship and a quilt-work of ideas, the paper traces how aspiring educators theorize joy, cultivate criticality, and freedom-dream of education that affirms community, imagination, and liberation.

Presenter: Joel Berends, Michigan State University

M S *ELATE Strand*

Stories That Shape Us: Reimagining ELA through Multicultural Literature, Empathy, and Student Imagination

This poster shares findings from a qualitative dissertation study examining how high school English teachers use multicultural literature to foster empathy, imagination, and student voice. Grounded in culturally sustaining pedagogy and transformative learning theories, it highlights research-informed strategies that reimagine ELA classrooms as spaces of belonging, creativity, and critical inquiry.

Presenter: Amanda Tresnicky, Westmont Hilltop Jr./Sr. High School

S *NWP Strand*

The Missing Pen Case: An Argumentative Writing Instructional Strategy

This presentation focuses on an innovative pedagogical strategy to introduce students on a secondary level to argumentative writing. The premise of this activity is to have students act as either the prosecution or defense of a beloved teacher in the school who is blamed by me (their English teacher) for stealing my absurdly large pen collection off my desk the day before Christmas break.

Presenter: Emily Henry, Madison County High School

S C T *ELATE Strand*

The Museum of Me: Memories, Music, and Meaning in the Classroom

The Museum of Me is a multimodal writing project that invites students to explore personal narrative through curated artifacts like photos, meaningful objects, music, and memories. Grounded in identity-centered and multimodal pedagogy, the project offers an accessible entry point into narrative writing while honoring students' lived experiences and multiple literacies.

Presenters: Valarie Morgan, Mississippi Council of Teachers of English (MCTE)
Rosemary Oliphant-Ingham, The University of Mississippi

S C *Rainbow Strand*

The Power of Innovation: How the Windows/Mirrors Literature Approach Combats Colorism

This session challenges teachers and professors to introduce the windows/mirrors method to combat colorism. This is done by inviting diverse texts in the classroom where students see themselves (mirrors) to build identity and understand others' experiences (windows) to promote empathy. Using the windows/mirrors concept helps students learn how different shades are valued/devalued in our society.

Presenter: Wytinsea Jones, Columbus State University

POSTER SESSIONS — 11:00 A.M.–12:15 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *ELATE Strand*

Underdog Narratives and Self-Authorship: Reclaiming Identity through The Objection and The Door Slam

How do underdog narratives help individuals reclaim authorship over their identities rather than accept roles assigned by others? Underdog narratives interrogate stereotypes, question systems of power, and imagine new possibilities for identity and success, inviting students to analyze voice, agency, and self-authorship through multimodal, equity-centered instruction.

Presenter: Anne Rizza, Trumbull High School

S C *Rainbow Strand*

Where Words Become Witness: Imagining Justice across Literature and History

This interactive poster session shares a cross-curricular literature and history course centered on social justice. Attendees will explore visual unit maps, text pairings, and student work while discussing practical strategies for integrating literary analysis, historical inquiry, and civic engagement into their own classrooms.

Presenter: Dana Huff, Worcester Academy

POSTER SESSIONS — 12:30–1:45 P.M. / EXHIBIT HALL A (200 LEVEL)

G R *Research Strand*

An Insight into Educational Censorship: The Perspective and Responsibilities of Administrators and Teachers during Heightened Book Challenges

This session investigates the dual perspectives of administrators and teachers currently working within a school district that has previously faced book challenges. These shared perspectives look at both formal and informal challenges. Do both groups percieve the phenomenon similarly or differently?

Presenter: Catherine Wetmore, Billings Public Schools

S C *Community College Strand*

At Capacity: Using SRSD to Promote Writing Competency, Reduce Cognitive Load, and Make Thinking Visible in the Age of AI

What does "at capacity" sound like? "My brain is fried; I'm out." As literacy/writing skills lag while expectations remain high, students face writing prompts that may demand too much simultaneously leading to cognitive overload. This poster presents an SRSD approach that structures writing processes, reduces overload, and leads to authentic evidence of learning beyond AI-generated products.

Presenter: Elizabeth Galbreath, Xavier College Preparatory School/Rio Salado Dual Enrollment Instructor

G T R *ELATE Strand*

Audiencing as Method: Positioning Youth as Analysts of Their Own Media

This poster highlights participatory visual methods in English education research. Focusing on collaborative audiencing, it demonstrates how youth can be positioned as analysts of their own multimodal compositions and civic learning experiences through shared viewing, dialogue, and reflection. Implications for literacy, media, and civic engagement research are discussed.

Presenter: Anthony Voulgarides, Hunter College CUNY

E M S T *New & Early Career Teacher Strand*

Belonging by Design: Structured Mentoring for New and Early Career Teachers

This poster presentation shares a belonging-centered mentoring model designed to support new and early career teachers in high-need schools. Using evidence from a mixed-methods study in a Restart elementary school, the poster highlights structured mentoring practices that strengthened instructional confidence, literacy support, relational connectedness, and teacher retention.

Presenter: Chanteal Reynolds Alston, Rogers Lane Elementary School



POSTER SESSIONS — 12:30–1:45 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***New & Early Career Teacher Strand***

Beyond the Ban: Teaching AI Literacy and Ethics in the English Classroom

Most AI sessions tell you what's coming. This one tells you what works. This poster presents a classroom-tested, four-pillar framework for teaching WITH AI, not against it. You will leave with ethical guidelines, redesigned assignments, critical AI literacy strategies, and sustainability tools. Pilot data, published research, and lesson plans will be available as well.

Presenter: Cassidy Swinney, Jackson Academy

S C ***ELATE Strand***

College-Level Writing in the High School Classroom: What We Know about Dual-Enrollment Writing Classes and What We Still Need to Know

For years scholars have represented high schools and colleges as distinct places with differing contexts and practices for writing. Despite the idea that these spaces are highly contested and cannot coexist, they do. High school students frequently take college-level writing courses before entering college, such as dual enrollment.

Presenter: Nicole Costanzo, Corona del Sol High School

G T ***ELATE Strand***

CRISP-E Assessments: A Framework for Designing AI-Resistant Assessments That Prioritize the Learning Process

Traditional product-based assessments are growing increasingly vulnerable. This poster introduces the CRISP-E framework (Creativity, Reflection, Interaction, Specificity, Process, Experience) to prioritize the learning process over the product by exploring six characteristics of AI-resistant assessments along with classroom-tested examples and ready-to-use templates to empower English teachers.

Presenter: David Rivas, Antelope Valley Union High School District

S ***LLA Strand***

Foundations of Ecoliteracy in Japanese Visual Media: Teaching the Anthropocene in Secondary Education through a Cultural Lens

Japanese visual media (e.g., anime, light novels, and manga) is uniquely equipped to meet secondary education students at the necessary juncture of addressing the Anthropocence without falling victim to climate "dommerism" and engaging their abilities to interact with multimodal and cultural texts through intermedial ecocriticism."

Presenter: Abigail Sweinhart, Stephen T. Badin High School

G ***ELATE Strand***

Framework for Designing ELA Units in an AI-Infused Classroom

This poster presents a flexible framework and unit structures for designing ELA learning in an AI-infused classroom. It highlights how intentional sequencing of engagement, thinking, creation, and reflection supports student agency, creativity, and meaningful assessment across secondary and post-secondary contexts.

Presenter: Christopher Miller, Somerset County Vocational Technical High School

C T ***Research Strand***

From Decoding to Understanding: The Transformative Effects of Picturebook Pedagogy for At-Risk EFL Undergraduates

This study explores the transformative effects of interactive picturebook reading instruction that fosters thoughtful interactions among at-risk EFL college learners. The objective is to determine if this approach can ignite a passion for learning, empower practical application of reading strategies, and enhance reading comprehension.

Presenter: Chia-Ho Sun

S T

From Page to Practice: Visualizing Multivoiced Literary Analysis to Inspire Inquiry and Teacher Reflection

This poster presents a visual, dialogic approach to literary analysis using Dialogical Self Theory (DST). Through character voice maps, student artifacts, and classroom-ready protocols, the poster shows how multivoiced analysis deepens interpretation, supports creative assessment, and strengthens teacher reflection.

Presenter: Timothy Jansky, Eastern Kentucky University

S ***LLA Strand***

Greenlighting Gatsby: Maintaining Rigor through Intentional Support for MLs

This presentation and poster share research-based strategies for adapting *The Great Gatsby* and other canonical texts for Multilingual Learners (MLs) without reducing rigor. Attendees can examine original and adapted instructional materials and leave with QR-linked resources, classroom-ready examples, and a framework for supporting ML access to complex texts.

Presenter: Elizabeth Stagis, East Hartford High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***Research Strand***

How Might Award-Winning Picturebooks Be Used as Primary Sources in Secondary Social Studies?

Picturebooks can be used to illuminate the zeitgeist of an era or across eras as both belletristic (aesthetic) and utilitarian (useful) historical artifacts. Learning the importance of both words and pictures of a "simple" work can offer important background knowledge of a time and place but can also serve as foregrounded knowledge as well which will aid students in learning more about an era.

Presenter: Kristine Gritter, Seattle Pacific University

G ***ELATE Strand***

Human Library

Explore the value of the Human Library—an approach that invites participants to engage with people who volunteer to share their lived experiences. People are the "books" and therefore their own storytellers. Hear two teachers' journey into creating such a library as a method of fostering empathy and the impact it had within the school community. Can this library have a similar impact for you?

Presenters: Melyssa Boucher
Kristin Norton, South Brunswick School District, NJ

M S C ***ELATE Strand***

Imagine Their World: Ideas That Illuminate Authors and the Cultures That Shape Them

This poster invites participants to navigate strategies for teaching literature through cultural context, modeling the very engagement it advocates. Explore practical approaches for incorporating virtual and physical literary site visits, deepen critical thinking through cultural immersion, and interact directly with the content through hands-on elements designed to mirror your students' experience.

Presenter: Samantha Raker, Suncoast High School

M S C T R ***Research Strand***

Imagining a Future without Censorship: Lessons from Middle and Secondary Teachers

This poster explores how censorship and book bans impact ELA teachers and demonstrates ways we can resist censorship. We explore the following questions: To what extent are middle and secondary English language arts teachers experiencing censorship, both external and/or self-censorship? What can teacher educators and teacher candidates learn from ELA teachers' experiences with censorship?

Presenter: Emily Freeman, University of Wisconsin-Eau Claire

E ***Early Childhood Education Strand***

Integrating Bibliotherapy into Elementary Language Arts Instruction

In a time where students are navigating significant challenges, bibliotherapy reimagines ELA as a space for healing through reading. By engaging with texts, students can safely explore difficult experiences, gain perspective, and develop compassion. When ELA embraces student well-being, supporting students through challenges and personal growth becomes a natural extension of literacy instruction.

Presenter: Margaret Barr, University of Virginia

M S ***ELATE Strand***

Monsters, Mazes, and Mindsets: Using Greek Mythology to Anchor Social-Emotional Learning in the Secondary ELA Classroom

How can ancient myths help Gen Z navigate modern anxiety? This session explores leveraging Greek mythology to foster SEL skills. Participants will learn to use the "Mythological Minute" for self-awareness, map academic goals via the Hero's Journey, and utilize the Wheel of Emotions to analyze character complexity, providing a scalable framework for middle and high school ELA classrooms.

Presenter: Andrew Paull, Hopewell Valley Regional School District

S C ***ELATE Strand***

Moving beyond AI Detection toward Writing Process Discussion

AI detection is not a pedagogical solution to the issue of students using AI mindlessly. This poster presents a process-centered alternative grounded in writing research. It presents how discussing the writing process activities such as drafting, revising, pausing, and source use can shift the focus from policing to reflection and self-learning.

Presenters: Badri Adhikari, University of Missouri-St. Louis
Nilima Kafle

POSTER SESSIONS — 12:30–1:45 P.M./EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***LLA Strand***

Reading for Justice: Using Nonfiction Texts to Develop Critical Thinking in an Interdisciplinary Classroom

Narrative nonfiction texts such as *The Immortal Life of Henrietta Lacks* and *Everything Is Tuberculosis* connect close reading skills to real-world bioethical issues and social justice. By analyzing how authors reveal different perspectives on medical ethics and systemic inequality, students develop critical thinking skills that extend beyond the interdisciplinary classroom.

Presenters: Susan Ardolino, Croton Harmon Union Free School District
Jamie Rooney, Croton Harmon Union Free School District

G T R ***Research Strand***

Reconceptualizing Reading Engagement: A Multimodal Approach Using Storyworld Possible Selves

This study reconceptualizes reading engagement as a multimodal, identity-driven process. Drawing on Storyworld Possible Selves theory, it examines how visual and textual features in children's literature position readers as participants in narrative worlds. Findings suggest engagement emerges through multimodal reader positioning that supports identity exploration.

Presenter: Shannon Tovey, Kennesaw State University

E T R ***ELATE Strand***

Rethinking Language and Literacy Instruction for Multilingual Learners: A Dual Pathway Approach

This poster explores a synchronized approach to professional learning in which inservice and preservice teachers collaboratively engaged in language and literacy practices for elementary multilingual learners. Teachers described growth in confidence and practices while their students demonstrated stronger reading outcomes than peers in comparison classrooms.

Presenters: Sarah Barrett, Temple University
Karen Liebner, Temple University
Sabina Neugebauer, Temple University

M S T R ***ELATE Strand***

Who Gets to Be a "Good" Writer? How the Absence of Creative Writing Shapes High School Writers' Self-Perceptions

This poster session explores how creative writing affects high school writers' writing identities. Based on a qualitative dissertation study, findings showed that students who engaged with creative writing viewed themselves as better writers than their peers. This session invites educators to reflect on their writing practices and the messages students receive about what counts as "good" writing.

Presenter: Emily Wisniewski, Kennett Consolidated School District/West Chester University of Pennsylvania

E ***New & Early Career Teacher Strand***

Writing Conferences Reimagined: Teacher Peer and AI Feedback in Elementary Classrooms

This poster synthesizes research on teacher-student, peer-to-peer, and AI-supported writing conferences in elementary classrooms, highlighting patterns in feedback effectiveness, equity considerations, and instructional implications for teachers.

Presenters: Amber Barton, Huntington Elementary
Mary Lachney, The University of Alabama



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T ***LLA Strand***

Don't Scream at the Monster—Dissect It!

Treat the horror genre like a biology lab. We'll "dissect" global YA horror to show how diverse authors use folklore to tackle real-world issues. You'll leave with a "Pathology Report"—a tool to help students connect the chills (craft) to the deeper meaning (culture)—plus a "Specimen List" of fresh book recs. Let's take the analysis beyond just the jump scare.

Presenter: Jordan Henry, White Knoll Middle School

E T ***LLA Strand***

Elementary Students' Perception of More Culturally Relevant Texts and More Interesting Texts: How These Aid in Reading Comprehension

The poster displays the research study that asks the following questions: (1) What topics/texts do elementary students perceive as more culturally relevant and more interesting? (2) How do more culturally relevant topics/texts and more interesting texts aid in the reading comprehension of these students? Also included will be the methods, findings, limitation, and references.

Presenter: Kathryn Smith, Eastern Kentucky University

S ***LLA Strand***

Fostering Empathy and Achievement with Everything I Never Told You

How does the novel *Everything I Never Told You* by Celeste Ng impact the social-emotional and academic development of young men at a boys school? Lessons, historical resources, student work, and student reflections will show how conversations on race and gender influenced 9th-grade boys to think more empathetically about social issues which then sparked growth in their literacy abilities.

Presenter: Marvin Aguilar, St. Paul's School for Boys

E M S ***LLA Strand***

Fostering Low-Stakes Writing to Support Literacy Growth

Grounded in John Sweller's Cognitive Load Theory and Constructivism, the WRAP (Write, Reflect, Analyze, Participate) routine is adapted from Jared Amato's text *Just Read It*. This specific writing routine promotes low-stress and student-centered learning. In addition, the WRAP approach fosters creativity, critical thinking, and meaningful literacy development across disciplines.

Presenters: Allison Glassburn, Olentangy Local Schools
Emma Henkle, Olentangy Local Schools

G T R ***Early Childhood Education Strand***

Growing Readers, Preparing Teachers: The Literacy Clubhouse Model

This poster presents the University of Findlay's Literacy Clubhouse Model, a replicable university–school partnership where teacher candidates provide Science of Reading-aligned tutoring to K–5 students. Preliminary findings highlight student reading growth and increased candidate self-efficacy, along with key structures supporting sustainability and replication.

Presenters: Amy Kochendoerfer, The University of Findlay
Carrie Wysocki, The University of Findlay

S ***ELATE Strand***

Hidden Humor in Shakespeare's *Romeo and Juliet*

This poster session entices attendees to seek out hidden humor throughout all five acts of William Shakespeare's *Romeo and Juliet*. Understanding the role of comedy in the play can revitalize classroom instruction, spark joy and meaningful conversations among learners, and open brand new portals of understanding in one of the most well-known works of literature in the history of education.

Presenter: Lisa Torina, Cabrillo High School

M S ***New & Early Career Teacher Strand***

Illuminating Student Voice through Trauma-Informed and SEL Practices

This poster centers on visual lesson redesigns, sample lesson redesigns, discussion structures, reflection tools, and choice-based participation options. Attendees explore concrete ways to increase student voice, academic risk-taking, and self-advocacy while maintaining rigor, safety, and clear boundaries. The format encourages conversation and direct engagement with adaptable secondary ELA practices.

Presenters: Joanna Morley, Adlai E. Stevenson High School, Lincolnshire, IL
Samantha Sandefur, Adlai E. Stevenson High School, Lincolnshire, IL



POSTER SESSIONS — 2:00–3:15 P.M./EXHIBIT HALL A/B1 (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Research Strand

Imagining Aesthetic Reflection to Promote Grade 7 Reading Engagement: An Action Research Study

This collaborative action research explores how reimagining reflection as aesthetic, multimodal meaning-making supported reading engagement in a grade 7 ELA classroom through a cross-age pen pal book club with teacher candidates. The findings highlight how multigenre reflection posters can make students' thinking visible and support autonomy and engagement.

Presenters: Britteny Hendrickson, Wapak Middle School
Young Ah Lee, The Ohio State University

LLA Strand

Inspire Students with Writing Workshop

To inspire students to creatively share their ideas and experiences, nothing works like writing workshop—for any genre, print or digital. Via my poster, I'll share a rationale for workshop and also tips on how to get started, including how to shoehorn a workshop unit into a canned curriculum classroom.

Presenter: Andrew Filler, Howard Gardner MI Charter School

Research Strand

Is Gatsby Still Great?: Exploring How Students Read the Past and Reflect on the Present

This poster examines how high school students read and respond to a canonical American literary novel, *The Great Gatsby*. More specifically, this comparative case study compares how, in an era of increased curricular censorship and book banning, students across varying sociopolitical contexts use *The Great Gatsby* to critically explore the present day.

Presenter: Kyle Smith, University of Michigan

New & Early Career Teacher Strand

Language as Justice: Centering Voice, Belonging, and Equity in ELA

This poster examines how culturally responsive and restorative practices in language arts classrooms can disrupt punitive discipline cycles and foster belonging, voice, and equity. Drawing on teacher preparation from coursework and field experiences, it highlights how language and classroom discourse function as central tools for prevention, restoration, and community-building in literacy spaces.

Presenters: Emily Cronin, Southern Connecticut State University
Stephanie Fumiatti, Southern Connecticut State University

LLA Strand

Language, Culture, and Power: Critical Autoethnographic Perspectives on Reimagining English Language Teaching through Multilingual Lives

Drawing on autoethnographic narratives, this poster examines how English-only norms shape belonging, access, and literacy in multilingual contexts. It engages Freire's dialogical theory and Ladson-Billings' culturally relevant pedagogy to challenge English-only norms and reimagine English language teaching as a humanizing practice that honors students' full linguistic and cultural identities.

Presenter: Abdulmalik Salman, The University of Alabama

ELATE Strand

Research on Fostering Translanguaging Stances in Teacher Education

In order to support multilingual students to use their full linguistic repertoires, teacher candidates must be prepared to implement translanguaging stances in their teaching practice. This poster presents findings from an exhaustive, systematic literature review of all peer-reviewed research on translanguaging and preservice teacher preparation published between 2015 and 2025.

Presenter: Rachel Silverstein, University of Pennsylvania

Community College Strand

Teaching Literary Analysis through Comics

An exploration of how comics can be used as a tool for literary analysis and creative expression. Using texts such as *Understanding Comics*, students study the comic form to reimagine literature or craft their own narratives. This poster will demonstrate practical strategies for integrating comics in the classroom to deepen comprehension, engage diverse learners, and support higher-order thinking.

Presenters: Christine Prezioso-Hickey, Mamaroneck High School
Juliana Zalon, Mamaroneck Union Free School District

LLA Strand

Teaching Poetry through Poetry: Preservice Teachers as Analysts and Composers

Poetry instruction intimidates many preservice English teachers. This presentation demonstrates how analyzing Elizabeth Acevedo's *The Poet X* through composition, including blackout poems, haikus, concrete poems, and character voice pieces, demystifies poetic analysis for preservice teachers while modeling low-threshold, engaging, and transferable lessons they can bring into their secondary classrooms.

Presenter: Kyung Lee, The University of Texas Rio Grande Valley

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *ELATE Strand*

Tell Them Why: Context, Intentions, and Relevance in the ELA Classroom

We've been asking teachers to remember their "why." This session flips the script. Using a three-step framework focused on context, intentions, and relevance, ELA teachers learn to answer the question students have always asked, "Why does this matter?" Practical, transferable, and grounded in real classroom practice.

Presenter: Stephanie Clinise, Hatboro-Horsham School District

G T *New & Early Career Teacher Strand*

The Missing Chapter in Teacher Preparation: Inspiring Literacy Communities through Children's Literature Book Clubs

This poster presents a book club model developed for preservice teachers that can be implemented in a university setting or adapted for K–12 classrooms. *Gator Tales* demonstrates how communities of practice foster confidence through shared engagement with children's literature. Attendees will leave with practical resources for building literature-centered communities with learners of all ages.

Presenters: Kelly Bjalobok, University of Florida
Annie Henley, University of Florida
Brittany Kester, University of Florida
Shelley Therien, University of Florida

M S

The Script Is a Guideline: Reclaiming Student Voice in Scripted ELA

Scripted ELA often trades engagement for compliance. This poster shows how to treat manuals as guidelines, not mandates. I share ways to pivot and adapt rigid tasks into student-led projects without losing rigor. By comparing original scripted lessons with real-world adaptations, I show how changing the format and student ownership reclaims agency within fidelity constraints.

Presenters: Rebecca Twaites
Nicholas Yialiades

T *Research Strand*

University Supervisor Feedback in the Era of Science of Reading: Forms, Checklists, and More!

This poster presentation examines one educator preparation program's experience in revamping university supervisor feedback processes regarding Science of Reading teaching observations. The presentation will examine a Science of Reading-aligned observation protocol, supervisor professional development, and authentic feedback loops that aren't always bound by specific protocols and tools.

Presenter: Benjamin Boche, Valparaiso University

S *LLA Strand*

Using YA Novels to Resist Fatphobia in Secondary English Classrooms

Fatphobia affects students' views of themselves, others, and the world. This poster presentation provides a path of resistance through the use of YA novels with fat protagonists. We define the problem through Foucault's theories of power and the normal/abnormal juxtaposition, and share methods for using YA books to support students' analysis of the messages they receive about their bodies.

Presenters: Jennifer Broome, Saint Mary's College
Katherine Higgs-Coulthard, Saint Mary's College

M S C T R *Research Strand*

What Preservice Teachers Know about ELA Text Selection

This qualitative case study examines how ELA preservice teachers describe their readiness to select texts that support curriculum and learners. Using surveys, discussion posts, and interviews, the study explores how knowledge of students, pedagogy, and cultural assets shapes text-selection decisions.

Presenter: Erica Neal, University of North Carolina Charlotte



POSTER SESSIONS — 3:30–4:45 P.M./EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C T ***ELATE Strand***

AI and Transparency in Writing Intensive Courses

Will educators' transparency of the AI detection process in written compositions improve students' decision making related to AI use? This AI experiment, which explores generative AI tools, AI humanizers, and AI checkers, increases students' awareness of AI's benefits and limitations leading to deeper conversations and better decision making on the ethical uses of AI in writing intensive courses.

Presenter: Carol Bruzzano, William Paterson University

G T R ***ELATE Strand***

AI Can Help But Peers Still Matter: Rethinking Feedback in Literacy Teacher Education

This study explores preservice teachers' experiences with AI-generated and human peer feedback during K–2 literacy lesson planning. Findings show AI supports efficiency and rubric alignment, while human feedback fosters dialogue, trust, and contextual instructional reasoning. The study offers strategies for designing equitable, hybrid feedback models.

Presenters: Xi Lin, East Carolina University
Gui Ying Yang-Heim

C T ***ELATE Strand***

Close Looking Collaborative Dialogue: Building Reading Practices through Visual Texts

From visual to verbal: This poster demonstrates how close looking and collaborative dialogue with artworks build reading comprehension. Students develop inference, interpretation, and evidence-based claims that transfer to written texts. Teachers receive adaptable protocols for supporting diverse readers through embodied, multimodal literacy practices.

Presenter: Jacqueline Cofield, Hunter College CUNY

M ***Rainbow Strand***

Encouraging Middle School Student Writers through High-Intensity Tutoring

Through high-intensity tutoring we can inspire students to "buy into" their writing because of the opportunity for tailored interventions and techniques that can be regularly reinforced. Crucial support is offered to English language learners, which comprise more than 50% of our student population. Focused instruction, moral support, and writing strategies are catalysts for student growth.

Presenter: Elizabeth Whitehead, Loudoun County Public Schools

M S C T R ***Early Childhood Education Strand***

Enhancing Emerging Teacher Practice: Sharing Candidate Mini-Lesson Demonstration Results at a Campus Academic Forum

This poster session examines the addition of preservice teacher candidate presentations at a campus research forum to a mini-lesson demonstration course assignment. The results of this classroom action research examine the impact of these candidate poster sessions, how they gave candidates an enriching layer to their preservice teaching, and ultimately how they grew their confidence as scholars.

Presenter: Ryan Kelly, Arkansas State University

T R ***Early Childhood Education Strand***

Family Literacy Day: Practical Strategies for the Enhancement of Early Literacy Development in Out-of-School Settings

Teachers and families will enhance their child's early literacy development through strategies informed by research in three sections of this workshop: The Reading Rug, The Writer's Club, and The Book Gallery. This session helps teachers support families in being active members of their child's literacy development and in transferring these same activities into their lives in out-of-school settings.

Presenter: Teresa Liu, Teachers College, Columbia University

M S ***ELATE Strand***

From Epic to Testimony: Multimodal Text Pairing for Teaching Resilience

This poster explores resilience across epic narrative, visual adaptation, and Holocaust testimony through Gareth Hinds's graphic novel *The Odyssey* and Elie Wiesel's *Night*. Attendees will see how text pairing deepens analysis and how multimodal assessments—podcasts, video essays, and digital projects—support student-centered standards-aligned learning.

Presenter: Katie Allan

M S ***ELATE Strand***

Ideas That Illuminate: Rigor, Choice, and Being a Total Literature Geek (On Purpose)

What if rigor didn't feel rigid? What if classic literature lit up your classroom instead of putting students to sleep? And what if being wildly enthusiastic about what you teach was actually your greatest instructional tool? This session is designed for middle and high school educators who want to challenge students with high-level thinking and keep them fully engaged. We'll explore how to illuminate learning by pairing rigorous, classic texts with choice-based novels students genuinely connect to—without lowering expectations or sacrificing depth.

Presenters: Julie Duncan, Mexico Public Schools #59
Stacey Ellison, Mexico Public Schools #59

POSTER SESSIONS — 3:30–4:45 P.M./EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S ***LLA Strand***

Imagine, Investigate, Present: Centering Student Voice through Passion-Driven Research

When students choose their own research topics and share their findings with authentic audiences, something shifts. This poster presents a classroom-tested framework spanning inquiry, research, and public presentation that deepens engagement and elevates student voice. Leave with ready-to-use scaffolds including mini-lessons, collaborative protocols, and reflection tools!

Presenter: Alison Jussaume, Montgomery School

C T ***ELATE Strand***

In a Different Light: Imagining Possibilities for Neurodiverse Educators

Building on duoethnographic research, this poster shares updated reflections from two neurodivergent ELA teacher educators. We explore evolving pedagogies, student responses, and how neurodiversity shapes imagination, access, and possibility in ELA classrooms, inviting brief dialogue with those who come to our poster.

Presenters: Jace Brown, Weber State University
Rachel Knecht, Brigham Young University

M S T ***ELATE Strand***

Intentional by Design: A Practice-First Approach to AI in ELA

Effective tech integration starts with the practice, not the platform. This session offers middle and secondary ELA teachers a practice-first framework built on three questions: What is my existing practice? Is there tech to enhance it? Am I being transparent and inviting critical thinking around AI? Real classroom examples show how intentional tech use strengthens what already works.

Presenter: Stephanie Clinise, Hatboro-Horsham School District

E M S T ***ELATE Strand***

Learning Science Powerful Literacy: What Works in ELA Classrooms for Multilingual Learners

This poster explores how the science of learning informs rigorous, inclusive ELA instruction for multilingual learners. It connects attention, memory, retrieval, and transfer to classroom practice and shows how these strategies strengthen comprehension, language development, and cross-linguistic transfer while aligning with culturally responsive teaching.

Presenter: Emy Tomita, Aldine Independent School District

M S T ***New & Early Career Teacher Strand***

Reimagining Cooperative Learning for Grammar and Writing Instruction

Cooperative learning sounds wonderful but can end up being a headache. Students complain about their partners, and one person does all the work. Building on Peter Liljedahl's *Building Thinking Classrooms*, we'll see how his ideas for math teachers can be translated into grammar and writing instruction so that cooperative learning can lead to true thinking in the ELA classroom.

Presenter: Amy Cattapan, Lincolnwood School District 74

G T R ***ELATE Strand***

Say Gay: Increasing Preservice Teacher Confidence Using Participatory Theatre

This poster will display the results from my dissertation "Say Gay: Increasing Preservice Teacher Confidence Using Participatory Theatre." This social justice mixed-methods study evaluates the effectiveness of participatory theatre as a pedagogy to increase confidence in preservice teachers.

Presenter: Sarah Hyson, West Chester University of PA

G ***Rainbow Strand***

Teaching for Equity, Teaching for Results

This poster highlights how equity drives improved student outcomes through eight instructional expectations. It explores how representation, explicit instruction, and progress monitoring create equitable learning conditions, strengthen student engagement, and support academic growth while maintaining high expectations for all learners.

Presenters: Domonique Glover, New York City Public Schools
Tawana Vasquez, New York City Public Schools/Riverdale Avenue Community School

E M T E ***ELATE Strand***

Teaching to Transform through Literacy

How can teacher educators support elementary preservice teachers amid pressures to decontextualize literacy? This interactive poster shares an approach in which PTs design thematic inquiry-driven units that build literacy skills while centering students' identities and questions about the world, and invites teacher educators to share strategies for transformative literacy teaching.

Presenter: Liz Corson, University of Iowa College of Education Teaching and Learning

POSTER SESSIONS — 3:30–4:45 P.M./EXHIBIT HALL A/B1 (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C T ***ELATE Strand***

The High "Cs" of Teaching

In an era of scripted literacy programs and digital learning, aspiring teachers and novice teachers will delight in the teacher agency afforded them when they are guided by the basic principle of truly being present. A visual representation of the instructional practices of creating, connecting and cavorting will be illustrated through classroom examples documented by a GYO observational coach.

Presenters: Elizabeth Isidro, Western Michigan University
Christine Laaksonen, Western Michigan University

G T ***ELATE Strand***

The Power of Storytelling: The Value of Disability-Centered Texts in ELA Teacher Education

This poster examines how reading literacy narratives centered on students with disabilities cultivates empathy in teacher education and supports inclusive responses to social-emotional learning challenges.

Presenters: Michelle Cremins
Amy Leshinsky, Curry College

G ***LLA Strand***

Yes, and...Talk! Using Improv to Deepen Classroom Discussion

Students often hesitate to speak during literature discussions due to self-censorship and lack of confidence. This session shows how improv-based strategies that quiet the inner critic and strengthen student voice were used prior to Socratic Seminar. These low-risk "Yes And" activities energize discussion and are immediately adaptable for ELA classrooms and professional development.

Presenters: Chad Corbitt, Freire Charter High School/Yes And Team Building
Mary Tokolish, Freire Charter High School

E ***Research Strand***

"So Many Resources So Little Time": Elementary Teachers' Thoughts about Core Reading Programs

Do mandated curricula make instruction easier or harder for teachers? How reasonable are the expectations written into programs? For this study, we investigated how teachers use the required core reading programs in their classrooms. The research included a survey and follow-up interviews of third-, fourth-, and fifth-grade Virginia classroom teachers from the first year of mandated programs.

Presenters: Hailey Fisher, College of William & Mary
Kristin Conradi Smith, College of William & Mary



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

F.1 ELA AI Cohort—Charting the Future for Classroom Practice with Media & AI

Room 114/Michael A. Nutter Theatre (100 Level)

Sponsored by the ELA AI Framework Cohort

Join members of NCTE's ELA AI Cohort: Art, Media, and Multimodal Tools for a facilitated discussion on principles and possibilities of classroom practice with media and AI. We will hear from presenters and provide facilitated discussions considering the use of multimodal AI tools in ELA classrooms. Come to share diverse perspectives and ideas about what charting the future might look like.

Presenters: Wendy Alexander
Ashlie Crosson, Mifflin County School District
Karis Jones, Baylor University
Krisciel Anne Macapagal
Matt Margini

M

F.2 #MakersintheMiddle—Interdisciplinary and Project-Based Approaches to Literacy Instruction

Room 122-B (100 Level)

Sponsored by the Middle Level Section

In this #MakersintheMiddle session, we will explore how educators can foster interdisciplinary, project-based literacy instruction. Attendees will join a vibrant community of teachers to engage in hands-on activities that invite us to explore how we can use literacy as a vehicle for creativity, critical thinking, and collaboration.

Session Chairs: Jayna Ashlock-Huston, Spokane Public
Eva Goins, Northwest Independent School District/TCTELA
Vanee Smith-Matsalia, Curtis Middle School, SBCUSD

Committee Chair: Alex Corbitt, Syracuse University

Committee Members: Anna Osborn, Jefferson Middle School: A STEAM Academy/University of Missouri-Columbia
Kristie Smith, Kennesaw State University
Tanisca Wilson, Warren Easton Senior High School
Michelle Yang-Kaczmarek, Dobbs Ferry School District

Roundtable Leaders:

Table 1: Fuyi Feng, The Ohio State University: "Asian American Youth Using Digital Storytelling for Social Justice"
Table 2: Anna J. Small Roseboro, NWPF, NBCT, Mentor, Published author: "Writing Poetry across the Content Areas"
Table 3: Casey Pennington, SUNY Cortland: "Toy-Hacking: An Arts-Based Approach to Writing"
Table 4: Melissa Pearcy: "Literacy and STEM Integration"
Table 5: Nina Porter, The University of Texas at Austin: "Literacy through Significant Figures: Literacy Quilt for ELA & Social Studies"
Table 6: Dana Kramaroff, Boyertown Area School District: "Cultivating Environmental Literacy through Design Thinking"

G

F.3 Continuing the Conversation on Literacy Assessment: "What Does That Look Like in Practice?" Guidelines for Student Assessment

Room 119-B (100 Level)

Sponsored by the Literacy Assessment Committee

Members of the NCTE Literacy Assessment Committee will collaborate with participants to transform the imagined ideas from the 2025 session into concrete, innovative, and applicable guidelines. The overarching question will be "What does that look like in practice?" Small groups will focus on a specific guideline and identify three instructional choices that exemplify the recommended practice.

Committee Chair: Kristen Luettchau, Morristown High School/The College of New Jersey
Committee Members: Terry Anderson, Ann Arbor Public Schools
Cameron Carter, Evening Street Elementary
Stephen Chiger, Uncommon Schools
Renata Love Jones, Georgia State University
Shalania Levy, Humble Instructional Support Center
Jeanne Miller, Homewood Flossmoor High School
Rachel Nguyen, San Juan Unified School District
Sarah Zerwin, Fairview High School
Presenters: Gilda De La Cruz, Santa Monica High School
Megan Harowitz, Rockville High School
Sheridan Steelman, Grand Valley State University

E M

F.4 NCTE Children's Book Awards: What, Why, When, Where, and How

Room 103-C (100 Level)

Sponsored by the Charlotte Huck Award, the Orbis Pictus Award, and the Notable Poetry and Verse Novel Books for Children

Educators of all levels are invited to learn more about NCTE's Children's Book Awards: the Charlotte Huck Award for Outstanding Fiction for Children, the Orbis Pictus Award for Outstanding Nonfiction for Children, and the Notable Poetry and Verse Novel Books for Children. Current committee chairs will discuss how these committees operate throughout the year, the responsibilities of committee members, and how to apply to serve on the committees.

Presenters: Caryl Crowell, Retired, Tucson Unified School District
Darryn Diuguid, McKendree University
Maria Leija, The University of Texas at San Antonio
Mohit Mehta, Texas State University
Kasey Short, Charlotte Country Day School
Jongsun Wee, Pacific University

F SESSIONS — 9:30–10:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C *ELATE Strand*

F.5 REALM: From Process to Publishing: Inspiring Creative Writers from Ideation to Publication!

Room 203-A (200 Level)

Sponsored by the REALM Advisory Committee

Students become better writers by writing. Our interactive session provides teachers with ways to integrate creative writing into the curriculum. With exercises and prompts to encourage creative writing in a variety of styles, students will be able to explore their own writing style, expand their writing repertoire, and learn to become published authors through the creation of a literary magazine.

Committee Chair: Vanessa Heller, Tri County GATE Council

G *LGBTQIA+ Strand*

F.6 Going Public: Choosing Your Own Adventure for Intellectual Freedom

Room 115-C (100 Level)

Sponsored by the Committee Against Censorship

This session provides multiple pathways for advocating for intellectual freedom. We will cover school board and library board meetings, curriculum community review boards, and working in Right to Read Clubs. This session is for engagement at all levels of comfort. For instance, there will be options for educators who are more comfortable speaking in public and avenues for work behind the scenes.

Roundtable Leaders:

Katie Burnett, Granite Bay High School; Tadayuki Suzuki, SUNY Cortland: "Banned Together: Organizing Book Clubs in Your Community"

Christina Dobbs, Boston University: "Writing for the Public: Publishing with Multiple Venues and Modalities"

Melissa Ferris, Loris High School: "Talking about Book and Boards: Understanding Who Oversees Libraries"

Tiffany Larson, University of Central Oklahoma: "School Board Meetings: Show Up, Speak Up"

Kate Lechtenberg, University of Iowa; Chantal Francois, Towson University: "Community Committees: Serving on Curriculum Review"

David Levithan, Authors Against Book Bans; Betsy Gomez, Unite Against Book Bans; Philomena Polefrone, PEN America; Ann David, University of the Incarnate Word: "Partners in Going Public: Who Can Help"

Emily Lewis, Des Moines Public Schools; Christy Hickman, ISEA attorney; Susan Cridland-Hughes, Clemson University: "The Rule of Law: When Getting the Courts Involved Is the Next Logical Step"

Cody Miller, SUNY Brockport; Holly Spinelli, Monroe-Woodbury High School/SUNY/Orange County Community College; Chris Mazura, New York State English Council (NYSEC)/Guilderland High School; Bridgette E. Gallagher, Saratoga Springs High School/New York State English Council (NYSEC): "Commenting in Public: Meeting with State Legislators"

G T

F.7 Enhancing Antisemitism Literacy in Teaching and Learning Literacy, Literature, and the Language Arts

Room 108-B (100 Level)

Sponsored by the Jewish Caucus

This session provides language arts, literature, and literacy teachers and teacher educators with conceptual knowledge and practical strategies for developing students'—and their own—antisemitism literacy.

Presenters: David Bloome, The Ohio State University
Mara Lee Grayson, Hillel International
Tina Malka, Hillel International
Kira Simon, Hillel International

T R *ELATE Strand*

F.8 L. Ramon Veal Research Seminar

Room 201-C (200 Level)

Sponsored by ELATE

The L. Ramon Veal Research Seminar is an ELATE-sponsored invitation-only session at the NCTE Annual Convention created to support graduate students and teacher-researchers engaged in educational research. At NCTE, the Veal Seminar offers a professional space for supportive and directed discussion between experienced scholars in ELA teacher education and those entering the field.

Session Chair: Anthony Celaya, Western Washington University

Roundtable Leaders:

Table 1: Mary M. McConnaha, Michigan State University: "Challenges and Possibilities: Collaboration of ELA Teachers in Youth Prison-Schools within an Online Community of Practice"

Edith Middleton, Teachers College, Columbia University: "When Some Mentors Are Not Human: Expanding How We Understand Mentorship and Professional Support for Veteran Educators"

Respondent: Mandie Dunn, University of South Florida

Table 2: Fuyi Feng, The Ohio State University: "Digital Storytelling as Epistemic Resistance: Asian and Asian American Youth Reimagining Narrative and Belonging"

Yvette M. Regalado, Lamar University: "Pedagogy del Corazón in Solidarity: Restorative Literacies as Acts of Resistance, Love, Joy, and Liberation"

Respondent: Naitnaphit Limlamai, Colorado State University

Table 3: Missi Kershner, University of Cincinnati: "Teachers' Perceptions of the Dehumanization of Students When Using Scripted Curriculum in an English Language Arts Classrooms: A Mixed Methods Study"

Mila Re, University of California, Santa Cruz: "Co-Designing toward Justice: Early-Career Teachers' Learning and Justice-Centered Media Pedagogies"

Kyle Smith, University of Michigan, Ann Arbor: "Teaching *Gatsby*, Reading 'Greatness': Comparing Collective Memories of America's Past to Narrate the Nation in a Divided State"

Respondent: Melanie Shoffner, James Madison University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R *ELATE Strand*

F.9 Inspiring Possibilities for Change: Supports and Obstacles to Justice-Centered Teaching across the United States

Room 103-B (100 Level)

Sponsored by ELATE

This panel shares findings from a national study documenting beliefs, instructional practices, and local contexts of justice-centered K–12 English language arts educators from across the United States. Panelists will share the restrictions they faced in their context to critical teaching and strategies they used to enact critical pedagogy despite constraints.

Presenters: Marita Banda, Amherst Regional Public Schools
Nadia Behizadeh, Georgia State University
Jill Flynn, University of Delaware
Rubén González, University at Buffalo
Keisha L. Green, University of Massachusetts at Amherst
Jordana Henry, Salinas Union High School District
Kristie Leyba, Fresno Unified School District
David E. Low, California State University, Fresno
Joanne Marciano, Michigan State University
Steven Neal, East Lansing High School
Taria Pritchett, Mount Pleasant High School
Theresa Burruel Stone, Sonoma State University
Lauren Vandever, Oklahoma State University
Christin Villalobos
Victoria Villalobos
Shelbie Witte
Lisa York, DeKalb County School District

S T R *ELATE Strand*

F.10 Illuminating the Archives: Innovative Research in English Language Arts Teacher Education

Room 117 (100 Level)

Sponsored by the ELATE Commission on the History of English Education

In this ELATE session, panelists draw on archival research to examine how teachers have engaged students in literature, how teen reading practices have changed, and how professional networks have shaped professional practice over time. In short, this session explores historical lessons that continue to inform and inspire contemporary professional practices for both teachers and teacher educators.

Presenters: Marshall George, Hunter College CUNY
Jonna Perrillo, The University of Texas at El Paso
Meg Davis Roberts, SUNY New Paltz/Hudson Valley Writing Project
Leslie Rush, University of Wyoming
Ashlynn Wittchow, Louisiana State University

E M S T *ELATE Strand*

F.12 From Apps to AI: Innovative Practices to Illuminate Literacy Skills to Empower Their Futures

Room 204-C (200 Level)

In this fast-paced roundtable session, university faculty and P–12 partners across two states will share innovative opportunities to engage teachers with technology tools that empower K–12 learners. From apps to AI, participants will gain creative strategies to intentionally integrate current technology into ELA curricula and help students build the skills they need to succeed in the future.

Presenters: Joseph Dawson, Florence City Schools
Felecia Harris, University of North Alabama
Lorie Johnson, University of North Alabama
Mary Parker, University of North Alabama
Ellen Shelton, The University of Mississippi

G T R *LLA Strand*

F.13 From Cardboard and Consoles to Composition and Critical Lenses: A Roundtable in Game-Based Learning & Multimodal Thinking

Room 118-A (100 Level)

How might we apply the underpinnings of tabletop and video game design to the demonstration of deeper ELA content knowledge, social-emotional growth, and compositional skill development? Arrive at this roundtable intrigued; leave with designs for applying game-based thinking and multimodal expression to your impact area.

Presenters: Trevor Aleo
Jacquie Gardy, Gardy Learning Design Studio
Dan Ryder, Community Regional Charter School
Angela Stockman, Daemen University
Kim Zajac, Norton Public Schools, Norton, MA



F SESSIONS — 9:30–10:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***Rainbow Strand***

F.15 Multicultural Teaching in This America: Innovating and Inspiring beyond Bias and Racism

Room 115-B (100 Level)

What is a teacher or teacher educator to do today to propel truths in a state of mendacity? This roundtable session will provide action steps, lesson planning, and text recommendations to advance multicultural language arts and literacy education, featuring classroom teachers, teacher educators, and trade book authors. This roundtable session will be highly practical and strategies-based.

Session Chair: Lorena German, Multicultural Classroom
Roundtable Leaders:
Lois Barker, ReadTechWrite/TCTELA: "Using Text as Launchpads to Investigate Community Change and Foster Student Advocacy"
Sonja Cherry-Paul, Red Clay Educators: "Reading as an Act of Resistance: Applying Antiracist Lenses to Inform Reading Instruction"
Vivett Hemans Dukes, Queens College CUNY (adjunct)/New York City Department of Education: "Beyond Representation: Teaching Multicultural Texts toward Critical Consciousness and Action"
Tricia Ebarvia, Greene Street Friends School: "Education for Liberation through Multicultural Literature"
Carla España, Brooklyn College: "Poetry and Songs in Teacher Preparation Ethnic Studies Courses"
Wade Hudson, Penguin Random House
Zainab Jabak, The Young Women's Leadership School: "Reading the World, Not Just the Words: Multicultural Literacy in Action"
Tiffany Jewell, Kokila Books: "Teaching about Redlining: Using the Book *Main Street: A Community Story about Redlining* set in Philadelphia"
Laura M. Jiménez, Boston University: "The Gift of Great Historical Picturebooks for Adolescents and Adults Reading across Identities"
shea wesley martin, The Ohio State University: "Teaching Multicultural Identities at Intersections through Text"
Jessyca Mathews, Carman-Ainsworth High School, Flint, MI: "Keepers of the Word: Why We Need Griots in the Classroom"
R. Joseph Rodriguez, Austin Independent School District: "Connecting with and Writing US Latinx Characters in Their Joys, Aches, and Defiance"
Tiana Silvas, New York City Public Schools: "Writing Is a Right"
Holly Spinelli, Monroe-Woodbury CSD/SUNY/Orange County Community College, New York: "Creative Assessment with World Literature and Multicultural Perspectives"
Jineyda Tapia, Phillips Academy at Andover/Andover Bread Loaf: "Building Bridges: Writing and Mentorship between Elementary School Kids and High School Seniors to Transform Educational Experiences"
LaMar Timmons-Long, Atech High School/New York University: "All That You Touch You Change: Speculative Methods in English Education"
Tianisha Torres, Lawrence High School: "Integrating Literacy, Art, and Community Building in the Classroom"

G

F.16 What Does "Acquire and Use" Really Mean? Teaching the Language of Informational Texts through Systemic Functional Linguistics

Room 105-A (100 Level)

Sponsored by the North American Systemic Functional Linguistics Association

What happens when teachers learn to analyze the language of a text before deciding what students need to learn from it? This presentation explores a teacher-education approach that moves Systemic Functional Linguistics (SFL) from theory into instructional practice by MAT students teaching in a multilingual sixth-grade ELA classroom.

Session Chairs & Presenters: Holly Graham, Mount Holyoke College/Portland (OR) Public Schools
Joshua Iddings, Siena University
Respondent: Nicole Siffrinn, The Pennsylvania State University

M S C ***Rainbow Strand***

F.17 #TeachLivingPoets: "Keep the Fire. See By It." with Poet Tim Seibles

Room 108-A (100 Level)

For this #TeachLivingPoets session, Tim Seibles will be honored as an imaginative innovator and inspirational figure in the world of poetry. Tim Seibles will be in attendance to highlight the importance of mentoring educators and writers, give a reading from his new book, *With No Hat*, and survey some select poems. Participants will learn strategies for exploring some of Tim Seibles's poetry.

Session Chair: Melissa Smith, Lake Norman Charter High School
Presenters: Tim Seibles, Old Dominion University
Grover Winfield, Rappahannock High School/Richmond County Public Schools

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T *LLA Strand*

F.18 (Re)Imagining Family—Discovering a Place to Belong: Literature to Inspire Reading, Writing, and Connection

Room 107-B (100 Level)

Literature reveals that longing to belong is a universal need. This panel of authors and a multi-age teacher explores how stories of displacement, war, and loss help young readers feel less alone and imagine new definitions of family and home. Through diverse formats and historical contexts, the presenters showcase how fiction builds empathy, resilience, hope, and a strong sense of belonging.

Presenters: V.T. Bidania, Penguin Random House
Colleen DeLorenzo, Emerson Elementary School
Nancy Johnson, Authors & Illustrators Abroad
Allie Millington, Macmillan Children's Publishing Group
Daniel Miyares, Penguin Random House
Sara Pennypacker, Macmillan Children's Publishing Group

E M S *LGBTQIA+ Strand*

F.19 Author Visits under Attack: How Teachers Can Host Awesome Events in the Face of Challenges

Room 122-A (100 Level)

Meeting authors can be life-changing for students. Yet ideological challenges to authors and their work are on the rise. A panel of established children's book authors, moderated by the president of the Maine Association of School Libraries, will speak candidly about censorship they've experienced while sharing proactive strategies for planning, supporting, and sustaining impactful author visits.

Moderator: Elizabeth Andersen, Helena H. Dyer Elementary
Presenters: Joanna Ho, HarperCollins/Scholastic
K.A. Holt, Chronicle Books
Adib Khorram, Macmillan Publishing
Erica Perl, Penguin Random House
Caroline Kusin Pritchard, HarperCollins

G T *NWP Strand*

F.20 Awakening MEMOIR: Readings That Inspire and Strategies That Illuminate Writing

Room 119-A (100 Level)

In this session two NWP educators discuss the importance of memoir writing for self-reflection, demonstrating a variety of strategies for brainstorming/teaching different forms of memoir writing about persons, places, mementos, and events, using mentor texts. Authors will share memoirs written in different formats—graphic, verse, prose—which can be employed for reading and as writing mentors.

Moderator: Lesley Roessing, Georgia Southern University (retired)/Rowman & Littlefield/Corwin Press
Presenters: Alyssa Bermudez, Roaring Brook Press/Macmillan
Susan James, Emerald Coast National Writing Project at the University of West Florida
Rebecca Morrison, Farrar, Straus and Giroux/Macmillan
John Schu, Candlewick Press
Amar Shah, Scholastic

S *Rainbow Strand*

F.21 Books Save Lives: Using Literature to Spark Discussions about Mental Health across Cultures

Room 104-AB (100 Level)

Three educators and three authors discuss how reading, writing, and engaging around literature has helped them navigate the complex dynamics of mental illness across cultures. Attendees will learn about texts and strategies to engage in their own conversations around mental health in their classrooms.

Presenters: Kevin Ho, Loyola University
Ellin Kim, Think & Write
Jung Kim, Lewis University
Emily X.R. Pan, Little, Brown Books for Young Readers
Ilene Wong, Little, Brown Books for Young Readers



Share your Convention stories this year!
#NCTE26

F SESSIONS — 9:30–10:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *ELATE Strand*

F.22 Building Curious Minds and Courageous Citizens through News Literacy

Room 102-AB (100 Level)

In today's evolving media landscape, students need more than basic literacy; they need news literacy, critical thinking, and civic engagement skills to navigate information responsibly. Panelists will share innovative approaches that challenge students to analyze news and media, including AI, deeply. Participants will explore strategies that support ethical engagement in a complex digital era.

Presenters: Kristen Thomas Clarke, Media-Providence Friends School
Troy Hicks, Central Michigan University
Tracee Stanford, News Literacy Project

G T *ELATE Strand*

F.23 Dear Teacher: Using Epistolary Texts to Elevate Voice, Audience, and Community in English Classrooms

Room 118-B (100 Level)

Drawing from epistolary novels, this session explores letter writing. Participants will learn strategies incorporating letters as innovative assessments, elevating audience and voice, deepening literary engagement, and inspiring teachers and students to write letters.

Presenters: Steven Bickmore, University of Nevada, Las Vegas (Emeritus)
Chris Crutcher
Matt de la Peña, Penguin Random House
Cindy Dixon, Richmond Hill High School
Kelli Sowerbrower, Northgate High School

C *Community College Strand*

F.24 Engaging Writers Where They Live: Community Centered Composition

Room 103-A (100 Level)

College instructors share how they develop community engagement within their composition courses while addressing skill gaps in the post-COVID world. Our projects build public composition as a multimodal practice, not just focusing on producing a document. We develop metacognition skills about writing and civic participation, with critical reflection on media and inclusive voices.

Presenters: Leanna Brunner, University of Saint Mary
Julie Eng, Paul D. Camp Community College, Virginia Community College System
Jan Jarrell, San Diego City College

S T R *ELATE Strand*

F.25 From Page to Practice: Teacher Book Clubs Supporting Literature Instruction in Secondary ELA

Room 202-A (200 Level)

This session explores how professional development teacher book clubs can support secondary ELA teachers' literature instruction and student engagement amid sociopolitical challenges. Grounded in research, it presents a flexible, collaborative book club model centered on discussion, experimentation, and reflection with practical units to support responsive, justice-oriented ELA teaching.

Presenters: Ashleigh Plummer, University of Michigan
Tonya Whitehorn, Skyline High School
Kimberley Wright, Ann Arbor Public Schools

S T *LLA Strand*

F.26 From Prescriptivism to Possibility: Teaching Linguistics to Reimagine Language in the ELA Classroom

Room 109-B (100 Level)

Sponsored by the Linguistic Society of America's Linguistics in the School Curriculum Committee

This LSA-sponsored session shows how linguistics and sociolinguistics in K–12 ELA—through curriculum redesign, NACLO puzzles, teacher prep, and journalism—move beyond prescriptivism. Participants gain practical activities, research insights, and frameworks that invite curiosity, validate student identities, and position language as dynamic, diverse, and socially meaningful practice.

Presenters: Anya Bowers, Kennesaw State University
Kristin Denham, Western Washington University
Michelle Devereaux, Kennesaw State University
Kenadie Lee
Jason Meilands, Lyons Community School
Brinley Milburn, Kennesaw State University
Allison White, Kennesaw State University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***NWP Strand***

F.27 From the Head to the Heart: Ideas for How to Engage Every Student in an Era of Disengagement

Room 124 (100 Level)

Our schools are facing an engagement crisis. From declining rates of self-reported student engagement to an increase in students viewing school as transactional, there are few classrooms not touched by this issue. This session, led by four classroom teachers/writers, will share ideas for pushing back against disengagement and building vibrant, curious, and engaged academic communities.

Presenters: Susan Barber, Atlanta Unified School District
Jim Burke, Middle College
Matthew Johnson, Ann Arbor Public Schools
Dave Stuart Jr., Cedar Springs High School

S ***ELATE Strand***

F.28 Illuminate the Classics: Innovative Pairings to Inspire Students

Room 105-B (100 Level)

Explore opportunities to expand your curriculum through pairing classic literature with modern, diverse genres, creating a sense of connection, empathy and identity for students in today's world. Learn a process for text pairings through our development of units for ***To Kill a Mockingbird*** and ***Romeo and Juliet***. Walk away with materials and ideas to start the process with your own curriculum!

Presenters: Dannielle Comunale, East Stroudsburg Area School District
Laura Householder, East Stroudsburg Area School District
Amanda Signorello, East Stroudsburg Area School District

G ***ELATE Strand***

F.29 Inspire Action through Historical Literature: Using Innovative Tools to Go beyond the Curriculum

Room 113-B (100 Level)

In this panel, award-winning authors of historical literature on Angel Island, Chinatown, Juneteenth, Kwanzaa, and the Holocaust show how educators can engage students by using accessible, innovative digital tools to enhance curricula about any historical event. Participants receive resources, enabling students to use critical thinking skills and inspire lifelong learning.

Presenters: Alliah L. Agostini
Veeda Bybee, Simon & Schuster
Chana Stiefel, Penguin Random House/Holocaust/Union Square/Hachette/Scholastic
Liza Wiemer, Penguin Random House/Holocaust Education Resource Center/Kalaniot Books

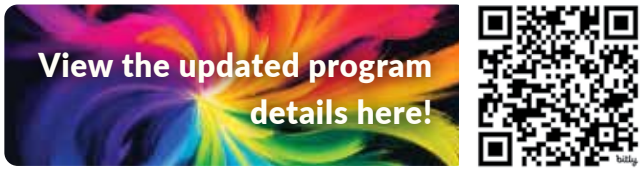
G

F.30 Inspired Minds, Intelligent Tools: Merging AI with Authentic Writing Practice

Room 111-A (100 Level)

This presentation explores how authentic writing practices can be combined with generative AI to create engaging, meaningful assignments. Through interactive discussion, participants will examine AI's role in writing emails, press releases, and business communications. They will also discuss strategies for guiding students to critically reflect on their use of writing technologies.

Presenters: Katie Kritzeck Anderson, Anoka-Hennepin Schools ISD #11
Billy Gerchick, Arizona State University/Central Arizona College/Paradise Valley Community College
Ellen Gianakis, Holmdel Public Schools
Lorin Ottone, Colts Neck High School, NJ
David Pegram, Paradise Valley Community College



F SESSIONS — 9:30–10:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *Rainbow Strand*

F.31 Inspiring Activism through Biographies: Exploring Female Changemakers from Picturebooks through YA

Room 123 (100 Level)

This panel of award-winning authors and educators will explore biographies of trailblazing women who defied norms, sparked curiosity, and took action in their respective communities. They will cover picturebook and YA biographies, share research and photos, and offer practical classroom prompts to ignite critical thinking, invite discussion, and innovate student-driven activism.

Moderator: Alison Myers
Presenters: Afua Bruce, ANB Advisory Group
Lindsay Metcalf, Author
Suma Subramaniam, Candlewick Press/Penguin Random House

E *Early Childhood Education Strand*

F.32 How Picturebooks Strengthen Reading Identity and Elevate Student Writing

Room 111-B (100 Level)

This session makes the case that reading picturebooks is an essential part of engaging reading and writing instruction. A children's author, a reading consultant, and a writing consultant show how to weave read-alouds across the day. They demonstrate practical uses of picturebooks, ways read-alouds strengthen students' reading identities, and how mentor texts lift the level of student writing.

Presenters: Carl Anderson, Author/Literacy Consultant
Gaia Cornwall, Author/Illustrator
Hannah Schneewind, Trusting Readers LLC
Jennifer Scoggin, Trusting Readers LLC

E M

F.33 Kids as Literacy Leaders: Engaging Communities through Student-Led Book Clubs

Room 107-A (100 Level)

In this session, you'll hear about one school's experience with student-led community book clubs, where 6th graders take the lead in facilitating book club discussions with parents, grandparents, and other community members. You'll walk away with concrete resources and tools you can implement immediately, along with inspiration to start your own student-led community book club.

Presenters: Ivy Cibrano, Oceanside Union Free School District
Katy Wischow, Reading and Writing Project
Frank Zangari, Oceanside Union Free School District

S T *ELATE Strand*

F.34 Literature as Art: Lincoln Center's Aesthetic Education in the English Classroom

Room 113-C (100 Level)

How might we approach literature as art? This immersive presentation will offer participants an experience with Lincoln Center's aesthetic education and an opportunity to explore what it might really mean to tap into the imagination in the English classroom.

Presenters: Adele Ashley, Teachers College, Columbia University
John Holyoke, Lincoln Center Education
Adam Wolfsdorf, New York University

S

F.35 Making Texts Accessible: Promoting Reading Engagement in High School English Classes

Room 109-A (100 Level)

Drawing on survey responses from over 1,300 college age students about books they were assigned to read in their high school English classes, this session describes common reasons high school students do—and do not—read assigned texts and provides strategies that make commonly assigned texts in high school classrooms more accessible for students.

Presenters: Arianna Banack, University of South Florida
Andrea Glaws, Colorado State University
Ambyr Rios, Kansas State University

E *LLA Strand*

F.36 Meeting the Needs of Middle Grade Readers, Writers

Room 118-C (100 Level)

This session will examine asset-based classroom routines that specifically support the needs of growing readers and writers in the middle grades (2–5). These practices focus on skill development and student agency while honoring all that children bring to the classroom. Presenters will share classroom stories, illustrating ways children grow when instruction is targeted specifically to their needs.

Presenters: Ann Marie Corgill, Vestavia Schools
Franki Sibberson, Franki Sibberson, LLC
Stella Villalba, Dublin City Schools
Kristin Ziemke, Big Shoulders Fund

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***New & Early Career Teacher Strand***

F.37 Pushing Back against Despair: Centering Joy and Community to Resist and Persevere

Room 120-C (100 Level)

In this session we will explore the seemingly oppositional roles of joy and despair in our teaching. What does it mean to engage in joyful teaching? How is joy necessary for resilience? How can it help us persevere, preserving the reading and writing practices that have best served our kids and our communities? We will argue that joy is not avoidance, but a tool for imagining forward.

Presenters: Jasmine Bazemore, Cabarrus County Schools, NC
Penny Kittle, Plymouth State University/Book Love Foundation
Emily Meixner, The College of New Jersey
Ann Mulligan, West Caldwell Public Schools

M S T ***NWP Strand***

F.38 Racing on the Spectrum: A NASCAR Driver and Autism Self-Advocate on Media Making to Develop Youth Civic Voice

Room 126-B (100 Level)

NASCAR racer Armani Williams, an autistic self-advocate, inspires many thousands of neurodivergent young people with his popular IG account and his collaboration with public media. This panel premieres his new PBS LearningMedia short and accompanying curriculum offering multimodal media composition strategies to help diverse learners compose media that develops their civic visions and voices.

Session Chair: Christina Cantrill, National Writing Project
Presenters: Sam Ball
Hillary Walker, Berkeley/Bay Area Writing Project
Armani Williams, Citizen Film

E M S T ***Rainbow Strand***

F.39 Radical Girlhoods: Crafting Latina Narratives of Becoming, Belonging, and Beyond

Room 125 (100 Level)

This panel features Latina writers who draw on lived experiences to create multidimensional Latina protagonists navigating the liminal space between childhood and adolescence. Panelists discuss crafting protagonists who resist deficit narratives and racial, ethnic, and gender stereotypes, and how these stories open spaces for affirmation, representation, and radical imagining in the classroom.

Presenters: Tracey Flores, The University of Texas at Austin
Ashley Granillo, Carolrhoda Books/Los Angeles Pierce College
Karla Arenas Valenti, Penguin Random House
Angela Velez, University of North Carolina Chapel Hill/ HarperCollins Children's Books

E M S ***Early Childhood Education Strand***

F.40 Reading Our World through Images and Sound to Spark Imagination, Understanding, and Participation in Crafting Creative and Informative Writing

Room 121-C (100 Level)

Make research accessible for all students by using visual and auditory media. Join this innovative panel of STEAM creators and learn how they use photos, videos, and audio recordings to inspire their research process. Plus, participate in implementation-ready research through observation activities appropriate for K–12 students that you can use in the classroom. Resource handouts will be provided.

Presenters: Jyoti Rajan Gopal, Macmillan
Jilanne Hoffmann, Millbrook/Lerner/Hachette/Little, Brown for Young Readers
Michelle Schaub, Random House; Sleeping Bear Press
Kaitlyn Wells, Macmillan Publishers
Natasha Zimmers, Sky Valley Education Center, Monroe School District/Orca Publishing

G ***Rainbow Strand***

F.41 Sage Advice: Woodson's *Remember Us* and Watson's *All the Blues in the Sky* for Inspiring and Imagining in Tough Times

Room 202-B (200 Level)

Literature by Jacqueline Woodson and Renée Watson will foreground an understanding of the intersections of grief and Black girlhood to affirm the realities of Black girls and to help participants develop a nuanced, culturally sustaining way of discussing challenging topics. Author Renée Watson provides a first-person perspective about the creation of her Newbery Award-winning character, Sage.

Presenters: Nicholl Montgomery, Boston Teacher Residency
Kim Parker, Harvard University
Renée Watson, Bloomsbury Press

M S

F.42 Slowing Down: Developing a Critical Mindset about AI in the ELA Classroom

Room 121-B (100 Level)

The presenters invite secondary ELA teachers to slow down and consider their own understandings and values surrounding AI use in the classroom. Participants will leave with a framework for evaluating AI tools and ideas for decreasing AI use among their students.

Presenters: Lucy Arnold, Wingate University
Gregory Avery-Weir, Future Proof Games
Meghan Barnes, University of North Carolina at Charlotte

F SESSIONS — 9:30–10:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C T *ELATE Strand*

F.43 Socially Engaged Art as Innovative and Critical Literacy Practice

Room 203-B (200 Level)

Socially engaged student art-making in ELA curriculum positions learners as agentive citizens, fosters multimodal literacy, spurs critical and conceptual thinking, and adds cultural relevance. With examples of innovative public and participatory student-made art, presenters will show the imaginative and inspirational power of contemporary art experiences to transform literacy practice.

Session Chair: Hung Pham, University of Arkansas
Presenters: Stephen Goss, Kennesaw State University
Erin Jones, Har-Ber High School

G T *ELATE Strand*

F.44 Text Selection in Troubling Times: Inspiring Teachers to Select and Teach Literature with Confidence and Care in an Era of Book Censorship

Room 120-A (100 Level)

This interactive session examines news coverage of literacy and book bans, explores shifts in censored books, especially LGBTQIA+ literature, and shares new approaches to text selection in troubling times. Participants will learn strategies that take macro-, meso-, and micro-contexts and individual factors into account as they engage in text selection for inclusive futures.

Presenters: Julianna Chen, Radnor Township School District
Alyssa Chrisman, The Ohio State University
Caroline Clark, The Ohio State University
Rachel Skrlac Lo, Villanova University

G T R *Research Strand*

F.45 What Counts as "Good" Literacy Instruction? Policy, Platforms, and Public Narratives in the Science of Reading Era

Room 120-B (100 Level)

This panel examines how "good" literacy instruction is constructed and operationalized through policy, social media, and news media in the Science of Reading era. Drawing on analyses of various sources such as TikTok, a state-mandated curriculum, and the podcast *Sold a Story*, we interrogate how narrow skill-based visions of literacy gain authority and shape teaching and learning.

Presenters: Heather Dunham, Clemson University
Sarah Jerasa, Clemson University
Elizabeth Moore, Denton Independent School District
Jessica Murdter-Atkinson, University of North Texas
Rachel Ranschaert, University of North Texas

M S C T *New & Early Career Teacher Strand*

F.46 Writing Feedback That Inspires Risk-Taking and Revision

Room 121-A (100 Level)

It can be frustrating to spend a lot of time writing feedback on student work then not see the quantity and quality of revisions we hope for. Presenters will share strategies for focusing and wording feedback to improve students' dispositions toward writing and willingness to play with language.

Presenters: Todd DeStigter, University of Illinois Chicago
Michael Rojas
Kate Sjostrom, University of Illinois Chicago

M S T *LLA Strand*

F.47 Authentic Reading: Applying Reader Response Theory in Secondary English Classrooms

Room 204-B (200 Level)

In English class, a tension exists between reading for academic purposes and reading for enjoyment. Students' authentic reactions to texts can inspire interest and improve reading comprehension more effectively than scavenging for meaning. This panel presents embedded reader response practices in classrooms that can improve students' reading comprehension and performance on a range of assessments.

Session Chair: Andrew Newman, Stony Brook University
Presenters: Joy Bacon, Baltimore School for the Arts
Noelle Cammon, Heritage High School
Hannah Hollins, Capital City Public Charter School
Madeline Horan, Zurich International School

G *LLA Strand*

F.48 Read-Aloud to Inspire, Invest, and Instruct: Developing Critical Readers, Writers, and Change-Makers

Room 116 (100 Level)

This interactive session explores how intentional read-alouds can inspire new possibilities for learners. Participants will consider ways to nurture empathy, critical comprehension, and civic responsibility, while gaining practical frameworks and read-aloud recommendations to develop engaged readers, writers, and change-makers.

Presenters: Christopher Hass, James Madison University
Katie Kelly, Furman University
Lester Laminack, Peachtree Publishers

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C R ***Community College Strand***

G.1 (Re)imagining the Student Self in Academic Writing: Teaching Autoethnography in a College Composition Classroom

Room 125 (100 Level)

The autoethnography—a qualitative research genre—is a way to reimagine academic writing as a deeply personal rhetorical act. The genre offers a framework for supporting a diverse range of students during their initiation to college-level genres by inviting them to position their personal experiences within societal contexts in order to see themselves as knowledge-makers.

Presenter: Elise Wallace, Vermont State University

M S ***ELATE Strand***

G.2 A Common Language for Writing: Creating a Writing Culture in Your School

Room 120-C (100 Level)

This session challenges the idea that English instructors are the only teachers of writing by equipping faculty across disciplines with pedagogy to support writers. Participants learn how to integrate writing flexibly into existing lessons, share responsibility schoolwide, and leverage English resources to strengthen instruction.

Presenters: Melissa Hamburg, University School
Bridgette Nadzam-Kasubick, University School

S ***LLA Strand***

G.3 Action Research in the English Classroom: Using Student Data to Guide Text Selection

Room 203-A (200 Level)

This session explores how teachers can use action research to study student engagement in their own classrooms. Drawing from a multi-year inquiry using literature circles and text choice, the presenter shares practical tools, data collection strategies, and reflections that can help teachers make more intentional instructional and text-selection decisions.

Presenter: Kathryn Willhardt, West Burlington Independent School District

M S C T ***ELATE Strand***

G.4 AI Innovator Mode: Using AI as a Research Partner

Room 107-A (100 Level)

Teach your students how to be AI innovators. Dennis Magliozzi and Kristina Peterson share a workshop-ready workflow where AI supports (not replaces) student inquiry: topic discovery, researchability checks, NotebookLM as a source-based thought partner, and a fact-checking routine that builds real digital literacy. Leave with prompts, templates, and a ready-to-teach sequence.

Presenters: Dennis Magliozzi, Exeter High School, Exeter, NH
Kristina Peterson, Exeter High School, Exeter, NH

G ***LLA Strand***

G.5 AI, EI, O, and YOU: A Human-Centered Guide to the Future of Learning

Room 109-B (100 Level)

As AI becomes more present in literacy classrooms, educators face a deeper question: how do we protect voice, agency, and meaning? This session introduces a human-centered framework integrating artificial intelligence, emotional intelligence, and oral language to support ethical, responsive, and developmentally sound literacy instruction.

Presenter: Jeffrey Piontek

S C T R ***ELATE Strand***

G.6 Aldri Mer en Tenkemäte Som Kan Fore Til 22. Juli: Violence Grief, and a Fulbright in Norway

Room 126-B (100 Level)

On July 22, 2011, Norway experienced its largest domestic terrorist attack in history. As a 2024–2025 Fulbright scholar to Norway, I witnessed how Norwegian schools responded to the tragedy. This presentation extends upon the lessons I learned abroad to focus on how language and art may reach the angry boys in our classrooms, particularly those who find themselves lost in the "manosphere."

Presenter: Jeff Spanke, Ball State University



Share your Convention stories this year!
#NCTE26

G SESSIONS — 11:00–11:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C ***LGBTQIA+ Strand***

G.7 Authentic Thinking as Queer Pedagogy: Resisting Standardization in the Age of AI

Room 122-A (100 Level)

This session positions queer pedagogy as liberatory practice that cultivates authentic thinking in classrooms shaped by AI and standardization. I argue that genuine liberation requires authentic engagement: students must think for themselves, not consume pre-formed ideas. Participants receive frameworks, assignments, and exercises for queer pedagogical practices that foster intellectual freedom.

Presenter: Trent Kays, Augusta University

C ***Community College Strand***

G.8 Before the Games: A First Amendment Escape Room

Room 204-B (200 Level)

Before the Games is an immersive escape room to teach the First Amendment and media literacy. This session will show English educators how narrative, puzzles, and literary artifacts can transform dystopian texts like *The Hunger Games* into experiential lessons on censorship, propaganda, and the power of storytelling.

Presenters: Gabriela Libre
Emily Sendin, Miami Dade College

G ***Research Strand***

G.9 Being Bamboo: Navigating Teaching ELA under Anti-DEI Movements

Room 119-B (100 Level)

Anti-diversity movements, or anti-DEI movements, like book banning and anti-diversity legislation, limit teachers' autonomy to teach for truth, justice, and equity. In this session, participants will learn how ELA teachers in potentially hostile environments work to protect themselves and their students while also considering creative ways to engage in resistance.

Presenter: Devan MacKenzie, Santa Fe College

G T ***LLA Strand***

G.10 Beyond the Myths: Teaching American History through Inquiry and Critical Thinking

Room 116 (100 Level)

Children's authors Christy Mihaly and Rachel C. Katz explore how myths and overlooked stories shape our understanding of US history. Through excerpts from *America's Founding Myths . . . And What Really Happened!* and *Rise Up! Powerful Protests in American History*, attendees learn strategies for teaching inquiry, media literacy, and civic engagement through children's literature.

Presenters: Kate DePalma, Barefoot Books
Christy Mihaly, Barefoot Books

G T R ***LLA Strand***

G.11 Centering Latina Preservice Teachers' Linguistic Testimonios

Room 117 (100 Level)

This presentation highlights the testimonios of Latina preservice teachers and their experiences and understandings with/of language. This presentation asks, what do Latina preservice teachers' testimonios reveal about their linguistic practices?

Presenters: Adrianna Gonzalez, The University of Texas Rio Grande Valley
Monica Gonzalez Ybarra, University of Illinois Urbana-Champaign

E M S ***LLA Strand***

G.12 Confronting Challenges to Writing Instruction in the Age of Science of Reading

Room 103-C (100 Level)

This session examines how the science of reading influences writing instruction, tracing historical cycles that privilege either skills or meaning. It highlights how current SoR emphases shape writing pedagogy and considers writing as a promoter of agency, complexity, and equity. Finally, it offers several strategies and practices for teaching writing to overcome SoR constraints.

Presenter: Douglas Kaufman, University of Connecticut

G ***ELATE Strand***

G.13 Critical Narrative Annotation: Teaching Students to Read, Write, and Speak Back to Texts

Room 204-A (200 Level)

This session introduces critical narrative annotation as a participatory reading and writing practice in ELA classrooms. Participants explore how annotation can move beyond compliance to support identity, interpretation, and critical response, and leave with adaptable strategies that invite students to engage texts as readers with voice, agency, and lived experience.

Presenter: Khirsten Scott, University of Pittsburgh

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T *LLA Strand*

G.14 Critically Analyzing Book Covers with Elementary and Middle Level Students

Room 104-AB (100 Level)

Book covers are influential multimodal media texts designed to sell stories. The presenters will share their COVER framework, which helps teachers and students critically analyze the covers of award-winning middle grade novels and picturebooks. Attendees will leave with COVER analysis strategies that they can immediately apply in their classrooms and use to engage students with books they read.

Presenters: Stephanie Reid, University of Cincinnati
Shuling Yang, University of Maryland, Baltimore County

G T R *Rainbow Strand*

G.15 Developing Translanguaging Stance through Shared Struggles: Collaborative Autoethnography among Three Bilingual Teachers

Room 121-C (100 Level)

Grounded in theories of translanguaging and the concept of intellectual struggle, this study employs collaborative autoethnography to examine how three bilingual teacher-researchers articulated and developed their translanguaging stance through collaborative reflections on moments of struggle while teaching Chinese American children in a community-based Chinese heritage school.

Presenter: Zhen Valerie Ren, University of Illinois Urbana-Champaign

E M S *ELATE Strand*

G.16 Differentiated by Design: Thinking and Talking Tools for All

Room 103-A (100 Level)

In a truly differentiated class, high-level thinking and language development are equal partners. Instead of "adding on supports" for English language learners or "adding on extensions" for gifted learners, we can design learning experiences that work for ALL. Come experience classroom-ready tools that inspire discussion, collaboration, and innovation.

Presenters: Heather Nakasuji, Torrance Unified School District
Tracy Sprague, Torrance Unified School District

G *NWP Strand*

G.17 Exquisite Hope: A Writing Exercise for a Better Future

Room 118-C (100 Level)

"Exquisite Corpse" is a surrealist game in which writers add a line to a story without knowing what precedes or follows it. This uplifting interactive session will show you how to inspire people in the face of negativity by voicing our hopes for the future. Come contribute a line to our manifesto of hope. Learn how to generate writing prompts, conversation, and positive action with the results.

Presenter: Sherri L. Smith, Scholastic/PRH/Hamline University

C R *LGBTQIA+ Strand*

G.18 Fostering Relationships That Support and Inspire Community College LGBTQ+ Students

Room 120-B (100 Level)

A significant amount of college students today identify as LGBTQ+. At community colleges, these students may face additional challenges compared with their four-year counterparts. This session examines current doctoral research that aims to strengthen campus support for this population, particularly through cultivating meaningful relationships with LGBTQ+ and ally faculty and staff.

Presenter: Chelsea Bock, Anne Arundel Community College

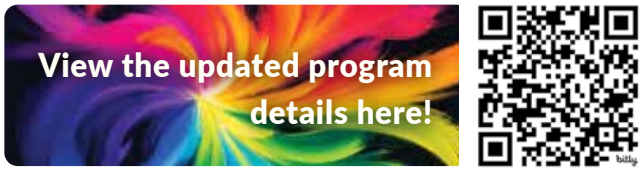
E *ELATE Strand*

G.19 Beyond Text Selection: A Framework for Collaborative Instructional Planning

Room 102-AB (100 Level)

This session shares a school-based approach to developing a collaborative book selection protocol for upper elementary classrooms. It examines how shared planning structures support thoughtful text selection and alignment across classrooms while preserving teacher autonomy.

Presenter: Morgan Jimerson, Trinity School



G SESSIONS — 11:00–11:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S ***New & Early Career Teacher Strand***

G.20 Imagine Equity, Innovate Practice, Inspire Growth: Redefining the Classroom Experience

Room 113-C (100 Level)

Rethink your classroom management. What if the key to classroom culture lies in subtle adjustments to our language and practices? Move beyond "rule-enforcing" toward a framework that honors student joy. We'll explore shifting from avoidance-based management to identity-based habits to foster intrinsic motivation and relational cohesion. Join us!

Presenters: Melissa Wheeler, Mattoon Middle School
Timothy Wheeler, Arland D. Williams Elementary School

E ***Early Childhood Education Strand***

G.22 Imagine, Innovate, Inspire at the Table: Mentors & Scholars Reading, Talking, and Cooking Together

Room 118-B (100 Level)

Imagine, Innovate, Inspire at the Table shares lessons from a yearlong pilot where mentors and scholars read, talk, and cook together. Learn how everyday table experiences build literacy, relationships, and joyful family engagement through accessible, low-tech practices.

Presenters: Jametria Floyd, Georgia State University
Daneell Moore, What's Stirring Family Foundation

G ***LLA Strand***

G.23 Imagining Utopias and Power through Experiential Reading and High-Engagement Final Projects

Room 108-B (100 Level)

This session showcases a creative, inquiry-driven approach to teaching Scythe that engages middle-school learners through ethical debates, AI exploration, and a dynamic final "Scythe Conclave" performance project. Attendees will gain adaptable strategies for experiential reading, character-creation projects, and playful assessments that deepen critical thinking.

Presenter: Patricia Takacs, University of Florida

S ***LLA Strand***

G.24 Innovate English Instruction through Digital Projects: Video Essays, TikTok Analysis, and Graphic Novels

Room 122-B (100 Level)

Promote student imagination with digital project-based learning that builds English skills and digital literacy. Explore three projects—a video essay, TikTok rhetorical analysis, and digitally illustrated graphic novel—that make research, analysis, and writing fun, engage learners, and need no tech expertise. Participants leave with a clear framework and ready-to-use projects.

Presenter: Natalya Fiore, Cathedral Catholic High School

S T R ***ELATE Strand***

G.25 Innovating Beginning Teacher Criticality through Retrospective Reflection and Lived Practice

Room 204-C (200 Level)

Amid anti-DEI "gag orders," this session examines how English teachers (re)imagine and enact criticality across their early careers. Drawing on retrospective analysis of teacher journals and classroom texts, classroom teacher-researchers trace shifts, tensions, and constraints in developing critical consciousness, positioning criticality as developmental, relational, and context dependent.

Presenters: Caitlin M. Donovan, Duke University
Janell Miller, North Carolina State University
Lauren Oliver, Chapel Hill-Carrboro City Schools
Myriama Smith Traore-McKinnon, North Carolina State University

M S T

G.26 Innovating ELA Teacher Induction

Room 111-A (100 Level)

This presentation focuses on the findings from a phenomenological exploration of ELA Beginning Teachers' experiences with their induction program. Through a centering of teacher voice, this study reveals how ELA BT experiences with induction program structures, mentoring, and curricular mandates shape identity, agency, and early career sensemaking.

Presenter: Sarah Montello, Georgia College & State University

G ***NWP Strand***

G.27 Inspiring Connection and Climate Literacy through Place-Based Multimodal Writing

Room 108-A (100 Level)

This interactive session demonstrates multimodal place-based writing practices that support young adults and teachers as they engage in narrative inquiry and make connections to the natural world. Co-presenters will share prompts and examples that inspire writers to experience interconnectivity, care for community, and imagine their role for enacting change through climate literacy.

Presenters: Candance Doerr-Stevens, University of Wisconsin Milwaukee
Stephanie Rollag Yoon, Minnesota State University Mankato

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Ⓜ Ⓢ ***LLA Strand***

G.28 Inspiring Literary Joy through Drama-Based Pedagogies

Room 118-A (100 Level)

This session explores how teachers can leverage drama-based pedagogies (DBP) as a literary teaching tool that engages and inspires student joy in their learning. Participants will actively engage in a sample lesson they can immediately apply in their classroom. This session highlights how DBP are an innovative avenue to improving meaning-making even when faced with a packaged curriculum.

Presenter: Chelsea Taylor, Wicomico County Board of Education

Ⓖ Ⓣ

G.29 Inviting Diverse Learners to the Party: Accessible Literacy Practices for Students with IEPs

Room 109-A (100 Level)

Getting creative with ways to authentically and equitably engage all learners in the literacy classroom ensures opportunities for students with IEPs to experience success. This interactive session will explore concrete strategies to support students with text accessibility, reading comprehension, and expressive writing across content areas.

Presenter: Manijeh Hart, CUNY School of Professional Studies

Ⓔ ***Early Childhood Education Strand***

G.30 Light Up Their Learning: Making the Pieces Fit

Room 124 (100 Level)

Led by a first-grade teacher and a K–5 literacy coach, this interactive session invites educators to imagine, innovate, and inspire purposeful technology use. Discover how intentional digital integration amplifies literacy, creativity, and student voice while meeting diverse learning needs.

Presenter: Lauren Hunt, Kershaw County School District

Ⓜ Ⓣ ***Rainbow Strand***

G.31 Linguistic Justice in Action

Room 121-B (100 Level)

In this interactive session, I share a complete, classroom-tested code-meshing lesson that treats African American, Chicano, Puerto Rican, and other Englishes as intellectual assets, not errors. I walk you through a 2–3 day sequence and send you out with the full lesson, protocols, and rubric ready to use with your multilingual learners.

Presenter: Almitra Berry, ALBerry Consulting

Ⓖ ***LLA Strand***

G.32 Listening as Literacy: Personal Narrative and Critical Consciousness in ELA Classrooms

Room 115-C (100 Level)

This paper explores personal narrative as a foundation for critical literacy in ELA classrooms. Drawing on student writing and classroom practice, it shows how narrative supports rigorous reading, writing, and analysis—positioning literacy as a relational, culturally sustaining practice rooted in voice, power, and responsibility.

Presenter: Jyothi Bathina, Literate Voices

Ⓜ Ⓢ Ⓣ

G.33 Manipulating Mentor Texts: Using Substitution, Division, and Sorting Strategies to Teach Disciplinary Literacy

Room 126-A (100 Level)

Math word play with literacy instruction?! This session shows how manipulating mentor texts using substitution, division, and sorting can support reading and writing, especially for multilingual learners, across content areas. Leave with a hands-on toolkit to help secondary students think critically and comparatively about word-, sentence-, and text-level language choices.

Presenters: Katie Gjoni, Towson University
Laura Jacobs, Towson University
Christopher Kingsland, Towson University
Montana McCormick, Towson University

Ⓜ Ⓢ Ⓒ Ⓣ Ⓡ ***LLA Strand***

G.34 Peer Mentorship, Literacy, and Community Building Behind Prison Walls: The Born to Run Program

Room 202-B (200 Level)

This presentation explores the Born to Run program, a literacy-based running and peer mentorship program inside a California prison, where participants train, read, write, and learn to lead. The program fosters identity, healing, and community through movement, reflection, and collaborative learning. A central feature of the program is its peer mentorship model that emphasizes community uplift.

Presenter: Brian Charest, University of Redlands



Share your Convention stories this year!
#NCTE26

G SESSIONS — 11:00–11:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S T R *ELATE Strand*

G.35 Re(imagining) Preservice Teacher Preparation at HBCUs: Unsettling the Science of Reading through Culturally Sustaining Pedagogies

Room 105-B (100 Level)

This session reimagines the Science of Reading (SoR) as a dynamic, inquiry-driven body of knowledge rather than a fixed solution. Drawing on teacher education at HBCUs, presenters explore how culturally sustaining pedagogies and SoR research can coexist to prepare reflective, skillful literacy teachers.

Presenters: Dowan McNair Lee
Barrett Rosser, Morgan State University

S C T R *NWP Strand*

G.36 Reimagining Today's Writing Classrooms: Teaching, Assessing, and Becoming Together

Room 203-B (200 Level)

Teaching writing isn't just about strategies and tools—it's about the opportunities teachers create for students. Drawing on two current high school ELA teachers' experiences, this session explores how participation in writing-focused communities can shape teacher identity and, in turn, students' experiences with writing.

Presenter: Danielle Alexander, University of Detroit Mercy

M S C T *ELATE Strand*

G.37 Resisting the Ease of Gen AI: Embracing Friction in the Writing Process through Creative Writing Strategies

Room 121-A (100 Level)

In this presentation, we will discuss how evoking friction as a part of the writing process may act as a defense against easy, friction-less forms of writing generated by AI. Further, we find creative writing has the capacity to encourage writers to value forms of friction—writing that is alive and human—and will share practical and interactive writing strategies infused with friction.

Presenters: Alecia Beymer, University of Cincinnati
Cori McKenzie, SUNY Cortland

G T *ELATE Strand*

G.38 Seeing What We Miss: Iterative Video Analysis as a Professional Learning Tool

Room 119-A (100 Level)

What happens when teachers watch themselves teach, identify specific moves that worked (or didn't), and try again? Using video tools, teachers can record their instruction, analyze footage to notice teaching moves, student responses, and missed opportunities. Through structured self-reflection, peer discussion, and re-teaching, teachers then refine effective pedagogical practices.

Presenter: Matthew Tossman, Bache-Martin School/University of Pennsylvania

G

G.39 Sijo: An Innovative Path to Sharper Thinking and Creative Expression

Room 113-B (100 Level)

Discover how the Korean poetic form sijo invites students to imagine, innovate, and express ideas with precision. This session explores sijo structure, models mentor texts, and shares classroom strategies and publication opportunities that inspire creativity, cultural curiosity, and deeper thinking.

Presenters: Elizabeth Jorgensen, KM Global School for Global Leadership & Innovation
Lucy Park, University of Illinois Chicago

T *ELATE Strand*

G.40 Stories without Words, Writers without Limits: Bridging Teacher Education and Classroom Practice

Room 202-A (200 Level)

This interactive session explores how wordless picturebooks are used in teacher education to reduce barriers to literacy learning and prepare preservice teachers to support talk, imagination, and writing. Participants examine how coursework routines transfer directly to field-based K–12 instruction.

Presenters: Macie Kerbs, University of South Carolina Aiken
Michelle Rasheed, University of South Carolina Aiken

C *LLA Strand*

G.41 Student Op-Ed Writing: Short Does Not Mean Easy

Room 103-B (100 Level)

This presentation will show teachers how to guide students in using rhetorical strategies in the writing and publishing of op-ed pieces.

Presenter: Craig Wynne, University of the District of Columbia

G T *ELATE Strand*

G.42 The Super Power of Comics and Pop Culture to Create Empathetic Analytical Readers and Writers across the Curriculum

Room 115-A (100 Level)

Comics and graphic novels provide engaging cross-curricular lessons, combining visual and textual evidence, and help create empathetic, analytical readers. Join award winning authors and educators, Tim and Joan Smyth, as they share their journey of teaching visual literacy. Specific and tested lessons and resources will be shared so that participants can begin impacting their classrooms the next day

Presenters: Joan Smyth, Wissahickon Middle School
Tim Smyth, Wissahickon High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C T *ELATE Strand*

G.43 Triangulating Literacy Training: Connecting School Libraries, Public Libraries, and Future Teachers

Room 201-C (200 Level)

School and public libraries are vital resources for teachers, offering far more than books—yet these opportunities are often overlooked. This session outlines targeted training for preservice teachers that demonstrates how triangulating library resources with classroom pedagogy strengthens classroom practice.

Presenters: Megan Brown, Cedarville University
Sharon Kerestes, Cedarville University

M S T *ELATE Strand*

G.45 What AI Can't Do: Teaching Orality, Presence, and Intellectual Risk in AP Capstone

Room 123 (100 Level)

This presentation examines how structured oral assessment in AP Capstone can counterbalance AI-mediated writing. Drawing on a year-long classroom partnership, we show how discussions, oral defenses, and live questioning make student thinking visible, restore intellectual risk, and reposition orality as central to authentic assessment and learning.

Presenters: Bridget Newell, University of Florida
Jennifer Ramsell, The Villages Charter School

M S *New & Early Career Teacher Strand*

G.46 Whose Learn(ing) Is It, Anyway? Using "Yes, And …" to Inspire Student Ownership of Inquiry-Based Collaborative Learning in the ELA Classroom

Room 115-B (100 Level)

Successful improvisational theater is rooted in collaboration, imagination, and a willingness to take risks and be delighted by surprises. Inquiry-based classrooms can be, too. In this session, a mother-daughter team of ELA/theater teachers will share practical strategies for building a rigorous, inquiry-based ELA classroom using the "Yes, and …" ethos of improvisational theater.

Presenters: Jessica Spillane, Trumbull High School
Julie Spillane, Trumbull High School

E M T

G.47 Writing and Speaking Self-Assessment Strategies for Multilingual Learners

Room 105-A (100 Level)

Creating a culture of self-assessment in a classroom is a challenge, especially in a multilingual learner classroom. This session will explore why self-assessment is important for MLLs, the challenges of planning for self-assessment with MLLs, and practical examples of how to execute effective self-assessment lessons with students at a variety of levels of English proficiency.

Presenters: Hailey Fulwider, Aurora Public Schools
Angela Maria Villamizar, The University of Texas at Austin

E T R *Research Strand*

G.48 Young, Gifted, and Teaching: Black Gifted Identity as a Foundation for Pedagogy and Writing Instruction

Room 120-A (100 Level)

This study examines how a Black woman identified as gifted uses her racial and gifted identities to shape writing instruction and pedagogical belief. Her pedagogy centers identity, radical love, and resistance to anti-Blackness, offering insights for preparing and supporting Black educators.

Presenter: Glenda Chisholm, Augusta University

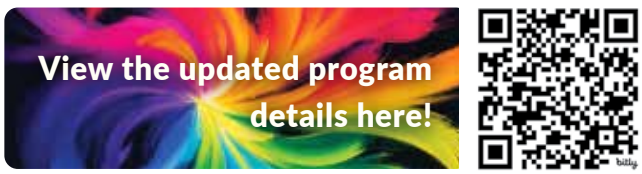
M S *ELATE Strand*

G.49 From Individual Choice to Collective Responsibility: Building Community through Holocaust Literacy

Room 107-B (100 Level)

Engage students in Holocaust study through upstander narratives and the VIA Character Strengths framework. Participants will learn to integrate character strengths into instruction, examine upstander-focused lessons, and facilitate reflection and discussion to build classroom community, connect individual choices to collective responsibility, and position students as active community contributors.

Presenter: Kimberly Thompson, Jefferson County Public Schools



H SESSIONS — 11:45 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S ***NWP Strand***

H.1 #HighSchoolMatters—From Dice Rolls to Drafts: Engaging Students in Narrative through *Dungeons & Dragons*

Room 118-C (100 Level)

Sponsored by the Secondary Section

Discover how a simplified, classroom-ready version of *Dungeons and Dragons* can transform narrative writing by sending students off on collaborative, student-run quests, resulting in high-quality narratives that utilize a variety of standards-based skills taught during this delightfully fun unit. Participants will leave with access to all of the necessary tools and templates.

Presenter: Sarah Valingo, Valley STEM + ME2

S ***ELATE Strand***

H.2 #HighSchoolMatters—The Impact of Censorship on Black Female Language Arts Teachers in Florida

Room 126-A (100 Level)

Sponsored by the Secondary Section

This session examines how recent book bans in Florida have shaped high school English curricula and the lived experiences of Black female ELA teachers. Using Educational Criticism and Portraiture, it explores how censorship influences instructional practices, professional autonomy, emotional well-being, and teacher–student relationships.

Presenter: Crystal Parker, Goodwill Industries of Northeast Florida

S ***ELATE Strand***

H.3 Voices That Matter: Helping Students Share Their Ideas through Creating Their Own TED Talks

Room 122-B (100 Level)

Inspire students to craft TED-style talks that amplify their voices, curiosity, and creativity. Teachers learn a step-by-step framework from an 8-year veteran, drawing on insights from attending the official TED conference and organizing TEDxCCHS Youth, to guide students in developing original ideas, writing authentic speeches, designing slides, and delivering powerful presentations.

Presenter: Natalya Fiore, Cathedral Catholic High School

G R ***LLA Strand***

H.4 "The nerds are so up right now!": Black Girls Using Social Media to #NerdOut through Self-Directed Digital Literacies

Room 115-C (100 Level)

Black girls are asserting their place as theorists of their own worlds through self-directed, interest-driven learning in digital spaces. This presentation examines how Black girls use social media to #NerdOut by designing and sharing learning practices that (re)imagine where meaning is made and (re)define whose intellectual work is recognized.

Presenters: Nicole Ferguson-Sams, Clemson University
Felicity Rhode, Clemson University

S T R ***Research Strand***

H.5 "The Vision People Came with to BSU Was Different": Reimagining the Literacy Value of After-School Culture Clubs for Collective Dreaming

Room 120-A (100 Level)

Utilizing a critical literacy lens, this study spotlights the voices of five Black Student Union high school alumnae on belonging, civic engagement, and identity development. These young Black women navigated complex narratives of school leadership, peers' diverse worldviews, and coalition building, shifting their literate identities. Educators will see how youth took matters into their own hands.

Presenter: Celina German, Arizona State University

E C T ***ELATE Strand***

H.6 A CLT Approach to the Pedagogy of English Teaching in Primary Classrooms

Room 102-AB (100 Level)

This study investigates the effectiveness of implementing communicative language teaching (CLT) in Indian primary classrooms, with a focus on enhancing English language learning outcomes. The research explores the potential of using popular media and children's literature, combined with literacy skills and the Direct Method, to promote language learning and literacy skills in class 5 (5th grade) students.

Presenter: Kratika Sharma

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C T *ELATE Strand*

H.7 A Writing Camp Intervention: A Supplemental Experience for Training Preservice Secondary ELA Teachers while Nurturing a Community of Young Writers

Room 204-A (200 Level)

This session explores writing camps as a powerful supplement to traditional student teaching for secondary preservice ELA teachers. Presenters examine challenges of student teaching and show, drawing on five years of data, how writing camps provide supportive space for curriculum design, theory-to-practice teaching, professional growth, and teacher identity development.

Presenter: Carie King, Taylor University

G

H.8 Accessibility Is Literacy: Designing Inclusive Digital Content for ELA Classrooms

Room 105-A (100 Level)

Encouraging creativity, innovation, and critical thinking are all vital components for student learning. To provide opportunities for these components to thrive, it is essential that teachers ensure that the content they create is accessible for all students. This session provides a basic understanding of web accessibility, a list of helpful resources and tools, and a model for sharing this information.

Presenter: Brittany Kester, University of Florida

M S *LLA Strand*

H.9 All Teachers Are Language Teachers: Practical Strategies for Supporting English Language Learners across the Curriculum

Room 118-A (100 Level)

Tired of being the only one supporting ENLs' language development? In this hands-on session, an ENL-ELA teacher team shares how they built schoolwide buy-in for ENL support across all subjects. Learn strategies to engage colleagues, shift your building's culture, and equip non-ELA teachers with simple, effective tools. Leave with actionable resources to create lasting change for your ENL students.

Presenters: Eryn Geller, East-West School of International Studies
Amy Matthusen, East-West School of International Studies

E M S T *LLA Strand*

H.10 All Voices on Deck: Authentic Engagement and Opportunities to Respond in the Literacy Classroom

Room 103-C (100 Level)

Discover practical strategies to increase equitable student participation through opportunities to respond (OTR). Learn how to implement whole-class, partner, and independent engagement techniques that amplify all student voices while providing immediate formative data. Walk away with ready-to-use routines for building psychologically safe, inclusive literacy classrooms.

Presenter: Kate Sullivan, Kean University

S *LLA Strand*

H.11 Beyond Book Club Conversations: Elevating the Exchange of Ideas and Reimagining Test Prep Approaches in the AP Literature and Composition Classroom

Room 203-A (200 Level)

This session shares innovative practices that balance AP literature exam preparation with critical thinking, collaboration, and creativity. Attendees will leave with resources to help students become well-versed in both the expectations of the exam and inspire them to be life-long invested readers who constantly "learn through the lens of limitless possibility."

Presenters: Maria Fairbairn, Mamaroneck Union Free School District
Juliana Zalon, Mamaroneck Union Free School District

C T R *ELATE Strand*

H.13 Beyond the Classroom: Reading in Partnership with the Department of Juvenile Justice

Room 201-C (200 Level)

This session introduces a summer reading partnership designed to serve the interests of incarcerated youth, teacher candidates, and larger community through a collaboration between a state university and department of juvenile justice. Action research will be shared which determined the effects of the partnership experiences on teacher candidates.

Presenter: Mary Styslinger, University of South Carolina

H SESSIONS — 11:45 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T R ***Research Strand***

H.14 Black Boys' Joy in the Living Room: Limitless Possibilities for Humanizing Research

Room 119-B (100 Level)

There's something about the living room—especially in Black families. It's a space for play, for connection, and showing up authentically. In this session, we offer the living room as research method for inquiring into Black boys' literacy practices. Through narrative, we provide attendees with a glimpse into the living room and its function as a site for data collection and analysis.

Presenters: Meghan Barnes, University of North Carolina, Charlotte
Brandon J. Watkins, University of North Carolina, Charlotte

M S ***ELATE Strand***

H.15 Building Cross-Disciplinary, Collaborative Media-Literate Classrooms Together

Room 120-C (100 Level)

This session explores how media literacy can become a shared responsibility embedded across all content areas, not just ELA. Presenters share how they built a cross-disciplinary learning community and created a schoolwide media literacy guide for teachers. Participants will gain strategies for integrating media literacy into their classes and creating a cross-disciplinary community.

Presenters: Cassandra Jones, Redondo Union High School
Angie Yi, Redondo Beach Unified School District

M S T ***LLA Strand***

H.16 Building the Canon in *Minecraft:* How Digital World-Building Transforms Shakespeare, *The Crucible,* and Secondary ELA

Room 202-B (200 Level)

Students reimagined Shakespeare's *Macbeth* and Miller's *The Crucible* by building cinematic scenes in *Minecraft*. Learn how digital world-building deepens comprehension, strengthens writing, supports neurodiverse learners, and turns canonical literature into an immersive, creative, and highly engaging reading experience.

Presenter: Melynda Heller, Transformative Leadership Academy

G T ***New & Early Career Teacher Strand***

H.17 Caring without Burning Out: Rehumanizing Education through Educator Wellness and Resilience

Room 113-C (100 Level)

Teaching is a human-centered profession that requires intellectual skill, emotional labor, and resilience. Drawing on research in SEL, trauma-informed education, and resilience, this session offers practical strategies to support educator well-being, create caring learning environments, and help school leaders strengthen conditions that sustain healthy, effective teaching.

Presenters: Eliza Braden, University of South Carolina
Michele Myers, Wake Forest University

E ***LLA Strand***

H.18 Centering Texts during Literacy Intervention to Inspire ALL Readers

Room 103-B (100 Level)

Reimagine MTSS with texts at the center. This session shares text sets, strategies, and activities that engage all students in meaningful reading, writing, and discussion, teaching skills in context while building comprehension, critical thinking, and lifelong literacy for all learners.

Presenters: Sarah Gayman, Chicago Public Schools
Kelsey Nelson, Chicago Public Schools

G ***ELATE Strand***

H.19 Children's Books as Flashlights: Seeing Big Ideas and Concepts through Small Texts

Room 107-B (100 Level)

This session explores how children's books—precise, potent, and often profound—can illuminate big ideas in secondary ELA classrooms. Come discover how small texts sharpen student insight, fuel deep writing, and cast new light on abstract themes through clarity, not complexity. These books aren't childish—they're compressed and luminous.

Presenter: Andrew Cotten, Mountain Brook Junior High



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *ELATE Strand*

H.20 Closing the Gap: Advanced Word Attack, Morphology, and Fluency for Secondary Students

Room 122-A (100 Level)

Unlock the power of vocabulary in secondary classrooms! This session reviews the research behind effective instruction and models routines for multisyllabic word attack, morphology, and fluency. Leave with practical tools to help older students tackle complex texts with confidence.

Presenter: Nicole Hannon, Schenectady City School District

E M T *ELATE Strand*

H.21 Collaborating across Classrooms: Empowering Writers and Future Teachers through Digital Biographies for Women's History Month and America 250

Room 204-C (200 Level)

This session highlights a university–elementary partnership where preservice teachers and third graders created digital biographies of diverse American women for America 250. Moving beyond traditional reports, students engaged in creative, multimodal research writing. Attendees will gain practical tools to reimagine research, digital literacy, and community partnership in an elementary classroom.

Presenter: Jessica Nagle, Saint Joseph's University

E *Early Childhood Education Strand*

H.22 Emerging Writers, Expansive Thinking: Reimagining Rigor through Shared Writing

Room 118-B (100 Level)

Shared writing in the early grades is often seen as a stepping stone, not as the foundation for sophisticated writing. This session centers the belief that big ideas begin in the youngest grades, and reimagines shared writing as a rigorous, joyful practice that builds the thinking and language emergent writers need to attend to craft, structure, and audience across their academic lives.

Presenter: Megan Jalil, Literacy Partners

E M S T *Rainbow Strand*

H.23 Ethical Reading of Culturally and Linguistically Diverse Literature: Stories as Testimonies, Reading as Witnessing

Room 121-C (100 Level)

This presentation highlights the need and roadmap for an ethical reading of stories. We provide a framework that positions stories as testimonies and reading as witnessing. We share illustrative examples of how to ethically read culturally and linguistically diverse picturebooks and chapter books in the classroom.

Presenters: Patricia Enciso, The Ohio State University
Axa Khalid Warraich, The Ohio State University

G *LLA Strand*

H.24 From Abstract to Concrete: Multimodality as a Lens and Bridge in Close Reading and Descriptive Writing

Room 109-B (100 Level)

Literature standards are filled with highlight abstract concepts that can be made more concrete through the lens of multimodality. This session presents the idea of inherent multimodal content (IMC) in literature and how instructional strategies integrating multimodal production and activity can bridge the tension between abstract concept and concrete production and understanding.

Presenter: Brett Stamm, University of Southern Mississippi

M *LLA Strand*

H.25 From Heartbeat to Heart of the Story: Using Embodied Strategies to Teach Personal Essays

Room 117 (100 Level)

Explore creative strategies to help middle school writers identify and strengthen the "heartbeat" of personal essays—the central message that gives stories focus. Drama-based strategies like Heartbeat Ball and Role on the Wall engage body and voice to examine rhythm, pacing, and structure. Attendees leave with classroom-ready techniques connecting movement, reflection, and revision.

Presenters: Jennifer Hewett, The University of Texas at Austin
Danielle Willie, Ann Richards School for Young Women Leaders



Share your Convention stories this year!
#NCTE26

H SESSIONS — 11:45 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S

H.26 Imagine, Roll, Inspire: Innovating Identity and Agency through Tabletop RPG Mechanics

Room 109-A (100 Level)

How can *Dungeons & Dragons* teach students about themselves? Move beyond *Stranger Things* fandom into practical pedagogy. Learn how to use Tabletop RPG mechanics to help 9th graders explore identity, analyze literary character motivation, and practice collaborative storytelling. Attendees will receive customizable templates and "quick-start" narrative guides.

Presenters: Juliana Fabrizi, Portland High School
Mark Fabrizi, Eastern Connecticut State University

S ***NWP (National Writing Project)***

H.27 The Kids Are ALL-WRITE: Unlocking the Authentic Voice for Powerful Personal Statements

Room 203-B (200 Level)

This workshop will demonstrate successful, engaging strategies for teaching, brainstorming, planning, and drafting the personal narrative to high school students. Selected literary nonfiction excerpts, questionnaires, and model essays will serve as core texts for this demonstration.

Presenters: Jana Battiloro, Watchung Hills Regional High School
Lauren Gottlieb, Watchung Hills Regional High School

M S C T ***ELATE Strand***

H.28 The Sifting Self: The "Help-Harm-Hope" Framework for Discerning AI Use in the Writing Classroom with Students

Room 121-A (100 Level)

Moving beyond the binary of "banning vs. allowing" AI, this session helps students navigate the "Micro" ethics of the writing process. Using the proposed "Help-Harm-Hope" framework, we will explore how to discern AI use across four critical dimensions of the writing life: Thinking, Identity, Connection, and Being. Attendees will practice using the framework to help navigate individual discernment.

Presenter: Kelsey Hammond, Teachers College, Columbia University/Marymount Manhattan College

E

H.29 When Classroom Talk Gets Messy: Small, but Powerful Moves for Navigating Student-Centered Talk That You Can Use Tomorrow

Room 107-A (100 Level)

Teachers know the value of robust classroom discourse in which students' voices and ideas take the lead, building agency and developing strong content understanding. But what happens if no one talks, everyone talks at the same time, or a few voices dominate? Join us for thirty minutes and walk away with small, but powerful moves you can use tomorrow to support students as communicators.

Presenters: Christy Thompson, Fairfax County Public Schools
Kassia Omohundro Wedekind

E ***LGBTQIA+ Strand***

H.30 Leading with Inclusive Literacy: School Leadership Practices That Affirm LGBTQ-Parent Families

Room 120-B (100 Level)

This session examines how school leaders can use children's literature to affirm diverse families, focusing on LGBTQ-parent families. Drawing on culturally responsive school leadership, participants will learn strategies to support teachers in fostering inclusive literacy practices, selecting inclusive texts, and creating classrooms where all families are represented and students belong.

Presenter: Gerald Maraia, Brooklyn College CUNY

G T ***LLA Strand***

H.31 Learning to Listen: Voices, Stories, and Audio Narratives in the ELA Classroom

Room 116 (100 Level)

This presentation examines voice recording as a dynamic literacy practice in elementary and secondary ELA classrooms. Through discussion of student "voice memos," peer interviews, and reflective listening, it shows how intentional listening assignments support student comprehension and critical interpretation, positioning listening as a core literacy practice.

Presenter: Mary Ellen Lennon, Purdue University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T *ELATE Strand*

H.32 Learning to Teach Filipino American and Black American Children's Literature Using Collaborative Autoethnography

Room 126-B (100 Level)

A Filipino American teacher educator/university professor will share her experiences on using collaborative autoethnography in learning to teach Filipino American and Black American children's literature.

Presenter: Olivia Panganiban Modesto, Texas A&M University-Kingsville

S C *Community College Strand*

H.33 Leveraging Integrated Reading and Writing to Support General Education Success

Room 204-B (200 Level)

Corequisites offer a unique chance to treat literacy as a transferable necessity. CCBC faculty share an Integrated Reading and Writing (IRW) framework that bridges the gap between the corequisite pairing—Composition I (ENGL 101) and Advanced Academic Literacy (ACLT 053)—and the General Education curriculum. Presenters demonstrate how IRW instruction equips students for success across disciplines.

Presenters: Haleh Azimi, Community College of Baltimore County
Elsbeth Mantler, Community College of Baltimore County

E *Early Childhood Education Strand*

H.34 Literacy Practices in Play: Meaning-Making in Social Contexts

Room 124 (100 Level)

The Science of Reading movement aligns with the autonomous model of literacy, viewing reading as a stagnant, single, universal set of skills. Play-based literacy learning goes beyond that model, viewing literacy as a social practice, not just a skill. Participants learn research-based strategies to support emergent literacy through hands-on, meaningful learning experiences.

Presenter: Karly O'Brien, Reading Is Fundamental

E *Early Childhood Education Strand*

H.35 Making Time for Social-Emotional Learning: Utilizing Interactive Read-Alouds to Teach and Practice Social-Emotional Skills

Room 125 (100 Level)

Children deserve to be taught the social-emotional skills they need to thrive and yet scripted curriculums often dominate instructional time. In this session, you'll learn how to carve out space to teach essential social-emotional skills by using interactive read-alouds and intentional text sets that meet the unique needs of your students.

Presenter: Mari Dean, Stenhouse

G *LLA Strand*

H.36 More than Watching: Teaching Students to Notice and Interpret Multimodal Texts

Room 108-B (100 Level)

This session challenges the practice of having students passively view video by offering attendees a structured approach for transforming "movie days" into opportunities for supporting multimodal literacies. Attendees will explore a process of carefully noticing and deepening understandings of sound, image, and language when viewing video texts.

Presenter: Darian Thrailkill, East Carolina University

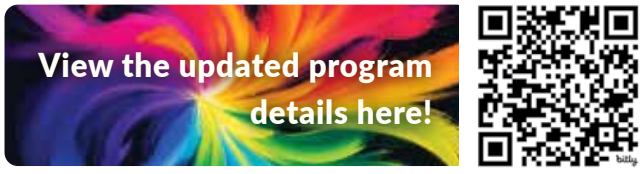
E *Early Childhood Education Strand*

H.37 Moving to a Multiple Genre Mentality: Pairing Picturebooks with Songs to Teach Literacy

Room 111-B (100 Level)

This session will introduce paired genres as a multimodal curricular resource that pairs arts-based genres, specifically songs, with intertextually-connected picturebooks. Attendees will engage with a demonstration on the creation and implementation of paired genres aligned to teachers' literacy instruction goals and students' learning needs.

Presenter: Abbey Galeza, Kent State University



H SESSIONS — 11:45 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***New & Early Career Teacher Strand***

H.38 Using Hip Hop as a Complete Pedagogical System

Room 115-B (100 Level)

"Unlocking Creativity" reframes hip-hop pedagogy as a complete instructional framework, not a gimmick. Using the five elements of hip hop, this session shows how educators can connect identity, academic depth, discipline, and creativity to deepen engagement, shared ownership, and meaningful learning across music and arts education.

Presenter: Darell Campbell

E M S ***Rainbow Strand***

H.39 Our Lives Become the Stories That We Weave: Re-Imagining Classroom Libraries through the Dreams of Our Students

Room 121-B (100 Level)

What if students had the time and tools to critically engage with stories, to imagine and innovate a new reality, and boldly speak their truth? In this dynamic session, participants will take inspiration from the work of 70+ 4th and 5th graders and their teachers who dared to ask and act upon this what if, seeking to transform the classroom libraries in their schools.

Presenters: Kiana Foster-Mauro, New London Public Schools
Damayanti Rane-Castrodad, New London Public Schools

M ***NWP Strand***

H.40 Pardon the Interruption: We're Using ESPN to Teach Writing

Room 108-A (100 Level)

Motivating students to write is often difficult for many teachers, but what if teachers and students knew that ESPN could be used to teach writing? From using the Top Ten Plays to teach transition sentences, to sports programming that teaches argumentative writing, this session will provide participants with a unique and novel way to teach writing using sports and athletics for engagement.

Presenter: Rebecca Harper, Augusta University Writing Project

E ***Early Childhood Education Strand***

H.41 Planting Abolitionist Literacies in PreK: Bilingual, Queer Joy, and Young Changemakers

Room 113-B (100 Level)

This session centers preK classrooms as sites of abolitionist learning where bilingualism, LGBTQIA+ affirmation, culturally responsive pedagogy, and SEL intersect. Participants explore justice-centered literacy practices that honor children's languages, identities, and emotions while positioning young learners as joyful, capable change-makers leading towards liberation.

Presenter: Nicole Laugier, New York City Department of Education/Brooklyn College

M S T

H.42 Re-Envisioning Secondary ELA Curriculum

Room 111-A (100 Level)

This presentation invites educators to dream big about secondary ELA by imagining new purposes, values, and course designs beyond traditional text-centric, standards-driven curricula. In a collaborative and experiential session, participants will envision innovative 7–12 ELA learning pathways—centered on justice, creativity, and hope—to inspire transformative, future-focused ELA learning.

Presenter: Erin Stutelberg, Salisbury University

E M S ***ELATE Strand***

H.43 Student Voice, Adult Follow-Through: Reimagining Student Agency in Literacy through YPAR

Room 103-A (100 Level)

Student-centered learning in ELA is often reduced to voice without power or inquiry without consequence. Drawing on the legacy of the 1964 Freedom Schools, this session reclaims student-centered literacy through Youth Participatory Action Research (YPAR), highlighting how inquiry, agency, and adult accountability give literacy real stakes.

Presenters: Danielle Mastrogiovanni, Plainfield Public Schools
Islah Tauheed

E M T R ***ELATE Strand***

H.44 Teacher Inquiry in Action: Using Picturebooks to Foster Belonging and Civic Agency in PreK–6 Classrooms

Room 105-B (100 Level)

How do teacher inquiry groups support educators in using picturebooks to cultivate belonging and civic agency in preK–Grade 6 classrooms? Drawing on a five-month teacher inquiry group, this session shows how collaborative inquiry helped ELA educators study multicultural picturebooks and turn shared learning into classroom practices that foster dialogue, literacy engagement, and civic meaning-making.

Presenters: Lauren Fletcher, California State University, Stanislaus
Erica Holyoke, University of Colorado Denver

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T *ELATE Strand*

H.45 Teacher Persona as Praxis: Supporting Preservice Teacher Development through Imagination, Reflection, and Metaphor

Room 202-A (200 Level)

The challenges of student teaching can interfere with preservice teachers' learning and development. This presentation describes a multi-stage assignment that engages preservice teachers in ongoing critical reflection and imagination: the Teacher Persona Project. Attendees will learn from preservice teachers' testimonials and receive project handouts and exemplary student work.

Presenter: Josh Thompson, North Carolina State University

G T *ELATE Strand*

H.46 The Image Invites, the Word Calls: How the Visually Integrated Classroom Generates Critical and Creative Language Growth

Room 115-A (100 Level)

The visually integrated ELA class generates language growth in all learners. The session explores the joy of an integrated classroom as a practice for building creative habits, as a practice for building reading presence, as a practice for analyzing media, and as a practice for generating and demonstrating comprehension. The session provides practical frameworks and next steps for integration.

Presenter: James Shivers, Capitol Region Education Council/ University of Connecticut

NOTES

11:30 A.M.–1:30 P.M.



Photo: Nigel Livingstone

Middle Level Section Luncheon

BALLROOM A (300 LEVEL)

Nic Stone

Nic Stone is the author of many novels, including the #1 *New York Times* bestseller *Dear Martin*, its *New York Times* bestselling sequel, *Dear Justyce*, and the bestselling final installment, *Dear Manny*. Her middle-grades novels include *Clean Getaway*, a *New York Times* bestseller, and *Fast Pitch*, a YALSA Quick Picks for Reluctant Young Adult Readers selection. Stone lives in Atlanta and will continue to write books that ruffle feathers.

Visit the NCTE Registration Desk to purchase a ticket to the meal event (pending availability).

A book signing will take place in the NCTE Signing Booth in the back of the Exhibit Hall from 2:15 to 3:45 p.m.



Photo: Bella Wang

College Section Luncheon

ROOM 201-AB (200 LEVEL)

Natasha Singer

Natasha Singer has covered technology in schools for *The New York Times* for more than a decade. She is currently reporting on how tech giants like Google and OpenAI are urging schools to adopt AI tools while teachers are working to equip students to ask deeper questions about the societal impacts. In September, W.W. Norton will publish her book, *Coding Kids: Big Tech's Battle to Remake Public Schools*, which recounts the inside story of how tech companies catalyzed and ultimately came to capture computer science and AI education in America.

Visit the NCTE Registration Desk to purchase a ticket to the meal event (pending availability).

A book signing will follow the luncheon.

11:30 A.M.–1:30 P.M.



Photo: Matteo Monchiero

ELATE Luncheon

BALLROOM B (300 LEVEL)

Raina J. León

Raina J. León, PhD, is Black, Afro-Boricua, and from Philadelphia (Lenni Lenape ancestral lands). She is the 2026–2027 Poet Laureate of Philadelphia. She is a mother, daughter, sister, madrina, comadre, partner, poet, writer, and teacher educator. She believes in collective action and community work, the profound power of holding space for the telling of our stories, and the liberatory practice of humanizing education. She seeks out communities of care and craft and is a member of the Carolina African American Writers Collective, Cave Canem, CantoMundo, Macondo. She is the author of *black god mother this body*, *Canticle of Idols*, *Boogeyman Dawn*, *sombra: (dis)locate*, and the chapbooks *profeta without refuge* and *Areyto to Atabey: Essays on the Mother(ing) Self*. She publishes across forms in visual art, poetry, nonfiction, fiction, and scholarly work. She has received fellowships and residencies and attended retreats with The Watering Hole, the Obsidian Foundation, VONA, Community of Writers, Montana Artists Refuge, Macdowell, Vermont Studio Center, the Tyrone Guthrie Center in Annamaghkerrig, Ireland, and Ragdale, among others. She is a founding editor of *The Acentos Review*, an online quarterly, international journal devoted to the promotion and publication of Latinx arts. She co-founded the Wild Indigo Poetry Reading Series (2024) in Germantown, Philadelphia, in deep partnership with Young American Cider and Reclaim Philadelphia and now Deaf-Hearing Communication Centre and Hands Up Productions for ASL interpretation. She is a recipient of a National Association of Latino Arts and Cultures Grant, a Leeway Transformation Award (2025), Letras Boricuas Fellowship (2025), a Velocity Fund Grant (2026), a Puffin Foundation Grant (2026), and an Academy of American Poets laureate fellowship (2026). She retired early as a full professor of education and is professor emerita at Saint Mary's College of California. She teaches poets and writers at the Stonecoast MFA at the University of Southern Maine and poetry at Bryn Mawr College as a visiting professor. She is additionally a digital archivist, emerging visual artist, writing coach, and curriculum developer.

Visit the NCTE Registration Desk to purchase a ticket to the meal event (pending availability).

A book signing will follow the luncheon.

I SESSIONS — 12:30–1:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

NCTE AUTHOR STRAND

S T *ELATE Strand*

AS-I.01 NCTE Author Strand—Teach like a Writer: Composing Possibilities in Your Curriculum and Career

Room 116 (100 Level)

When teaching the way that we know to be good and right feels impossible, where do we find a way forward? We write our way forward. Teaching is a series of writerly acts. We compose and revise curriculum in the margins of scripts and mandates, in movement with students, and through everyday choices. Guided by our forthcoming book *Teach like a Writer*, we'll uncover the stories behind the curriculum we inherit and compose possibilities for humanizing ways of being in the classroom and across our careers.

Presenters: Sarah J. Donovan, Oklahoma State University
Amber Jensen, Brigham Young University/Central Utah Writing Project

G

I.1 ELA AI Cohort—The Many Faces of AI: Leveraging the NCTE AI Framework to Feed Human Potential

Room 114/Michael A. Nutter Theatre (100 Level)

Sponsored by the ELA AI Framework Cohort

Drawing on the NCTE AI Framework, educators from the High Impact and Immediate Use cohorts will share how seasoned professionals can navigate new territory without losing sight of what matters most: human judgment, relationships, creativity, literacy, and learning. They will debut materials they have created that reflect their own complicated opinions and experiences with AI so far.?

Presenters: Comfort Agboola, Depaul University
William Bass, Parkway School District
Aerin Bender, Dakota Ridge High School
Casey Boersma, Beacon Hill Middle School
Tara Ann Carter
Wanda Dyer, Irving Middle School, Norman, OK
Eric Gietzen
Angela Hardin, Model Laboratory School at Eastern Kentucky University
Elyn Kruger, Hoonah City Schools
Brandy Lindstrom
Timothy Sinclair, Northern High School, Calvert County Public Schools
Tom Stephens
Brett Vogelsinger, Central Bucks High School South
Nathan Whitman, Derby High School USD 260
Taylor Young, Jefferson County Public Schools

M S C *ELATE Strand*

I.2 #High School Matters—IRL: Inspiring Positive Reading Relationships in the Age of AI

Room 203-B (200 Level)

Sponsored by the Secondary Section

As AI reshapes how students read and write, English teachers face urgent questions about the purpose of literacy. This session reframes reading and writing as deeply human acts rooted in empathy, reflection, and connection, and offers trauma-informed, classroom-ready practices that help students stay human in an AI-saturated world.

Presenters: Stephanie Fleck, College of Lake County
Allyssa Graham, Newfield Senior High School
Jolene Heinemann, Oak Park and River Forest High School

G T *Rainbow Strand*

I.3 Teaching in the In-Between: Fugitive Literacies in a Time of Surveillance, Silence, and Erasure

Room 108-B (100 Level)

Sponsored by the Committee on Diversity and Inclusivity

Grounded in Radical Black Love, this session explores fugitive literacy pedagogies as illuminating responses to censorship, surveillance, and professional strain. Participants examine curated children's and young adult text sets, paired readings, and classroom ready micro guides that clarify liberatory literacy practices centered on identity, criticality, joy, and care.

Presenters: Tristan Evans-Richardson
Kenesha Johnson, Claflin University
Dywanna Smith, Claflin University

S *NWP Strand*

I.4 Teaching Palestine through Poetry

Room 121-A (100 Level)

Sponsored by the Arab Caucus

Poetry offers students a way to bear witness, preserve memory, and affirm humanity amid injustice. This session invites middle and high school educators to explore poetry as a compassionate and critical entry point for engaging Palestine. Participants examine poems by Palestinian writers and diaspora voices and learn classroom-ready strategies that build empathy, close reading skills, dialogue, and more.

Presenters: Kefah Ayesh, Montclair State University
Sawsan Jaber, Education Unfiltered Consulting
Mona Mustafa, Paterson Charter School for Science and Technology

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

R ***Research Strand***

I.5 Critical Witnessing in Literacy: Story, Representation, and Power

Room 120-A (100 Level)

Sponsored by the* Research in the Teaching of English *Journal Editors

Literacy is a site for storytelling and development beyond curricular standards so that students can bear witness and share testimonies that draw connections between the curriculum and their everyday lives. This session begins with an overview of critical witnessing and how these practices can benefit all. The overview is then followed by a panel discussion around the work of critical witnessing.

Moderator: Michiko Hikida, The Ohio State University
Presenters: Dorian Harrison, The Ohio State University
Gwendolyn McMillon, Oakland University
Stella Villalba, Dublin City Schools
Axa Khalid Warraich, The Ohio State University

E M T E ***LLA Strand***

I.6 Imagining Ourselves as Agents of Change: Interacting with the World through Nonfiction Children's Literature

Room 103-B (100 Level)

Sponsored by the Orbis Pictus Award Committee

Members of the Orbis Pictus Award for Outstanding Nonfiction for Children Committee will share with participants the use of nonfiction children's literature, grades K–8, that depict women and members of underrepresented communities who accomplished changes in their own communities and across the global stage. Their stories will inspire students to become agents of change in their own families, schools, and communities.

Presenters: Sonja Brandt, University of North Dakota
Erica Braunlinger, Archdiocese of Philadelphia
Carri Wappat Burns, Nashua School District
Caryl Crowell, Retired, Tucson Unified School District
Elisa Waingort, W.O. Mitchell School

S C T E R ***Rainbow Strand***

I.7 ECEOC—Community, Resilience, Rigor, and Power: Reimagining Literacy across Contexts

Room 103-C (100 Level)

Sponsored by the Early Career Educator of Color Award Mentorship

This panel features projects developed by recipients of the 2025 NCTE Early Career Educators of Color Leadership Award. Their work examines community-supported summer literacy programming, peer-led supplemental writing instruction, student perceptions of multimodal identity-based composition, and a power-conscious framework challenging the model minority myth and racialized inequities.

Moderators: Alethea Maldonado Cavin, Lockhart Independent School District
Jeanine Staples-Dixon, The Pennsylvania State University
Presenters: Adriana Diaz-Heppler, Arizona State University
Breanya Hogue, Purdue University
Sharon Lai-LaGrotteria, Montclair State University
Nicole Shen



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Ⓜ Ⓢ Ⓒ

I.8 Current Conversations about Young Adult Literature in the Classroom: ALAN-Sponsored Roundtable Session

Room 126-A (100 Level)

Sponsored by ALAN (Assembly on Literature for Adolescents of NCTE)

This ALAN-sponsored session features roundtable conversations related to the teaching of middle grades (MG) young adult literature (YAL) in English classrooms. Roundtable topics will vary and include book clubs, incorporating contemporary YAL into curricula, using nonfiction YAL in the classroom, pairing YAL with canonical texts, book title recommendations, among many more!

Session Chairs: Sybil Durand
Margaret Frey
Andrea Glaws, Colorado State University
Mark Letcher, Assembly on Literature for Adolescents of NCTE (ALAN)
Sidra Zaheer

Roundtable Leaders:

Table 1: Gretchen Schroeder, Millersport High School/The Ohio State University: "Less Is More: Using YA Novels in Verse in the Classroom"
Paige Watts, Louisiana State University: "Inspiring Hope and Resilience through YAL"

Table 2: Leilya Pitre, Southeastern Louisiana University: "The Page Turner Society: Imagining Book Clubs That Inspire Lifelong Readers"
Maggie Bryant, University at Albany: "YAL & Belonging: Library Book Clubs and the Social Life of Reading"

Table 3: Leah Day, University of Utah: "Teaching Books about Banned Books: Using YA & MG Literature to Navigate Censorship in Secondary Classrooms"
Arianna Banack, University of South Florida; Amanda Rigell, University of Tennessee, Knoxville: "Writing as Art: Using YA as Mentor Texts for Writing"

Table 4: Erika L. Bass, University of Northern Iowa; Michael J. Young, Illinois State University; Allyssa Graham, Newfield Central School District: "Whippoorwill Award Winners: Using Rural YA and MG Novels as Models for Creative Writing"
Stephanie Branson, Lewisville Independent School: "Writing That Matters: Using YAL Nonfiction to Inspire Authentic Student Voice in the Secondary Classroom"

Table 5: Alexandria Smith, University of Illinois Urbana-Champaign; Zander Nowell, University of Colorado Boulder: "Moving beyond the Known: Using LGBTQ+ Reimaginings of Canonical Texts"
Ruth Caillouet, Retired Louisiana Educator: "Tomorrow and Tomorrow and Tomorrow: Re-imagining Future, Past, and Present through MG/YA Speculative Fictions"

Table 6: Michelle Glerum, Chandler Gilbert Community College: "'Roots and Wings': The Power of Nature, Literature, and Learning"
Coley Lehman, Western Oregon University: "Imagine the Margins: Zine-Making with MG & YA Literature"

Table 7: Jewel Davis, Appalachian State University: "Image as Story: Visual and Multimodal Storytelling in Young Adult Literature"
Amy Garrett Dikkers, University of North Carolina; Tracy Daughtery, Heroes Elementary School: "Wilmington Using MG/YA Lit as a Springboard for Social Change"

Table 8: Génesis Aguilar Chávez, Kansas State University: "Bridging the Bookshelf: Pairing Picturebooks and Young Adult Literature to Scaffold Critical Secondary Literacy"
Rachael Cox, Kansas State University: "From Panels to Pillars: How Graphic Novels Can Support Secondary Students"

Table 9: Richetta Coelho-Tooley, Prince George's County Public Schools: "Reimagine Your Classroom Library with ALAN Picks"
Renee Stites Kruep, McKendree University: "Cultivating Conversations: Inspiring Young Adult Literature through Teacher Book Clubs"

Table 10: Abby Kindelsperger, University of Illinois Chicago: "Reimagined in YA Bestsellers"
Mercedes Allen, Brigham Young University: "Season Readings: Taking Advantage of Your Students' and a YA Text's Setting"

Table 11: Sandra Saco, Colorado State University: "Utilizing a Pedagogy of Acompañamiento with Latinx Youth & YAL"

Table 12: Cheryl Cooper, Academy of the New Church Secondary School/Murray State University: "From Book Clubs to Community Change: Using YA Literature to Inspire Student Action"
Kaylee Smedley, University of Arkansas: "From Classic to Contemporary: Deepening Canonical Study with Nonfiction YA"

Table 13: Mandy Luszeck & Liz Nelson, Utah Valley University: "Reimagining Reading: Why New Books Matter"
Lee Ann Spillane, Orange County Public Schools: "Innovative Practices Build Independence"

Table 14: Ashley Cartun, University of Colorado, Boulder: "(Counter)Storytelling through Young Adult Memoir"
Michele L. McConnell, Rene M. Rodriguez-Astacio & David E. Low, California State University Fresno: "Revisioning The Youth Lens for the Next Decade"

Table 15: Kevin Cordi, Ohio University Lancaster: "The MG/YA Book Club Remix: Producing the Future of Storytelling"
Jennifer Woods, Appalachian State University: "Using Mystery Texts to Spark STEM Investigations"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

I.9 On Leadership: Integrated Leadership of Literacy and English

Room 204-B (200 Level)

Sponsored by CEL

Administrators, supervisors, department chairs, and teacher-leaders are invited to join our Conference on English Leadership (CEL) session. We will engage in interactive roundtable snapshots of our CEL26 Convention: "Integrated Leadership: Bridging Literacy and English." Network with fellow literacy leaders and explore ways to implement all you're learning at NCTE.

Presenters: Nicholas Emmanuele, McDowell High School
Elizabeth Gannon, Pennsylvania Department of Education: "Give Me Literacy or Give Me Death: An English Language Arts Revolution"
Matthew Helmers, Ransom Everglades School: "Pattern, Pulse, and Poetry: Reclaiming Scansion as a Foundational Literacy Practice"
Jason Stephenson, Oklahoma State Department of Education
Jenelle Williams, Oakland Schools, Literacy Consultant: "Mind the Gap: Building the Bridge between Literacy and English Language Arts"
Roundtable Leaders: Katie Cubano, The College of New Jersey/Solution Tree
Jill Davidson, Anglophone West School District
Kristine Lize, University of Wisconsin–Milwaukee
Amy Marshall, Anglophone School District South
Joellen McCarthy
Emily Meixner, The College of New Jersey
Cody Miller, SUNY Brockport
Kristen Schaefer, Glen Cove City School District
Anna Schultes, Glenbrook North High School
Hiawatha Smith, University of Wisconsin-River Falls
Cathline Tanis, North Plainfield School District

M S ***LLA Strand***

I.10 From Recipe to Remix: Chaos Cooking and Innovation in the Writing Classroom

Room 115-A (100 Level)

Experience the "sensory bustle" of kitchen-inspired lessons with presenters including English teachers and an award-winning cookbook author. This session explores how chaos cooking translates to chaos writing: both honor foundational techniques while encouraging improvisation. Participants tackle a "Mystery Basket" challenge, applying culinary innovation strategies to student writing in an AI era.

Presenters: Susan Barber, Atlanta Unified School District
Nichole Dandrea-Russert, Purely Planted
Kristy Seidel, Suncoast High School, FL
Nichole Wilson, William Mason High School

G ***Rainbow Strand***

I.11 Many Hands: Collaboration and Innovation in the Age of Censorship

Room 115-C (100 Level)

Since 2021, an unprecedented number of books have been banned from classrooms and school libraries. Our own students have been some of the most inspiring—and effective—voices in the struggle against censorship. Educators, student leaders, and other advocates will examine how they reimagined anti-censorship advocacy and inspired change in their communities.

Roundtable Leaders: Betsy Gomez, American Library Association
Ben Hodge, Panther Anti-Racist Union/Central York High School
Patricia Jackson, Panther Anti-Racist Union

S C T R ***ELATE Strand***

I.12 Reimagining ELA Teaching with Critical Literacy, Antiracist Pedagogy, and Decolonizing Curriculum

Room 204-C (200 Level)

This roundtable session will explore how teachers can reimagine English language arts and interweave critical literacy, antiracist pedagogy, and decolonizing curriculum into their teaching amidst social scrutiny and institutional constraints. Tables will share both ideas for teaching and research conducted alongside practicing and preservice teachers.

Roundtable Leaders:
Kerwin Johnson, University of South Carolina: "Against the Grain: Teacher Narratives about Decolonizing the Canon"
Mary Miller, University of South Carolina: "How Socio-Political Context Shapes Preservice ELA Teachers' Approaches to Antiracist Pedagogy"
Jack Kennedy & Mary Styslinger, University of South Carolina: "Repurposing the Classics: Teaching Critical Literacy in Contentious Times"
Jennifer Weed, University of South Carolina-Upstate: "From Theory to Practice: Successes and Challenges of Implementing Critical Literacy with English Teacher Candidates"



I SESSIONS — 12:30–1:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

I.13 The Nerdy Book Club: Imagining a Better World through Student Voice, Reading Choice, and Community

Room 122-B (100 Level)

The Nerdy Book Club is a literacy community that imagines a future grounded in engaged reading, student voice, and community participation. In this interactive roundtable session, authors, educators, and students share instructional practices, creative assessments, media resources, and digital tools that inspire readers to connect literature to the world and issues that matter to them.

Session Chair: Donalyn Miller, Rawlinson Middle School
Roundtable Leaders: Jason Augustowski, Riverside High School
Angela Cervantes, MacKids
Lisa Graff, Little, Brown for Young Readers
Jolene Guitiérrez, Abrams
Jodi-Beth Hazel, Agape Education
Jilanne Hoffmann, Millbrook/Lerner and Hachette/Little, Brown for Young Readers
Morgan Jackson, Durango High School
Elisabeth Kamakawiwoole, Penguin Random House
Teri Kanefield, Abrams Books
Brendan Kiely, MacKids
Kyle Lukoff, MacKids
Kevin Maillard, Macmillan
Cynthia Minnich, Upper Dauphin Area High School
Daniel Miyares, Penguin Random House
S.D. Nelson, Abrams Books
Kate O'Shaughnessy, Random House Children's Books
Norman Ollestad, Macmillan Children's Publishing Group
Margi Preus, Amulet Books/Abrams Books
Grant Snider, Abrams Books
Nic Stone, Random House Children's Books
Don Tate, Penguin/Nancy Paulsen Books/Founding Member of the Brown Bookshelf
Karla Arenas Valenti, Penguin Random House
Christina Wyman, MacKids

E M S T *ELATE Strand*

I.15 Acting on Imagination: Enhancing Literacy and Exploring STEAM and SEL through Performance of and Exploration of a Murder Mystery Play

Room 119-A (100 Level)

Step into and learn from a mystery theater experience where students read, perform, question, and collaborate. Writers share how an original murder mystery play uses drama-based literacy, inquiry, and historical context to strengthen inference, argumentation, SEL, and STEAM connections—inviting students to imagine, innovate, and become inspired and equipped by story.

Presenters: Alexandra Diaz, Author
Jo Hackl, Random House Children's Books
Landra Jennings
Lorelei Kennedy
Lesley Roessing, Georgia Southern University (retired)/Rowman & Littlefield/Corwin Press

M S C

I.16 Against Silence: YA/MG Authors and Educators on Censorship, Free Speech, and Social Action

Room 203-A (200 Level)

Five bestselling, award-winning middle grade and young adult authors will share their writing and research processes to reveal the decisions they make as they craft novels about free speech, censorship, protest, and social action. Using these texts as guides, two teacher educators will describe practical classroom ideas for building understandings of free speech and engagement with civic literacy.

Presenters: Kalynn Bayron, Bloomsbury Children's Books
Chrystal D. Giles, Random House Children's Books
Ricki Ginsberg, Colorado State University
Wendy Glenn, University of Connecticut
Frederick Joseph, Penguin Random House
Ari Tison, Macmillan
Elisabet Velasquez, Sourcebooks

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *Early Childhood Education Strand*

I.17 Authors and Educators Using Books and Creativity to Build an Innovative and Inclusive Classroom for Disabled and Neurodivergent Learners

Room 125 (100 Level)

How can books help disabled students feel included? This panel of authors with visible and invisible disabilities creates characters and stories based on lived experiences. They discuss ways teachers can use inclusive books to spark creativity and inspire conversation. They will also share activities to help students value one another and build an inclusive and innovative classroom.

Presenters: Jen Malia, Norfolk State University/Charlesbridge/Beaming Books
Katie Mazeika, Simon & Schuster
Lyn Miller-Lachmann, Lerner/Carolrhoda Lab/New York City Department of Education

E T R *Early Childhood Education Strand*

I.18 Becoming Multilingual in Community: Chinese American Children's Language Practices and Investment in a Co-Constructed Translanguaging Space

Room 123 (100 Level)

This study explored the language practices and investment of young multilingual Chinese American children in a community bilingual picturebook class. Findings show how children draw on their holistic repertoires through translanguaging to sustain relationships and express emotions. It also demonstrates the importance of co-constructing a translanguaging space to nourish children's full investment.

Presenter: Zhen Valerie Ren, University of Illinois Urbana-Champaign

E M S

I.19 Beyond Elementary: When Workshop Moves to the High School English Classroom

Room 108-A (100 Level)

As elementary teachers who transitioned to high school, we'll share how familiar pedagogy translated—and where it didn't. Drawing on workshop structures, we share decisions about time, texts, and teaching while grappling with rigor, independence, and motivation in the secondary setting. If you're considering the leap to high school or looking to reimagine your secondary teaching, come join us!

Presenters: Grace Choi, Fairfax County Public Schools
Jessica DiBeneditto, Fairfax County Public Schools
Sara Kugler, Fairfax County Public Schools

C *Community College Strand*

I.20 Beyond the [Pale] Standard: Reimagining Curriculum Collaboratively

Room 103-A (100 Level)

Explore the approach taken by a team of two-year college English faculty to address barriers surrounding low levels of success in first-year writing. Find out how they used backward design methodology, faculty collaboration, open education resources, and integrated reading and writing methods to address these concerns. Learn tangible strategies for implementing curricular change.

Presenters: Tara Broeckel, Oakland Community College
Suzanne Labadie, Oakland Community College
Camille Ziolek, Oakland Community College

M S *LLA Strand*

I.21 Book Talk "Boot Camp": Going beyond the Curriculum to Empower Student Leaders of Reading Communities

Room 107-B (100 Level)

Two English teachers and a school librarian share how they stepped back to make room for student leaders to step up. We share how our Book Talk "Boot Camp" program empowers teens to organize and host book events for peers and for younger students. Participants will leave with a list of books to share with students and a plan to identify, support, and teach student leaders of reading communities.

Presenters: Francisca Adjei, Louisiana State University Laboratory School
Charity Cantey Ghirardi, Louisiana State University Laboratory School
Candence Robillard, Louisiana State University Laboratory School

G *Rainbow Strand*

I.22 Centering Indigenous Knowing in Literacy Curriculum: A Digital Process for Bringing Mohawk Stories to Classrooms

Room 113-B (100 Level)

Find out how educators and filmmakers partnered to develop films and coordinated curriculum around stories told by a Mohawk elder! Learn about the steps they took to film stories, identify an educational website to host the films, and create curricular resources. Hear how literacy teachers are using the work and develop ideas for using Indigenous storytelling in your own curriculum.

Presenters: Laurie Rabinowitz, Skidmore College
Krista Senatore
Jessica Somerville-Braun, Skidmore College
Adam Tinkle

I SESSIONS — 12:30–1:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***Research Strand***

I.23 Challenging Classroom and Community Censorship through Research, Practice, and Action

Room 118-B (100 Level)

Since 2021, book bans have risen dramatically due to educational censorship policy, and as of 2025, nearly 23,000 books have been banned across the United States. In this panel, presenters share cutting-edge research on the impact of censorship in classrooms and communities. We share methodological and action-based strategies for researchers and practitioners to challenge censorship.

Session Chairs and Presenters: Josh Coleman, Arizona State University
Autumn Griffin, University of North Carolina at Charlotte
Presenters: Reka Barton, University of Maryland, College Park
Sharim Hannegan-Martinez, University of Michigan
Stephanie Toliver, University of Illinois Urbana-Champaign

M S ***ELATE Strand***

I.24 Collaborative School Communities: Reimagining Teacher and Student Learning

Room 104-AB (100 Level)

How can teachers partner with AI, engage students in authentic literacy activities, and develop a capacity to think critically? When teachers collaborate and explore the affective domain in reading, they offer a powerful model for students' reading discussions. Teacher-developed professional study with choices impacts teachers' use of collective teacher efficacy to support students' learning.

Session Chair and Presenter: Laura Robb, Powhatan School
Presenters: Jim Burke, Middle College
Travis Crowder, School Challenger Early College High School



M S ***Rainbow Strand***

I.25 Disrupting Racial Imagination: Intergenerational Approaches to Transformative Literacy Education

Room 113-C (100 Level)

Community leaders, teachers, and students will share strategies for using racial literacy to help Black and Brown youth build confidence, imagination, and criticality. Panelists from a Hartford, CT-based nonprofit will highlight intergenerational, liberatory approaches and hands-on activities that strengthen positive racial identity and support students in imagining more just worlds.

Session Chair: Abbey Clark-Moschella, The Legacy Foundation of Hartford, Inc.
Presenters: Tamya Farrell
Danielle Filipiak, Michigan State University
Felicia Hamilton, Windsor High School, CT
Ashley Jackson
Laila Williamson

S C T ***ELATE Strand***

I.26 Edicts or Ecosystems? Teaching Grammar and Vocabulary from an Organic Perspective

Room 105-B (100 Level)

Can we imagine grammar and vocabulary taught as living, connected systems instead of isolated concepts? Participants will explore how they can center students' language experiences to teach grammar and vocabulary purposefully through real-world texts and everyday communication. We'll consider ways to resist traditional language notions and open doors to meaningful, student-centered learning.

Presenters: Darren Crovitz, Kennesaw State University
Michelle Devereaux, Kennesaw State University
Rob Montgomery, Kennesaw State University

E M S

I.27 Exploring Words: How Language Field Guides Transform Vocabulary Instruction

Room 107-A (100 Level)

Tired of vocabulary instruction that doesn't stick? Discover language field guides—a research-based system that transforms students from passive memorizers into active word explorers. Learn the wonder-research-connect routine, see stunning student examples, and leave with ready-to-use tools that make vocabulary meaningful, manageable, and joyful across all content areas.

Presenters: Samantha Futrell, William & Mary
Mark Hofer, William & Mary
Rebekah O'Dell, St. Michael's School
Emerson Underwood

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S *LLA Strand*

I.28 Illuminating the Eye of History: Identity, Inquiry, Imagination, and Inspiration in the Middle and Secondary ELA Classroom

Room 105-A (100 Level)

This session explores how narrative nonfiction helps students learn to see history through identity, inquiry, imagination, and inspiration. Two authors share how their work invites ethical engagement, while a classroom teacher models creative assessments and digital tools that transform students from consumers of history to thoughtful interpreters and writers. Handouts with resources are provided.

Presenters: Selene Castrovilla, Astra Books for Young Readers
Joules Chapin, DeWitt Middle School/Ithaca City School District
Alice Faye Duncan, "The Dream Builder's Blueprint—Dr. King's Message to Young People"
Jennifer Kirchoff, East Syracuse Minoa Central School District

S *New & Early Career Teacher Strand*

I.29 Imagine, Innovate, Assess: Reconsidering High School Mastery through Creative Assessment

Room 120-B (100 Level)

Move beyond the essay or multiple-choice test and reimagine assessment through the lens of creativity and production! Presenters will share practical, classroom-tested, innovative assessments, including podcasts, character autopsies, listicles, one-pagers, literary mosaics, *NYT* contest submissions, and more. Attendees will leave with ready-to-use rubrics, handouts, and student examples.

Presenters: Jennifer Jepsen, Oak Lawn Community High School
Erika Johnson, Oak Lawn Community High School
Shatha Odeh, Oak Lawn Community High School

S R *LLA Strand*

I.30 Imagining and Teaching toward Social Class Justice: Representing and Resisting Poverty and Racial Capitalism in the English Classroom

Room 109-B (100 Level)

Drawing on accounts of high school teachers who focused on issues of political economy in ELA classrooms and on research describing how racial capitalism shaped the history of literacy education in a Midwestern industrial city, this panel will invite attendees into a conversation about confronting social class inequity and poverty as part of a broader project of teaching for social justice.

Presenters: Todd DeStigter, University of Illinois Chicago
Darren Tuggle, University of Illinois Chicago
Robert Wilson, University of Illinois Chicago

G *LLA Strand*

I.31 Imagining Beside Emeriti: Inspiring Students to Engage

Room 118-C (100 Level)

If teachers only taught, the profession would stagnate. The best teachers also learn. In this session, three retired teachers share what they learned from more than 100 years of teaching. They were inspired by literature, professional leadership, and literacy publications to imagine how their students could deeply engage in writing, reading, and inquiry.

Session Chair: Mariana Romano, Evanston Township High School
Presenters: Hannah Kittle, Joseph A. Browne Middle School
Penny Kittle, Plymouth State University/Book Love Foundation
Linda Rief, Retired Teacher/Author
Tom Romano, Miami University

E M *LLA Strand*

I.32 Inspiring and Reimaging Instruction through Joyful PD: Strategize Coaching Work to Support Teachers' Interests in Playing with Instructional Practices

Room 121-C (100 Level)

This session explores how a district's literacy coaches design structures and routines to deepen engagement and joy for teaching while growing common instructional practices. Coaches develop work to imagine the district's vision, preserve individual teachers' areas of inspiration and curiosity to stay true to collective beliefs, growing new understandings in a shifting world of teaching reading.

Presenters: Stephanie Coxon, Pomperaug Region 15
Emily DeLiddo, Language Is Living, LLC
Sarah Dos Santos, Pomperaug Region 15
Nancy Hanson, Gainfield Elementary School
Heather Mack, Pomperaug Region 15
Barbara Mikush, Pomperaug Region 15
Nicole Morris, Longmeadow Elementary School
Cori O'Keefe, Pomperaug Region 15
Kathy Rountos, Rochambeau Middle School

I SESSIONS — 12:30–1:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***New & Early Career Teacher Strand***

I.33 Inspiring Lifelong Readers: Reimagining Children's Literature Instruction through Book Clubs for Preservice Educators

Room 120-C (100 Level)

This panel reimagines how institutions can support literacy through a preservice teacher book club, Gator Tales, which prepares future educators to use children's literature to inspire a love of reading. Panelists share innovative partnerships, library collaborations, and classroom-ready strategies that bridge research and practice while fostering culturally responsive, literature-rich classrooms.

Presenters: Kelly Bjalobok, University of Florida
Annie Henley, University of Florida
Brittany Kester, University of Florida
Shelley Therien, University of Florida

E T

I.34 Inspiring Student Writers: Innovations in Elementary Nonfiction Writing Using "Mentor Processes"

Room 109-A (100 Level)

Teachers have long relied on mentor texts to inspire and support student writing. Mentor processes are an innovative take on mentor texts, focusing closely on the strategies book creators use to write and illustrate nonfiction texts and leveraging them as guides to student writing. Join us to explore classroom examples of practices rooted in mentor processes and student-created nonfiction texts.

Presenters: Mary Ann Cappiello, Lesley University
Erika Dawes, Lesley University
Xenia Hadjioannou, Penn State University, Berks Campus
Brittany Petch
Emilee Truitt

G T ***NWP Strand***

I.35 Journals for Life: How "Writing into the Day" Can Transform a Classroom

Room 202-B (200 Level)

Sponsored by the Boston Writing Project

Writing is thinking, and journaling is a powerful tool. This session will show how prompted yet open-ended writing can inspire reflection, frame a day's work, foster a love of writing, and otherwise give space to be a writer. You will write with us, illustrating firsthand how "Writing into the Day" can be used from elementary through adulthood in various contexts, disciplines, and time allotted.

Presenters: Jessica DellAquila, Boston Writing Project/Edward M. Kennedy Academy of Health Careers
Amy Gonzalez, Cambridge Public Schools, MA
Denise Patmon, University of Massachusetts Boston
Dan Tobin, Rindge Avenue Upper School

S ***LGBTQIA+ Strand***

I.36 Limitless Possibility: Teaching Queer Literature to Inspire, Expand, and Innovate Classroom Creativity

Room 119-B (100 Level)

Panelists will pair queer literary excerpts drawn from their award-winning books of LGBTQ+ literature with specially designed creative writing prompts for the middle school, high school, and college levels. Readings and prompts will serve as sources of inspiration to spark creativity and possibility. In small groups, participants will have a chance to read and write inspired by these exercises.

Presenters: Shastri Akella, Michigan State University
Neema Avashia, English High School
Jeffrey Lofton, Library of Congress
Sawyer Lovett, University of the Arts at Rosemont College
Bushra Rehman, Hunter University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C ***NWP Strand***

I.37 Making Peace with and Peacefully Making with AI: Centering Students' Humanity, Ethics, and Confidence in Writing Classrooms

Room 117 (100 Level)

AI: friend, foe, or both? Given the range of knowledge and attitudes about AI, this session will acknowledge its potential to complicate and reimagine writing instruction. Three Kansas City area Writing Project teachers, who teach varying levels of 9–12 English, will lead participants in exploring AI integration that centers writer identity, fosters academic integrity, and develops writing skills.

Presenters: Jen Jones, Lees Summit West High School
Mary Beth Rich, Lees Summit West High School
Nichole Schroeder, Lees Summit West High School

E M S ***NWP Strand***

I.38 Making Waves with Creative Writing: Sustaining Voice, Rigor, and Joy When Authentic Writing Is at Risk

Room 126-B (100 Level)

At a time when authentic writing is often marginalized, educators share how they are sustaining inclusive, rigorous, and student-driven creative writing across curricular and extracurricular spaces through collaboration and shared vision.

Presenters: Susan Hansen, P.K. Yonge Developmental Research School at the University of Florida
Eric Lemstrom, P.K. Yonge Developmental Research School at the University of Florida
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida
Megan Weber, P.K. Yonge Developmental Research School at the University of Florida

G T ***ELATE Strand***

I.39 Neurospicy and Noticed: Imagining an Inclusive Space for Neurodivergent Educators

Room 122-A (100 Level)

Neurodivergent ELA teachers possess the strengths of hyperfocus, creativity, and imagination, but neurotypical systems lead to burnout. Come explore research on the experiences, needs, and assets of neurodivergent educators, and the gap between theory and practice for professionals who lack the support. Gain a tool for self-inventory, inspire advocacy plans, and innovate support frameworks.

Presenters: Wendy Chen, Loyola University Chicago
Rachel Nguyen, San Juan Unified School District
Holly Stimson, Stargate School

S T ***LGBTQIA+ Strand***

I.40 Queering the Narrative: How Nonbinary, Trans, and Genderqueer Representation Fosters Resilience in Young Readers

Room 204-A (200 Level)

This session features nonbinary, trans, and genderqueer authors, educators, advocates, and allies sharing their work and knowledge for enhancing LGBTQIA+ secondary level students' sense of identity and resiliency. Presenters will share specific titles, considerations for educators, and suggestions for utilizing literature in fostering an affirming environment in secondary level classrooms.

Presenters: Kay Amato
e. E. Charlton-Trujillo, Candlewick Press
Maya Gittelman, Macmillan
Robin Gow, Macmillan
A.S. King, Scholastic
Anna-Marie McLemore, Macmillan Children's Publishing Group
Ash Wilda, Penguin Random House

M ***LGBTQIA+ Strand***

I.41 Sapphic Middle Grade vs. the Patriarchy: Inspiring the Next Generation of Changemakers

Room 121-B (100 Level)

In society—where much attention is given to men and boys—the lesbian experience is the very antithesis of that patriarchy. Stories about young girls rejecting compulsory heterosexuality helps open up worlds and encourages all students to find their own way, even (and especially) if it runs counterculture. Join four middle grade authors and one educator to discuss the importance of sapphic books.

Presenters: Rebecca Bendheim, Penguin Random House
Kate Fussner, HarperCollins
Tracey-Ann Lafayette, Manchester Public Schools
Lauren Magaziner, Simon & Schuster Children's Books
Nicole Melleby, Algonquin Young Readers/Hachette Book Group

I SESSIONS — 12:30–1:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T ***LLA Strand***

I.42 Seeking Home: Literature of Heartache and Hope to Inspire the Imaginations of Readers & Writers, Creators, and Communicators

Room 202-A (200 Level)

This session illuminates literature that reveals humanity's quest for home and belonging amid migration, displacement, and uncertainty. Our panel of authors explores how writing evokes heartache and hope, builds empathy, and invites deep engagement with personal and global stories. Educators share strategies for a theme study that focuses on inspiring student connection, imagination, and understanding.

Moderator: Nancy Johnson, Authors & Illustrators Abroad
Presenters: Victoria Chang, Macmillan Children's Publishing Group
Violeta Encarnacion, Red Comet Press
Jeni Logan, Snohomish School District
Scott Riley, Millbrook Press/Lerner
Megan Sloan, Snohomish School District
Mia Wenjen, Red Comet Press

G

I.43 Tableaus, Podcasts, and TED Talks: Joyful Resistance through Innovative and AI-Resistant Projects

Room 111-A (100 Level)

What if student work couldn't be copied—and students loved it? Discover three AI-resistant, joy-centered strategies—tableaus, podcasting, and TED Talk-style projects—that empower students to imagine, innovate, and inspire authentic audiences. Amplify student voices across grade levels by getting them off screens, collaborating meaningfully, thinking deeply, and creating work that truly matters.

Presenters: Molly Buckley-Marudas
Brook Davis, Wake Forest University
Rebecca Warchut, Simsbury Public Schools

E M ***Rainbow Strand***

I.44 Tackling Difficult Topics in Picturebooks

Room 111-B (100 Level)

Picturebooks can inspire safe, meaningful conversations about life's hardest topics. This panel explores how authors and educators use picturebooks to illuminate difficult themes while fostering empathy, resilience, and thoughtful discussion. Participants will gain concrete strategies for teaching picturebooks in a way that fosters inclusive and empowering conversations.

Presenters: Livia Blackburne, Author
Meredith Seung Mee Buse, The School District of Philadelphia
Shannon Gibney, Lerner Publishing Group
Carole Boston Weatherford, Macmillan
Kao Kalia Yang

M S R ***ELATE Strand***

I.45 When Talking about the News Isn't Enough: How News and Media Literacy Build Critical Thinking and Civic Engagement in Today's World

Room 102-AB (100 Level)

How are students engaging with news in today's classrooms—and where are the gaps? Drawing on national survey data, the Leonore Annenberg Institute for Civics highlights strengths and missed opportunities in news and media literacy instruction. Explore practical tools from the News Literacy Project to help students build critical thinking and civic awareness in an ever changing media landscape.

Presenters: Lance Holbert, University of Pennsylvania, Leonore Annenberg Institute for Civics (LAIC)
Tracee Stanford, News Literacy Project
Doron Taussig, Ursinus College

E ***Early Childhood Education Strand***

I.46 Whose Science? Whose Reading? Lessons from the Field on the Science of Reading

Room 124 (100 Level)

This panel features contributors to Issue 55 of the Bank Street Occasional Paper Series, "Reports from the Field on the Science of Reading." Participants examine how restrictive SoR policies narrow instruction and constrain teacher expertise, highlighting how educators navigate, contest, and reimagine reading instruction while navigating SoR mandates.

Presenters: Kyle Arlington, Teachers College, Columbia University
Amanda Armstrong, Independent Scholar
Ysaaca Axelrod, University of Massachusetts Amherst
Brooke Blacknall, Spelman College
Gail Boldt, Penn State University
Patricia Enciso, The Ohio State University
Jordan Freeman, Morehouse College
Melissa Kurtz, Independent Scholar
Alina Lewis, SUNY Albany
Lindsey Lush, Augusta University
Elenita Ramos, University of Massachusetts Amherst
Natasha Thornton, Spelman College

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S ***Rainbow Strand***

I.47 Writing in Community, for Community, and toward Freedom: Culturally Sustaining Writing Workshop

Room 115-B (100 level)

What would it mean to write with freedom at the center? In this engaging session, three experienced educators provide a Culturally Sustaining Practices (CSP) framework for writing instruction, sharing strategies and resources for attendees to create authentic writing communities in their own classrooms. The voices of young writers will also be highlighted as students share their writing journey.

Presenters: Tricia Ebarvia, Greene Street Friends School
Kim Parker, Harvard University
Tiana Silvas, New York City Public Schools

G T ***NWP Strand***

I.48 Designing for Friction: Educators' Approaches to Teaching Writing in the Age of AI

Room 201-C (200 Level)

Using the Friction by Design framework, this roundtable session explores how educators foster "productive friction" around generative AI in their practice. NWP-affiliated teachers offer concrete approaches, examples from practice, lessons learned through experimentation and long-term study, and a diversity of youth, educator, and researcher perspectives on current AI policy and practice.

Roundtable Leaders: Paul Allison, Writing Partners
Katie Burrows-Stone, Fennville Public Shools
Jennifer Freed, University of Pennsylvania
Robert LeBlanc, University of Lethbridge
T. Philip Nichols, Baylor University
Anna Smith, Illinois State University
Kristina Stamatis, University of Nebraska Omaha
Amy Stornaiuolo, University of Pennsylvania
Emmy Talian, University of Pennsylvania
Angelina Vo, West Chester East High School
Sarah Woodard, University of Colorado at Denver

NOTES

J SESSIONS — 2:00–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C ***Community College Strand***

J.1 AI as Partner, Not Replacement: Building Literacy and Agency in Developmental Writing Classrooms

Room 125 (100 Level)

This session shares real strategies from a developmental writing course that doubled success rates by treating AI as a thinking partner—not a cheat tool. Learn how to build student agency, critical thinking, and authentic voice while embracing the technology our students are already using.

Presenter: Lydia Presley, Illinois Central College

E M S ***New & Early Career Teacher Strand***

J.2 Are We Even Co-Teachers? Strategies for Collaboration and Best Practices for Building an Effective Co-Taught Classroom

Room 115-B (100 Level)

Establishing strong co-teaching and co-planning practices takes work. This session walks attendees through some tried and true strategies that enhance their collaboration game in a co-teaching pair. Come with an open mind, ready to reimagine the ELA classroom as a product of meaningful co-teaching and creating space for all voices to be heard.

Presenters: Chidi Amasiani, The 30th Avenue School (Q300)
Laura Parris, The 30th Avenue School (Q300)

G R ***LLA Strand***

J.3 Beyond "Did They Get It?": Using Classroom Audio to Diagnose Why Students Struggle

Room 121-C (100 Level)

Traditional formative assessment tells us WHO didn't understand, not WHY. Is it working memory overload? Prior knowledge gaps? Surface-level strategies? The diagnosis determines the intervention. This session introduces a cognitive diagnostic framework using classroom audio to distinguish types of learning breakdowns, moving formative assessment from binary to precise and actionable.

Presenter: Nathan Lang-Raad, Lightspeed Technologies

S C ***Community College Strand***

J.4 Beyond "Good Job": Making Peer Review Work in the Writing Classroom

Room 204-B (200 Level)

Teaching how to peer review is hard. Yet writers improve by both receiving and giving feedback. This session will provide simple strategies for peer review, such as frontloading expectations, providing prompts and Elbow's non-evaluative questions, and using reflections to deepen student engagement. You'll leave with practical strategies to transform peer review from perfunctory to powerful.

Presenter: Melissa Pilakowski

S

J.5 Beyond a Poetry "Unit": Innovation and Expression in a Semester-Long Poetry Class for Juniors and Seniors

Room 105-A (100 Level)

This presentation, co-led by a high school teacher and her students, shares how a semester-long junior-senior English elective helped everyone in the class—teacher and students—become creative risk takers. We will share an overview of the course, poets and forms studied, sample poetry writing assignments, options for student projects, and examples of student work.

Presenters: Lisa Scherff, Community School of Naples
Avery Schulze, Community School of Naples
Gia Shaheen, Community School of Naples

G T ***New & Early Career Teacher Strand***

J.6 Beyond Survival Mode: Practical Strategies for Thriving as a New ELA Teacher

Room 113-C (100 Level)

This interactive session gives new and early-career ELA teachers practical tools for classroom management, parent communication, and advocating for support. Participants practice scripts and protocols through real classroom scenarios and leave with strategies to move beyond survival and build lasting confidence and professional voice, without losing themselves along the way.

Presenter: Lisa Arter, Southern Utah University

S C

J.7 Beyond the Prompt: English Teachers as Architects of the Citizen in an AI-Saturated World

Room 111-A (100 Level)

This session challenges secondary and college educators to move beyond viewing AI as a productivity tool. We explore the English teacher's role in building the student as a citizen navigating an AI-rich environment. We will present strategies to build students capable of the self-regulation required to navigate the psychological and intellectual shifts triggered by generative AI.

Presenter: K. A. Keener, New York City Department of Education/New Directions Secondary School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *Research Strand*

J.8 Building Literacy Bridges: Cross-Age Peer Tutoring as a Model to Assist Elementary and Secondary Emerging Writers

Room 119-B (100 Level)

This study explores a cross-age peer tutoring program where high school students labeled "struggling" readers and writers tutor struggling TK/kindergarten students in peer-mediated writing strategies. We offer insight into the affordances and constraints of using innovative peer tutoring models as literacy interventions that highlight the assets and capability of youth.

Presenter: Lena Phalen, Stanford University Graduate School of Education

R *Research Strand*

J.9 Discursive Formations of School Discipline: Teacher Accounts from Rural Schools

Room 120-A (100 Level)

Drawing on interviews with rural middle and high school teachers, this session examines how educators describe and interpret behavior management systems. Using Foucauldian genealogy and discourse analysis, the study explores how "behavior," "support," and "discipline" are produced in teachers' talk and with what implications for schooling.

Presenter: Sarah Anne Hamner, University of Georgia

G *LGBTQIA+ Strand*

J.10 Dreams Come True: Creating Queer & Trans Inclusive Literacy Classrooms with LGBTQIA+ Children's Literature

Room 113-B (100 Level)

This session dreams of literacy classrooms teeming with high quality LGBTQIA+ children's literature and demonstrates it is possible! Attendees reflect on the importance of engaging with LGBTQIA+ literature as readers themselves, so they are more critical consumers of queer children's literature. The session offers a tool for evaluating LGBTQIA+ literature in teachers' classroom libraries.

Presenter: Dolly Jenkins, SUNY Empire

E T *Early Childhood Education Strand*

J.11 Effective Vocabulary Read-Alouds for Young Learners: A Framework for Bringing Words to Life

Room 124 (100 Level)

This session will guide educators through a 7-step planning process for vocabulary-rich read-alouds. Teachers will be inspired by diverse, SEL-connected texts, imagine new word-learning possibilities through intentional word choice and interactive read-alouds, and innovate with extensions that build lasting word ownership.

Presenters: Amanda Schoepflin Kovac, JOYcabulary/Onteora Central School District, NY
Linda Szakmary, JOYcabulary/Sullivan/OU Boces, NY

E T R *Early Childhood Education Strand*

J.12 Embodied Popular Media Literacies: Reimagining Early Childhood ELA through Play, Culture, and Identity

Room 111-B (100 Level)

This session explores how young children's engagements with popular media texts function as embodied, creative, and relational literacies. Presenters show how play, affect, and popular culture foster identity and belonging, inviting early childhood educators to imagine literacy learning beyond skills-based frameworks.

Presenters: Rachel Knight, Teachers College, Columbia University
Carmen Llerena, Teachers College, Columbia University

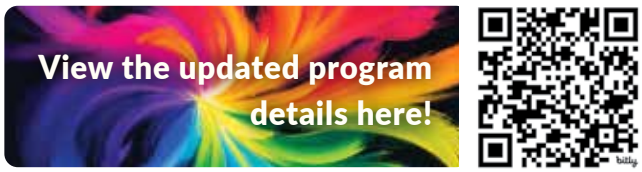
E M *LLA Strand*

J.13 Environmental Justice-Themed Picturebooks: Relational Responsibilities to Water, Land, and Life

Room 103-B (100 Level)

The environmental crisis is an urgent call, as we are experiencing the impacts of climate change and the inability to sustain life. Using an inquiry-driven pedagogy, the presentation will show how environmental justice-themed picturebooks as tools facilitate the integration of civic action, redefining our relational responsibilities to water, land, and future life.

Presenters: Elena Saenz, Belen Jesuit Preparatory School
Adeli Ynostroza, California State University, Bakersfield



J SESSIONS — 2:00–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Rainbow Strand***

J.14 Express Yourself: Black Poets, Living Legacies, and the Power of Voice to Inspire Young Writers of All Identities

Room 118-B (100 Level)

In this interactive workshop, educators explore how the poetry and artistry of artists like Nikki Giovanni and Ashley Bryan can be used as mentor texts to support close reading, author's craft, and narrative writing. Participants will practice joyful writing moves, analyze student work, and leave with practical ideas for identity-affirming literacy instruction for Black History Month and beyond!

Presenters: Rebecca Bellingham, Artful Belonging Studio
Veronica Scott, Artful Belonging Studio

S ***LLA Strand***

J.15 Frankenstein, Fire, and Photography: An AP Senior Class Exploration Using the Making of Art to Read Literature

Room 203-A (200 Level)

The session will begin with a hands-on art-making project. Participants will explore an arts-integrated literary photography project done with AP seniors. Participants will leave with a practical lesson, a work of art, and a better understanding of how making art in the classroom is a way to preserve real learning in a technologically shifting world.

Presenter: Ariela Robinson, Rochelle Zell Jewish High School

G

J.16 From Folding, to Flying, to Frame Stories: Building Paper Airplanes and Writing Personal Narrative Essays

Room 118-A (100 Level)

The personal narrative is a daunting obstacle for many secondary students seeking university admission. This session explores a straightforward and interactive method for learning to use a frame story in narrative writing. While building and test-flying paper airplanes, participants will compose a sample frame-story narrative by responding to prompts during the construction process.

Presenter: Matthew Macomber, Lake Washington High School

G ***Early Childhood Education Strand***

J.18 From Play to Publication: Multimodal Digital Storytelling as Early Literacy Practice

Room 203-B (200 Level)

This session explores how early literacy instruction can move young children from consuming multimodal texts to composing them through a developmentally appropriate digital storytelling center. By integrating play, imagination, and intentional use of digital tools, children use images, sound, movement, and language to create stories, supporting oral language, authorship, and meaning-making.

Presenters: Sara King, Head Start
Amanda Shimizu, Eastern Kentucky University

E ***Early Childhood Education Strand***

J.19 Go Outside and Write: Nature Journaling That Builds Voice, Wonder, and Care

Room 117 (100 Level)

This session examines how nature journaling expands writing instruction beyond the classroom through observation, curiosity, and authentic experience. Participants will explore how outdoor writing strengthens student voice, engagement, and connection to the natural world while supporting core literacy skills. Classroom-tested routines and examples will be shared.

Presenter: Kinla Nelson, City View Elementary School

M S C T ***NWP Strand***

J.20 If You Break It, You Own It: Using Innovative Text Structure Instruction to Inspire a More Human World and Increase Student Ownership of Language

Room 118-C (100 Level)

Tired of five-paragraph essays? Join us as we ditch the monochromatic writing formulas and watch students explode with color. Discover how braided essays, unusual forms, and student-chosen structures transformed an 11th-grade classroom—and four years of data prove it works. Learn the scaffolded experiments that made "How do I structure this?" a thrilling question instead of a formula to memorize.

Presenter: Wesley Roche-Baron, Flagstaff High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T *LLA Strand*

J.21 Illuminating Perspectives about Immigrants through Picturebook Thematic Sets

Room 103-C (100 Level)

This presentation addresses the need to counter racist and xenophobic rhetoric that dehumanizes immigrants and harms children's self-worth and ideological development. It advocates using picturebook thematic sets that offer illuminating portrayals of immigrant experiences, and discusses selected texts and their impact on empathy, identity, and critical literacy. Participants' discussion follows.

Presenters: Luz Bersh, Minnesota State University-Mankato
Kevin McGee, Minnesota State University-Mankato

M T R *Research Strand*

J.22 Intercultural Citizenship and Counter-Storytelling through Youth Digital Storytelling

Room 204-A (200 Level)

This study examines how intercultural citizenship and counter-storytelling can be enacted in a US Chinese world language classroom through youth digital storytelling. Focusing on students' Qin Dynasty counter-narratives, it shows how learners critique power, re-center marginalized perspectives, and imagine moral and civic agency

Presenter: Maggie Qianqian Ma, SUNY Buffalo

M T R *LLA Strand*

J.23 Letters of Radical Love: Teacher–Researcher Vignettes of Advocacy with Multilingual Middle Schoolers

Room 202-B (200 Level)

This session uses vignettes and reflective letters from a middle school ESOL classroom to explore radical love as everyday advocacy for multilingual learners. Participants will examine classroom moments, consider their own positionalities, and draft letters as a tool for humanizing, justice-oriented ELA practice.

Presenter: Shuang Fu, New York University

G *LLA Strand*

J.24 Listening as Literacy: Creative Classroom Strategies That Prepare Students for Democratic Engagement

Room 109-B (100 Level)

In today's political climate, listening is less appreciated than ever before. Listening Literacy—a research-based, student-centered concept—supports literacy development through artful methods (e.g., photography, restorying), positioning young people as democratic actors. In this session, we share practical "listening pedagogies" to support any elementary, secondary, or post-secondary classroom.

Presenters: Lin Rudder, Independence Nontraditional School
Kristien Zenkov, George Mason University

G *ELATE Strand*

J.25 Literacy as Liberation: Historical Consciousness in ELA

Room 107-B (100 Level)

This session challenges educators to teach literacy as liberation, not compliance. Through the history of Black literacy, from enslaved people risking life and death to read, to Freedom Schools, to current book bans, participants will gain a framework for teaching reading and writing as tools for transformation, critical consciousness, and freedom.

Presenter: Tasean Baldwin, New York City Department of Education

S C *New & Early Career Teacher Strand*

J.27 Platforms, Podcasts, and Profiles: The New Narrative Landscape

Room 116 (100 Level)

The traditional essay often fails to capture the imagination of 21st-century learners. This workshop introduces transmedia storytelling as an innovative ELA assessment strategy. Participants will learn to move students beyond single platform assignments to creating expansive story worlds that demonstrate deep textual analysis and creative synthesis across digital and visual platforms.

Presenter: Celine Gomez, Plano West Senior High School



J SESSIONS — 2:00–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***LGBTQIA+ Strand***

J.28 Queer (Re)Storying in the K–16 Classroom: Creative Archiving as Collective Orientation

Room 120-B (100 Level)

Through a co-delivered unit on camp and performance, students move beyond passive historical consumption to become active archivists, authors, and creators. This approach positions youth as "knowers" who contribute directly to the historical record, fostering critical creativity as students navigate the speculative nature of representing identities that are often abstracted or contested.

Presenters: Lulu Dewey, University of Pennsylvania/Moore College of Art & Design
Robert Goodman, Moore College of Art & Design

S C ***Rainbow Strand***

J.29 Reaching and Teaching Edwidge Danticat: Community, Resistance, and Resilience

Room 121-B (100 Level)

A recognized literary star, Haitian-American writer Edwidge Danticat addresses the most pressing issues of the day with sensitivity and insight in her fiction and nonfiction. Discussing a specific short story and essay, we will explore ways to engage students in a place and perspective that on the surface might seem unfamiliar yet raises questions of the human condition common to all.

Presenters: Carlos Escobar, Felix Varela Senior High School
Renee Shea, Bowie State University

G ***LLA Strand***

J.30 Reading Indigenous Stories Together: How Authors' Notes Support Conversations about Historical Truth, Contemporary Activism, and Cultural Joy

Room 108-B (100 Level)

Teachers need guidance for shared reading of Indigenous children's literature that addresses historical trauma, contemporary activism, and cultural celebration. This session examines informational back matter in three award-winning picturebooks, demonstrating how authors equip adults with language and context for facilitating age-appropriate conversations about survival, resistance, and joy.

Presenter: Dana Raine, University of Utah

M S

J.31 Reading the World to Write the World: Teaching Students to Find Their Voice through Research, Media Literacy, and Informed Opinion

Room 109-A (100 Level)

Students are surrounded by opinions but often lack the tools to form their own. This session shows teachers how to create a semester-long themed unit that helps students critically consume information, evaluate sources, and research topics that matter to them, culminating in informed editorial writing that empowers confident, evidence-based student voices.

Presenters: Lindsay Barna
Heather Hunkele, Bernards High School

M S C T ***ELATE Strand***

J.32 Reading with GPT in Grades 7–12: Teaching Discernment, Curiosity, and Literacy without Moral Panic

Room 121-A (100 Level)

This session models a secondary ELA unit that positions GPT as a constrained reading partner rather than a shortcut. Participants examine how AI-supported dialogue, assessment design, and text choice deepen comprehension, curiosity, and student agency while maintaining rigor and alleviating fear and hesitation about new technologies.

Presenter: Michael Brennan, North Broward Prepatory School

M ***NWP Strand***

J.33 Reimagining ELA: Science and Literacy Teachers Sharing Ownership across Disciplines

Room 108-A (100 Level)

In this session, presenters will offer ideas about how participants can partner with grade level colleagues to build shared understandings of literacy practices their students will need across content areas. Participants will consider the practices of their own discipline and reflect on the purpose and shortcomings of the norms of ELA.

Presenters: Meghan Bowe, Forestdale School
Rachel Knecht, Brigham Young University
Meghan McCormick, Boston College

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T *LLA Strand*

J.34 Reimagining Reading for In-Depth Learning: Engaging in Critical Literacy with Multilingual Youth

Room 115-C (100 Level)

This proposal addresses systemic underestimation of multilingual learners by positioning critical literacy as a pathway to rigorous, equitable ELA instruction. Our teacher-focused application of the Reading for In-Depth Learning (Ridl) framework offers practical protocols that support language development while engaging MLs as critical analysts, meaning-makers, and producers of complex knowledge.

Presenters: Caitlin M. Donovan, Duke University
Jennifer Mann, Duke University

G T *ELATE Strand*

J.35 Seeing the Water: Teaching Students to Be Vigilant, Critical Consumers of AI

Room 115-A (100 Level)

AI has become ubiquitous; indeed, it is the water we all swim in. But how do we teach young people to always question what they experience and not simply accept AI as life, even though they see their apps, influencers, schools, teachers, families, and friends using it? Here, we'll explore five simple but powerful questions that will help students remain critical and vigilant consumers of AI.

Presenter: Marilyn Pryle, East Stroudsburg Area School District

S *ELATE Strand*

J.36 Spotlight on Revision: Labor-Based Assessment of the Writing Process

Room 122-A (100 Level)

Let's imagine authentic assessment that highlights students' voices and choices as writers. What if revision tasks could shine a spotlight on student labor, highlighting process over product? Let's liberate our student writers from the rubrics and checklists and invite them to playful, creative revision with "spotlight" templates, a writer's toolbox, and reflective memos.

Presenter: Sarah Wheeler

M S T *ELATE Strand*

J.37 Staying in the Conversation: Reimagining Middle School Rhetoric for Sustained Civil Discourse

Room 123 (100 Level)

What if middle school rhetoric focused less on persuasion and more on staying in conversation? This session reimagines rhetoric as sustaining discourse rather than winning arguments. Participants will experience a framework built on listening, responding, and revising stances that build students' rhetorical readiness for uncertainty, unrehearsed moments, and sustained academic conversation.

Presenters: Sarah Lane, Sphere Education Initiatives
Kendra Miller, Providence Christian Academy
Sarah Xander, Galileo School for Gifted Learning

T R *ELATE Strand*

J.38 Teacher Education as a Liminal Space: Transforming Teacher Dispositions Now for the Imagined Future

Room 126-B (100 Level)

In this session, two teacher educator-researchers share concrete practices to develop preservice teacher dispositions around equitable book selection in the liminal space of teacher education. Recognizing that this work spans the now and the imagined future, we explore excerpts from student reflections as qualitative artifacts of the implications of these dispositional development practices.

Presenters: Sara Sterner, Cal Poly Humboldt
Megan Van Deventer, Weber State University

S *LLA Strand*

J.39 Teachers as Literacy Mentors: Designing Reading Cultures That Sustain Emergent Bilinguals' Academic Voices

Room 204-C (200 Level)

This session explores how teachers can design reading cultures in designated courses that position emergent bilingual students as meaning-makers by centering choice, collaboration, and culturally sustaining literacy practices.

Presenter: Erik Hernandez, Animo Jackie Robinson Charter High School



Share your Convention stories this year!
#NCTE26

J SESSIONS — 2:00–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E S T *ELATE Strand*

J.40 Teaching Writing from the Inside Out: Reimagine Assessment and Instruction to Value and Cultivate Students' Authentic Voices

Room 105-B (100 Level)

Teaching writing from the inside out reimagines how we learn about/from students and use their assets as a generative core to transform writing instruction. Drawing from evidence-based practices, we share assessment tools, instructional strategies, student work samples, and resources for designing writing tasks that value students' funds of knowledge and empower their authentic voices.

Presenters: Yang Hu, Hunter College, CUNY
Kara Pranikoff, Eyes Open Education
Alissa Reicherter, Alongside Learning LLC/Hunter College, CUNY

E M S *ELATE Strand*

J.41 The Engagement Blueprint: How to Build a Reading Culture Kids Actually Care About

Room 103-A (100 Level)

Students often disengage from reading as demands increase inside and outside of the classroom. This interactive session explores student-centered routines that build joyful, sustainable reading cultures grounded in choice, community, and motivation.

Presenter: Erica Braunlinger, Archdiocese of Philadelphia

E M *ELATE Strand*

J.42 The Imagination Lab: Building Creative Risk-Taking into Everyday ELA Instruction

Room 102-AB (100 Level)

The Imagination Lab brings creativity into the everyday rhythm of ELA classrooms. Discover simple routines like low-stakes journaling, playful writing games, and collaborative challenges that help students take creative risks. Walk away energized with practical ideas you can use right away to build confidence, curiosity, and joy in reading and writing for all learners.

Presenter: Kristen Pisacreta

E *ELATE Strand*

J.43 The Power of Paying Attention: Inspiring Students to Write with Imagination and Innovation

Room 201-C (200 Level)

Two children's picturebook authors and elementary educators will highlight an underlying principle of becoming a good writer: the power of paying attention to fuel creativity. Attendees will practice using engaging, easily-scaffolded, confidence-building exercises that demonstrate how noticing is a means to creating unique, imaginative and innovative writing.

Presenters: Tonnye Fletcher, Whiteville Primary School
Lisa Rogers, Author and retired educator, Wellesley (MA) Public Schools

G T R *ELATE Strand*

J.44 The Roots of Teachers' Critical Advocacy for Multilingual Learners: Connecting Personal Histories to Action

Room 119-A (100 Level)

To educate multilingual learners (MLs) in today's challenging climate, literacy teachers must be advocates. And to advocate effectively, teachers must be critical of themselves, their contexts, and their pedagogies. We introduce participants to a framework for critical advocacy for MLs and provide an activity that helps connect their personal histories to their advocacy action.

Presenters: Rebecca Linares
Kate Seltzer, Rowan University

G *NWP Strand*

J.45 Tradition Meets Technology: Enhancing Descriptive Writing Skills through Hawaiian Kilo Practice

Room 104-AB (100 Level)

Unlock the wisdom of Hawaiian Kilo (observation) to imagine new ways of storytelling in the ELA classroom. Discover how tuning in to the natural world fosters vivid imagery and precise word choice through deep observation. Join us for a transformative journey that bridges tradition and technology, providing participants with a clear process to craft digital Kilo videos that empower student voice.

Presenter: Amy Var, Waiakea Intermediate School/University of Hawai'i at Manoa

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C T *ELATE Strand*

J.46 What Counts as Evidence? Rethinking Assessment alongside Future Teachers

Room 126-A (100 Level)

As ELA embraces creativity and multimodality, assessment often remains narrowly defined. This session examines a high school future teacher course where assessment is the curriculum. Authentic educator assessments help students shift from a school-based mindset to developing teacher identity and developing their own rigorous evidence of their learning and growth as educators.

Presenter: Lauren Vandever, Oklahoma State University/Bristow Public Schools

T *ELATE Strand*

J.47 Writing as Belonging: Reimagining Writing Instruction and Assessment through Intergenerational Pen-Pal Partnerships

Room 202-A (200 Level)

How can methods courses create authentic, curriculum-aligned writing that fosters belonging for preservice teachers and elementary writers? This session shows how a pen-pal partnership, using object stories, recipe narratives, and wish poems, connected an evening teacher education course with elementary writers in Texas, integrating creativity and innovation without disrupting mandated curricula.

Presenters: Erica Holyoke, University of Colorado Denver
Susan Tily, University of Wisconsin-Eau Claire

S *ELATE Strand*

J.48 Writing Conferences: Meaningful Feedback and Authentic Learning

Room 122-B (100 Level)

Grading papers is time consuming, and often the feedback provided to students is not even read before students discard or forget about their work. How can we best offer meaningful feedback to students that meets them where they are at as writers? Grading conferences are one answer, and can be implemented into most teacher and student schedules.

Presenter: Charlotte Weyler, Westside Community Schools

G

J.49 Writing for MLL Equity: Practical Writing Routines and Scaffolds That Increase Access and Achievement in High School Classrooms

Room 107-A (100 Level)

This interactive session equips teachers with equity-centered writing routines for multilingual learners (MLLs) in grades 9–12. Participants will explore low-stakes writing strategies, language scaffolds, and feedback practices that honor student voice while strengthening academic language and content mastery across disciplines.

Presenter: Shari Revels-Davis, Chester County School District



K SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T *ELATE Strand*

K.1 Reflective Grading: Empower Students to Take Charge of Their Grades with Ownership and Insight!

Room 124 (100 Level)

What if grades and pressure didn't steal the spotlight in your classroom? Imagine students leaving with real insights about their learning—not just a number on their essays. Enter reflective grading: a game-changing approach that prioritizes reflection, metacognition, and student voice. Join us to learn how reflection makes magic happen—turning grades into growth and students into scholars.

Presenters: Ed Coleman, Maggie L. Walker Governor's School for Government and International Studies
Lindsey LeCroy Whitworth, Maggie L. Walker Governor's School for Government and International Studies

G T R *Research Strand*

K.2 "I Think Leaders Need to Step Up": Teacher-Leaders as Critical Supports in Justice-Oriented English Language Arts

Room 105-B (100 Level)

This presentation examines how justice-oriented ELA teacher-leaders enact pedagogies that resist white supremacy and oppression in schools. Data provides insight into the critical activism of ELA teacher-leaders and efforts to "keep equity at the center." Findings include teacher-leaders' perspectives on resistance, responsibility, and prioritization.

Presenters: Katie Harlan Eller, Teachers College, Columbia University
Jazmin Khraishi, Marist University

E M S *LLA Strand*

K.3 "People Like Me Write": Using Children's Literature to Cultivate Writer Identity

Room 103-B (100 Level)

Youth literature often portrays writing as a meaningful act for processing emotion, asserting identity, and engaging in social action, yet these portrayals are underused in writing instruction. Engage in modeling and practical strategies that use literature to position students as writers with voice, agency, and purpose through cognitively, socially, and emotionally authentic writing experiences.

Presenters: Tracey Hodges, Sam Houston State University
Sharon Pratt, Indiana University Northwest

G T R *Rainbow Strand*

K.4 A Five Cs Framework: Building Early Career Teacher Capacity for Antiracist Pedagogy in Elementary Schools

Room 121-B (100 Level)

Discover how early career teachers conceptualize antiracist pedagogy—and what challenges they experience in implementation. This research-based session introduces the Five Cs framework and examines the emotional labor, preparation gaps, and systemic barriers that elementary teachers face. Equity-minded teacher educators, administrators, and practitioners will leave with actionable strategies.

Presenter: María Underwood, Teachers College, Columbia University (Center for the Professional Education of Teachers-CPET)

S C T R *LLA Strand*

K.5 Arts as Communication: Engaging Peer-to-Peer Art Making across Linguistic and Cultural Borders with Newcomer High School Students

Room 203-A (200 Level)

This session focuses on newcomer high school students and university students engaging in peer-to-peer art-making activities designed to communicate across linguistic and cultural borders. The presenters provide a collaborative program that emphasizes creativity as communication, and discuss its outcomes for ELs and the role of visual storytelling in empowering identity.

Presenters: Sahar Mahmood
Estrella Torrez, Michigan State University

C *Community College Strand*

K.6 Back to the Future: Reimagining Our Classrooms to Exclude AI and Recenter Human Agency, Capability, and Learning

Room 125 (100 Level)

This session presents a series of strategies for teaching English which preclude or restrict the use of generative AI and invite students to learn together, for themselves, reclaiming their capability and agency as human thinkers, readers, and writers. We will cover course design, assignments, classroom activities, and assessment. Participants are invited to bring their own ideas to share.

Presenter: Jeremy Trabue, Chemeketa Community College

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C T *ELATE Strand*

K.7 Barriers, Accommodations, and Inclusive Spaces: Disrupting Ableism through Literature in ELA Education

Room 126-A (100 Level)

In this session, a disabled preservice teacher educator shares her vision for a more inclusive future for ELA education, and broader society, by sharing strategies to explicitly disrupt ableism through the study of disability representation in literature.

Presenter: Caitlin Metheny, University of South Carolina Upstate

E *ELATE Strand*

K.8 Building Strong Floors, Raising High Ceilings: Reframing the Direct Instruction–Inquiry Debate

Room 201-C (200 Level)

Direct instruction and inquiry are powerful methods for teaching and learning, yet they're often pitted against each other. This session reframes the debate by examining the strengths and limitations of each. Through concrete examples, participants will explore ways to adapt curricular resources to build strong skills while fostering student engagement and agency.

Presenters: Kara Pranikoff, Eyes Open Education
Alissa Reicherter, Alongside Learning LLC/Hunter College

G *New & Early Career Teacher Strand*

K.9 Caring without Burning Out: Boundaries and Emotional Labor in the ELA Classroom

Room 113-C (100 Level)

This interactive session equips ELA teachers with practical tools for managing emotional labor and setting healthy boundaries with students, families, and administrators. Through real classroom scenarios, participants learn scripts, protocols, and strategies to sustain caring relationships while protecting time, energy, and professional identity.

Presenter: Lisa Arter, Southern Utah University

M S T *ELATE Strand*

K.10 Collaborative AI: Teachers, Students, and Technology as Learning Partners in the ELA Classroom

Room 121-A (100 Level)

This session demonstrates how English teachers can transform AI platforms from novelty tools into pedagogical partners through intentional student engagement, feedback, and reflection. Presenters showcase a collaborative planning model in which students evaluate AI-generated learning materials and teachers use that feedback to revise and improve future instruction.

Presenter: Angela Neil, Bermudian Springs Middle School
Shannon Smith, Shippensburg University, PA

G T

K.11 Communities Taking Action: Developing and Hosting Forums on Freedom to Read

Room 105-A (100 Level)

Meet a classroom teacher and teacher educator who collaborated to host community forums on book censorship. Learn about the process that they used to screen a documentary, plan a panel of librarians who have pushed back against censorship, and meet with state-level legal advocates. Hear the voices of forum participants and develop ideas for how to start your own advocacy!

Presenters: Laurie Rabinowitz, Skidmore College
Krista Senatore

C T *New & Early Career Teacher Strand*

K.12 Cultivating Connection: Inspiring Preservice Teachers through Innovative Inquiry Mentorship

Room 115-B (100 Level)

This hands-on session will provide an interactive experience for conference participants to explore how preservice teachers mentor middle and high school students through an inquiry-based framework. Participants will engage with practical examples of the inquiry process and will gain insights into how mentorship can have on both student relationships and the future teaching practices.

Presenters: Sarah Bonner, University of North Carolina at Wilmington
Denise Ousley-Exum, University of North Carolina at Wilmington

E T R *Early Childhood Education Strand*

K.13 Curriculum Gaps: How Literacy Programs Miss the Potential of Multigenre Text Sets

Room 111-B (100 Level)

This study analyzes three kindergarten ELA units from widely-distributed curricula to examine how multigenre text sets are designed and enacted. Using a sociocultural lens, we find that SoR-aligned priorities constrain cross-genre inquiry, content learning, and collaborative meaning-making, reducing multigenre instruction to isolated skill building rather than integrated literacy learning.

Presenters: Ysaaca Axelrod, University of Massachusetts Amherst
Denise Ives

K SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***Research Strand***

K.14 Developing Linguistic Justice and Critical Literacy in Teacher Education through Literature Circles with an Award-Winning Novel

Room 119-B (100 Level)

Teachers will learn how to implement literature circles that foster critical literacy, support linguistic justice, and promote meaningful, discussion-based learning in diverse ELA classrooms.

Presenters: Gilberto Lara, The University of Texas at San Antonio
Maria Leija, The University of Texas at San Antonio

G ***ELATE Strand***

K.15 Dystopian Warnings: Encouraging Awareness through Writing and Critical Thinking Strategies

Room 107-B (100 Level)

These presentations aim to highlight innovative writing exercises and critical thinking strategies to encourage students to gain social awareness of dystopian realities. Approaching social concerns through dystopian literature's exaggerated themes can make difficult concepts more accessible for students of all grade levels.

Presenters: Jennifer Lyon, Ridgewood Avenue Elementary School
Lexi Merring, Montclair State University

G ***LGBTQIA+ Strand***

K.16 Effective Strategies for Resisting "Parents' Rights" Pressure and Protecting Students' Right to Read

Room 115-A (100 Level)

This session offers proven strategies for educators to counter white nationalist rhetoric, disinformation, and censorship efforts from parental rights groups. Drawing on research and lived experience in predominantly white suburban districts, participants will learn ways to prepare for and respond to politicized attacks, support teacher well-being, and rebuild community trust in public education.

Presenters: Sara Hoeve, Hope College
Steffany Maher, Indiana University Southeast

E R ***Early Childhood Education Strand***

K.17 From Plates and Pages to Food and Funds of Identity: Tracing Children's Intertextual Imaginations in Making Meal Memoirs

Room 118-B (100 Level)

This presentation investigates how young children's writing—in particular, kindergartners' crafting of "meal memoirs"—served not only as a vehicle for early literacy development but as a dynamic site for identity construction and community in early years classroom contexts.

Presenters: Lindsay Mann, Berkley School District, Michigan
Jon Wargo, University of Michigan, Ann Arbor

S ***ELATE Strand***

K.18 Gothic Frames and Pastel Worlds: Analyzing and Synthesizing Authorial Style through Tim Burton's Works

Room 122-B (100 Level)

This session invites ELA educators to reimagine authorial study through the lens of film by exploring Tim Burton's distinctive "Burtonesque" auteur style in *Vincent* and *Edward Scissorhands*. Participants will examine how Burton's recurring visual and stylistic choices such as color palette, lighting, character design, and setting construct complex themes of individuality, conformity, and belonging.

Presenter: Anne Rizza, Trumbull High School

T R ***ELATE Strand***

K.19 How Literacy Teacher Educators Make Sense of Structured Literacy Mandates in Teacher Preparation Programs

Room 126-B (100 Level)

Drawing on interviews with literacy teacher educators across varied teacher preparation programs, this session examines how faculty interpret, negotiate, and enact structured literacy mandates while sustaining commitments to culturally and linguistically sustaining pedagogy. Findings highlight policy enactment as relational, selective, and shaped by professional judgment and institutional constraints.

Presenter: Angela Kollerer, San Francisco State University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *ELATE Strand*

K.20 How to Be Happy: Strategies for Implementing Joy into the English Classroom

Room 204-A (200 Level)

In this session, we will share strategies for designing a unit of study focused on happiness. We will highlight readings, classroom activities, and assignments that encourage self-exploration, resilience, and peace of mind—offering students not only academic enrichment but also tools for living more fulfilling lives.

Presenter: Corinne Skott, The Weber School

C R *Community College Strand*

K.21 I Want to Be Heard: Inspiring Authentic Voice by Disrupting Socialized Silence for Students of Color in Community College Composition Classes

Room 204-B (200 Level)

Imagine a classroom where students of color feel empowered to use their voices. This session draws on a study of community college students' experiences with socialized silence, identifying teacher behaviors that perpetuate or disrupt that silence. Students shared recommendations for innovation, creating classroom communities that center authentic curiosity, critical awareness, and love.

Presenter: Mandy Geddes, Community College of Aurora

S *LLA Strand*

K.22 Imagine Change: Authentic, Innovative Research Projects That Empower Students to Make Local Change

Room 202-B (200 Level)

Find out how to empower students as advocates for issues important to them and strategies for positioning them in front of local stakeholders as project audiences. Come explore student-created civic engagement projects rooted in choice, peer review, and multimedia. Leave with ready-to-use resources and success stories to reinvigorate your instruction.

Presenters: Amy Matthusen, East-West School of International Studies
Jennifer Caumo Shaw, Chartiers-Houston School District

G *LLA Strand*

K.23 Imagine, Innovate, Identity: Selecting STEM Literature that Empowers Black Girls

Room 104-AB (100 Level)

Move beyond "science facts" to "science identities." Join us to explore a new framework for selecting STEM literature that centers Black girls' brilliance and joy. We share a practical tool for auditing your classroom library and highlight exemplary K–12 texts—picture books to YA—that help Black girls see themselves as belonging in STEM without sacrificing their cultural identities.

Presenters: Sara Jones, Illinois State University
Nicole Joseph, Vanderbilt University

S *NWP Strand*

K.24 Inquiry! Creativity! Authenticity! A Practical Framework for Inquiry to Action Research, Inspire Criticality, and Authentic-Making in the Digital Age

Room 118-C (100 Level)

Drawing from the National Writing Project's Digital Discourse project and inquiry-driven and project-based learning, ninth graders, a teacher, and a preservice teacher offer a practical framework for research, argument, and social-making with examples about the ethics/possibilities of using AI in school and how misinformation/disinformation on social media should be addressed and prevented.

Presenters: Katie Burrows-Stone, Fennville Public Shools
Lauren Henderson, Fennville Public Schools

M S C

K.25 Inspiring Personal Narrative through Innovations in Form: Using Hermit Crab Essays to Spark High School Writers' Imaginations

Room 109-A (100 Level)

This section will focus on teaching "hermit crab essays" in secondary classrooms, inviting students to explore their own creative nonfiction writing and personal narratives through the use of borrowed forms. The session will include suggested mentor texts, in-class activities, and assignments, including giving participants a chance to try their hands at writing in a borrowed form.

Presenter: Alexandra Kelly, Hopkins School

K SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M T *ELATE Strand*

K.26 Instructional Practices That Build Deep Readers and the Technology That Supports Them

Room 123 (100 Level)

Teachers will learn instructional practices that support robust, text-based meaning-making and explore technologies that can strengthen students' comprehension of complex texts. This session emphasizes thoughtful technology use and invites educators to consider new tools through the lens of instructional purpose.

Presenters: Rebecca Comninaki, Linkhorne Middle School/ Lynchburg City Schools
Amy Wolk, Lynchburg City Schools

M S *LLA Strand*

K.27 Intentional Small-Group Instruction in ELA: Routines That Increase Student Engagement

Room 118-A (100 Level)

The session models routines used to activate background knowledge and set purpose before reading, guide meaning-making and text interaction during reading, and support synthesis, discussion, and written response after reading.

Presenter: Odette Balazan, Clark County School District

T R *ELATE Strand*

K.28 Learning to Teach Diverse Students in a Test-Driven Society: Disentangling edTPA from Teacher Education

Room 202-A (200 Level)

This session introduces research focused on ELA teacher candidates' (TCs) preparedness to engage with diverse students and the role of high stakes assessments such as the Praxis and edTPA in their TEP experience. This study sought to understand how the emphasis on high stakes licensure assessments during TEP influenced the TCs' potential to use culturally responsive teaching strategies.

Presenter: Marsi Franceschini, University of North Carolina at Charlotte

E M *Early Childhood Education Strand*

K.29 Let Them Love Poetry: Building Community and Voice in Upper Elementary Classrooms

Room 117 (100 Level)

This session explores how poetry builds community, voice, and joy in upper elementary classrooms. Participants learn how reading, writing, sharing, and celebrating poetry helps students expand vocabulary, offer meaningful feedback, and grow as confident poets through discussion, performance, and authentic audiences.

Presenter: Kinla Nelson, City View Elementary School

E M S T *ELATE Strand*

K.30 MythBusters, Dyslexia Edition: What's True, What's Not, and What to Do about It

Room 103-A (100 Level)

Many misconceptions about dyslexia have nine lives, and without professional development and teacher education, these myths continue to proliferate. In this interactive session, a National Board Certified Teacher and Academic Language Practitioner shares the truth behind the misunderstandings, as well as practical ways teachers can help their neurodivergent students reach their full potential.

Presenter: Tamara Empson, Louisiana State University Laboratory School

M S *ELATE Strand*

K.31 Picturebooks as Entry Points: Building Comprehension and Historical Context in Holocaust Education

Room 120-C (100 Level)

Secondary teachers will see how picturebooks can spark deep thinking for students encountering complex history. Layered with anchor texts and primary sources, these accessible texts build historical context and comprehension, encouraging students to tackle complex ideas. Walk away ready to design Holocaust instruction that introduces material sensitive to all learners.

Presenters: Jennifer Sayahnejad
Kimberly Thompson, Jefferson County Public Schools



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T *LLA Strand*

K.32 Powerful Picturebooks for These Challenging Times: Stories That Advance Caring for Self, Each Other, and Our World

Room 103-C (100 Level)

Our students need access to stories that advance action toward care, community, and environmental well-being. Picturebooks offer powerful opportunities for students to look, notice, and learn about themselves and their place in the world. The presenters will share example picturebooks and discuss strategies for critically reading these multimodal texts with elementary and middle level students.

Presenters: Reka Barton, University of Maryland, College Park
Stephanie Reid, University of Cincinnati

E *LGBTQIA+ Strand*

K.33 Reading the Rainbow: How to Include LGBTQIA+ Voices in the Elementary School Library and Classroom

Room 120-B (100 Level)

In this engaging presentation, we'll explore the critical need for LGBTQIA+ representation in elementary school libraries and classrooms. This session invites educators to imagine more inclusive literary spaces, innovate through intentional book selection and instructional practice, and inspire students through stories where every child feels seen, valued, and empowered.

Presenters: Valerie Byrd Fort, University of South Carolina
Jeremiah Henderson, Northshore School District

E T *Research Strand*

K.34 Reimagining Reflection: Innovating Literacy Teacher Education through Children's Literature

Room 120-A (100 Level)

This study examines how preservice teachers negotiate ideology through engagement with children's literature. Analyzing reflective writing and focus group discourse, findings conceptualize reflection as a literacy practice and offers an innovative framework for understanding ideological development and teacher identity in literacy teacher education.

Presenter: Lauren Midgette, University of Connecticut

G *LLA Strand*

K.35 Relief Maps: A Character Analysis Tool Used for Critical Inquiry of Intersectionality in Children's Literature

Room 108-B (100 Level)

Explore the use of a relief map for critical character analysis in children's literature. This graphic organizer helps visualize how character identities shift across time and space within the story. Participants will engage with a mentor text as an example and discuss ways to adapt the strategy with high-quality children's literature across grade levels.

Presenters: Elizabeth Isidro, Western Michigan University
Wendy O'Connor, Western Michigan University

G T *LLA Strand*

K.37 Student Stories as Data: Assessing Multilingual Literacy

Room 115-C (100 Level)

This session connects evidence-based instruction and culturally responsive pedagogy by reimagining assessment as storytelling. Through the Multilingual Learner Analysis assignment, preservice teachers weaved together linguistic biography, sociocultural context, and academic performance integrating reading instruction and translanguaging.

Presenter: Kinga Varga-Dobai

M S *Rainbow Strand*

K.38 Teaching Central America: Central American Narratives for Culturally Responsive Instruction and Historical Literacy Development

Room 121-C (100 Level)

Teaching Central America at Teaching for Change is a program committed to incorporating Central American studies in K–12 education. In this workshop, teachers will learn about Teaching Central America's lesson plans and resources for all grade levels. In this session, teachers will experience a Central American history mixer and a Central American poetry lesson for use in secondary education.

Presenter: Jonathan Peraza Campos, Teaching for Change



Share your Convention stories this year!
#NCTE26

K SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *ELATE Strand*

K.39 The Power of Cross-Curricular: Aligning ELA and Social Studies

Room 119-A (100 Level)

This session explores how intentional alignment between ELA and social studies deepens literacy, strengthens historical thinking, and increases student engagement. Participants will examine practical strategies, classroom examples, and collaborative planning tools for designing integrated instruction that promotes inquiry, coherence, and meaningful learning across disciplines.

Presenter: Stephanie Stuart, Killeen Independent School District

G

K.40 Thinking Outside of the Box: Simple, Effective, Alternative Assessment Practices for ELA

Room 107-A (100 Level)

It's easy to grade multiple choice tests, but it's hard to write a test that can measure student engagement and learning in ELA with efficacy. On the other hand, essay tests are easy to write but a nightmare to grade. This session offers engaging ideas for creating (and grading) assessments, allowing students to show their mastery of the content in creative and meaningful ways.

Presenter: Sharon Murchie, Okemos High School, MI

S *ELATE Strand*

K.41 Trust the Process: Teaching Research in the Age of AI

Room 122-A (100 Level)

AI hasn't made research irrelevant; it's made the process more significant than the product. From brainstorming ideas to narrowing a thesis to selecting evidence to conferencing a draft, this session shares a unit structure that emphasizes critical thinking and empowers student inquiry while managing learners' AI dependence.

Presenter: Ashlie Crosson, Mifflin County School District

G T *Early Childhood Education Strand*

K.42 Using Mentor Texts to Guide Student Book Making

Room 203-B (200 Level)

Explore a classroom-tested approach to student book making using mentor texts as exemplars. The session models read-aloud analysis, targeted minilessons, and anchor charts that help students notice effective writer's choices such as plot, voice, word choice, and illustrations, and transfer them into original stories.

Presenter: Kerry Teeple, University of Findlay College of Education

E M *ELATE Strand*

K.43 What Comes after the Think-Aloud? Designing Tools Students Can Use

Room 102-AB (100 Level)

This interactive session examines how pairing teacher think-alouds with intentionally designed, student note-taking pages supports students' executive functions, improving transfer of analytical thinking. Participants will experience the strategy, analyze its impact, and explore how structured note pages foster independence, formative data, and responsive instruction in grades 6–8 ELA classrooms.

Presenter: Shea Palmer, Shea's Classroom

G T *LLA Strand*

K.44 Where Research Meets Reality: Professional Learning for Educators of Multilingual Learners in Districts Adopting HQIM

Room 116 (100 Level)

This session presents the reflection of two educator professional developers navigating creating and facilitating teacher PD programming amid district adoption of new curricula. Participants will engage in discussion and reflection about finding the actionable space between theory and what teachers perceive as "allowed" within the confines of curricula and district implementation policies.

Presenters: Emily Blitz, Temple University
Karen Liebner, Temple University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E T ***Early Childhood Education Strand***

K.45 Where Words and Images Meet: Inspiring Deeper Reading with Picturebooks

Room 113-B (100 Level)

Reimagine comprehension instruction through the power of picturebooks. This session explores how teachers can use recent Caldecott Award and Honor books to help students integrate words and images to make inferences and construct deeper meaning, using research-based strategies and classroom-ready examples.

Presenters: Robin Griffith, Texas Christian University
Jennifer Smith, Texas Christian University

M S ***NWP Strand***

K.46 Writing More Effectively by Imagining the Audience

Room 108-A (100 Level)

Do some of your students write dull, boring, and uninspiring essays? Maybe your students do not "see" their audience. In this lively session, Beverly Chin demonstrates specific strategies to help writers envision their audience. By using these strategies throughout the writing process, we help students "write like a reader" and "read like a writer."

Presenter: Beverly Ann Chin, University of Montana

S T ***LLA Strand***

K.47 Writing Our Lives: Storytelling as Poetry, Art, and Virtual Reality

Room 109-B (100 Level)

This session will share a year-long multimodal writing project called Writing Our Lives across two distinct learning contexts: an art museum with fifty youth from an after-school program and a juvenile detention facility. The goal of the project was to amplify and celebrate youths' diverse linguistic and artistic voices in nontraditional and community spaces.

Presenters: Kristine Pytash, Kent State University
Amy Walker, Kent State University

S C

K.48 Writing to Make Change: Student Writing for Audiences beyond the Classroom

Room 111-A (100 Level)

Much of the writing we ask students to do in English classes is for an audience of one: the teacher. Participants in this session will explore how to work with students to generate public writing in multiple genres: work that moves beyond the classroom, and even beyond the walls of the school, in order to make change in the world.

Presenter: Annie Thoms, Stuyvesant High School

S ***LLA Strand***

K.49 Yearbook as Literacy: Reimagining Multimodal Composition, Visual Rhetoric, and Authentic Publication

Room 204-C (200 Level)

Yearbook is a powerful but overlooked site of literacy learning. This session explores how student-led publications teach multimodal composition, visual rhetoric, interviewing, and ethical storytelling. Participants will gain practical strategies for centering student voice, supporting diverse learners, and using authentic publication as rigorous ELA instruction.

Presenter: Noreen Deutsch, Manchester Regional High School District



L SESSIONS — 3:30–4:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M

L.1 #MakersInTheMiddle—Problems and Practices: Engaging Middle Level Community in Reading, Writing, and Creating around Issues That Matter

Room 122-B (100 Level)

Sponsored by the Middle Level Section

In this #MakersInTheMiddle session, we will grapple with trends and issues in middle level ELA, centering both critical conversation and pedagogical possibilities. Leveraging multiple perspectives across NCTE caucuses, we will collectively imagine and create possibilities for sustaining young adolescents' creativity to engage their communities around issues that matter to them.

Session Chairs: Kristie Smith, Kennesaw State University
Vanee Smith-Matsalia, Curtis Middle School, SBCUSD
Committee Chair: Alex Corbitt, Syracuse University
Committee Members: Jayna Ashlock-Huston, Spokane Public
Eva Goins, Northwest Independent School District/Texas Council of Teachers of English Language Arts
Anna Osborn, Jefferson Middle School: A STEAM Academy/ University of Missouri-Columbia
Tanisca Wilson, Warren Easton Senior High School
Michelle Yang-Kaczmarek, Dobbs Ferry School District
Presenters: Jacquay Durant, San Bernardino City Unified School District
Maria Halkias, Stockton University
Karen McLaughlin, Stockton University
Alexis Molina, Bailey Middle School/Clark County School District
Shuling Yang, University of Maryland, Baltimore County

G R ***Research Strand***

L.2 NCTE Research Foundation Grant Recipient Presentations

Room 201-AB (200 Level)

Sponsored by the Research Foundation

In this session, recipients of the 2025–2026 NCTE Research Foundation Research Grants and Teacher Research Grants will share their grant-winning research.

Roundtable Leaders:
Lakeya Afolalu, University of Washington: "They Called It a 'Safe Space': Youth-Led Linguistic Inquiry with African Transnational Girls in Metro Seattle"
Breanya Hogue, Purdue University: "Strengthening PSTs' Culturally Responsive Literacy Approaches within a Six-Week Summer Literacy Program"
Erica Holyoke & Sarah Woodard, University of Colorado Denver; Kristina Stamatis, University of Nebraska Omaha: "Ink and Imagination: Building a Creative Community for Young Writers and Artists"
Viviana Iturbe, Puentes Multilingual School; Melissa Brooks-Yip, Ypsilanti Community Schools/Eastern Michigan University: "Bridging Language, Honoring Identity: The Impact of Scaffolded Bilingual Bridging on Spanish Language Development"
Aliemma Kanu, University of San Diego: "'We Want to Be Heard': Quantitative Findings from a Study of Family Voices in Early Childhood Special Education"
Mayah McPherson-Campbell, University at Albany: "Adolescent Identity Building through Multimodal Role-Taking"
Rafael G. Pizarro-Yepes, District of Columbia Public Schools: "CLIL FOR PEACE"
Mary Sloat, Garber High School; Kelly Berry, University of Oklahoma, Norman: "Silence in the Heartland: Analyzing the Educational Discourse and Public Memory of Native American Students at Ft. Sill Indian School and Japanese Internment at Ft. Sill Military Base in Oklahoma"
Zhongfeng Tian, Rutgers University–Newark; Sharon Lai-LaGrotteria, Montclair State University: "Celebrating Diversity: Integrating AAPI Children's Literature in First-Grade Classrooms"
Justine Williams, Belfair Elementary School: "How Do Multimodal Opportunities Enhance Genre-Focused Writing Curriculum?"
Nance Wilson, SUNY Cortland; Brittany Adams, The University of Alabama; Karyn Allee, Mercer University: "Centering Students in Literacy Instruction: The Climb Model of Reading"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T ***Rainbow Strand***

L.3 Illuminating Possibilities in Picturebooks: How Innovation in Children's Literature Inspires Teachers to Imagine

Room 115-A (100 Level)

Sponsored by the Children's Literature Assembly

Modeled on the ALAN Workshop, this roundtable session offers participants opportunities to interact with and learn from authors, illustrators, and each other. A keynote panel and roundtables led by published professionals will engage attendees in conversations about the myriad of diverse voices in children's literature and offer insight into how we can move from imagination to action.

Moderators: Laura Jimenez, Boston University
Craig Young, Commonwealth University of PA
Roundtable Leaders: Alex Gino, Scholastic
Grace Lin, Little, Brown Books for Young Readers
Caitlin Ryan, University of North Carolina, Wilmington
Raul the Third, Andrea Brown Lit

G ***Rainbow Strand***

L.4 Nurturing and Sustaining Critical Educators: A Mentoring and Networking Session

Ballroom B (300 Level)

Sponsored by the Latinx, American Indian, Asian American Caucuses (Rainbow Strand) and LGBTQIA+ Strand

Sustaining our critical commitments to social justice and equity in the classroom has never been more important. Join the NCTE Rainbow Strand to engage in collaboration, conversation, and networking as we imagine how to innovate, resist, nurture, and grow our critical commitments as educators to support our communities, navigate challenging classroom discussion, and help youth voices thrive!

Presenter: Michael Dominguez, University of New Mexico
Roundtable Leaders: Monica Baldonado-Ruiz, San Diego State University
Sarah Bonner, University of North Carolina Wilmington
Limarys Caraballo, Teachers College, Columbia University
Ashley Cartun, University of Colorado, Boulder
Alethea Maldonado Cavin, Lockhart Independent School District
Anthony Celaya, Western Washington University
Sandra Del Valle
Alice Dominguez, Albuquerque Public Schools/Public Academy for the Performing Arts
Celina German, Arizona State University
Luz Yadira Herrera, California State University Dominguez Hills
Diana Liu, Brooklyn Technical High School
Lacy Rivera, University of New Mexico
Byung-In Seo, Chicago State University
Annmarie Sheahan, The University of New Mexico
Francisco Torres, Kent State University

E M T ***LLA Strand***

L.5 2026 Notable Children's Books in the Language Arts

Room 108-A (100 Level)

Sponsored by Children's Literature Assembly

This session will highlight 30 books that best exemplify the criteria established for the 2026 Notable Children's Books in the Language Arts. Books considered for this annual list are works of fiction, nonfiction, and poetry written for children in grades K–8 based on the criteria established by the Children's Literature Assembly.

Presenters: María Dolores Águila, Macmillan Children's Publishing Group
Bettie Parsons Barger, Winthrop University
Rebecca Gardyn Levington
Allyson Hauptman, Lipscomb University
Laura Hudock, Framingham State University
Jason Lewis
Mary Ellen Oslick, Stetson University
Jasminne Paulino
Dan Santat, MacKids
Julianne Scullen, Notable Children's Books in the Language Arts
Sara Sterner, Cal Poly Humboldt
Carole Boston Weatherford, Macmillan

L SESSIONS — 3:30–4:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***ELATE Strand***

L.6 ELATE Commissions Meeting

Ballroom A (300 Level)

Sponsored by ELATE

All interested ELATE (English Language Arts Teacher Educators) and NCTE members are invited to come learn about the ELATE commissions. After an overview from each commission, attendees can visit the commissions at roundtables to learn more about past and current commission projects.

Committee Chair: Keisha L. Green, University of Massachusetts at Amherst
Committee Members: Mandie Dunn, University of South Florida
Jill Flynn, University of Delaware
Davena Jackson, Boston University
Steffany Maher, Indiana University Southeast
Grace Player, University of Connecticut
Melanie Shoffner, James Madison University
Theresa Burruel Stone, Sonoma State University
Shelbie Witte
Roundtable Leaders: Julie Bell, University of Nebraska at Omaha
William Fassbender, Montana State University
Michelle Fowler-Amato, Old Dominion University
Stephen Goss, Kennesaw State University
Julianna Kershen, University of Oklahoma
Catherine Lammert, Texas Tech University
Naitnaphit Limlamai, Colorado State University-Ft Collins
Elsie Lindy Olan, University of Central Florida
Meg Davis Roberts, SUNY New Paltz/Hudson Valley Writing Project
Stephanie Robillard, Saint Mary's College
Kasey Short, Charlotte Country Day School
Amanda Stearns-Pfeiffer, Oakland University
T. Hunter Strickland, Augusta University
Vanessa Sullivan, Arizona State University
Wendy Williams, Arizona State University
Ashlynn Wittchow, Louisiana State University

Table 1: Commission on Social Justice
Co-Chairs: Naitnaphit Limlamai, Colorado State University-Ft Collins
Stephanie Robillard, St. Mary's College

Table 2: Commission on Digital Literacies and Teacher Education (D-LITE)
Co-Chair: Will Fassbender, Montana State University

Table 3: Commission on the Study and Teaching of Adolescent Literature
Co-Chairs: Amanda Stearns-Pfeiffer, Oakland University, Rochester, MI
Hunter Strickland, Augusta University, GA

Table 4: Commission on the Teaching of Poetry
Co-Chairs: Julianna E. Lopez Kershen, University of Oklahoma, Norman
Meg Davis Roberts: SUNY New Paltz

Table 5: Commission on English Methods Teaching and Learning
Co-Chairs: Julie Bell, University of Nebraska Omaha
Michelle Fowler-Amato, Old Dominion University

Table 6: Commission on Writing Teacher Education
Co-Chairs: Elsie Olan, University of Central Florida
Vanessa Sullivan, Arizona State University, Tempe

Table 7: Commission on Arts and Literacies
Co-Chairs: Stephen Goss, Kennesaw State University, GA
Adrian Dunmeyer

Table 8: Commission on the History of English Education
Co-Chair: Ashlynn Wittchow, Louisiana State University, Baton Rouge

Table 9: Commission on Climate Justice, Inquiry, and Action
Co-Chairs: Catherine Lammert, Texas Tech University
Kasey Short, Charlotte Country Day School

G T ***ELATE Strand***

L.8 Centering Students: Illuminating Hope in Scripted Times

Room 204-C (200 Level)

As educators navigate Science of Reading mandates and scripted curricula, many seek ways to keep literacy human and student-centered. This interactive roundtable brings together researchers, teachers, literacy coaches, and teacher educators to share strategies, tools, and advocacy language for sustaining responsive literacy practices within mandated systems.

Presenter: Paul Thomas, Furman University: "Teaching Students as Readers in the 'Science of Reading' Era"
Roundtable Leaders:

Table 1: Meghan Valerio, Canfield Local School District: "Coaching for Students, Not Scripts: Reclaiming Responsive Literacy within Mandated Curricula"
Table 2: Jennifer Scoggin; Trusting Readers LLC: "Strengthening Reading Identity through Small Group Instruction and Small Group Read-Alouds"
Table 3: Cecilia M. Epsinosa, Lehman College/CUNY; Julia Lopez-Robertson, University of South Carolina: "Navigating Mandates: Centering Multilingual Students"
Table 4: Sara Kugler & Amanda Dey, Fairfax County Public Schools: "From Telling to Discovering: Utilizing Inquiry Methods to Increase Engagement and Co-Construct Understanding"
Table 5: Tracee Farmer, National Louis University: "The Power of Observation"
Table 6: Jessica DiBeneditto & Amanda Manno, Fairfax County Public Schools: "What's Missing Here? Bring Back Choice and Agency in Text Selection"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T

L.9 Eight Great Living Writers Who Illuminate the Darkness

Room 126-A (100 Level)

This roundtable session focuses on current writers who are not afraid to speak truth and name what they see happening in the world. Table leaders will guide collaborative discussions of creative ways to approach each writer's works through activities and interactions that help students illuminate the darkness of today's world and inspire hope for a brighter future.

Session Chairs: Alan Brown, Wake Forest University
Joan Mitchell, Wake Forest University
Lindsay Schneider, Reagan High School
Heather Barto Wiley, R.J. Reynolds High School

Keynote Speaker: A.S. King, Scholastic

Roundtables *will focus on the works of the author listed:*

Table 1: Jason Reynolds
Moderators: Alan Brown, Wake Forest University; Michele Falter, St. Norbert College; Kelli Sowerbrower, Northgate High School

Table 2: Jacqueline Woodson
Moderators: Lindsay Schneider, Reagan High School; Emily Gaskin, Nantucket New School; Erika Thurman, Charlotte Latin School; Rebecca Lowry Warchut, Simsbury Public Schools

Table 3: John Green
Moderators: Sheryl Long, Meredith College; Lauren Jensen, Crimson Global Academy; Stephen Langford, West Forsyth High School; Liz Shanks, Loudoun County Public Schools

Table 4: Laurie Halse Anderson
Moderators: Ashley D. Black, Northwest Missouri State University; Leni Caldwell, Wake Forest University; Lenora McNamara, The Arts Based School; Elizabeth Davis, Sayre School

Table 5: Clint Smith
Moderators: Joan Mitchell, Wake Forest University; Kate Youngblood, Benjamin Franklin High School; Elise Wallace, Vermont State University; Dorsett Davis, Greensboro Day School

Table 6: Gene Luen Yang
Moderators: Luke Rodesiler, Purdue University Fort Wayne; Mark A. Lewis, James Madison University; Justin Corazza, Cranford High School

Table 7: Lin-Manuel Miranda
Moderators: Brook Davis, Wake Forest University; Madeline Vela, Charlotte Country Day School; Elizabeth Kennard, Charlotte Country Day School; Victor Malo-Juvera, University of North Carolina Wilmington

Table 8: A.S. King
Moderators: Heather Barto Wiley, RJ Reynolds High School; Carl Young, NC State University; Kate Llewellyn, North Cross School; Liz Shults, Homewood High School

C ***Community College Strand***

L.10 Keeping the Human in Humanities

Room 204-A (200 Level)

Given our current AI-infiltrated (or enriched) writing ecosystem, what is it, now, that we as humanities educators aim for our students to claim as their own writing? In this panel, we provide concrete and practical solutions and assignments for engaging students to use writing as a mode of connecting with themselves and others, both in college and in the workplace.

Presenters: Jessie Bacho, Northampton Community College: "Beyond Workplace Readiness: Writing as Voice, Identity, and Agency"
Allison Carpenter, Northampton Community College: "Helping Students Discover What They Think: An Experiment with Analog Methods in the Age of AI"
Sarah Winstein-Hibbs, Northampton Community College: "Leveraging In-Class Assignments: Tech-Free Collaborative Writing and Discussion Activities for the Two-Year College English Classroom"

G ***LLA Strand***

L.11 Linguistic Justice in ELA & ELL Classrooms: Disrupting Erasure, Interrogating Dominant Literacies, and Celebrating Global Black Language Practices

Room 118-A (100 Level)

This interactive roundtable explores linguistically affirming English language instruction that resists erasure and centers cultural and linguistic diversity. Panelists share classroom strategies from Ghana and US contexts that celebrate and support linguistic justice, inviting participant dialogue on aligning instruction with linguistic justice.

Presenters: Jessica Erinma Chima Eme, Ohio University
Courtney Johnson, Fort Hayes High School
Jenell Igeleke Penn, Ohio University

G

L.12 "I Used to Love Writing": Re-Inspiring Reluctant Writers Via Exploratory Play

Room 109-A (100 Level)

Many students report losing their love of writing when rules and rubrics, intended as scaffolds, turn into prisons. Come explore how to reverse the trend by infusing assignments with "exploratory play," which keeps scaffolding in place but adds an elusive goal and expansive freedom in how to achieve it. Presenters will share successful strategies and participants will get time to adapt them.

Presenters: Katheryn Lumsden, Little, Brown Books for Young Readers
Kyle Martindale, Fairview High School
Nathan Pieplow, University of Colorado

L SESSIONS — 3:30–4:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *ELATE Strand*

L.13 Accessing Nature through Text: Innovative Book Clubs That Inspire Imagination and Build Literacy, Inquiry, and Well-Being

Room 119-A (100 Level)

Research shows that connection to nature supports student well-being, yet students from historically marginalized communities often lack access to natural spaces. In this interactive session, an educator and seven award-winning MG/YA authors share research-based practices that use literature to help students engage with nature, cultivate inquiry, and deepen their understanding of self and world.

Presenters: Shelly Brown, Shadow Mountain Publishing
Jo Hackl, Random House Children's Books
K.A. Holt, Chronicle Books
Cordelia Jensen, Holiday House
Kate Messner, Bloomsbury
Jewell Parker Rhodes, Little, Brown Books for Young Readers
Lesley Roessing, Georgia Southern University (retired)/Rowman & Littlefield/Corwin Press
Padma Venkatraman, Penguin Random House

S C

L.14 An Act of Resistance: Teaching Graphic Memoirs to Engage Social Change

Room 106-AB (100 Level)

Memoirs provide classrooms the opportunity to explore a variety of cultural perspectives. Graphic memoirs distill those complex perspectives into accessible morsels of the human experience without losing the cultural nuance. This can spur students to understand why it's important to raise their voices for their own beliefs, morals, and rights.

Presenters: Michael Gianfrancesco, LitX/North Providence High School
Nadine Takvorian, Levine Querido
Ronell Whitaker
Tracy White, Street Noise Books

E M *Early Childhood Education Strand*

L.15 Bringing the Outside In: Using Picturebooks to Illuminate the Natural World and Inspire Engagement in Young Readers

Room 119-B (100 Level)

A moderated discussion around the creative ways nature-centered picturebooks can be used to illuminate the wild world for young readers, and show them how they might engage with—and advocate for—the natural world through writing and art (like these award-winning panelists), but also as budding scientists, environmental activists, and civic participants.

Moderator: Kari Allen, Sant Bani School/Kind World Publishing/Penguin/Random House
Presenters: Martha Brockenbrough, Simon & Schuster
Jyoti Rajan Gopal, Macmillan
Joanna Ho, HarperCollins/Scholastic
Carole Lindstrom, Bloomsbury
Liz Garton Scanlon, Simon & Schuster

S T *New & Early Career Teacher Strand*

L.16 Centering Identity and Literacy: Rethinking Novel Studies and Small-Group Instruction

Room 120-C (100 Level)

This panel brings together secondary educators to explore how identity-centered novel studies and strategic small-group literacy instruction work together to address reading gaps while maintaining rigor, affirming student voice, and supporting equitable access to grade-level texts.

Presenters: Theresa Ann Broomfield, School District of Philadelphia/Temple University
Taylor Dixon, School District of Philadelphia
Rabiyatu Jalloh, West Philadelphia High School/University of Pennsylvania

C *Community College Strand*

L.17 College Teachers Teaching Reading: Practical Strategies for Postsecondary Readers

Room 105-B (100 Level)

This session focuses on a forthcoming NCTE edited collection that shares diverse perspectives about practical ways to teach reading in college English courses, especially at community colleges. The editors and three authors will explain the framework of the book before inviting participants to reflect on how they teach reading and plan for strengthening their teaching practices.

Presenters: Esther M. Gabay, The Ohio State University
Joanne Baird Giordano, Salt Lake Community College
Cheryl Hogue Smith, Kingsborough Community College CUNY
Emily Suh, Texas State University
Melissa Valerie, University of Michigan

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T *Rainbow Strand*

L.18 Culturally Sustaining Literacy Pedagogy: Perspectives and Practices for ELA Teachers

Room 118-C (100 Level)

This panel examines authentic versus surface-level enactments of culturally sustaining literacy pedagogy (CSLP). Teacher educators, educators, and students share instructional, curricular, and assessment practices that center students' cultural, linguistic, and community knowledge while disrupting deficit and assimilationist approaches to literacy.

Presenters: Kayla Benton, The American Dream School
Carly Dirghangi, Lugo-McGinness Academy
Sara Field, Herndon High School
Youngmi Joo, The American Dream School
Abigail Amoako Kayser, James Madison University
Brian Kayser, Community Lab School
Althier Lazar, Saint Joseph's University
Julia Lynch, University of North Carolina Wilmington
Janell Miller, North Carolina State University
Camila Minaya, The American Dream School
Judy Paulick, University of Virginia
Cielo Inicio Pezo, The American Dream School
Rachelle Savitz, East Carolina University
Myriama Smith Traore-McKinnon, North Carolina State University
Brooke Taira, University of Hawai'i at Manoa
Doris Walker-Dalhouse, Marquette University
Olivia Williams, Virginia Beach Public Schools
Renata Nadia Bajana Yepez, The American Dream School

G *LLA Strand*

L.19 Embracing Wonder: Using Nature Writing to Build Close Reading Skills

Room 107-B (100 Level)

In this session, teacher educators Mary Ann Lopes, Emily Meixner, and Christina Maffa-Johnson will share how they are using writing about nature to develop student writing skills through mindful observation, attentiveness and creative thinking, and slowing down. They will then explore with session attendees how these skills translate into other non-nature specific academic reading tasks.

Presenters: Mary Ann Lopes, The College of New Jersey
Christina Maffa-Johnson, The College of New Jersey
Emily Meixner, The College of New Jersey

M *Rainbow Strand*

L.20 Exploring Identity through Teaching Tolerance's Social Justice Standards across Grades 5–8 in ELA

Room 108-B (100 Level)

Using *Teaching Tolerance*'s Social Justice Standards as a road map for antibias education, attendees will learn how to plan, implement, and design curriculum and activities, and facilitate community connections that center diverse stories, writing across genres, and constructing their own learning.

Presenter: Delaina Cobbs, Greene Street Friends School

G T R *NWP Strand*

L.21 Fifty Years of Becoming Teachers of Writing: What Qualitative Research Reveals about the NWP Invitational Institute

Room 115-C (100 Level)

Drawing on a systematic review of 50 years of qualitative research, this panel examines what we know about the National Writing Project Invitational Institute (1972–2022). Panelists synthesize findings on teacher learning, writing identity, inquiry, and leadership, offering insights for secondary ELA teachers, NWP teacher-leaders, and researchers.

Session Chair: Jessica Early, Arizona State University
Presenters: Carolyn Austin, Arizona State University
Tanya Baker, National Writing Project
Joe Buenker, Arizona State University

G T R *Research Strand*

L.22 From Hype to Practice: Research Findings on AI-Supported ELA Instruction

Room 123 (100 Level)

This session presents findings from an educator-led study examining AI-supported ELA instruction across rural, urban, and suburban classrooms. Drawing on data from preK through preservice teachers, including electives such as library media services, it explores implementation, literacy outcomes, challenges, and implications for thoughtful, ethical AI integration across diverse learning contexts.

Presenters: Emily Hines, Lindbergh School District
Alicia Kleoppel, North Kansas City Schools
Lindsey Weatherby
Natalie Weems, Lindbergh Schools



Share your Convention stories this year!
#NCTE26

L SESSIONS — 3:30–4:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *NWP Strand*

L.23 From Page to Practice: Using YA Novels as Mentor Texts for Novice Writers

Room 125 (100 Level)

This session explores how young adult and middle grade novels function as powerful mentor texts for teaching writing. Participants will study how contemporary authors model voice, hooks, characterization, emotional intensity, and structure, and learn classroom strategies that invite students to read like writers and apply craft moves in their own work.

Presenters: Jen Calonita, Sourcebooks
Erin Craig, Random House
DeAndra Davis, Bloomsbury
Kent Dickson, Vanderbilt University
Spencer Hall, Bloomsbury
Melanie Hundley, Vanderbilt University
Jalen Kobayashi, Vanderbilt University
E. Lockhart, Random House
Rita McGarry, Vanderbilt University
Paige Skinner, St. Bernard Academy
Kate Stukenborg, Vanderbilt University

G *LLA Strand*

L.24 From Panels to Possibility: Teaching and Learning with Comics

Room 115-B (100 Level)

Comics as powerful multimodal texts engage imagination, spark creativity, and deepen comprehension. This interactive session guides teachers new to comics and those expanding practice with research-informed strategies, standards-aligned lessons, and practical classroom tools that inspire student voice and innovation across ELA settings.

Presenters: Peter Carlson, Green Dot Public Schools
Antero Garcia, Stanford University
Susan Kirtley, Portland State University

E M *ELATE Strand*

L.25 How's It Going? Revisited: Next Steps for Reading and Writing and Conferences

Room 204-B (200 Level)

In this presentation, two literacy coaches and a teacher will revisit the principles of conferring and explore the ways 1:1 writing and reading conferences have evolved and shifted in elementary and middle schools so they are more relevant—and necessary—today than ever.

Session Chair: Matt Glover, Matt Glover Consulting
Presenters: Carl Anderson, Author/Literacy Consultant
Emily Callahan, Smithville School District
Daniel Feigelson, Literacy Consultant/Scholastic

E *Rainbow Strand*

L.26 Illuminate and Inspire: Innovative Ways to Harness the Power of Poetry in Your Classroom

Room 202-B (200 Level)

Four author-educators share playful and approachable ways to weave poetry into your daily classroom life and school culture in this engaging, practical panel combining humor and heart, curriculum connections, and literacy theory. Come prepared to brainstorm applications to your own classroom and school. A resource list will be shared.

Presenters: Willeena Booker, Hatboro-Horsham School District
Mary E. Cronin, Dennis-Yarmouth Regional Schools
Matt Eicheldinger, Andrew McMeel/Simon & Schuster
Andrew Hacket, Author/Educator

M S T R *NWP Strand*

L.27 Illuminate the Brain: Imagining Brain-Based Innovation in English Classrooms

Room 104-AB (100 Level)

Explore how emotion, imagination, and Mind, Brain, and Educational Sciences (MBE) transform English classrooms. Grounded in research from Harvard and beyond, discover brain-based strategies that help teachers work smarter, not harder—using creativity, mindfulness, and student choice to move beyond "doing school" and inspire lifelong readers, writers, and communicators.

Presenters: Skyler Kling, Steamboat Springs Middle School
Kindra Stanfill, Steamboat Springs Middle School

S *ELATE Strand*

L.28 Illumination through Integration: How AI Refracts New Light into the ELA Classroom

Room 203-B (200 Level)

In the ELA classroom, every idea shines differently—including AI. Four AP teachers share how they moved from dread to discovery, using AI as a prism to refract new light into lesson-planning and feedback. Join us to explore ethical integration that streamlines tasks and reclaims time for the human-centered heart of our work. Together, we'll light the way toward a bright, AI-augmented future.

Presenters: Raquel Bolanos, American Heritage School
Jennifer Bolanos-Cadenas, American Heritage School
Jessica Reeves, American Heritage School
Lisa Roberts, American Heritage School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *NWP Strand*

L.29 Imagine Local: Innovating Literacy Instruction through Place-Based Pedagogy

Room 202-A (200 Level)

This session highlights a Library of Congress–funded professional learning project that reimagines place-based pedagogy through partnerships with museums and historic sites. Panelists share classroom-ready strategies, primary source activities, and grant insights, inviting educators to adapt community-centered literacy work in their own contexts.

Session Chair: Judy Durante, Kennett Consolidated School District
Moderator: Pauline Schmidt, West Chester University
Presenters: Suburna Basu, West Chester University
Anne Gill, West Chester University
Gregory Maigur, Hollicong Middle School,
Kaitlyn Rodgers, Msr. Bonner/Arch. Prendergast High School
Kelly Virgin, Kennett High School

E *LLA Strand*

L.30 Indigenous Texts Guide Student Perspectives to Connect with the Land and Engage in Community Actions to Inspire a Sustainable Future

Room 109-B (100 Level)

Traditional Indigenous knowledge is essential to addressing the climate crisis. By centering Indigenous texts, students are inspired by traditional knowledge. Through exploring innovative climate success stories and having outdoor experiences, students foster a new relationship to the land. Finally, they imagine a better future and share their ideas with the community through writing and action.

Presenters: Audrey Madsen, Dr. Eric Jackman Institute of Child Study Lab School, University of Toronto
David Osorio, The Mabin School
Krista Spence, Dr. Eric Jackman Institute of Child Study Lab School, University of Toronto

G R *ELATE Strand*

L.31 Innovating the Writing Classroom? The Role of Generative AI Writing Feedback

Room 122-A (100 Level)

GenAI programs have disrupted the English language arts classrooms. As teachers' face increasing responsibilities and growing class sizes, GenAI programs are offered as timesavers for tasks, like feedback. This interactive panel will explore results from a two-year teacher and researcher partnership, understanding the efficacy and usefulness of GenAI feedback and its classroom implications.

Presenters: Ewelina Czyz, PK Yonge Developmental Research School, University of Florida
Lindsey Franklin, University of Florida
Annie Henley, University of Florida
Bridget Newell, University of Florida

E M *Rainbow Strand*

L.32 Legend Has It: Reading World Mythology Inspires and Empowers Students

Room 121-A (100 Level)

This session will showcase how a small change in a reading unit can successfully inspire students reading mythology. Presenters will share their framework for teaching world mythology in elementary classrooms. This unit has a big impact on students' cultural literacy. Hopefully this session can inspire educators to make a small changes in their content and curriculum that reflect a more world view.

Presenters: Julia Copeland, Greene Street Friends School
Kwame Mbalia, Disney
Jackalyn Shields, Greene Street Friends School

E T *Early Childhood Education Strand*

L.33 Lighting the Way: Using Picturebooks to Shine a Light on Each Child's Potential by Rethinking Resiliency

Room 113-C (100 Level)

In challenging times, educators are a steady light for students—helping them realize their potential, ask meaningful questions, and discover creative solutions. That's how innovation begins. But how can we achieve this? With picturebooks! Learn how picturebooks can spark real-world learning while supporting social-emotional growth, and leave with practical strategies, resources, and book titles.

Presenters: Dara Henry
Leah Moser
Jonathan Roth
Heather Stigall, Author
Melissa Trempe, Simon & Schuster/Sourcebooks

E *Early Childhood Education Strand*

L.34 Multimodal Storytelling and Preliteracy Skills

Room 124 (100 Level)

RISE (risevideobooks.org/) is a project of Gallaudet University and Swarthmore College. We make bimodal-bilingual videobooks for families/classrooms to share with deaf and hearing children for free. The directors of RISE, a deaf storyteller/poet, a deaf storyteller/poet who guides children in storytelling, and a teacher of deaf children will show how to use RISE videobooks to promote early literacy skills.

Presenters: Joshua Beckman, Pennsylvania School for the Deaf
Peter Cook, Princeton University
Dara Hiles, Pennsylvania School for the Deaf
Gene Mirus, Gallaudet University
Donna Jo Napoli, Swarthmore College

L SESSIONS — 3:30–4:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S ***NWP Strand***

L.35 Piecing Us Together: Using Newbery Medal Winner Renée Watson's Fiction to Rewrite Our History and Disrupt Injustice

Room 126-B (100 Level)

Using Renée Watson's novels, participants will discover how to help students acknowledge moments of social reckoning where characters navigate injustices. After rehearsing ways to talk back and rewrite the injustices from literature, we will demonstrate how students can use writing to disrupt the injustices they've suffered as they rewrite their personal stories for a more just future.

Presenters: Linda Christensen, Rethinking Schools/Oregon Writing Project Director (retired)
Kara Stroman, Irvington Elementary School/Oregon Writing Project
Renée Watson, Bloomsbury Press

S ***LLA Strand***

L. 36 Pure Imagination: Transforming Critical Thinking in the English Classroom through Tactile and Kinesthetic Learning

Room 111-B (100 Level)

This session demonstrates how kinesthetic and tactile learning strategies transform English classrooms into spaces where complex analytical thinking becomes tangible. Participants explore hands-on activities that increase accessibility, deepen retention, and help students achieve sophistication in literary and rhetorical analysis while combating passive learning in rigorous courses.

Presenters: Susan Barber, Atlanta Unified School District
Kristy Seidel, Suncoast High School, FL
Nichole Wilson, William Mason High School

G R ***Research Strand***

L.37 Reading Comprehension as Jazz: New Directions for Conceptualizing and Teaching Reading Comprehension

Room 120-B (100 Level)

This session offers a new definition of reading comprehension and discusses theory, research, and practice. Reading comprehension always involves intertextuality and interaction among people. Reading comprehension is comparable to jazz in which people create meaning together by adapting what is and by creating connections to other texts; and, like jazz, it reconfigures authority for meaning-making.

Presenters: David Bloome, The Ohio State University
Ayanna Brown, Erikson Institute
Huili Hong, Vanderbilt University
Maria Pinto, University of Pennsylvania

E

L.38 Reimagining Read-Aloud Experiences: Picturebooks as Invitations and Inspiration

Room 103-A (100 Level)

Are you a K–5 teacher or librarian looking for practical ways to integrate interactive read-aloud experiences into your literacy curriculum? Join picturebook authors and educators as they model conversation-rich read-alouds and simple extensions that support standards, spark imagination, and invite students to see themselves as readers, writers, and creators.

Presenters: Vera Ahiyya, Author & Librarian, South San Francisco High School
Victoria Dotson, Chicago Public Schools
Maria Walther, Maria P. Walther LLC, Aurora, IL
Raakhee Mirchandani, Little, Brown Books for Young Readers

E M S

L. 39 Shifting the Lens: An Assets-Based Look at Long-Term ELs with IEPs

Room 107-A (100 Level)

This session challenges deficit narratives surrounding long-term English learners with IEPs by looking through an assets-based lens. Participants will examine student evidence, reflect on the power of language, and explore practical strategies to recognize and amplify the linguistic strengths LTELs bring to the classroom.

Presenters: Carisa Barnes, California Reading & Literature Project
Whitney Doucette
Sarah Peterson, San Diego Unified School District
Kristin Watts, San Diego Unified School District

C T ***Rainbow Strand***

L.40 So Much More: Innovative Approaches to Embodying a Culturally Sustaining Practice

Room 203-A (200 Level)

With scripted curriculums and increasingly restrictive policies in educational settings, we have the opportunity to innovate what belonging looks like for our students. Through using storytelling and embodied practices in K–16 classrooms, this conversation hopes to create a space for participants to engage these practices of inclusion.

Presenters: Ashlan Bishop, The Ohio State University
Jess Vazquez Hernandez, The Ohio State University
Nia Johnson, The Ohio State University
Eduardo Mabilog, The Ohio State University
Katie Papesh, Dublin City Schools
Tim San Pedro, The Ohio State University
Jessica Saluke
Charlize Hsiang-Ling Wang, The Ohio State University
Katrina Webber, Dublin City Schools/The Ohio State University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *Research Strand*

L.41 Storying Neoliberalism in ELA Classrooms as Collective Struggle

Room 120-A (100 Level)

In this presentation, three teacher educators (and former ELA teachers) and one ELA teacher use narrative inquiry methodologies to expose and confront neoliberal racist schooling practices. Specifically, we trace neoliberal policies over three distinct historical-political moments.

Presenters: Tricia Barnes, Berry High School
Autumn Griffin, University of North Carolina, Charlotte
Erin Miller, University of North Carolina, Charlotte
Samuel Tanner, University of Iowa

G T *ELATE Strand*

L.42 Strategies for Facilitating Critical Dialogue: Navigating the Struggle and Risk of Valuing All Voices

Room 113-B (100 Level)

Building on decades of experience, we share tools for navigating difficult conversations and fostering student expression. We consider practices that empower educators a) to foster trusting environments based on respect, vulnerability, and understanding, b) to ask discomforting and important questions, c) to embrace risk, d) to navigate tension, and e) to recognize limits (ours and our students).

Presenters: Katharine Covino-Poutasse, Fitchburg State University
Cara Mulcahy, Central Connecticut State University
Louise Shaw, Central Connecticut State University

G

L.43 Tackling the Future of Our Environment: Exploring Technology, Research, and Imagination to Inspire Stories and Action

Room 111-A (100 Level)

This session offers educators tools for fostering curiosity, environmental empathy, and imaginative problem-solving through narrative, empowering the next generation of readers, thinkers, and environmental advocates.

Presenters: Kerry Cerra, Little, Brown Books for Young Readers
Amy Fellner Dominy
Lynne Kelly, Random House Children's Books
Cynthia Minnich, Upper Dauphin Area High School
Gae Polisner, Henry Holt

E M S *LLA Strand*

L.44 Teaching Human Rights and Social Justice through Children's Literature: Lessons from the Malka Penn Book Award Committee

Room 105-A (100 Level)

This session introduces Malka Penn Reads Aloud, a teacher-designed program supporting educators in teaching human rights through children's and YA literature. Participants will explore text selection practices, trauma-informed instruction, critical identity work, and strategies for engaging students and communities in developmentally appropriate human rights inquiry and civic action.

Presenters: Douglas Kaufman, University of Connecticut
Tracey-Ann Lafayette, Manchester Public Schools
Kiedra Taylor, University of Connecticut

S C T R *ELATE Strand*

L.45 Teaching Writing in an Era of AI Ubiquity: Exploring Teacher Experiences, Imagining Instruction

Room 121-B (100 Level)

Technologies like ChatGPT are rapidly changing education and the wider world, and ELA teachers are in the midst of that maelstrom for both writing and AI literacy. Panelists will provide perspectives from their work as researchers, ELA teachers and ELA teacher educators and mentors about their journey to teach writing that remains human, even as so much of the process and product grows mechanical.

Presenters: Joel Berends, Michigan State University
Matthew Johnson, Ann Arbor Public Schools
Michelle Ratering, University of Michigan

E M *NWP Strand*

L.46 The Power of Teacher-Authors: How Educators' Experiences Inspire How and What Stories Are Told

Room 103-C (100 Level)

If you are a teacher or librarian and have ever read a book aloud to your students, you may have thought, "I want to write a book, too!" Join several published teacher-authors to explore how they balance both careers, how "writing about what makes them different" inspires their own students as writers, and leave with strategies to get your own writing and your students' started in small ways.

Moderator: Aliza Werner, Bookelicious
Presenters: Dana Kramaroff, Boyertown Area School District
Torrey Maldonado, Penguin Young Readers
Frank Murphy, Sleeping Bear Press
Cameron Roberson, Penguin Random House

L SESSIONS — 3:30–4:45 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S T ***Rainbow Strand***

L.47 Why ELA Teachers Teach about Genocide and the Holocaust: Writing, Literature, and the Work of Witnessing—Toward Ethical Futures

Room 118-B (100 Level)

Teaching genocide and the Holocaust can feel overwhelming, isolating, or impossible to "get right." This session offers a supportive, trauma-informed framework—Remember, Witness, Repair, Reflect—that helps ELA teachers ethically engage literature and writing while nurturing critical thinking, empathy, and care for both students and themselves.

Session Chair: Sarah J. Donovan, Oklahoma State University
Presenters: Kallie Barnes, Wagoner High School, OK
Keely Daniel, Ardmore High School, OK
Regan Dewbre
Wanda Dyer, Irving Middle School, Norman, OK
Bethany Farley, Idabel High School, OK
Rachel Gatewood-Shaw, Stratford High School, OK
Anika Rohla, Southwestern Oklahoma State University
Marsha Skrypuch, Scholastic
Carla Tatum, Idabel High School, OK

M S ***NWP Strand***

L.48 Youth Writing Civic Arguments about "Third Spaces": An Inquiry across National Writing Project Sites in Partnership with the National Liberty Museum

Room 117 (100 Level)

NWP teacher consultants will share practitioner inquiries and approaches for supporting youth civic argument writing, including text sets with Library of Congress primary sources. Historical texts alongside community interviews encourage young people to explore how previous generations experienced "third spaces," as they draw on historical connections and research to inform civic action.

Presenters: Christina Cantrill, National Writing Project
Samuel Forman, National Liberty Museum
Javaha Ross, Philadelphia Writing Project/Penn Alexander School
Trey Smith, Philadelphia Writing Project

E M ***Rainbow Strand***

L.49 Nonfiction Empowers: Sparking the Literacies, Imaginations, and Innovations of Black and Latine Youth

Room 102-AB (100 Level)

History, print, and digital nonfiction texts that center authentic Black and Latine experiences are critical to reading comprehension and writing skills. But perhaps more importantly, these texts are tools for understanding who we are today and who we may yet become. Panelists will share instructional approaches that deepen comprehension, improve writing techniques while sparking imaginations.

Presenters: Sonja Cherry-Paul, Red Clay Educators
M. Colleen Cruz, M.C.Cruz LLC
Jessyca Mathews, Michigan Council of Teachers of English
Tiana Silvas, New York City Public Schools

G ***LLA Strand***

L.50 Off the Screen, onto the Page: Innovative Ways Educators and Authors Use Community Engagement to Inspire Imagination and Keep Students Reading

Room 121-C (100 Level)

In today's world, reading competes with fast-paced media and shrinking attention spans. Award-winning authors, K–8 educators, higher education faculty, and nonprofit founders share how we can inspire, innovate, and imagine new ways to engage kids with books through community partnerships, creative curriculum expansion, and author resources that bring reading to life.

Presenters: Desiree Cueto, University of Arizona
Katie Jasper, Medinah Intermediate School
Stephanie Pearmain, University of Arizona/Bloomsbury Publishing
Victoria Piontek, Craft Your Story
Mae Respicio, Random House Children's Books
Kelly Yang, Scholastic

S

L.51 Media Literacy Lab: Informing Standards-Aligned Tools for High School ELA Classrooms

Room 116 (100 Level)

Sponsored by the National Association for Media Literacy Education (NAMLE)

Help shape the future of media literacy! Join NAMLE for an interactive preview of resources that streamline media literacy applications in high school ELA classrooms. Through collaborative station rotations and scenario analysis, participants will evaluate tools that connect media literacy to ELA standards while gaining practical strategies for everyday teaching.

Presenters: Donnell Probst, National Association for Media Literacy Education
Devon Tutak, National Association for Media Literacy Education

FRIDAY EVENING EVENTS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

5:00–6:15 P.M. | ROOM 201-C (200 LEVEL)

Annual Business Meeting for the Board of Directors and Other Members of the Council

The agenda for the meeting will be available at the door. The rules of conduct for the meeting are listed in this Convention program. NCTE, ELATE, TYCA, and NCTE Section nominating committees will be on hand to accept nominations for candidates for the 2027 elections.

Presiding: Antero Garcia, Stanford University, NCTE President
Parliamentarian: Victor Del Hierro, University of Florida
Presentation of Resolutions: Vaughn Watson, Michigan State University, Resolutions Committee Chair

6:15–7:15 P.M. | GRAND HALL (200 LEVEL)

Meet Your NCTE Affiliate

Are you interested in connecting with local educators in your state? Join us for a gathering of NCTE state and regional affiliates. You'll learn more about our affiliate communities and how they support English language arts educators at all levels!

6:30-9:00 P.M. | GRAND HALL (200 LEVEL)

NCTE Friday Night Celebration

Get ready for a night of music, dancing, and sweet treats! Connect with your fellow attendees and join us as the DJ keeps the party going with great music and good vibes! All attendees are invited; come ready to satisfy your sweet tooth with our Ice Cream Sundae Bar.

SATURDAY, NOVEMBER 21

Throughout the session descriptions, each title includes one or more letter icons, indicating the level(s) of interest embraced by the topic:

E Elementary M Middle S Secondary C College G General Interest T Teacher Education R Research

7:00–8:15 A.M.

ALAN Breakfast & Literary Session

BALLROOM B (300 LEVEL)

Elizabeth Acevedo



Elizabeth Acevedo is *The New York Times* bestselling author of *The Poet X*, which won the National Book Award for Young People's Literature, the Michael L. Printz Award, the Pura Belpré Award, the Carnegie Medal, the Boston Globe–Horn Book Award, and the Walter Award. She is also the author of *With the Fire on High*, named a best book of the year by the New York Public Library, NPR, *Publishers Weekly*, and *School Library Journal*, and *Clap When You Land*, a Boston Globe–Horn Book Honor book and a Kirkus Prize finalist. She holds a BA in performing arts from the George Washington University and an MFA in creative writing from the University of Maryland. Acevedo has been a fellow of Cave Canem and CantoMundo, and a participant in the Callaloo Creative Writing Workshops. She is a National Poetry Slam champion and resides in Washington, DC, with her family.

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).
A book signing will follow the breakfast.

View the updated program details here!



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

7:30–8:45 A.M. / ROOM 113-A (100 LEVEL)

NCTE AWARDS SESSION

Join us to celebrate many of these 2026 NCTE award recipients at a special breakfast session (all attendees are welcome; no ticket is required).

Chair: Antero Garcia, Stanford University, NCTE President

DISTINGUISHED SERVICE AWARD

Susi Long, University of South Carolina, Professor Emerita

JAMES R. SQUIRE AWARD

Jacqueline Jones Royster, The Ohio State University & Georgia Institute of Technology, Professor Emerita

ADVANCEMENT OF PEOPLE OF COLOR LEADERSHIP AWARD

Latrise P. Johnson, University of Alabama

ALAN C. PURVES AWARD

"Native Youth Re-Learning Their Language to Story the Future Examining Indigenous Language Revitalization, Relationality, and Temporalities" by Robert Petrone, Adrianna González Ybarra, and Nicholas Rink (*Research in the Teaching of English*, November 2025)

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

Teach Truth: The Struggle for Antiracist Education by Jesse Hagopian

EARLY CAREER EDUCATOR OF COLOR LEADERSHIP AWARDS

2026 Recipients: Annette Beauchamp, University of Minnesota, Twin Cities
Ling Hao, Illinois State University
Jasmyn Jones, University of Memphis
Jessica Jones, Warren Easton Charter High School
Brooklyn King, McKinley Middle School
Brianna Simmons, Jackson Creek Elementary School
2025 Recipients: Adriana Diaz-Heppler, Arizona State University
Breanya Hogue, Purdue University
Sharon Lai-LaGrotteria, Montclair State University
Nicole Shen

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

Black History Is for Everyone by Brian Jones

JULIA E. BERRY AWARD TO STUDY CAREERS OF ENGLISH MAJORS

Sarah J. Donovan, Oklahoma State University, for her research *From Relational Assessment to Institutional Grading: How English Majors Develop Assessment Literacy across Their Careers*
Rochelle (Shelley) Rodrigo and Tiffany Portewig, University of Arizona, for their research *Pathways to Publishing from Bachelors Degrees in English* (awarded in 2026, awards session in 2027)

LEADERSHIP AWARD FOR PEOPLE WITH DISABILITIES

Dale Katherine Ireland, California State University East Bay

LGBTQIA+ ADVOCACY AND LEADERSHIP AWARD

William Banks, East Carolina University

MEDIA LITERACY AWARD

Scott Storm, University at Albany, State University of New York

NATIONAL INTELLECTUAL FREEDOM AWARD

Fitchburg State University

PROMISING RESEARCHER AWARD

"Di•VERSE Literacy: Culturally Responsive Rap and Hip-Hop Phonemic Awareness Instruction Centering Children Who Self-Identify as Black, Brown, and People of Color" by Amber Lawson, Bowling Green State University

THE SCREENING ROOM: FILMS AT NCTE

11:00 A.M.–6:00 P.M.

Now Screening at NCTE 2026

Room 114/Michael A. Nutter Theatre (100 Level)

Now Screening at NCTE screens recent feature films and award-winning short films relevant to teachers of English. Whenever possible, we also include student-made films. All films featured at the screenings can become springboards for classroom study. Teaching tips and materials for films screened will be provided.

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

Consultants: Frank Baker, Media Literacy Clearinghouse, Inc., Columbia, SC
Mary Christel, Adlai E. Stevenson High School, Lincolnshire, IL (retired)
William Kist, Kent State University
Jane Nickerson, Gallaudet University (retired)

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



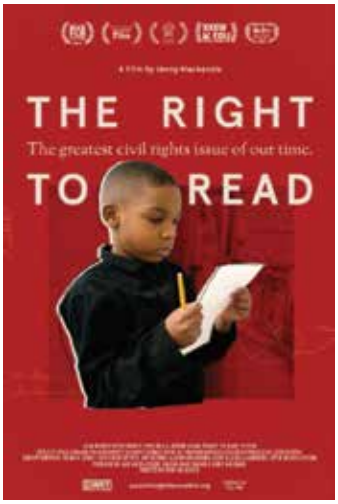
11:00 A.M.–12:30 P.M.

All of the Above

Directed by Allison Walsh

All of the Above follows the transformative journey of high school students from different faith backgrounds who come together for John Camardella's world religions class. The film spends significant time in the classroom, capturing the intimate dynamics of these students as they engage in deep, challenging conversations about religion and culture. As a fly on the wall, our small team documented the profound shift that occurred as these young people confronted the preconceived notions of their peers' faiths.

https://alloftheabovedoc.com



12:30–1:40 P.M.

The Right to Read

Directed by Jenny Mackenzie

When a child can't read, their chances of incarceration, homelessness, and unemployment increase. That's why Oakland-based NAACP activist Kareem Weaver believes literacy is one of the greatest civil rights issues of our time and is fighting for better reading instruction. "What good is winning the right to vote if we can't even read the ballot?" Fed up with the bleak reading scores in his own community, Kareem files a petition with the Oakland Unified School District demanding change.

https://www.therighttoreadfilm.org/



1:40–3:00 P.M.

Mary Oliver: Saved by the Beauty of the World

Directed by Sasha Waters

Celebrate the life and career of Pulitzer Prize-winning writer Mary Oliver. Shaped by a solitary childhood and rising literary fame, Oliver published more than 30 collections of poetry and essays on nature, beauty, and love.

Source: *American Masters*

https://www.pbs.org/wnet/americanmasters/mary-oliver-documentary/37967/



SHORTS

3:00–3:30 P.M.

The Baddest Speech Writer of All

Directed by Ben Proudfoot

Interview conducted by Steph Curry

Now 93, Martin Luther King Jr.'s lawyer and speechwriter reflects on the personal cost and surprising truths of making history, offering an intimate insider's view of the Civil Rights Movement.

https://festival.sundance.org/program/film/6932f9a0b27e9d4020e0e93f



3:30–3:45 P.M.

Jane Austen's Period Drama

Directed by Julia Aks and Steve Pinder

This satirical short film spoofs Jane Austen's novels, particularly *Pride and Prejudice*, by focusing on a marriage proposal interrupted by a character getting her period.

https://janeaustensperioddrama.com/

3:45–5:45 P.M.

Twelfth Night

Directed by Saheem Ali

The Shakespearean comedy of mistaken identity tells the romantic misadventures of twins Sebastian and Viola after they survive a shipwreck, including revenge plots and tricks of love. Featuring Lupita Nyong'o, Sandra Oh, Peter Dinklage, Jesse Tyler Ferguson, Junior Nyong'o, and more. Directed by a Tony Award nominee in the newly reopened Delacorte Theater in Central Park.

https://www.pbs.org/wnet/gperf/twelfth-night-about/17254/



SATURDAY FEATURED SESSIONS

11:00 A.M. –12:15 P.M.

E M S T R

FS-N.01 Innovating through the Limitless Possibilities of Gaming

Room 103-C (100 Level)

In this session dedicated to innovative gaming, we will explore how games can expand our classroom with dynamic, inclusive, and transformative opportunities for learning. We will feature time to play new games as well as ideas for how to integrate them into your classroom in critical and social justice-oriented ways.



Photo: Dan Winters

ERNEST CLINE

Special Guest: Ernest Cline, author, *Ready Player One*

Session Chairs: Virginia Killian-Lund, University of Rhode Island
Karis Jones, Baylor University

Roundtable Leaders:

Table 1: Shelly Jones, SUNY Delhi: "Exploring Marginalization and Intersectionality through a Detective Game"

Table 2: Leah Burger, University of South Florida: "Learning with Virtual Reality Games"

Table 3: Darian Thrailkill, East Carolina University:" Unraveling What It Takes to Cooperate in Games"

Table 4: Brady Nash, University of Florida: "How to Teach with Multimodal Branching Narratives"

Table 5: Scott Storm, University at Albany: "Critical Gameplay in Mobile Phone Games"

Table 6: Beth Krone, Kennesaw State University; Nathan Lawrence & Peter Reitz, Commerce High School: "D&D in the Classroom"

Table 7: Karis Jones, Baylor University; Robin Lange-Fazio, The College Board: "A Middle Grades Game for Resisting Authoritarianism"

Table 8: Rachel LaMear, University of Missouri: "Family Video Gaming Literacies"

Table 9: Luna Laliberte, Stanford University: "Speedrunning as Joyful Transgression"

BUILD YOUR STACK®

Join NCTE at the Build Your Stack® stage in the Exhibit Hall for 20-minute sessions that support K–12 educators in finding new books for their classrooms. Presenters will share themed book talks, booklists, and favorite books to help build classroom libraries and support independent reading. A full list of sessions will be posted on the NCTE website.

1:15–2:30 P.M.

M S C T

FS-P.01 Utilizing Spoken Word Poetry in the Classroom: Developing Written and Oral Literacy through Poetic Self-Discovery

Room 122-B (100 Level)

Wondering about how to up your poetry teaching chops? Panelists will demonstrate how to help students develop confidence reading, reflecting, responding to, writing, and sharing their own poems. This interactive session will demonstrate methods for guiding and inspiring students as they make meaningful connections with a genre that so many fear.

Presenters: Anne Gottlieb, Proviso East High School
Peter Kahn, Poet-Educator, LLC/The Ohio State University
Gisele Ramilo, Oak Park and River Forest High School

4:15–5:30 P.M.

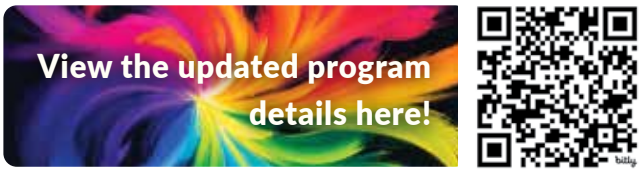
M S T

FS-S.01 Beyond Bans and Bots: Literacy-Centered Approaches to AI in English Classrooms

Room 103-C (100 Level)

This panel uses authentic classroom scenarios to examine challenges and possibilities of integrating AI into literacy instruction. Each panelist will present a scenario to highlight a real instructional dilemma English teachers face when encountering AI tools. Through a guided discussion, the panel will explore pedagogical, ethical, and practical responses.

Presenters: Mariah Hagadone-Bedir, Cleveland State University
Crachad Laing, King's College School
Detra Price, The Ohio State University
Brett Vogelsinger, Central Bucks High School South



SATURDAY EXHIBITOR SESSIONS

Exhibitor sessions were purchased by the exhibiting company; proposals and descriptions were created by the exhibitor. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

8:15–9:30 A.M.

M S T

ES-M.01 Moving Adolescent Writers from Compliance to Engagement

Room 112-AB (100 Level)

Sponsored by Savaas Learning Company

Compliant writing is not the same thing as engaged writing. In this workshop, Kelly will discuss critical decisions and moves teachers can make in the age of AI to ensure authentic engagement amongst young writers.

Presenter: Kelly Gallagher, Anaheim Union High School District/ Savaas Learning Company

11:00 A.M.–12:15 P.M.

G

ES-N.01 "No Questions, No Lies": How to Ensure Students Are Question-Literate in the Age of AI

Room 112-AB (100 Level)

Sponsored by Right Question Institute

What do we risk when students don't develop the skills and agency to ask their own questions? And, what becomes possible when they do? Actively experience a simple, powerful strategy for teaching all students to ask their own questions and see how to apply it to enhance close reading, discussion, and critical use of GenAI. Leave with free resources ready to implement in your own setting.

Presenters: Katy Connolly, The Right Question Institute
Sarah Westbrook, The Right Question Institute

11:00 A.M.–12:15 P.M.

G

ES-N.02 Teaching with Genius and Joy: Elevating Curriculum with Dr. Gholdy Muhammad

Room 113-A (100 Level)

Sponsored by Lerner Publishing Group

In this session, Dr. Gholdy Muhammad will unveil her highly anticipated Genius and Joy curriculum. This is the first culturally and historically responsive curriculum grounded in the teaching of identity, skills, intellect, criticality, and joy. Participants will be introduced to Genius and Joy and its unique features that make this program unlike any other curriculum in schools and classrooms.

Presenter: Gholdy Muhammad, University of Illinois Chicago

12:30–1:00 P.M.

E M T ***Early Childhood Education Strand***

ES-O.01 Using Epic Books to Anchor Creativity in the Classroom

Room 112-AB (100 Level)

Sponsored by Epic Kids, Inc.

Discover how digital stories can spark hands-on STEAM learning and creativity across the curriculum. Explore easy-to-implement ideas that connect reading with art, music, math, and science—without adding to your prep time. Learn how storytelling and hands-on play work together to build excitement and engagement in elementary learning.

Presenter: Jed Dearybury, Educator/Author/Illustrator



Share your Convention stories this year!
#NCTE26

Exhibitor sessions were purchased by the exhibiting company; proposals and descriptions were created by the exhibitor. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

1:15–2:30 P.M.

G

ES-P.01 Beyond "I Don't Like to Read": What the New Science of Motivation Reveals About Growing Teen Readers

Room 112-AB (100 Level)

Sponsored by Zinc Learning Labs

With more competition for students' attention, willingness to read depends on more than interest or skill. Teachers and instructional leaders will use a practical Motivation Pyramid to examine how subtle shifts can strengthen connection, confidence, and purpose—and influence effort. They will leave with concrete ways to help students engage, persist, and grow when reading becomes difficult.

Presenters: Nathan Busse, San Antonio Independent School District
Laurie Flynn, Zinc Learning Labs

2:45–3:15 P.M.

S

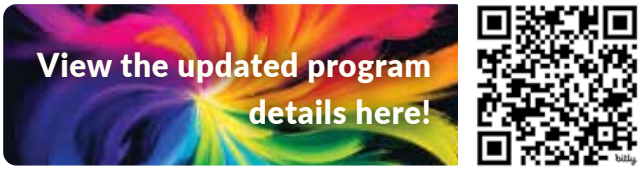
ES-Q.01 From Foundation to Mastery: Vertical Teaming and Skill Scaffolding across 9–12 ELA

Room 113-A (100 Level)

Sponsored by Bedford, Freeman & Worth

How do we ensure high school seniors enter college and career pathways with the advanced reading and writing skills they need without repeating the same foundational lessons year after year? In this fast-paced, practical 30-minute session, co-authors of Bedford, Freeman & Worth's ELA series present a roadmap for vertical alignment in high school English departments.

Presenters: Robin Dissin Aufses, Lycée Français de New York
Natalie Landaeata Castillo, Felix Varella Senior High School
Katherine E. Cordes, Skyview High School
Carlos A. Escobar, Felix Varela Senior High School
John Golden, Cleveland High School
Megan Harowitz, Rockville High School
Renée H. Shea, Bowie State University



SATURDAY POSTER SESSIONS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions.

Poster presentations will take place at the Pennsylvania Convention Center at the locations listed below.

POSTER SESSIONS — 11:30 A.M.–12:45 P.M. / EXHIBIT HALL A (200 LEVEL)

S R *LLA Strand*

Critical Literacy in Secondary ELA Classrooms: An Examination of Literary Lenses as Tools for Intercultural Education

This poster session will present the findings of a case study that investigates the integration of critical literary lenses (CLL) into HS ELA courses. This session will address how teaching CLL can contribute to the delivery of an intercultural education, including critical thinking, comparative thinking, cognitive flexibility, perspective-shifting empathy, and close-reading skills.

Presenter: Cassandra Feith, Colegio Menor Quito

G T *LLA Strand*

Employing the Dignity Index as a Framework in ELA Classrooms to Help Students Understand New Perspectives

I will define the Dignity Index and demonstrate how to apply it to literary texts to illuminate divisions between characters. One section will have methods (how I taught the framework); another section for results (student writing using the framework); finally, a section about the significance of the results and how the framework can be applied to all grade levels, all subjects, and all levels of ability.

Presenter: Katherine Hoffman, Delta High School

E M S T *ELATE Strand*

Engage with Fluency—Just Like the Miracle Workers!

This poster session helps teachers engage with fluency—just like the Miracle Workers, the great Chief Engineers of Star Trek! Examining proven elements of fluency, such as speed, accuracy, expression/prosody, and automaticity, this poster session uses a fandom-based perspective to help teachers take their pedagogy to warp speed and make Miracle Workers of their own of readers.

Presenter: Ryan Kelly, Arkansas State University

G R *Research Strand*

Family Counterstories: Digital and STEM Literacies Past to Present

Family counterstories illustrate how intergenerational practices with technology shape digital literacies and STEM trajectories. Drawing on interviews and artifacts, moments are shared that reveal agency, resilience, and purposeful decision making. Families cultivate digital and STEM fluency across decades, challenging deficit framings like the "digital divide."

Presenter: Marva Solomon, Angelo State University

E M T *LLA Strand*

From Compliance to Curiosity: Small-Group Novel Units That Restore Joy and Meaning in ELA Classrooms

In an era dominated by scripted instruction, this presentation offers a vibrant alternative. This session highlights extensive ideas for implementing small-group, immersive novel units that move students from compliance to curiosity. Presenters will share a wealth of joyful, deeply meaningful classroom and unit approaches that bring real reading and integrated language arts back to classrooms.

Presenters: Tracy Barr, Grove City Area School District
Abigail Loiacano, Grove City College
Shelby Mamajek, Grove City College
Constance Nichols, Grove City College
Lisa Stull, Slippery Rock University

G T *Research Strand*

Imagining Revising with AI: How Teacher Mediation Shapes Student Writing in Secondary ELA

This poster presents findings from a mixed-methods study on AI writing tools in secondary ELA classrooms. Data show that while AI increases surface-level revision, deeper revision emerges when teachers intentionally mediate AI use. Attendees will explore implications for writing pedagogy and ethical AI integration.

Presenter: Onyinyechi Egwim, Maureen Joy Charter School



Share your Convention stories this year!
#NCTE26

S *ELATE Strand*

Inspiration to Break the Silence: The Power of Communication

Engaging students in literature is becoming more difficult as so many outlets seek their attention, and students report finding reading "boring," "hard," or "time-consuming." This poster will show a multidisciplinary unit that combines historical film, canonical literature, and contemporary young adult fiction to engage discussions and make the student voice heard!

Presenters: Melissa Pugliese, Pawling High School
Kasey Stecher, Pawling Central School District

M S T *NWP Strand*

Inspire through Conferring Cycles

Conferring is framed as an inquiry stance: Teachers notice student thinking, wonder about next steps, and adjust instruction responsively. Through modeling, reflection, and discussion, educators experience conferences as moments to co-construct understanding with students, make equitable instructional decisions, and sustain relationships. This cycle supports student-centered literacy instruction.

Presenter: Skyler Kling, Steamboat Springs Middle School
Kindra Stanfill, Steamboat Springs Middle School

T R

Literacy Interventionist Personalizes Literacy Intervention by Re-Imagining, Innovating, and Inspiring with AI Tools

We examine how graduate students serving as literacy tutors in a university-based literacy clinic imagined new instructional possibilities and personalized intervention with AI tools. Findings demonstrate an evolution of use and feelings toward the AI tools by the interventionists and a shifting perspective on when and how such tools should be used in intervention planning.

Presenter: Nancy Hulan, Western Kentucky University
Leslee Tarbett, Western Kentucky University

M S *NWP Strand*

Memory Vignettes (Looking Back Moving Forward)

Students practiced narrative writing skills through Memory Vignettes (100+ word personal narratives that each focused on different skills in a scaffolded order: sensory details, setting, plot, theme, dialogue, characterization, conflict). The year culminated in students using skills to create a historical fiction picturebook, with most using AI (Firefly) to generate images, published on Book Creator.

Presenter: Lisa Mazza, Avery Coonley School

M S *LLA Strand*

Mind the Gap: Bridging the Divide between Passive Reading and Active Meaning-Making

Stop the cycle of "relaying information" and start the process of active meaning-making. This poster session will explore how to bridge the gap between passive comprehension and true meaning-making by shifting the "heavy-lifting" to students. Learn how to move away from restrictive comprehension guides given at the start of reading and instead prioritize student-driven curiosity while reading.

Presenters: Kathleen Miller, Oak Lawn Community High School
Anne Truffa, Oak Lawn Community High School

E T R *Early Childhood Education Strand*

Seeing through Their Lenses: Employing Photovoice to Examine the Perspectives of Kindergarten Teachers in Implementing Purposeful Play

This presentation uses photovoice to explore kindergarten teachers' perspectives on implementing purposeful play. Through teacher-captured images, narratives, and critical dialogue, the study highlights how educators design play-based activities to support children's academic and developmental learning, offering insights into pedagogical intent, challenges, and professional learning needs.

Presenter: Subarna Basu, West Chester University of Pennsylvania

M S *LLA Strand*

Social Media: In the Classroom and on the Brain

Social media is commonplace, especially among adolescents. Overuse of social media affects the adolescent mind and reading comprehension. We will explore how the algorithm affects the brain and what educators can do to combat the drawbacks and integrate social media effectively to harness its benefits.

Presenter: Michele Castleman, Heidelberg University

E T R *Early Childhood Education Strand*

Storymaking: Teacher Candidates and Young Learners Explore Playful Engagments with Literacy

This study explores a seven-week afterschool literacy tutoring program where teacher candidates mentored K–2 students in storymaking, a multimodal, playful literacy approach using writing, drawing, coding, and acting. Findings highlight teacher candidates' evolving roles, negotiation of play, and verbal scaffolding, emphasizing innovative, student-centered literacy instruction.

Presenters: Lori Assaf, Texas State University
Sean Justice, Texas State University

POSTER SESSIONS — 11:30 A.M.–12:45 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M T *ELATE Strand*

Supporting Literacy and the Curriculum through Prior Knowledge

Activating students' prior knowledge boosts vocabulary, deepens comprehension, and sparks discussion. This poster session presents practical middle grades classroom routines that intentionally build students' prior knowledge through collaborative learning, multimodal strategies and Tier 1–3 vocabulary supports, preparing students for deeper reading and discussion.

Presenters: Rebecca Comninaki, Linkhorne Middle School/ Lynchburg City Schools
Jamie Hayes, Linkhorne Middle School/Lynchburg City Schools

E M S T *Research Strand*

Teacher Perceptions of Dehumanization When Using Scripted Curriculum

As scripted curriculum (SC) is increasingly used in ELA classrooms, this study aims to better understand how the use of scripted curriculum dehumanizes students. By better understanding and naming the dehumanizing factors, educators can advocate for adapting SC to better meet the needs of their students as well as advocating for more humanizing pedagogical practices.

Presenter: Melissa Kershner, University of Cincinnati

G R *Research Strand*

The Family Meeting: A Relational Approach to Family Literacy

This poster presents findings from an ethnographic study of a family literacy program serving Latinx immigrant families. From these findings, teachers can learn about bringing relational approaches into English and language arts classrooms and family involvement programs.

Presenter: Sara Mohler, West Chester University

M *LGBTQIA+ Strand*

The Formats They Choose, the Skills They Need: Reimagining Rigorous Reading Instruction

What if the formats students already love (graphic novels, manga, verse novels, highly illustrated novels) became the foundation for rigorous literary analysis? This session reimagines reading instruction by building strategic skills through student-preferred formats. Explore a format study framework and walk away with tools that honor how students read while elevating what they notice.

Presenters: Trent DeBerry, Scarsdale Middle School
Shana Frazin, Scarsdale Middle School

G T *LLA Strand*

The Mosaic of Meaning: A Framework for Religious and Secular Pluralism in YA Literature

Belief systems are often missing in conversations about representation. Aligned with Imagine, Innovate, Inspire, this session explores how to include religious, spiritual, and secular identities in YA lit. Use the Character Positioning Analysis Matrix (CPAM) to audit texts for authenticity. Leave with "pluralistic pairings" and a curated book list to foster empathy over dogma.

Presenter: Jordan Henry, White Knoll Middle School

S *ELATE Strand*

Using Teams in Creative Writing to Increase Student Choice and Voice

Learn how teams in a creative writing program inspire students to innovate as they meet the needs of their school with an annual literary and arts publication, a monthly newsletter, writing challenges for all, and encouragement to join the program with consistent recruiting. A helpful poster session for building capacity with student choice and voice in what they are writing and creating.

Presenter: Kaitlynn Cooper, Robert McQueen High School, Washoe County School District

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E T *Early Childhood Education Strand*

"I like black olives. What's your favorite food?": Authentic Composition and a Pedagogy of Curiosity Emerge through Pen Pal Writing

This poster focuses on a year-long pen pal partnership between kindergarteners and preservice teachers (PSTs). It describes how students and PSTs moved beyond curricular mandates to engage in authentic writing exchanges, resulting in measurable gains in emergent skill building (students) and writing pedagogy (PSTs), as well as increased engagement in and motivation for writing.

Presenters: Abbey Galeza, Kent State University
Sara Knapp, Kent State University
Jen McCreight, Kent State University

G T *ELATE Strand*

A Visual Syllabus, a Shared Website, and a Pedagogy Magazine: When a Methods Course Moves from a Delivery Mechanism to a Literacy Community

In teacher education, we often describe the warm, engaging ELA classrooms we hope future teachers will create while teaching them in environments that prioritize institutional norms over lived community. This poster highlights intentional, human-centered, innovative course design that models the literacy communities we advocate for through shared ownership between students and the professor.

Presenter: Wesley Lerew, First-Year Teacher
Abigail Loiacano, Grove City College
Constance Nichols, Grove City College

S R *LLA Strand*

Co-Learning through Research Writing: Insights from a High School YPAR Project

This poster focuses on how high school teachers and students engage in writing associated with a YPAR project. We explore how writing functions as a tool for inquiry, collaboration, and meaning-making as participants compose proposals and reports for their audiences, navigate shifting roles, and use writing to support agency and community-focused action.

Presenters: Gregory Petersen, University of Cincinnati
Susan Watts-Taffe, University of Cincinnati

M S R *LLA Strand*

Empathy-Informed Literature Instruction: A Study of Theory, Pedagogy, and Classroom Practice

This practitioner study introduces the Empathy-Informed Literature Instruction (EILI) model in a high school ELA classroom, positioning empathy as an intentional pedagogical practice rather than an affective byproduct of reading. Drawing on relational pedagogy and classroom inquiry, the study traces how empathy emerges through discussion, reflection, and collaborative literary engagement.

Presenter: Tara Mihailovic, Teachers College, Columbia University

E T R *Early Childhood Education Strand*

From Book Bags to Big Voices: Partnering with Families to Imagine Equitable Early Literacy Communities

This presentation shares a university-community partnership project that bridges access to books and parent knowledge through intentional book distribution paired with caregiver literacy supports. Partnering with families of children attending preschool and with preservice teachers, the project imagines, innovates, and inspires equitable early literacy practices rooted in oral language and home engagement.

Presenters: Gabbie Houchens-Granados, Western Kentucky University
Nancy Hulan, Western Kentucky University

G T *ELATE Strand*

From Testimony to Teaching: Designing Transformative Holocaust Education for Preservice Teachers

In response to statewide Holocaust education mandates, this poster presents the design of a three-part workshop series preparing preservice English and social studies teachers. Grounded in transformative learning theory and trauma-informed pedagogy, the series integrates primary source analysis, literature circles, synagogue engagement, and survivor testimony resources.

Presenters: Callie Hammond, North Carolina State University
Amber Moore, North Carolina State University

E *Early Childhood Education Strand*

How Can Decodables Be Effectively Integrated Into a K–2 Classroom?

This poster presentation will show ideas of how to use decodables in whole-group, small-group, and individual settings. It will show how to use decodables to differentiate instruction. It will demonstrate how to use decodables to build not only decoding skills but comprehension and vocabulary as well. Lastly, it will give ideas of how to build writing opportunities off of the stories.

Presenter: Christine Hjorth, Aligned Educational Resources

POSTER SESSIONS — 1:15–2:30 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T ***LLA Strand***

Imagine Listening: Using Children's Picturebooks to Inspire Empathy and Innovative Literacy Practices

Listening is an essential yet often overlooked language art skill. Explore a research-backed framework using picturebooks to make active listening visible and an essential component of the literacy block. Leave with step-by-step strategies, student tasks, and a ready-to-use book list—transforming your classroom into a space where every voice is heard.

Presenter: Donna Fortune, Virginia Tech

S

Imagining Wild Things: Bringing the National English Honor Society to Your School

Imagine a literacy-focused community that drives school culture. Imagine literacy recognized and celebrated as an integral part of the relationship among students, staff, and community. This poster explains how to establish and maintain your own flourishing chapter of the National English Honor Society by showcasing how "The Wild Things" chapter (from Trumbull High School) shapes and enriches its community through literacy.

Presenters: Ashley Gomes, Trumbull High School
Kristen Kravecs, Trumbull High School
Karlen Shupp, Trumbull High School

M S T ***New & Early Career Teacher Strand***

Inspiring Reading across Contents

This poster responds to the question, "What texts can secondary ELA teachers offer to proactively align with other disciplines?" by proposing three texts, each with a connection to a different core content. A brief description connects the text to the curricular focus of that content, and offers a suggested skill pairing. Visitors may reach out for a more extensive list of standards and texts."

Presenter: Lili Alonso, Castle View High School

S C T ***ELATE Strand***

Just Like on TV: Character Testimonials in YAL

A popular trope in narrative television shows and reality shows is the testimonial or the "confessional," which shows a character or contestant reacting to an event that just took place. These presenters applied this approach in a YAL class with the novel *Speak* by Laurie Halse Anderson. Students wrote testimonials from the "other," that is characters that are not the protagonist.

Presenters: Costello Keene, Slippery Rock University
Tim Oldakowski, Slippery Rock University

G ***ELATE Strand***

Nature Journaling: Evoke Awe and Wonder

Nature journaling with students supports writing, a sense of wonder, and place-consciousness. The poster session will include excerpts from college students, nature journals, activities for enacting and creating nature journals, as well as pedagogy for facilitating a sense of awe for nature and writing.

Presenter: Jennifer Suriano, Siena University

S T R ***ELATE Strand***

Pivots, Paradigm Shifts, and Pedagogies: Generative AI in the Secondary ELA Classroom

GenAI has moved from the realm of science fiction to reality, leaving teachers to make sense of it and adjust. The research presented in this session will provide a window to the sense-making processes participant teachers engaged in to resolve their own ambiguity and "stuckness" about using GenAI.

Presenter: Erin Thiry, Bioscience High School

C T ***ELATE Strand***

Preservice Teachers Using *Dear Writer* to Empower Their Teaching

How can we support and fully prepare preservice teachers to teach writing in their future classrooms? This poster explores the use of the text *Dear Writer* by Maggie Smith to support and inspire preservice teachers in their teaching of writing for an undergraduate Teaching Writing Methods course.

Presenter: Candice Byers, Jacksonville State University

M S ***New & Early Career Teacher Strand***

Question Quizzes: Reimagining Traditional Reading Assessments and Striving for Authentic Learning

Assessment is often tied to student learning and teacher efficacy, yet traditional reading assessments do not provide the quality data that teachers need. This poster introduces "question quizzes" as an innovative, asset-based approach to making assessment more fun for students and meaningful for teachers. Come ready to reimagine what assessment looks like when authentic learning is prioritized.

Presenters: Chidi Amasiani, The 30th Avenue School (Q300)
Laura Parris, The 30th Avenue School (Q300)

S

Reimagining Research as Plays

This session showcases how students transform research papers into interactive plays for authentic community audiences. Participants will explore strategies for adapting academic writing into performance, fostering collaboration, deepening analysis, and engaging audiences in meaningful dialogue through creative, research-based storytelling.

Presenter: Kayla Hostetler, Aiken High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S ***LLA Strand***

Scaffolding Rigor: Inspiring Critical Reasoning for All Learners with the AWARE Framework

AWARE is an innovative, adaptable framework to improve critical thinking, listening, speaking, and writing for culturally and linguistically diverse students. Empower students to analyze complex texts and confidently articulate their own unique perspectives with an organizer that scaffolds higher-order thinking across multiple grade levels and mediums, including art, poetry, and prose.

Presenters: Shannon Edwards, Wichita North High School
Kobi Nelson, Sphere Education Initiatives

E ***Rainbow Strand***

The Fight for School Access: Picturebook Depictions of Legal Battles for Educational Rights in the US

The fight for access to education has seen multiple tiny steps toward equity. Here we use critical multicultural analysis and critical content analysis to examine power and community agency in nine children's picturebooks depicting the legal battle for education rights for minoritized children, including those from diverse racial/ethnic backgrounds, immigrants, and children with disabilities.

Presenters: Janine Schall, The University of Texas Rio Grande Valley
Elena Venegas, The University of Texas Rio Grande Valley

E M C T ***NWP Strand***

The Neuroscience of Writing Engagement and Development

This poster will illustrate how the brain works during writing from a cognitive perspective but also an affective perspective. Visuals of different cognitive networks will show how writing skills are acquired in combination with input from the sympathetic nervous system. Implications for student engagement, particularly below-grade writers, and writing instruction will be discussed.

Presenter: Elizabeth Hale, University of North Florida

M T ***LLA Strand***

The Power of Positive Feedback to Inspire and Motivate Student Authors

This poster highlights research-based, purposeful formative feedback strategies teachers can easily implement to inspire their student writers, who often face struggles with writing. These strategies are key to building student confidence and motivation to continue throughout the writing process. Strategy examples, their benefits, and suggested implementation methods are illustrated on the poster.

Presenter: Michelle Papenfus, Virginia Tech

E M R ***Research Strand***

The Writing Revolution: Empowering Teachers and Students' Literacy Learning

This poster will provide a visual overview of the study, including the context, research questions, study methods, and key findings. The poster will also highlight how the Writing Revolution approach has empowered teachers and students and has led to students' improved academic performance. Video clips of teachers describing how they have implemented the approach will also be shared.

Presenters: Jessica Creech-Levine, The Writing Revolution
Claudia Gentile, The College of New Jersey
Joy Zacharia, NORC at the University of Chicago

T ***ELATE Strand***

"This Makes Me Want to Come Up with Good Questions": Inspiring Voice and Inquiry in Preservice Literacy Teachers at an HBCU

This poster highlights a Professional Learning Communities framework for teacher preparation that fosters critical thinking and strengthens future English language arts teachers' content knowledge. The 3-prong framework (QQR Method, Inquiry Cup, and Evidence-based Anchor Charts) builds collective inquiry and student voice. Findings show increased motivation and engagement from students at an HBCU.

Presenter: Katina Thomas, Prairie View A&M University

G ***LLA Strand***

YO! How a Middle School and a Bookstore Created a School-Community Partnership: The YOung People's Book Festival of Greater Philadelphia

The YOung People's Book Festival of Greater Philadelphia (YO! Book Fest) is a school-community partnership that connects young readers with diverse authors and illustrators while centering joy, access, and representation. This poster shows how educators, librarians, and community members can use YO! Book Fest as an inspiration to support youth agency and culturally sustaining pedagogy.

Presenters: Ashley Craig, Lower Merion School District
Amanda Groen, Lower Merion School District
Heather Hebert, Children's Book World
Rachel Nichols, Lower Merion School District

POSTER SESSIONS — 2:45–4:00 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S ***LLA Strand***

AI and Student Agency for English Language Learners: The Why, What, and How

This poster presentation examines how conversational AI tools can support student agency among multilingual learners. The poster presents classroom examples using AI chatbots to support language development. Screenshots, prompts, and classroom applications using tools such as Mizou and Magic School are included to demonstrate AI integration for multilingual learners.

Presenter: Mohamed Elhess

E M T ***LLA Strand***

Children's Book Festival: Innovative Partnerships with Local Schools and Literacy Sites to Inspire Reading

Teacher educators share the legacy and impact of their university's children's book festival in partnership with a local bookstore, library, and K-8 schools. The festival connects hundreds of children and teachers with culturally diverse authors and signed books. Join us at this poster session to learn more about the festival, share about similar events in your contexts, and innovate together!

Presenters: Paula Bernal, University of Colorado-Boulder
Adam Crawley, University of Colorado-Boulder

M S C T

New & Early Career Teacher Strand

Code, Clues, and Curriculum: Designing Breakout Learning Experiences

Gamify your ELA classroom with standards-aligned escape rooms! Imagine storylines demanding close reading. Innovate with physical or zero-budget digital "QR break-ins." Inspire via puzzle mapping that scaffolds success. This is a practical blueprint. Leave with templates, strategies, and a workflow to create immersive, high-impact learning experiences regardless of resources.

Presenters: Lauren Blakely-Hayes, White Knoll Middle School
Jordan Henry, White Knoll Middle School

M S T R ***ELATE Strand***

Conceptualizing Secondary Literacy Teacher Education in Maryland: A Syllabus Study

This poster examines the question, "How do Maryland secondary teacher education programs conceptualize literacy teacher education at this moment of policy and practice disruption?" Drawing on syllabi from traditional and alternative teacher education programs, this study explores how programs design adolescent literacy courses that balance policies, research, and practical classroom realities.

Presenter: Christopher Kingsland, Towson University

M S T R ***ELATE Strand***

Digital Literacy Is No Longer Enough: Cultivating Neurodivergent Design, Epistemic Resilience, and AI-Shaped Literacy in Secondary ELA

AI-generated information challenges traditional approaches to digital literacy. This poster introduces epistemic resilience—students' ability to reason and revise thinking when information is uncertain. We present a framework using inquiry-based literacy tasks, neurodivergent-affirming design, and collaborative teacher mentoring to support critical thinking in secondary ELA classrooms.

Presenters: Alexa Kutch, Kutztown University of Pennsylvania/Freedom High School of Bethlehem Area School District
Abigail Paine, Kutztown University of Pennsylvania/Milton Hershey School
Melissa Taylor, Kutztown University of Pennsylvania

E M R ***Research Strand***

Efficacy of a Summer Literacy Intervention: The Effect of Camp Curious on Reading Attitudes and Outcomes

This project seeks to investigate the effectiveness of the Camp Curious Summer Literacy Intervention (CCSLI), a literacy intervention that seeks to develop student attitudes toward reading and writing. The project uses a combination of participant reading data and attitudinal survey data to develop a comprehensive understanding of the intervention.

Presenters: Rory Cantwell, Virginia Commonwealth University
Jenny Martin, Bridgewater College

M S T ***ELATE Strand***

ELA Engagement Strategies That Work!

Today's ELA students need high-level thinking paired with active strategies that support communication and collaboration! Looking for ways to balance low-tech and hi-tech engagement strategies for the ELA classroom? Join me at my poster session to see examples and grab ready-to-go resources you can use the next day in class!

Presenter: Kelly Santoro, Dallastown Area School District

S T R ***Research Strand***

Equity in Learning through AI Literacy

As the integration of artificial intelligence (AI) grows in teaching and learning, so does the conversation regarding accessibility and availability of necessary technology to make the transition supportive to educators. Come and learn about methods to learn, through AI literacy, and hone AI technologies—no matter the socioeconomic background of your school's community.

Presenters: Jay Mehta, Adlai E. Stevenson High School
Denzel Mitchem, Adlai E. Stevenson High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T R ***Research Strand***

Examining Secondary Writing Instruction: Teacher Preparation, Beliefs, Alignment, and Practice

This mixed-methods study explored ELA teacher beliefs about writing instruction. Survey, interview, and program review data highlight the alignment of teacher beliefs with their practice, including challenges, and effective, innovative strategies. Findings include implications for teacher preparation programs, professional development, innovative writing instruction, and strategies.

Presenters: Justin Benna, North Dakota State University
Gail Netland Froyd, North Dakota State University

E T ***Early Childhood Education Strand***

Extending Meaning through Talk: Using Picturebooks to Support Spatial Language and Early Mathematics Learning in Preschool

This poster shares classroom strategies for using picturebook read-alouds to support preschool children's spatial language and early mathematics learning. Grounded in classroom inquiry, the session highlights how intentional teacher talk during shared reading can foster math talk meaning-making, and inclusive early literacy practices.

Presenters: Mia Mercurio, Southern Connecticut State University
McKenna Mercurio Morse, Wellesley College

G ***NWP Strand***

Imagination as Pedagogy: Exploring Poetry with Exploratory Play

This poster seeks to present some exercises teachers might take to apply principles of play as outlined by Johann Huizinga alongside theorists James Moffett, Umberto Eco, and others. The poster presents two exercises that provide multiple entry points to the poems, focusing on using wonder, play, and imagination as starting points to interrogating and making sense of poetry.

Presenter: Gregory Petershack, Teachers College, Columbia University

S C ***LLA Strand***

Imagining, Innovating, and Inspiring with Shakespeare: Using Art as Close-Reading to Teach *Hamlet* and *Macbeth*

This poster session will provide teachers with practical strategies for teaching *Hamlet* and *Macbeth* using visual art. Participants will analyze historical and contemporary Shakespeare-inspired artworks, tease out their textual connections, and then brainstorm and begin their own close reading of a work of art. Classroom visuals and resources will be provided.

Presenter: Joseph Haughey, Northwest Missouri State University

T R ***ELATE Strand***

Literacies and (Teacher) Identity Construction of Black Women Student Teachers Attending a PWI

My poster presents findings from a larger study. Using drawings, interviews, journals, a focus group, and endarkened methods, I found that four Black women student-teachers used their literacies to make sense of their experiences, acknowledge their ways of knowing, and shape their teacher identities within a predominantly white teacher education program. TEPs stand to learn from their stories.

Presenter: Alicia Benjamin, West Chester University of Pennsylvania

E T ***New & Early Career Teacher Strand***

New Teacher Needs: How to Support New Teachers in Less Visable Areas

Teaching is a challenging profession. No matter how much preparation one has, there are so many moving pieces and it can be overwhelming. This poster session will explore many of the non-academic challenges teachers face (student engagement, data collection, management of paperwork, etc.) and discuss ways to address those challenges to better support and retain our new colleagues.

Presenter: Jennifer Orr, Arlington Public Schools

M ***ELATE Strand***

Nonfiction Deserves Better: Building Strategic Readers through Research and Podcasting

This session reimagines nonfiction instruction through a research-to-podcast unit where students choose cross-curricular topics, synthesize across multiple sources, and create episodes that prove why their learning matters. Walk away with a framework that builds strategic readers and honors student curiosity.

Presenters: Trent DeBerry, Scarsdale Middle School
Shana Frazin, Scarsdale Middle School

G ***LLA Strand***

Questioning the Middle-Grade Canon

Middle-grade literature has proliferated in the last three decades, and it is time to ask ourselves, "Is this truly a classic or was it simply the best option at the time?" In many cases it is the latter. This poster session will propose contemporary alternatives that offer higher-quality writing and more opportunities for students to see themselves and understand others.

Presenters: Robyn Bindrich, WI Department of Public Instruction
Abby Kreisa, Wisconsin Rapids Area Middle School

POSTER SESSIONS — 2:45–4:00 P.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***Rainbow Strand***

Reimagining Multicultural Literature in the Rural West: A Five-Year Analysis of Preservice Teachers' Text Selections

This comprehensive five-year longitudinal study tracking the multicultural text selections of preservice teachers (PSTs) identifies persistent patterns, emerging trends, and significant gaps in representation. Implications offer opportunities for potential transformative learning in ELA classrooms in the rural west.

Presenters: Nicholas Bardo, Colorado Mesa University
Joanelle Morales, Colorado Mesa University

M ***New & Early Career Teacher Strand***

Seeing beyond Sameness: Teaching Courage and Choice with *The Giver* (and Quick Cross-Texts for Heart Hope Humanity)

This poster shares a 6th-grade unit built around Lois Lowry's *The Giver* where students track Jonas's moral courage, compare dystopian "rules" to real-world control, and end with a choice-based reflection project. Attendees leave with ready-to-use organizers, discussion questions, and low-prep multimodal options (audio visuals, FlipGrid).

Presenter: Gabriel Garcia, Florida International University

S C ***Community College Strand***

Teacher Reflexivity in Composition Course Design

This presentation captures key insights from my practice of critical reflexivity while teaching a YPAR-based Composition II course. Critical reflection can help us re-see the possibilities of our classrooms. This poster looks at how reflection has spurred redesign across iterations of the course and traces the role of reflexivity in reimagining our teaching practices.

Presenter: Meagan Pike Dean, Austin Community College/The University of Texas at Austin

E T R ***Research Strand***

The Writer Is the Sun: A Case Study of a Culturally Responsive and Antiracist Elementary Writing Workshop

Lack of access to quality writing instruction is problematic for young Black writers, as they are also vulnerable to systemic inequities that underestimate and undervalue their voices. Yet, what happens when all students receive the support needed to be successful writers? This poster session shares findings from a case study examining a culturally responsive and antiracist writing workshop.

Presenter: Kyley Pulphus-Smith

M S ***Rainbow Strand***

"What Is a Manananggal?" Using Multicultural Mythology to Explore Informational Texts

Over 4+ years of developing a purpose-based approach to teaching informational texts, it was decided to leverage monsters and mythology from various cultures to engage student interest. Students choose a unique creature from folklore and explore it by progressing through informational purposes: define, describe, explain, research, analyze, apply, and review, each linked to authentic writing tasks.

Presenters: Joshua Finamore, Northern High School, Calvert County Public Schools
Timothy Sinclair, Northern High School, Calvert County Public Schools

E M S ***ELATE Strand***

Write across Your School with Sijo (Korean Poetry)

Break out of your silo and explore cross-disciplinary collaboration through the Korean poetry form, sijo. This session will demonstrate how sijo can bridge classrooms and subjects, fostering creativity and cultural exploration. Attendees will leave with actionable ideas to integrate poetry and collaborative projects across their schools.

Presenters: Elizabeth Jorgensen, KM Global School for Global Leadership & Innovation
Lucy Park, University of Illinois Chicago



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *ELATE Strand*

Artificial Intelligence and the Future of Secondary Literacy Instruction

The poster explores how AI can support secondary ELA through critical literacy, student agency, and equitable practice. The poster illustrates AI as a teaching tool and a topic of inquiry, highlighting strategies for reading, writing, and multimodal composition while addressing ethics, bias, access, and teachers' role in guiding responsible use in complex digital, civic, and rhetorical contexts.

Presenter: Lynn M. Love-Kelly, Essex County Schools of Technology/Newark Tech

M S *New & Early Career Teacher Strand*

Artificial Intelligence Can't Touch This

This poster highlights participatory visual methods in English education research. Focusing on collaborative audiencing, it demonstrates how youth can be positioned as analysts of their own multimodal compositions and civic learning experiences through shared viewing, dialogue, and reflection. Implications for literacy, media, and civic engagement research are discussed.

Presenters: Erika DeWitt, Florence Township Memorial High School
Avina Sharma, Florence Township Memorial High School

M S T R *Research Strand*

Broken Windows and Smudged Mirrors: Investigating the Narratives of Blackness Presented in Young Adult Fiction

We need diverse books!!! But what exactly do we need? What exactly do we already have? This session takes a look at YA books published during 2015 and 2018 and provides a content analysis of those fiction stories with a Black protagonist and seeks to answer the question: Are there any common textual or paratextual elements present in young adult stories with Black protagonists published in 2015 and 2018?

Presenter: Morgan Jackson, Durango High School

G T R *Research Strand*

Embracing Language Diversity: An Exploration of Elementary Teachers' Perception of African American English

In this poster session, findings are shared from an exploratory study examining elementary teachers' perception of African American English (AAE) in literacy classrooms. A contrastive analysis tool will be introduced as a method to strengthen educators' ability to foster a culturally-affirming environment for linguistically diverse student populations.

Presenter: Manijeh Hart, CUNY School of Professional Studies

E T *ELATE Strand*

Engaging Elementary Writers through Mentor Texts and Digital Storytelling

This poster presents a semester-long study in an Approaches to Teaching Writing course. Teacher candidates designed instruction that integrated children's literature to support elementary writers. This poster session showcases student work and illustrates how digital storytelling and meaningful choice can foster engagement, strengthen agency, and promote innovative writing practices.

Presenters: Jamie Caudill, Georgia Gwinnett College
Christine Reilly, Georgia Gwinnett College

T R *New & Early Career Teacher Strand*

From Coursework to Classroom: Aligning Learning and Practice for Teacher Candidates

At an urban R1 institution, faculty conducted a critical examination of teacher preparation by analyzing the alignment between methods coursework and course-connected fieldwork for early childhood and elementary teacher candidates. This presentation describes the collaborative process used to strengthen coherence between coursework and teacher candidates' practices for all stakeholders.

Presenter: Julie Flannery, University of Alabama at Birmingham

POSTER SESSIONS — 4:15–5:30 P.M./EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E R ***Research Strand***

Interpreting Video Game Narratives: Elementary Students' Reading Practices

This study examines how 4th and 5th graders read and interpret narrative video games in a five-week after-school club. Using a watch-then-play partnership model, student pairs alternated player and observer roles. Analysis of discussions, journals, and interviews reveals sophisticated multimodal meaning-making and how participant roles shape narrative understanding.

Presenter: Rachel LaMear, University of Missouri

M S ***LLA Strand***

Let Them Show What They Know: Creative Assessments in the English Classroom

Participants will gain insight into practical assessment strategies, such as creating transparent rubrics, conferencing with students, and providing targeted feedback that focuses on learning objectives rather than artistic ability. The session addresses concerns—such as grading consistency, time management, and standards alignment—so teachers leave feeling confident in trying this approach.

Presenters: Michelle Canfield, Edmond Public Schools
Jackie Rasnic, Edmond Public Schools
Alison Sterba, Edmond North High School

G T R ***LLA Strand***

Literacy as Light in a Dark Place: Children's Literature in Carceral Spaces

This poster highlights the power of children's literature for incarcerated mothers and their children as glimmers of hope and artifacts of light during what can be otherwise dark times and circumstances. Over one million students deal with the incarceration of a parent each year, and this project highlights literacy and literature as tools of healing and connection between mother and child.

Presenter: Samantha Bhatia

E R ***Early Childhood Education Strand***

Media for Good: Imagining Joyful Learning for Children Affected by War

Digital media can be used for good, specifically to help children cope and learn during difficult times. The Stories with Clever Hedgehog (SCH) web platform was created for Ukrainian children as a safe space for playful learning. Here we share the voices of a sample of parents and professionals who describe how SCH has been helpful for children affected by the war in Ukraine as a model for others.

Presenters: Amy Santos, University of Delaware
Yuliia Skrypniuk, University of Delaware

M S ***LLA Strand***

More Than a Field Trip: Museum Exhibits as Subjects of Multimodal Rhetorical Analysis

Museum exhibits convey rich, sometimes subtle rhetorical messages to visitors. This session explores how museum exhibits can serve as multimodal subjects of study for the ELA classroom and support students' critical literacy. Come learn about multimodal media formats in museums, and explore strategies for helping students analyze the rhetorical purposes of exhibit media in and out of the classroom!

Presenter: Abby Boquist, Charles F. Patton Middle School

T

Reimagining COIL through Critical and Culturally Sustaining Pedagogies in a Literacy Methods Course in Rural Michigan

My poster session will explore how I, a teacher educator, innovatively integrated culturally sustaining pedagogy and critical literacy within a Collaborative Online International Learning (COIL) framework to create critical transnational learning experiences for predominantly white teacher candidates grounded in critical dialogue and reflection.

Presenter: Michelle Grace-Williams, Northern Michigan University

G T ***LLA Strand***

Secret Identities, Shared Realities: Creating Comics for Inclusive Storytelling

How might comic book tropes of masked heroes and secret identities reveal nuanced struggles and strengths in our communities? Explore the transformative potential of comics as a storytelling medium and a lens for understanding diverse perspectives. Discover how the visual language of comics, universal archetypes of heroism, and design thinking may integrate into any learning community.

Presenters: Jacquie Gardy, Gardy Learning Design Studio
Dan Ryder, Community Regional Charter School

M S R ***NWP Strand***

Storytelling for Change: Cultivating Youth Voices and Climate Action

This creative writing course helps students craft climate-focused narratives, transforming them from passive observers into confident change-makers. Through nine lessons, middle and high school students develop original stories about sustainability issues they care about, receiving peer feedback and sharing with authentic audiences.

Presenter: Nicole Oster, Arizona State University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M T R *ELATE Strand*

Teacher, Peer, or AI? What Middle School Students Say about Writing Feedback

This presentation examines how middle school students evaluate feedback from teachers, peers, and AI. Drawing on interviews with 48 students, the session highlights when students find AI helpful, where it falls short, and why teacher feedback remains most trusted. Participants will explore student-centered insights to inform thoughtful approaches to AI and writing instruction.

Presenters: Dana Saito-Stehberger, University of California Irvine
Lisa Williams, Las Flores TK-8 Capistrano Unified School District

G *LLA Strand*

Telling Our Stories: Exploring Bilingual Literacy and Identity through Museum-Based Digital Storytelling

Discover how museum-based digital storytelling empowers English–Chinese bilingual students to reclaim their cultural narratives. Moving beyond classroom walls, this session showcases how artifacts at the Museum spark "third space" learning. Participants will examine pedagogical strategies for leveraging translanguaging and multimodal composing within culturally sustaining ELA curricula.

Presenters: Lakeya Afolalu, University of Washington
Jiaqi Wang, University of Washington

E M T *Research Strand*

Visions of Conflict: The Partition of 1947

Partition has become an ongoing theme with recent domestic and global events that have permeated our society, and these deleterious views have only increased after the world witnessed Western tensions regarding immigration and diversity, especially after the 2024 US elections. This study looks into a critical analysis of text sets to examine whether and how they reflect positions of power, and in some cases, hegemony.

Presenter: Seemi Aziz-Raina, University of Arizona

S *NWP Strand*

Write Like It Matters: Putting Play in Poetry to Find Authentic Voices

When presented with poetry students sometimes feel pressure to conform to the standards of rhyme and meter or strict form and structure. Through play reimagination and writing strategies from the Hudson Valley Writing Project this presentation explores a hands-on approach to poetry in which students develop many "seeds" that develop into a personalized anthology.

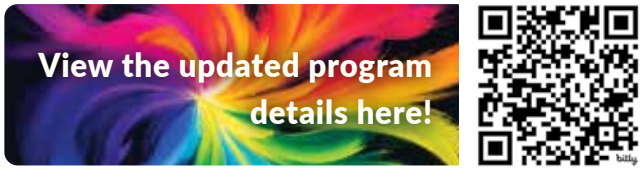
Presenter: Kasey Stecher, Pawling Central School Dist
Melissa Pugliese, Pawling High School

E T R *Early Childhood Education Strand*

"It's Coffee, Not Tea": Beyond the Curriculum, Early Writers' Voices and Reading Choices Rooted in Home Literacy Practices

This poster shows that early elementary writers' voices and reading choices grow from home literacy practices of storytelling, watching, home reading, and parents' lives, offering teachers ways to make classroom reading and writing connected to stories matter to children. Teachers confirm ways to foster authentic literacy through materials that align with students' life, culture, and interests.

Presenter: Jubara Abusin, The Pennsylvania State University



M SESSIONS — 8:15–9:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***NWP Strand***

M.1 A Conversation with the Donald Graves Award Winner for Excellence in the Teaching of Writing

Room 103-B (100 Level)

Sponsored by the Elementary Section

This presentation will showcase the 2026 Donald Graves Award Winner for Excellence in the Teaching of Writing. The presenter will share examples of teaching in the area of writing and will share student work. This session will allow time for participants to be in conversation with the presenter and each other.

Presenters: Laura Ascenzi-Moreno, Brooklyn College
Rubi Brioso, Samara Community School

M S C ***LLA Strand***

M.2 #HighSchoolMatters—Feds Watching: Teaching Critical Literacy in Surveiled Spaces

Room 118-B (100 Level)

Sponsored by the Secondary Section

With the rise of restrictive laws and scripted curricula coinciding with a decline in literacy rates, four teacher-researchers from Alabama offer tools and create space for collaboration to help secondary and college educators increase students' critical literacy skills, despite the odds.

Presenters: Michael Donahue, Auburn University
Huan Liu
Samuel R. Morris, Alabama School of Fine Arts/Auburn University
Samantha Simmons, Alabama School of Fine Arts

E M ***LLA Strand***

M.3 Imagine Teaching with the 2026 Charlotte Huck and Orbis Pictus Award-Winning Books

Room 115-A (100 Level)

Sponsored by the Charlotte Huck Award for Children's Fiction and the Orbis Pictus Award for Children's Nonfiction

Don't miss this interactive children's literature session! The authors, illustrators, and committee members of the 2026 Charlotte Huck and Orbis Pictus Book Awards will host roundtable conversations with participants about lesson ideas, discussion strategies, and cross-curricular uses for the 2026 winning titles. Bonus: All participants are eligible for signed books!

Session Chair: Maria Leija, The University of Texas at San Antonio

Presenters & Roundtable Leaders: Olivia Abtahi, Holiday House/Neal Porter Books/Lee & Low Books/Abrams/Cameron Kids
María Dolores Águila, Macmillan Children's Publishing Group
Livia Blackburne, Author
Carri Wappat Burns, Nashua School District
Arree Chung, Macmillan
Brittany Cicchese
Megan Clendenan, Orca/Charlesbridge
Caryl Crowell, Retired, Tucson Unified School District
Sara Fajardo, Lynwood Elementary School /Macmillan/Roaring Brook
Jason Griffith, Penn State University
Teri Kanefield, ABRAMS Books
Erin Entrada Kelly, Sourcebooks
Kimberly Kulasekaran, William E. Carter School/Boston Public Schools
Ashanka Kumari, East Texas A&M University
Juana Martinez-Neal, Little, Brown and Company
Janelle Mathis, University of North Texas
Taraneh Matloob, University of Northern Iowa
Mohit Mehta, Texas State University
Lindsay Metcalf, Author
Hiawatha Smith, University of Wisconsin-River Falls
Yoo Kyung Sung, University of New Mexico
Kimetrice Tate, International Prep Academy/Champaign CUSD #4
Elisa Waingort, W.O. Mitchell School
Melissa Wells, University of Mary Washington
Julie Winterbottom, Rocky Pond Books/Penguin Random House

G

M.4 Next-Generation Assessment Practices: Redefining Assessment in the Age of AI

Room 123 (100 Level)

Sponsored by the Literacy Assessment Committee

This panel presentation is the culmination of NCTE Literacy Assessment Committee work and conversations with NCTE members, exploring practical, cutting-edge approaches and technologies to improve literacy assessment across grades and contexts. Attendees will learn strategies for assessment, aimed at amplifying student voice, engagement, and agency while deepening student understanding.

Committee Members & Presenters: Terry Anderson, Ann Arbor Public Schools
Cameron Carter, Evening Street Elementary
Stephen Chiger, Uncommon Schools
Gilda De La Cruz, Santa Monica High School
Megan Harowitz, Rockville High School
Renata Love Jones, Georgia State University
Shalania Levy, Humble Instructional Support Center
Kristen Luettchau, Morristown High School/The College of New Jersey
Jeanne Miller, Homewood Flossmoor High School
Sheridan Steelman, Grand Valley State University
Sarah Zerwin, Fairview High School



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***ELATE Strand***

M.5 Poetry Picturebooks That Inspire Us: Presenting the NCTE 2026 Notable Poetry Picturebooks

Room 116 (100 Level)

Sponsored by the Poetry Awards Committee

The NCTE Poetry Awards Committee will host the selected authors of the 2026 poetry picturebooks. The authors and/or illustrators will share and discuss their poetry picturebooks and discuss possible connections to literacy instruction. The session may leave implications for how to engage children in writing, reading, and sharing their stories through poetry within classroom communities.

Session Chair: Jongsun Wee, Pacific University
Presenters: Hannah Barnaby, Sourcebooks
Willeena Booker, Hatboro-Horsham School District
Darryn Diuguid, McKendree University
Glenda Funk, School District #25, Pocatello/Chuibbuck, ID
Junko Sakoi, Tucson Unified School District
Kasey Short, Charlotte Country Day School
Nikkolas Smith, Scholastic
April Halprin Wayland, Author, UCLA Extension Writer's Program
Carole Boston Weatherford, Macmillan
Jeffrey Weatherford, Macmillan

G T R ***LGBTQIA+ Strand***

M.6 Innovate & Illuminate: Expanding Queer and Trans Possibilities in English Education

Room 122-B (100 Level)

Sponsored by the Genders and Sexualities Equality Assembly (GSEA)

This roundtable session will focus on the ways that current contexts, needs, concerns, and possibilities meld to provide opportunities to (re)imagine and expand what it means to create and sustain queer- and trans-affirming spaces in English education, and to illuminate moments and places of darkness to empower LGBTQIA+ teachers and students in, and beyond, ELA classrooms.

Session Chairs: Laura Jimenez, Boston University
Craig A. Young, Bloomsburg University of Pennsylvania

Table 1: Heidi Fliegelman, Henderson High School/West Chester Area School District: "Social Media Safety for Queer and Queer-Affirming Teachers: The Costs of Publicly Promoting Equity in Online Spaces"

Table 2: Josh Coleman, Arizona State University: "Book Banning Policy: Reading & Resisting"

Table 3: Jill Hermann-Wilmarth, Western Michigan University; Jay Maddock, Radical Health and Wellness; Ryan Schey, University of Georgia: "Banned Resistance: Striving to Queer Space through a Public Pedagogy Project"

Table 4: Dana Huff, Worcester Academy: "From Erasure to Imagination: Teaching LGBTQIA+ History through Literacy and Joy"

Table 5: Adison Godfrey, York Suburban High School; Kelly Paraskevakos, York Suburban High School: "How to Successfully Incorporate LGBTQ+-Inclusive Literature in the Secondary English Curriculum"

Table 6: Kyle Smith, University of Michigan; Jason Westra-Hall, University of Michigan: "'None of Us are Apolitical Educators': Preservice Teachers Questioning Censorship/Seeking Answers in the Pages"

Table 7: Sarah Hyson, West Chester University of Pennsylvania: "Increasing Confidence in Preservice Teachers"

Table 8: Darryn Diuguid, McKendree University; Tadayuki Suzuki, SUNY Cortland: "Imagine, Innovate, Inspire: The Power of Queer Joy in Children's Books"

Table 9: Emily Niska, PhD Student in English Education, Arizona State University: "Making Space for Queer Kids in Restrictive Environments"

Table 10: Summer Melody Pennell, Senior Lecturer, University of Vermont: "Evaluating English Ed Programs for Queer & Trans Inclusivity"

Table 11: Kevin Roach, Teacher, St. Paul, MN: "Foregrounded, Backgrounded, or Integrated? Teaching YA Novels with Queer Protagonists of Color"

G ***Rainbow Strand***

M.7 Huzzah Filipinos! A Declaration and Invitation to Imagination and Resistance

Room 104-AB (100 Level)

Sponsored by the Asian/Asian American Caucus

This panel encourages educators to imagine a centering of Filipino narratives on heritage, belonging, and perseverance. The session innovates practices to build inclusive libraries and lessons, allowing all students to find "mirrors, windows, and sliding glass doors." Ultimately, this work inspires all students to engage learning about Filipino culture, authors, and literature.

Presenters: Lynnor Bontigao
Tricia Ebarvia, Greene Street Friends School
Anna Osborn, Jefferson Middle School: A STEAM Academy/ University of Missouri-Columbia
Mae Respicio, Random House Children's Books
Randy Ribay, Penguin Random House
Leah Werther, Guilderland Central School District

M SESSIONS — 8:15–9:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R *ELATE Strand*

M.8 Critical Issues in English Education: Research by ELATE Research Grant and Award Winners

Room 201-AB (200 Level)

Sponsored by ELATE

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

Roundtable Leaders: Emma Bene, Stanford University: "Developing Racial Literacies on Social Media? An Analysis of White Adolescents' Instagram Digital Diaries"

Kierstin Giunco, University of Cincinnati; Poonam Arya, Wayne State University; Xiufang Chen, Rowan University; Christine M. Leighton, Emmanuel College; and Crystal Rose, Tarleton State University: "Teacher Agency to Adapt ELA Curriculum for Culturally Relevant Pedagogy: A Mixed-Methods Study"

Aimee Hendrix-Soto, Texas Woman's University; Brady Nash, University of Florida: "Building Teachers' Critical Literacies with Interactive Narratives"

Dulcey Bishop Hunter, University of South Florida: "Teaching through Trauma in the English Language Arts Classroom: Teachers' Living Stories"

Michelle Lamb, Texas Woman's University/Louisiana State University Shreveport: "Building Teachers' Critical Literacies with Interactive Narratives"

Mellinee Lesley, Texas Tech University: "'I Always Start with Argumentation': High School Teachers' Explorations of Disciplinary Writing in English"

Scott Storm, University at Albany: "Queering the Word and the World: Facilitating Place-Based Critical Inquiry with LGBTQIA+ Literature"

Zhongfeng Tian, Rutgers University–Newark; Sharon Lai-LaGrotteria, Montclair State University: "Co-Learning for Justice: Supporting Grade 1 ELA Teachers' Integration of AAPI Literature"

Brandon J. Watkins, University of North Carolina at Charlotte: "Play Is Our Protest, Literacy Engagement Is Our Game: Black Boys, Gaming, and Literacy"

Ashlynn Wittchow, Louisiana State University; Paige Watts, Louisiana State University: "Developing Professional Dispositions through NCTE at LSU"

Nadia Behizadeh, Georgia State University; David E. Low, California State University, Fresno; Jung Kim, Lewis University: "'It Is Always Possible to Stop Looking Away': Applying Critical Literacy Practices to Teaching about Palestine"

Angie Zapata, University of Missouri-Columbia: "Interrogating Power in Border-Crossing Narratives: Growing Vocabulary to Talk About Complex Issues"

M S C T R *ELATE Strand*

M.9 Where Writers Grow: Transformative Composition Pedagogies That Foster Community and Connection

Ballroom A (300 Level)

Sponsored by the ELATE Commission on Writing Teacher Education

The ELATE (English Language Arts Teacher Educators) Commission on Writing Teacher Education presents dialogic, research-driven roundtables to share theoretical and practical innovations connected to the teaching of writing and the training of writing educators. This session will provide opportunities for participants to engage in topics ranging from peer networks, partnerships, and community collaboration to support for students and teachers.

Session Chairs: Elsie L. Olan, University of Central Florida
Vanessa Sullivan, Chandler Gilbert Community College

Roundtable Leaders:

Strand 1: Preparing Writing Teachers: Allison Karcher, Siena College: "Cultivating Teacher Agency: Collaborative Writing and Reflection in the Preservice Writer's Workshop"

Kerry Alexander, Maggie Peterson & Laura Mahalingappa, University of Maryland, College Park: "From Intern to Early-Career: Cultivating Community with Writing Teachers"

Taylor Rose-Dougherty, Utah State University; Mike P. Cook, Auburn University; James S. Chisholm, University of Louisville: "Transforming Writing Instruction with Comic Composition"

Erinn Bentley, Columbus State University: "Place-Based Writing: From Study Abroad to School Placements"

Kate Sjostrom, University of Illinois Chicago: "Reimagining the Literacy Autobiography Assignment: Supporting Agency, Content Knowledge, and Community through Poetry Writing Groups"

Christine Dawson, Siena University; Deborah Van Duinen, Hope College: "Preparing Writing Teachers in the Age of AI: Focusing on Purpose, Agency, and Learning"

Liz Thackeray Nelson, Utah Valley University: "Self-Efficacy on the Page and in the Classroom: Supporting Preservice Teachers as Writers and Writing Teachers"

Christina Saidy, Arizona State University: "Connect and Learn: Teacher Research in the Methods Class"

Jake Crow, Auburn University: "Mapping the Writing Self"

Laura Davies, SUNY Cortland. "From Learners to Leaders: Reflections on a School-University ELA Partnership in Its Third Year"

Katie Alford, McKendree University: "Future Writing Teachers Writing in Community to Build Self-Efficacy"

Rebekah Buchanan, Western Illinois University: "Engaging Methods Students in Innovative Writing Projects"

Elsie Olan & Earlisha Whitfield, University of Central Florida: "Where Writers (and Teachers) Grow: Community-Centered Writing Pedagogies and AI Literacy in Teacher Education"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Strand 2: Teaching Writing: Michelle Glerum, Kate Hope & Maria Rodriguez, Chandler Gilbert Community College: "Writers in Action: Interdisciplinary Approaches to Writing, Voice, and Real-World Engagement"
Danielle Alexander, University of Detroit Mercy; Derek Miller, Oakland-Genesee Writing Project & National Writers Series/Raising Writers Program: "Comfortable Enough to Try: Creating Writing Classrooms That Invite Risk, Voice, and Agency"
Staci Tharp, Texas Tech University: "Teaching Critical Literacy through Writing from the White Man's Canonized Text"
Kacy Price & Julianna Kershen, University of Oklahoma: "Creating Communities of Writing Feedback"
Katie Allan, University of Central Florida: "Where Writers Grow within Constraints: Sustaining Writing Communities in Test-Driven Classrooms"
Ona Gabriel & April Rizzo, State College (PA) Area School District: "Why We Still Need Writer's Notebooks—and How We Make the Space"
Amanda Plaizier, Utah State University: "Badges, Bones, and Belonging: An Experimental Learning Model for College Writing and Criminal Justice"
Vanessa Sullivan, Chandler Gilbert Community College: "Across the Threshold: What Three Teachers' Journeys from the High School to College Classroom Reveal about Transitional Writing Pedagogies"

G

M.10 ELA AI Cohort—From Framework to Classroom: What Teachers Are Learning About AI and the Future of ELA

Room 204-C (200 Level)

Sponsored by the ELA AI Framework Cohort

What happens when educators, rather than technology, help define the role AI should play in the English Language Arts classroom? This year, cohort members have been creating, reviewing, and making sense of AI through the lens of ELA. Join all 12 of NCTE's ELA AI Framework cohorts for a cohort-like community learning experience. Grades 6-12 and preservice teachers will all find something useful.

Presenters: Comfort Agboola, Poe Classical School/Lit and Love
Wendy Alexander, Cherokee Schools of Innovation
Jeff Allyn, Brookdale High School
Zack Arthur, Marcellus CSD
Caitie Barker, Quinebaug Middle College
Bill Bass, Parkway School District
Kaleigh Beland, Merrillville High School
Aerin Bender, Bear Creek High School
Casey Boersma, Beacon Hill Middle School
Chanea Bond, Fort Worth ISD/East Texas A&M
Tara Ann Carter, Milken Community School
Samantha Chancellor, Helena Middle School
Ashlie Crosson, Mifflin County High School
Margaret Dalton, Sioux Falls School District
Ari DiMaio, Charter School of Wilmington
Rachel Drouin, King Philip Middle School, CT
Wanda Dyer, Irving Middle School/Norman Public Schools
Will Fassbender, Montana State University
Stephen Ferguson, Cedar Creek High School, NJ
Tyree Gaines, St. Boniface School
Eduard Garces, Red Lake High School
Eric Gietzen, Shorewood High School
Eva Goins, Northwest ISD/Texas Council of Teachers of English Language Arts
John Golden, Portland Public Schools
Michele Haiken, Rye City School District/Manhattanville University
Angela Hardin, Model Laboratory Schools at Eastern Kentucky University
Karis Jones, Baylor University
Jessica Jordan, Cartersville City Schools
Elyn Kruger, Hoonah City Schools
Brandy Lindstrom, Bellarmine Prep
Kristen Luettchau, Morristown High School
Anne Macapagal, Washington County High School
Matt Margini, Ransom Everglades School
Brittney Martin, Willow Canyon High School
Samuel Morris, ASFA/Auburn University
Mark Olsen, White Pine Charter School
Rex Ovalle, Oak Park and River Forest High School
April Pameticky, Wichita East High School
Kristina Peterson, Exeter High School
Alexis Rainey, Rock Hill Schools/Dutchman Creek Middle School
Meenoo Rami, Bill & Melinda Gates Foundation
Maggie Raymond, Bishop Lynch High School
Samuel Reed, U School/Sriii Coaching & Consulting, LLC
Heather Richards, Madison High School/San Diego Unified School District
Dana Saito Stehberger, UC Irvine
Carrie Santo-Thomas, Warren Twp. High School
Andy Schoenborn, Clare Public Schools
Autumn Simpson, Stewarts Creek High School/Rutherford County Schools, TN
Timothy Sinclair, Calvert County Public Schools/Northern High School
Sharisse Slade, Sidney High School
Tom Stephens, Mount Vernon High School
Amy Var, Waiākea Intermediate School/University of Hawaii at Mānoa
Brett Vogelsinger, Central Bucks High School South
Derek Wetzel, Thaden School
Nathan Whitman, Derby High School/USD 260
Katie Wolff, Cape Flattery School District
Taylor Young, Jefferson County Public Schools
Sheena Zadai, Magnificat High School

M SESSIONS — 8:15–9:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E

M.11 Writing from the Teacher's Chair: How Teachers Who Write Inspire Student Writers

Room 120-C (100 Level)

Sponsored by the* Classroom Corridors *Cohort

When teachers write and model being a writer, students' writing and writing affect improve. Authentic writing experiences and transparency about the writing process for publication inspire students to create and share their own stories. The panel will offer you concrete examples, strategies, tools, and tips from their classrooms and publishing in NCTE's *Classroom Corridors*.

Presenters: Shameer Bismilla, German European School Singapore
Victoria Dotson, Chicago Public Schools
Sophia Garcia-Smith, Des Plaines, CCSD 62 Des Plaines
Melissa Guerrette, Oxford Elementary School, MSAD17
Isabella Murk, Palatine, IL School District 15

G T ***Rainbow Strand***

M.12 Historical Literacies Illuminating the Asian/Asian American Diasporic Experiences through Literature

Room 121-C (100 Level)

Sponsored by the Asian/Asian American Caucus

Literature enables readers to see themselves reflected while illuminating perspectives within the broader human experience. Panelists share ways to disrupt canon-prescriptive curricula with supplementary Asian American narratives, providing pedagogies that integrate Asian American historical literacies into classrooms.

Presenters: Jean Kim, New York City Department of Education
Kyung Lee, The University of Texas, Rio Grande Valley
Diana Liu, Brooklyn Technical High School
Kao Kalia Yang

M S ***LLA Strand***

M.13 Celebrating Promising Young Writers Award Winners

Room 117 (100 Level)

Sponsored by the Promising Young Writers Advisory Committee

In this session, we will celebrate tri-state 8th grade student winners of the 2025 and 2026 Promising Young Writers Award. Student panelists will share their writing, reflect on teacher-student partnerships, and share their advice for interested 8th grade students and teachers.

Committee Chair: Maggie McConnaha, Michigan State University
Presenters: Sandra Boateng, Michigan State University
monét cooper, University of Michigan
Michael Hockwater, Alfred University
Chelsea Kent, University of Colorado, Boulder
Oluwatodimu Ogunade
Kaitlyn Powers, Michigan State University
Tairan Qiu, Stanford University
Brett Stamm, University of Southern Mississippi

M S ***ELATE Strand***

M.14 Writing as Invitation: Imagining Community through Inquiry and Discovery

Room 118-C (100 Level)

How can writing grow from inquiry to nurture communities of discovery? We explore creative strategies for student writing toward discovery and human connection. These include dialogic journaling in the workshop model, triptych writing, assessment through a dialogic of care, group poetry as civic practice, testimony and witnessing in personal writing, and real-world literary inquiry.

Roundtable Leaders:

Table 1: Shenhao Bai, Teachers College, Columbia University: "Evoking the World: Louise Rosenblatt's Transactional Theory and Real-World Literary Inquiry"

Table 2: Theresa Conley & Miranda McGough, Teachers College, Columbia University: "Embracing Assessment through a Dialogic of Care in the Inquiry Process"

Table 3: Pamela McGowen, Teachers College, Columbia University: "Group and Found Poetry as Civic Practice toward Building Classroom Community"

Table 4: Merit O'Hare, Teachers College, Columbia University: "Why Triptych? Promoting Student Engagement with Counternarratives via Genre Blending"

Table 5: Sarah Waterhouse, Teachers College, Columbia University: "Testimony and Witnessing in Personal Writing: A Reciprocal Experience for Educator and Student"

Table 6: Alice Xu, Teachers College, Columbia University/Bergen County Academies: "To Whom Do We Write? Developing Writer Identities through Journal Entries and the Writing Workshop"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S R *ELATE Strand*

M.15 AI Isn't Replacing Thinking: How Teachers Use SchoolAI to Deepen Literacy, Engagement, and Student Agency

Room 113-C (100 Level)

This panel shares research from 23,000+ teacher-designed SchoolAI spaces plus practical ELA strategies and a classroom case study. Learn how educators use AI to strengthen reading, writing, discussion, and student agency with guardrails that keep authentic thinking and academic integrity at the center.

Presenters: Blasia Dunham, SchoolAI
Alicia Kleoppelm, North Kansas City Schools
Tareh Tesmer, SchoolAI
Lindsey Weatherby

S *LLA Strand*

M.16 Beyond AP Literature: Critical (Re-)Reading, Writing, Creation, and Remix

Room 107-B (100 Level)

Can you combine traditional literary reading and analytical writing, with student voice and creativity? Inspired by CTC's Literacy Unbound, we reimagined our AP literature course to develop critical reading skills with multimodal creativity. This presentation shares our philosophy and process via a prose-reading unit that requires students to both read closely and create to make meaning.

Presenters: Jackie Osborn, Singapore American School
Anne-Marie Russell, Singapore American School
Alice Wang, Singapore American School

C *Community College Strand*

M.17 Beyond the Workshop: Inspiring Career Readiness through Creative Writing Education in Community Colleges

Room 103-A (100 Level)

This session shows how two-year colleges can innovate through career-focused creative writing programs. Presenters outline a stackable certificate blending writing and digital media marketing, offering flexible creative pathways. Educators learn to design interdisciplinary projects and connect writing to real-world skills.

Presenters: Kayla Branstetter, Crowder College
Stephanie Witcher, Crowder College

M S C T *NWP Strand*

M.18 Building Bots: Designing AI Agents as Writing Coaches

Room 117 (100 Level)

To deepen writers' thinking rather than replace it, we explore how teachers can design AI writing coaches that support students' reflection, agency, and productive struggle. Participants will begin with a template to analyze an AI agent and then use it to design their own with the purpose of scaffolding writers' thinking and preserving the intellectual work of writing.

Presenters: Amiya Harish, RIdge High School
Troy Hicks, Central Michigan University
Jill Stedronsky, William Annin Middle School
Aashna Tiwary, Ridge High School
Kristen Hawley Turner, Drew University

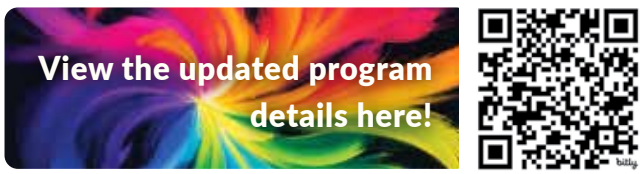
E T *ELATE Strand*

M.19 Dynamic Author/Illustrator Duos: Imagination, Inspiration, Intentions & Interplay

Room 108-B (100 Level)

Join us for an inspiring session with dynamic author-illustrator duos Minh Lê & Dan Santat, Matt de la Peña, and Kate Messner & Christopher Silas Neal. Participants will explore an innovative author-illustrator study framework to examine patterns, themes, picturebook design, and epitextual resources, as the duos share behind-the-scenes processes and insights to ignite reader engagement.

Presenters: Ellen Clark, Altitude Elementary
Matt de la Peña, Penguin Random House
Minh Lê, Random House Children's Books
Kate Messner, Bloomsbury
Christopher Silas Neal, Chronicle Books
Dan Santat, MacKids
Suzette Youngs, University of Northern Colorado



M SESSIONS — 8:15–9:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Early Childhood Education Strand***

M.20 Engaging Young Children through Multimodal Opportunities for Authentic Writing

Room 202-A (200 Level)

We will share examples from early childhood classrooms of multimodal opportunities to enrich and expand children's writing. Presenters will highlight how integrating outdoor learning, technology, play, community artifacts, and various expanding forms of representation through projects strengthened children's writing skills while also fostering their joy and humanity.

Presenters: Tracy Coskie, Western Washington University
Tasha Tropp Laman, Western Washington University
Justine Williams, North Mason School District/Mary E. Theler Early Learning Center

G T R

M.21 Envisioning Humanizing Literacy Instruction for Democratic Classrooms: Challenges to the Science of Reading

Room 103-C (100 Level)

Sponsored by the Center for Expansion of Language and Thinking (CELT)

As reading mandates reshape classrooms nationwide, educators face urgent questions about the future of literacy instruction. This session brings together researchers and educators to examine current policies, challenge reductive interpretations of research, and collaboratively imagine more humane, democratic, and responsive literacy futures for the next decade.

Session Chair: Bobbie Kabuto
Moderators: Aurelia de Silva, Co-Director, The Cuentos Project
Debra Goodman, Hofstra University
Roxanne Henkin, The University of Texas at San Antonio, Emeritus
Maria Perpetua Liwanag, Towson University
Presenters: George Hruby, University of Kentucky, "'Après Déluge, Nous': Learning How to Keep Our Heads above Water after the SOR Tsunami"
Denny Taylor, "From Democracy to Tyranny: How The Science of Reading Is Being Used by Multiple Sectors to Monetize Children and Change the Political System—How Teachers Can Respond"

E M ***ELATE Strand***

M.22 Exploring Complex Family Relationships through the Lens of Children's Novels

Room 126-B (100 Level)

A hands-on workshop on teaching SEL through complex family themes. Participants examine novels covering ten family-related challenges, practice teaching tools (journals, emotion maps, role play, etc.), and design activities linking specific SEL competencies to selected titles. The session includes mini lectures, live demos, breakout group work, and take-home resources. Book giveaways at session.

Presenters: Jo Hackl, Random House Children's Books
Landra Jennings
Kinla Nelson, City View Elementary School

E T ***NWP Strand***

M.23 Fostering Brave Writers from the Beginning: PreK Teachers and Writing Project Mentors Support Ongoing Learning

Room 115-C (100 Level)

Explore and learn from preK educators and their mentors about a systematic approach to ongoing learning for both adults and children in their communities. Since 2016, the Philadelphia Writing Project has engaged with early childhood teachers and administrators in learning how to support children's learning across language processes and how to document their growth using both drawing and writing.

Session Chair: Diane Waff, Philadelphia Writing Project/University of Pennsylvania
Moderator: Judy Buchanan, National Writing Project
Presenters: Mandy Crozier, Kinder Academy PreK Center
Robin Meadows-Fuller, Kinder Academy PreK Center
Leslie Spina, Kinder Academy PreK Center
Jen Winterle, Kinder Academy PreK Center



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Ⓜ Ⓢ ***LLA Strand***

M.24 From Paper to Process: Reimagining Research as a Creative, Authentic Journey

Room 203-A (200 Level)

What if research felt more like discovery than drudgery? This session showcases how one ELA department reimagined research across grades 9–12, moving from product to process through inquiry, authentic writing, and creative assessment. Walk away with ready-to-use frameworks that reduce overload, ignite curiosity, and grow confident student researchers.

Presenters: Rachel Christy, Black Horse Pike Regional School District
Abbe Elliott, Black Horse Pike Regional School District
Emily Severance, Black Horse Pike Regional School District
Tara Wood, Black Horse Pike Regional School District

Ⓖ ***ELATE Strand***

M.25 Graphic Novels Are Great, but How Do I Teach with Them?

Room 204-B (200 Level)

While the legitimacy of comics in the classroom is now widely accepted, many educators still struggle with how to design effective curriculum and assessments for the medium. This panel of teachers and stakeholders provides a roadmap for those new to sequential art, offering practical, usable strategies for the classroom and concrete methods for teaching with fantasy graphic novels.

Presenters: Michael Gianfrancesco, LitX/North Providence High School
Christian Hines, University of Illinois Urbana-Champaign
Eric Kallenborn, Oak Lawn Community High School
Ronell Whitaker

Ⓔ ***Rainbow Strand***

M.26 Heart Work: Cultivating and Celebrating the Courage of Black Children

Room 121-B (100 Level)

Everywhere, children bravely navigate challenges using hope, faith, resolve, and perseverance. In this panel, an award-winning educator and author moderates a conversation between three acclaimed picturebook creators. Join for an examination of stories that center Black children and cultivate courage, fortitude, joy, and resilience, inspiring young readers to do the same.

Presenters: Denise Adusei
Sonja Cherry-Paul, Red Clay Educators
Kelly Starling Lyons, Penguin Young Readers
Torrey Maldonado, Penguin Young Readers

Ⓜ Ⓢ Ⓒ ***LLA Strand***

M.27 Hidden Histories, Powerful Perspectives: Honing Nonfiction Reading through Unsung Heroes

Room 111-B (100 Level)

Discover how researching unsung heroes through primary sources can strengthen students' nonfiction reading, critical thinking, and civic engagement. Explore classroom-ready strategies and model lesson structures that help students analyze, question, and synthesize complex texts while connecting past voices to their own.

Presenters: Ellen Gianakis, Holmdel Public Schools
Nicole Hope
Lorin Ottone, Colts Neck High School, NJ

Ⓔ ***Early Childhood Education Strand***

M.28 Illuminating Authentic, Joyful, Responsive Literacy Instruction in PreK: Supporting Play, Language, Reading, and Writing across the Day

Room 108-A (100 Level)

As concerns about reading achievement increasingly shape early childhood instruction, preK classrooms are becoming more academic, often at the expense of play. In this session, teachers from three different settings share what responsive, joyful reading and writing instruction can look like for our youngest learners. Teachers will learn ways to weave literacy instruction through the day.

Presenters: Whitney LaRocca, La Rocca Literacy
Hannah Schneewind, Trusting Readers LLC
Julia Soulvis, Community Nursery School

Ⓜ Ⓢ Ⓒ

M.29 Imagine, Innovate, Inspire: Teaching Black Poetry Using the Furious Flower Syllabus

Room 109-B (100 Level)

The Furious Flower Poetry Center is the nation's first academic center for Black poetry, located at James Madison University. Our session aims to share lessons that are historically and culturally relevant to cultivate ELA students' interest in African American poetry. Teachers will view the open-access FuriousFlowerSyllabus (over 200 pages) and have immediate access to relevant grades 6–12 lesson plans.

Presenters: Sara Arnold, James Madison University
Marius Bowen, James Madison University
Mary Beth Cancienne, James Madison University
Brian Hannon, Hayfield Secondary School, Alexandria, VA
Michelle Knotts, Penn State University
Corinne Medina, James Madison University
David Wooley, Pennsylvania State University

M SESSIONS — 8:15–9:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S

M.30 Imagining Innovative Assessments That Authentically Engage and Inspire Student Learning

Room 303-AB (300 Level)

Assessments that reflect students' thinking and application of their skills for an authentic audience motivate students to engage with texts and inspire learning long after students leave the classroom. This session showcases innovative and authentic assessments that motivate students to demonstrate their mastery of the literary and nonfiction reading standards.

Presenters: Mercedes Allen, Brigham Young University
Dawan Coombs, Brigham Young University
Kaylee Smedley, University of Arkansas

E M S ***Rainbow Strand***

M.31 Immigration Narratives in Youth Literature

Room 124 (100 Level)

Infusing curricula with stories that center immigrant experiences and cultural narratives can foster empathy and critical thinking, thus inspiring inclusive and supportive communities. This panel explores innovative ways for educators to use books to help students both receive others' experiences and harness their imagination to share their own stories.

Presenters: Alliah L. Agostini
Candice Iloh, Simon & Schuster
Julia Kuo

G ***Rainbow Strand***

M.32 Indigenous Children's and Young Adult Literature: Visions of Sovereignty, Strength, and Celebration

Room 121-A (100 Level)

The presenters explore frameworks for engaging Indigenous children's and young adult literature (ICYAL) to examine diverse Indigenous Peoples ways of knowing and being. Building on the work of critical Indigenous literacy and decolonizing education, the presenters will offer a variety of approaches for teachers to work with ICYAL as curriculum in K–12 and post-secondary spaces.

Presenters: Dezi Lynn, National Indian Education Association/Utah Valley University
Helen Thomas, National Indian Education Association
Odia Wood-Krueger, Wood Krueger Initiatives, LLC

M S C T R ***ELATE Strand***

M.33 Inspiring Preservice English Teachers to Thrive in an AI-Mediated Writing World

Room 119-A (100 Level)

This panel examines how an English teacher education program engages generative AI through questions of voice, equity, pedagogy, and professional judgment. Rather than banning or embracing AI, a team of teacher educators share hopeful, practice-based frameworks for preparing novice teachers to teach writing with integrity and imagination in our evolving context.

Presenters: Christy Goldsmith, University of Missouri
Amy Lannin, University of Missouri
Kelly Leavitt, University of Missouri-Columbia
Mike Metz, University of Missouri
Robert Petrone, University of Missouri

S C R ***Research Strand***

M.34 Literacies and Latinidad(es): An Intergenerational Vision for a Citywide Curriculum

Room 126-A (100 Level)

This interactive panel will focus on the vision, development, and implementation of a citywide K–12 interdisciplinary Latinidad curriculum. We will share the conceptual framing and supporting research for the initiative, and co-facilitate a multimodal literacy workshop activity used to inspire intergenerational and community collaboration, featuring students as collaborators in curriculum design.

Session Chair: Rachel Talbert, Teachers College, Columbia University
Presenters: Limarys Caraballo, Teachers College, Columbia University
Katie Caster, Teachers College, Columbia University
Lisa Reyes, Freeport Schools

E M T ***LLA Strand***

M.35 Making Meaning in Maker Spaces: Playful, Multimodal Literacy Learning in PreK–6 Classrooms

Room 102-AB (100 Level)

In this panel presentation, three preK–6 teacher educators share how maker spaces can catalyze powerful literacy learning. Through making, tinkering, and engineering, students expanded their writing from drafting and publishing to songwriting. Additionally, presenters show how diverse children's literature serves as a catalyst for design, creativity, and multimodal composition.

Presenters: Adam Devitt, California State University, Stanislaus
Lauren Fletcher, California State University, Stanislaus
Harleen Singh, California State University, Stanislaus

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Ⓜ Ⓢ Ⓒ Ⓣ *New & Early Career Teacher Strand*

M.36 ReImagining Mentorship: Innovative Approaches to Lasting Mentorship of Early Career Educators and Educators New to an Institution

Room 120-B (100 Level)

In this presentation, two tenured literacy education professors with K–12 experience, one middle school teacher with 20 years in education, and a PhD will describe their recent experiences mentoring novice teachers and colleagues. We will also offer suggestions for innovative, long-term, and sustainable mentorship approaches.

Session Chair & Presenter: Margaret Robbins, The Mount Vernon School
Presenters: Meghan Barnes, University of North Carolina, Charlotte
Karen Graham, Arkansas State University

Ⓖ Ⓣ Ⓡ *LLA Strand*

M.37 Reading and Intellectual Freedom Collaborative

Room 202-B (200 Level)

This presentation will share one alliance and advocacy effort for intellectual freedom and diverse children's and youth literature in times of escalating challenges. We'll present on our development of an advocacy collaborative across university faculty, students, the university library, and practicing teachers to build a hopeful and imaginative response to the current climate around censorship.

Presenters: Rabani Garg, University of Pennsylvania
Rachel Jordan, Mary McLeod Bethune Elementary School
Zawadi Sankofa, University of Pennsylvania
Joanna Thompson, University of Pennsylvania
Jessica Whitelaw, University of Pennsylvania

Ⓡ *Research Strand*

M.38 Reading beyond Technique: Overstanding Literacy across Cultures

Room 120-A (100 Level)

Drawing on a comparative qualitative case study, this presentation examines how culturally grounded philosophies of education shape reading instruction in Aboriginal Australian and Chinese classrooms. It introduces overstanding as a lens for rethinking literacy beyond technical skill toward relational, ethical, and culturally responsive practice.

Presenter: Gui Ying Yang-Heim

Ⓜ Ⓢ Ⓒ

M.39 Reimagining the "Reading Rug": Using Picturebooks to Foster Curiosity and Critical Thinking in Secondary ELA Classrooms

Room 106-AB (100 Level)

This session challenges assumptions and stereotypes about picturebooks in the secondary ELA classroom while providing practical instructional approaches to deepen understanding and curiosity for older students. Participants will leave with concrete strategies to leverage picturebooks to achieve instructional goals in middle, high school, and even collegiate classrooms.

Presenters: Scott Bayer, Montgomery County Public Schools, MD
Chanea Bond, Fort Worth Independent School District
Christina Cawdery, Punahou School
shea martin, The Ohio State University

Ⓜ Ⓢ Ⓡ *LLA Strand*

M.40 Slay the Day: Creating a Dynamic, Engaged, and Exciting Community of Learners in the Classroom with Role-Playing Games (TTRPGs)

Room 111-A (100 Level)

Looking to create a community of academic adventurers who can slay apathy in the middle/high school classroom? Want to have non-traditional learners engaged and leading? Join three teachers in the epic journey to turn their classrooms into memorable, rigorous, and student-centered learning spaces with table-top roleplaying games. No experience required, but come ready to have an adventure!

Presenters: Maryanne Cullinan, Great Brook School
Jennifer Genova, Salem School District
Jessamyn Irwin, Hillsboro-Deering School District

Ⓜ Ⓢ

M.41 Teaching AI Carefully across the Writing Process: A Guide to Inculcating a Healthy AI Relationship in Students

Room 118-A (100 Level)

We'll focus, in this interactive session, on essential strategies you can teach students, including how to wisely train and ethically harness AI across the writing process from rehearsal to revision. Find out how to set up EdTech AI as a sandbox where writers can develop a healthy relationship with AI so they learn to make AI a powerful coach, not a replacement. It can be done!

Presenters: Coley Conter, Teachers College, Columbia University
Mary Ehrenworth, Ehrenworth Literacy Innovations

M SESSIONS — 8:15–9:30 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S T ***ELATE Strand***

M.42 Teaching as Human Work: Inspiring a Mentorship Network through Relationships, Not Evaluation

Room 109-A (100 Level)

This panel showcases student teaching as a mentorship network where supervisors partner with cooperating teachers and student teachers to prioritize relationships and trust. Through examples from Phase 1 and Phase 2 student teaching placements, presenters will demonstrate how this approach transforms risk-taking, authenticity, and teacher development.

Presenters: Anna Descovich, Teachers College, Columbia University
Maddie Joyner, Teachers College, Columbia University
Edith Middleton, Teachers College, Columbia University
Marcel Pezet, MS 255 Salk School of Science
Jake Wizner, M.S. 255 Salk School of Science

G ***Rainbow Strand***

M.43 Teaching Colonialism through Story

Room 203-B (200 Level)

This panel demonstrates how music, art, food, and poetry provide entry points for teaching colonial histories. One educator and three authors present approaches using museum heist fiction examining art repatriation, Indonesian food traditions under Dutch rule, WWII verse narrative, and Korean folk songs. Cultural expressions reveal how oppression operates and communities preserve identity,

Presenters: Samira Ahmed, Little, Brown Books for Young Readers
Joanna Ho, HarperCollins/Scholastic
Ellin Kim, THINK & WRITE
Jung Kim, Lewis University
Patricia Tanumihardja, Red Comet Press/ Abrams Kids

M S C

M.44 The Internet Is Dead. What Are Teachers Doing Instead?

Room 105-A (100 Level)

With bots, rage baiters, manipulative algorithms, and deceptive AI videos running roughshod over social media, it's safe to say Dead Internet Theory is getting closer to reality each day. This session will bring K–12, university teachers, and author A.S. King together to discuss how we are reckoning with a social media, algorithmic, and AI landscape that has turned classroom pedagogy on its head.

Presenters: Shanetia Clark, Salisbury University
Sarah Gross, Monmouth County Vocational School District
Morgan Jackson, Durango High School
A.S. King, Scholastic
Beth Shaum, St. Francis of Assisi Catholic School

G T ***ELATE Strand***

M.45 This Is What Effective AI Integration Looks Like!

Room 113-B (100 Level)

The availability of GenAI services has spurred a flurry of speculation, debate, and challenges for educators. Join this panel of literacy professionals (school librarians, middle school teachers, and university faculty) as we share our experiences and efforts to tackle AI integration in collaboration with our learners, colleagues, and community.

Moderator: Nanci Werner-Burke, Commonwealth University-Mansfield
Presenters: Chloe Campbell, Commonwealth University Mansfield
Missie Morral, Endless Mountains Writing Project
Angel Sember, Mansfield North Penn High School
Jesse Westbrook, Mansfield North Penn High School

M S C

M.46 Tiny Teaching: The Power of Making Skills-Based Writing Instruction Small

Room 107-A (100 Level)

Help your students become confident writers with skills that transfer! Discover how micro mentor texts teach discrete writing moves that students master and apply across disciplines. Learn practical strategies for introducing micro mentor texts, see student writing samples, and leave with ready-to-use resources that build writing skills which actually stick—in your classroom and beyond.

Presenters: Samantha Futrell, William & Mary
Rebekah O'Dell, St. Michael's School

G T

M.48 USBBY Presents: Innovations in Nonfiction Literature around the World

Room 201-C (200 Level)

Sponsored by the United States Board on Books for Young People (USBBY)

Young people deserve access to high-quality nonfiction. How does nonfiction created across continents reveal information and build connections across time, place, people, and concepts? Join us to learn about trends in international nonfiction publishing and how exposure to diverse discursive and representational practices can support readers and enhance their cultural flexibility.

Presenters: Mary Ann Cappiello, Lesley University
Xenia Hadjioannou, Penn State University, Berks Campus
Ellen Myrick, Publisher Spotlight, a service of Myrick Marketing
Angus Yuen-Killick, Red Comet Press

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *ELATE Strand*

M.49 When the Monsters Are Real: Shining a Light on Horror and Dystopia as Tools for Navigating an Increasingly Fraught World

Room 119-B (100 Level)

In an increasingly uncertain world, horror and dystopian literature offer young people a safe space to confront fear, power, and moral choice. This session explores how monsters and speculative worlds help students build emotional readiness, resilience, and agency for navigating real-world challenges.

Presenters: K Ancrum, HarperCollins Children's Books
Travis Crowder, School Challenger Early College High Shcool
Lamar Giles, Scholastic
Greg Howard, G.P. Putnam Sons/Penguin Random House
Jennifer LaGarde, Library Girl/Rutgers University
Kelly McWilliams, Little, Brown Books for Young Readers
Ellen Oh, We Need Diverse Books/Random House Children's Books

E M *LLA Strand*

M.50 Windows, Mirrors, and Dining Room Tables: Literature as an Invitation to Inspire Mental Health Conversations

Room 125 (100 Level)

This panel explores strategies and activities designed to create a strong culture of school connectedness, help children build empathy, and support thoughtful classrooms that are comfortable with conversations about mental health. Teachers, award-winning authors, and a pediatric neuropsychologist will use contemporary children's literature to provide age-appropriate tools to achieve these goals.

Moderator: Ashley Granillo, Carolrhoda Books/Los Angeles Pierce College
Presenters: Crystal Allen, Balzer + Bray
Heather Murphy Capps, Lerner/Carolrhoda Books
Kerry Cerra, Little, Brown Books for Young Readers
Sydney Dunlap, North Star Editions
Nashae Jones, Simon & Schuster

M S *ELATE Strand*

M.51 Writing Out Loud: Harnessing the Power of Collaborative Talk to Build Confident, Critical Writers

Room 105-B (100 Level)

In many classrooms, writing assignments are met with groans and resistance. Students say ideas are easy but writing them down feels impossible. This interactive session explores strategies for using student-driven conversations to build confidence and support bold, insightful, well-structured writing.

Presenters: Antoinette Barriga, Literacy Coach for Edison Public School District, Edison, NJ
Danielle Durso, Edison Township Board of Education
Jamie Sackie

S C R *Community College Strand*

M.52 Continuing Conversations on Dual-Enrolled Student Learners in FYC

Room 204-A (200 Level)

This roundtable will share preliminary research findings on choices and limitations teachers face when working with dual-enrolled students, assignments that work well with dual-enrolled populations, and invite some innovative ways to discover how best to work with this growing population of students. Audience members are encouraged to participate.

Presenter & Moderator: Sarah Carter, University of South Carolina Union
Presenters: Holly Anderson, University Wisconsin-Milwaukee
Zachary Matteson, Western Arizona University
Ericka Russell, Midwestern State University

G T R

M.53 Teaching Writing in a Time When "Slop" Is the Merriam-Webster Word of the Year

Room 115-B (100 Level)

This session will make a case for writing instruction at its richest, most human, and most rigorous. Presenters will support the idea that writing well can be a potent tool for thinking deeply. It's important for us to grow up in communities of writers, learning to give and receive feedback, to listen through first thoughts to find deeper insights, and to see literacy in action in the real world.

Roundtable Leaders:
Carl Anderson, Author/Literacy Consultant: "Creating Stacks of Engaging Mentor Texts That Show Students How to Write Well"
Lucy Calkins, Teachers College, Columbia University: "New Methods for Teaching Writing"
Katie Clements, The Reading and Writing Project at Mossflower: "Centering Craft and Agency in Grammar Instruction"
Cecilia Espinosa, Lehman College CUNY: "Nurturing Multilingual Writers"
Ralph Fletcher, Author/Consultant: "How Can We Help Kids Claim Their Identity as Writers?"
Maria Paola Ghiso, Teachers College, Columbia University: "Community-Centered Composing in Multilingual and Transnational Contexts"
Stephanie Harvey, Stephanie Harvey Consulting: "Nonfiction Mentor Texts"
Georgia Heard, Wordsong/Astra Books for Young Readers: "Micro-writing"
Ellin Keene, Mosaic Literacy LLC: "Finding a New Balance"
Enid Martinez, The Reading and Writing Project at Mossflower: "Big Ideas for Small Writers"
Kristin Ziemke, Big Shoulders Fund: "Purposeful Podcasts: Multimodal Composition for Authentic Audiences"

NOTES

9:45–10:45 A.M. | EXHIBIT HALL B (200 LEVEL)

SATURDAY GENERAL SESSION

LEVAR BURTON

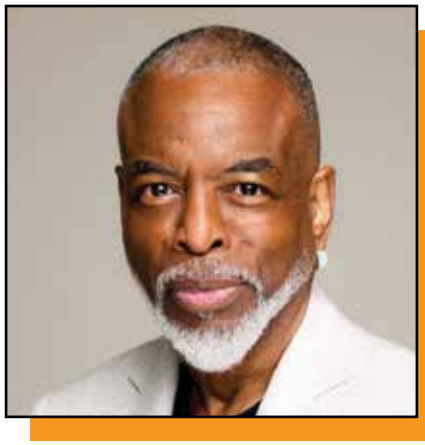


Photo: Paul Smith

LeVar Burton is an actor, director, producer, educator, and author who has captivated audiences for decades. Best known for his groundbreaking role as Kunta Kinte in the landmark television series *Roots* and as Lieutenant Commander Geordi La Forge on *Star Trek: The Next Generation*, Burton has built a career defined by storytelling and advocacy for literacy.

As the beloved host and executive producer of the iconic PBS series *Reading Rainbow*, Burton inspired millions of children to discover the joy of reading over the show's 23-year run. His commitment to literacy continues through his work with the *LeVar Burton Kids* digital platform and his acclaimed podcast *LeVar Burton Reads*.

Burton's accolades include 15 Emmy Awards, a Peabody Award, a Grammy Award, and seven NAACP Image Awards. His 2023 documentary *The Right to Read* continues his lifelong mission of championing literacy as a fundamental right for all.

View the updated program details here!

N SESSIONS — 11:00 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

NCTE AUTHOR STRAND

G T

AS-N.01 NCTE Author Strand—Key Works in English Education: Shaping and Deepening a Discipline

Room 116 (100 Level)

The editors of the new two-volume anthology *Key Works in English Education* and of its companion, *Critical English Education: Enduring Voices, New Perspectives* (NCTE 2025), will discuss how, over the last several decades, the discipline has redefined what it means to read and write in a changing world.

Session Chair: Jamila Lyiscott, University of Massachusetts Amherst
Presenters: Antero Garcia, Stanford University
Nicole Mirra, University of California Los Angeles

M

N.1 #MakersInTheMiddle—Co-Creating Inclusive and Critical Literacy Instruction in the Classroom

Room 122-B (100 Level)

Sponsored by the Middle Level Section

This #MakersInTheMiddle session creates a collaborative space for educators to share practical strategies in AI-infused literacy, culturally responsive teaching, and inclusive classrooms. Through roundtable dialogue, participants exchange classroom-tested practices that promote engagement, equity, and meaningful learning, leaving with adaptable ideas and fresh inspiration for literacy instruction.

Committee Chair: Alex Corbitt, Syracuse University
Committee Members: Jayna Ashlock-Huston, Spokane Public Schools
Eva Goins, Northwest Independent School District/TCTELA
Anna Osborn, Jefferson Middle School: A STEAM Academy/University of Missouri-Columbia
Kristie Smith, Kennesaw State University
Vanee Smith-Matsalia, Curtis Middle School, SBCUSD
Tanisca Wilson, Warren Easton Senior High School
Michelle Yang-Kaczmarek, Dobbs Ferry School District
Presenters: Eileen Horan
Lourdes Morales
Sherry Saylors, Prince George's Community College
Brandon J. Watkins, University of North Carolina, Charlotte

M S

LGBTQIA+ Strand

N.2 #HighSchoolMatters—Pride in Comics: Teaching Queer Stories with Graphic Novels

Room 123 (100 Level)

Sponsored by the Secondary Section

Diversity in gender and sexual identity is a long-standing sociopolitical issue. As teachers seek innovation and inspiration in expanding representation through curriculum and classroom libraries, guidance is often needed. This panel will explore best practices, recommend graphic novels, and share effective strategies for respectful, informed classroom discussions.

Presenters: Kris Dresen, Street Noise Books
Michael Gianfrancesco, LitX/North Providence High School
JD Glass, Street Noise Books
Christian Hines, University of Illinois Urbana-Champaign
Maia Kobabe, Scholastic Press

S C

Community College Strand

N.3 Developing Professionally as an Access-Oriented College Literacy Educator

Room 103-A (100 Level)

Sponsored by the Two-Year College English Association (TYCA)

This interactive session focuses on professional development for instructors at community colleges and other access-oriented institutions. Attendees will learn about opportunities for professional development within NCTE and the Two-Year College English Association. Facilitators representing the TYCA Executive Committee, special interest networks, regional executive committees, Teaching English in the Two-Year College, and the Council of Writing Program Administrators will help participants connect with other members who share similar interests and learn about ways to engage professionally after the Convention.

Session Chairs: Sarah Fish, Collin College
Joanne Baird Giordano, Salt Lake Community College
David Green, Howard University
Teresa Lopez, Pellissippi State Community College

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R

N.4 Celebrating Cathy Fleischer, Retiring Editor of NCTE's Principles in Practice Book Series

Room 118-B (100 Level)

Sponsored by NCTE Publications

Cathy Fleischer has made a profound impact on our field as editor of NCTE's Principles in Practice book series. Bringing together original research, teacher voices, and recommended activities, these books demonstrate how to put ideas from NCTE position statements into practice. This roundtable session will feature book talks by authors in this series and closing remarks by Fleischer.

Session Chair: Wendy Williams, Arizona State University
Presenter: Cathy Fleischer, Eastern Michigan University

Roundtable Leaders Round 1:

Table 1: Sara Kajder, University of Georgia: "Adolescents and Digital Literacies: Learning Alongside Our Students"

Table 2: Bob Fecho, Teachers College, Columbia University: "Writing in the Dialogical Classroom: Students and Teachers Responding to the Texts of Their Lives"

Table 3: Anne Elrod Whitney, Pennsylvania State University: "Growing Writers: Principles for High School Writers and Their Teachers"

Table 4: Kristen Hawley Turner, Drew University; Troy Hicks, Central Michigan University: "Connected Reading: Teaching Adolescent Readers in a Digital World"

Table 5: Angie Zapata, University of Missouri: "Deepening Student Engagement with Diverse Picturebooks: Powerful Classroom Practices for Elementary Teachers"

Table 6: Pauline S. Schmidt, West Chester University: "Reimagining Literacies in the Digital Age: Multimodal Strategies to Teach with Technology"

Table 7: Mollie V. Blackburn, The Ohio State University: "Adventurous Thinking: Fostering Students' Rights to Read and Write in Secondary ELA Classrooms"

Roundtable Leaders Round 2:

Table 1: Sophia Tatiana Sarigianides, Westfield State University; Robert Petrone, University of Missouri: "Rethinking the 'Adolescent' in Adolescent Literacy"

Table 2: Latrise P. Johnson, University of Alabama: "Writing Instruction in the Culturally Relevant Classroom"

Table 3: Tracey T. Flores & María E. Fránquiz, The University of Texas at Austin: "Cultivating Young Multilingual Writers: Nurturing Voices and Stories in and beyond the Classroom Walls"

Table 4: William L. Bass II, Parkway School District, MO; Franki Sibberson, OH What a Space: "Digital Reading: What's Essential in Grades 3–8"

Table 5: James Joshua Coleman, Arizona State University; Autumn A. Griffin, University of North Carolina at Charlotte; Ebony Elizabeth Thomas, University of Michigan: "Restorying Young Adult Literature: Expanding Students' Perspectives with Digital Texts"

Table 6: Troy Hicks, Central Michigan University: "Literacies before Technologies: Making Digital Tools Matter for Middle Grades Learners"

Table 7: Mariana Souto-Manning, Erikson Institute: "In the Pursuit of Justice: Students' Rights to Read and Write in Elementary School"

Table 8: Christina Ortmeier-Hooper, University of New Hampshire: "Writing across Culture and Language: Inclusive Strategies for Working with ELL Writers in the ELA Classroom"

Roundtable Leaders Round 3:

Table 1: Deborah Appleman, Carleton College: "Adolescent Literacy and the Teaching of Reading: Lessons for Teachers of Literature"

Table 2: Shelbie Witte, University of North Dakota: "Writing Can Change Everything: Middle Level Kids Writing Themselves into the World"

Table 3: Wendy R. Williams, Arizona State University: "Mentoring Youth Writers: Six Strategies to Bring Out the Author in Every Student"

Table 5: Ricki Ginsberg, Colorado State University: "Challenging Traditional Classroom Spaces with YA Literature: Students in Community as Course Co-Designers"

Table 6: Amber Warrington, Boise State University; Michelle Fowler-Amato, Old Dominion University: "Disruption through Design: Professional Learning That Empowers and Ignites Change"

Table 7: Jennifer Ochoa, NYC DOE MS 324/Lehman College CUNY: "Already Readers and Writers: Honoring Students' Rights to Read and Write in the Middle Grade Classroom"

Table 8: Melinda J. McBee Orzulak, Bradley University: "Understanding Language: Supporting ELL Students in Responsive ELA Classrooms"

S C ***ELATE Strand***

N.5 Writing Possible Futures: Imagining What Literacy Education Can Be

Room 105-B (100 Level)

Sponsored by the Assembly for Expanded Perspectives on Learning

How might resistance nurture belonging? How might collective imagination light the way forward? What individual and collective stories do we need to write? Join us to pause, reflect, and imagine what literacy education can become if we invest in one another.

Presenters: Jennifer Butler, Pass Christian High School
Kristan Ladner, Hancock County High School
Nate Mickelson, New York University
Rebecca Powell, University of Southern Mississippi, Gulf Coast
Amelia Sullivan, West Harrison High School

SATURDAY

N SESSIONS — 11:00 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T ***ELATE Strand***

N.6 Sustaining Our Commitments to Justice-Oriented Teacher Education: ELATE Commission on Social Justice Roundtable Conversations

Room 201-AB (200 Level)

Sponsored by the ELATE Commission on Social Justice

Join presenters and participants in conversations about shared roles in preparing and supporting teachers in explicitly justice-oriented ways through university coursework, K–12 partnerships, and community-based learning, and how we might continue and strengthen our relationships with each other.

Session Chair: Naitnaphit Limlamai, Colorado State University-Ft Collins

Table 1: Kristen Hodnett, Kass Minor, Brendan Hodnett & Arlene Casimir, Hunter College: "Moving Teachers from Observer to Change Agent in Practicum"

Michelle Knotts, Pennsylvania State University; Aimee Seitz-Geedey, Mifflin County High School: "Reimagining Critical Teacher Education: Demonstrating Courage in Our Teaching, Learning, Living"

Andrea LeMahieu Glaws, Colorado State University: "Leveraging Justice-Oriented Frameworks for Field Experience Observations"

Table 2: Katie Harlan Eller, Marist University; Coley Lehman, Western Oregon University: "Imagining and Innovating Teacher Education Pedagogy: Critical Co-Examination of Practice"

Jody Polleck, Andrea Gordon-Smith, Fran Agnone & Steven Serling, Hunter College: "Building Transformative Teacher Pipelines with Urban Youth"

Hilary Lochte, Kristen Pastore-Capuana & James Cercone, Buffalo State University: "Desperately Seeking Socially Just Fieldwork Placements"

Table 3: Liz Corson & Saba Khan Vlach, University of Iowa: "From Preparation to Praxis: Enacting Critical Literacy for Justice"

Mary McConnaha, Sandra Boateng, Seungwoo Hwang, Raven Jones & Rebecca Lee, Michigan State University: "Community Engaged Work Inspiring ELA Teacher Education"

Tabitha Zangre, Hunter College: "Coaching Class Analysis for Social Justice-Oriented Teaching"

Table 4: Jennifer Whitley, Horizon Academy: "Innovation and Resistance in the High School ESOL Classroom"

Cindi Koudelka, Aurora University: "Voices in Print, Power in Action: Young Adult Literature as Inspiration for Adolescent Activism and Agency"

Katie Tasch Bielecki, Michigan State University; Dominique Olivarez Schafer, MacDonald Middle School: "Curiosity Dreaming: Countering Adultism in the Middle Grades"

Table 5: Elizabeth Vassallo, Michigan State University: "Social Justice Teaching through Native-Authored Picturebooks"

Michelle Falter, St. Norbert College: "Where Does Antisemitism Fit in Relation to ELA Social Justice Initiatives?"

Terri Rodriguez, College of St. Benedict/St. John's University: "Book Clubs with College Buddies: Partnering with Our Community Outpost"

Table 6: Laura Taylor, Rhodes College; Kushya Sugarman, Mount Holyoke College: "Teaching for Black Lives Study Groups as Grassroots Professional Development"

R. Joseph Rodríguez, Austin Independent School District: "Balancing Justice in the ELA Classroom for Scribes and Upstanders"

Sandra Del Valle; Diana Liu, Brooklyn Technical High School; Yolanda Sealey-Ruiz, Teachers College, Columba University; "Resistance & Imagination: Racial Literacy and the Creation of Homeplaces in the Secondary ELA Classroom"

Table 7: Anthony Voulgarides, Hunter College: "After the Project Ends: Youth Media, Literacy, and Civic Identity"

Christina Romero, Indiana University: "Re-crafting Doll Stories: Digital Storytelling for STEAM Learning and Recognizing and Honoring Minority STEM Women"

Nadia Behizadeh & Jasmyne K. Rogers, Georgia State University: "Art as Advocacy: Composing Pathways to Justice-Centered Education Policy"

Table 8: Lisette Boer, Teachers College, Columbia University: "Seen or Sorted: Writing Feedback as Justice Work"

Allison Karcher, Siena University: "Empowering, Inspiring, and Advocating New Teachers to Enact Social Justice through Literature"

Table 9: Stacy Haynes-Moore, Coe College: "Advocacy in Action: ELA Teachers as Democracy's First Responders"

Ashleigh Allen, University of Toronto: "Care in Education: Teachers Use Their Desires to Inform Social Practices and/as Social Justice Work"

Mandie Dunn, University of South Florida; Michael P. Cook, Auburn University: "Supporting English Language Arts Teacher Well-Being"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E R ***Rainbow Strand***

N.7 Imagining, Innovating, and Inspiring Every Day through Culturally Sustaining Elementary Literacy Pedagogies

Room 124 (100 Level)

Sponsored by the Professional Dyads and Culturally Relevant Teaching Cohort

In this interactive presentation, members of the current cohort of NCTE's Professional Dyads and Culturally Relevant Teaching will share examples of culturally sustaining elementary literacy pedagogies across urban, rural, and suburban community and classroom contexts. We highlight the ways educators of color foster cultural sustenance in vastly diverse school contexts.

Presenters: Rubi Brioso, Samara Community School
Sally Brown, Georgia Southern University
Katherine Cordova, Samara Community School
Cecilia Espinosa, Lehman College
Tara Kirton, Hunter College CUNY
Julia Lynch, University of North Carolina Wilmington
Yandra Mordan
Kindel Nash, Appalachian State University
Alfonsina Paez, Samara Community School
Roderick Peele, Northern Parkway Elementary School/Uniondale Union Free School District, NY
Yvette Regalado, The University of Texas at San Antonio
Kaya Richardson, Belvoir Elementary
Maria Rodriguez-Maldonado, Pulaski K–8 School
Carissa Trevino, Bellarie Elementary School
Yang Wang, University of South Carolina
Jing Zhang, Carver-Lyon Elementary School

G

N.8 When Poetry Bears Witness: Teaching as Liberation

Room 115-C (100 Level)

Sponsored by the Arab Caucus

Drawing on Mahmoud Darwish's vision that "on this land is what makes life worth living," the Arab Caucus brings together poets, educators, and scholars to explore poetry, storytelling, and teaching as acts of witness, solidarity, and liberation, affirming dignity, preserving memory, and imagining more humane futures through critical literacy and collective care.

Committee Members: Sawsan Jaber, Education Unfiltered Consulting
Rashida Mustafa, Teachers College, Columbia University
Presenters: Sara Ahmed, Author,
Mahogany L. Browne, Random House Children's Books
William Jackson, Village of Wisdom
Fady Joudeh, Author
Amanda Najib, New York University
Lena Khalaf Tuffha, Poet

G ***NWP Strand***

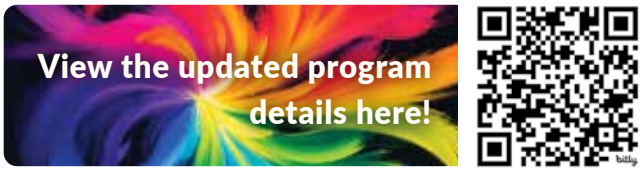
N.9 The Importance Policy: Civic Literacy and Teachers' Leadership and the New Civil Rights

Room 119-B (100 Level)

Sponsored by the Committee Against Racism and Bias

This session seeks to explore how inservice teachers are invited and encouraged to engage in their own literacies development with a specific focus on state policies related to the intersections of literacy instruction and race. Policy and civic literacy for teachers aim to support teachers' awareness and confidence to read legislative policy related to race and to develop community in how to think about legislation and local level responses that might support their immediate contexts for work.

Presenters: Ayanna Brown, Erikson Institute
Katrina Huffman, Infinite Impact, LLC



N SESSIONS — 11:00 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S T ***ELATE Strand***

N.10 Innovative Ways of Teaching Latinx Children's Literature with Latinx KidLit Book Festival

Room 115-A (100 Level)

Are you looking to reimagine ways to include more Latinx representation, expand advocacy beyond Latinx Heritage Month, and develop an innovative multimodal Latinx curriculum? This roundtable session features Latinx authors and educators (K–12) sharing literature and culturally and linguistically responsive literacy methods, and collaborations with the Latinx KidLit Book Festival.

Roundtable Leaders:

Table 1: Representation Matters (All Ages): Tracey T. Flores (The University of Texas at Austin) with Alyssa Reynoso-Morris (*Bold, Brilliant, and Latine*) and Federico Erebia (Pedro & Daniel Intersectionality Book Awards)

Table 2: Short Stories & Anthologies: M. García Peña (*Onward*) and Saraciea J. Fennell (*Wild Tongues Can't be Tamed*)

Table 3: Novels-in-Verse: Carla España (Brooklyn College) with Jasminne Paulino (*The Extraordinary Orbit of Alex Ramirez*) and Andrea Beatriz Arango (*All of Nothing, Vale*)

Table 4: Middle Grade Adventures: R. Joseph Rodríguez (Austin Independent Schools) with Hilda Eunice Burgos (Bodega Cats series) and Emma Otheguy (*Cousins in the Time of Magic*)

Table 5: Complex Family Dynamics in Middle Grade Fiction: Luz Yadira Herrera (California State University) with Aida Salazar (*Sing Me a Story*) and Karla Valenti (*Lola*)

Table 6: Graphic Novels: Jessica Velez Tello (Brooklyn College) with Julio Anta (*Speak Up, Santiago*) and Rex Ogle (*Dan of Green Gables*)

Table 7: Cultivating a Love of Reading with Young Readers: Juana Martinez Neal (*Mariposa's Journey*)

Table 8: YA Literature: Raúl Vaquero (High School English) & Manuel Martínez Valdez (Brooklyn College) with Diana Rodriguez Wallach (*The Silenced*) and Alexandra Villasante (*Fireblooms*)

Table 9: Intergenerational Stories & Social Emotional Learning: Sanjuana Carrillo Rodríguez with Michael Genhart (*Mariposa*) and Melissa Seron Richardson (*My Papi's Hands*)

S C ***ELATE Strand***

N.11 Literacy Workshops in the Afterglow of Mentorship: Classroom Innovations Inspired by Sheridan Blau

Room 126-A (100 Level)

Drawing on social network theory and feminist approaches to mentorship, this roundtable session offers reading and writing workshops inspired by innovative mentors, showcasing mentorship as expansive, networked, and generative across time. Participants can map their own "mentorship constellations" and choose from literacy workshops inspired by the mentors of the roundtable leaders.

Roundtable Leaders: Deborah Appleman, Carleton College: "Critical Theory in Critical Times"
Adele Ashley, Teachers College, Columbia University: "Multimodal Response as Provocation"
Nathan Blom, Alabama A&M University
Jim Burke, Middle College High School: "Many Ways to Mentor"
Kelly Deluca, Teachers College, Columbia University: "Tracing Textual Lineages through the Work of Sheridan Blau"
Tim Dewar, South Coast Writing Project: "Hopes, Fears & Expectations"
Timothy Duggan, Northeastern Illinois University: "'Metaphors': A Blauvian Exploration"
Jessica Early, Arizona State University, "Listening as Leadership: Honoring Sheridan Blau by Amplifying the Work of ELA Teachers"
Kelly Gallagher, Anaheim Union High School District
Mara Lee Grayson, Hillel International: "Performative Literacy Approaches to Reading the World"
Carol Jago, University of California, Los Angeles: "The Goldilocks Project"
Kathleen (Buchan) Kelly, The Bishop's School: "Blau's Greatest Hits: Three Favorite Texts and the Audit"
Denise Maltese, Onteora High School: "'Performative Literacy in Action': Drawing on Yoga Philosophy to Support Readers' Performative Literacy"
Edith Middleton, Teachers College, Columbia University: "Mentor Mapping"
Rob Montgomery, Kennesaw State University: "Performative Literacy and Place-Based Writing"
Rich Novack, Fairfield University: "From Commentaries to Reading Rambles"
Shannon Potts, Special Music School: "Blau's Greatest Hits: Three Favorite Texts and the Audit"
Andrew Rejan, Darien High School: "Embracing Confusion in the Interpretation of Literature"
Paul Rogers, University of California, Santa Barbara
Brett Shanley, University of California, Santa Cruz: "Personal Openness as Holistic Education Strategy"
Anne Elrod Whitney, Pennsylvania State University
Ashlynn Wittchow, Louisiana State University: "Creation as Commentary"
Adam Wolfsdorf, New York University/Bay Ridge Preparatory: "Life Is a Complex Text"
Alice Xu, Teachers College, Columbia University/Bergen County Academies: "Building Community through Sharing Writing"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G R ***NWP Strand***

N.12 Teacher-Researchers Come Together for Social Action: Illuminating Pathways for Championing Change in Challenging Times

Room 115-B (100 Level)

Connect with teacher-researchers whose action research in classrooms, schools, and learning communities propels them to advocate for meaningful shifts in instruction and, in turn, student learning and agency. Participants and presenters co-examine how action research for social change inspires and sustains teachers' powerful advocacy for equitable literacy instruction in local contexts.

Session Chair: Danielle Lillge, Illinois State University/Illinois State Writing Project

Respondent: Maggie Morris Davis, Illinois State University/Illinois State Writing Project

Roundtable Leaders:

Table 1: Robin Atwood & Hannah Doleac, South Mississippi Writing Project/University of Southern Mississippi: "What Would Happen If We Let Them Write? Illuminating Early Literacy through Teacher Inquiry"

Suzanne Osterheld, McClure Junior High School/Illinois State University: "Reimagining the Theme: Shifting Interpretive Authority to Build Communal Classrooms"

Table 2: Bryn Orum & Mark Dziedzic, Greater Madison Writing Project/University of Wisconsin-Madison: "Low-Stakes, Low-Risk Writing and the Transformation of Teachers' Writing Instruction in Teacher Learning Communities"

Danielle Lillge, Illinois State University/Illinois State Writing Project: "Engaging the Skills Question: Clarifying What ELA Teacher-Researchers Teach for and toward in the Facilitation of Inquiry Teams"

Table 3: Raquel Julissa Armas, Oak Park and River Forest High School/Illinois State Writing Project: "Paving the Way towards Critical Consciousness: Reading to Aid Student Understanding of the World for Action"

Cam Nofsinger, Illinois State University/Illinois State Writing Project: "Making Writing Visible: How Modeling and Models Make Writing Accessible in Middle School ELA Classroom Communities

Table 4: Paulina Dabrowska, University High School/Illinois State Writing Project: "Imagining Equitable Voices: Internalizing Audience Awareness as a Site of Critical Literacy, Authorship, and Community in Journalism Workshops"

Brooklyn Vogel-Newman, Illinois State University/Illinois State Writing Project: "Designing for Action in ELA Fieldwork

Table 5: Emma Devlin, Lowpoint-Washburn High School/Illinois State Writing Project: "Writing Beside Them: Modeling, Reflection, and Agency in the ELA Classroom"

Breanna Cassidy, Illinois State University: "Encouraging Student Engagement: Entering Conferencing with Inquiry and Curiosity"

Table 6: Elisabeth Hernandez, Chiddix Junior High School/ Illinois State Writing Project: "Inquiry as Storytelling: A Study of Reflection and Agency"

Zoe Padilla, Illinois State University: "Encouraging Students' Belief That They Have More to Say in Writing: Exploring the Power of Draft-Rooted Questions"

M S ***LLA Strand***

N.13 That One Poem: The Lessons and Verses That Ignite Inspiration

Room 118-A (100 Level)

Like a recipe swap of favorite poetry lessons, visit several roundtables where master teachers of grades 7–12 share "that one poem" that never fails to inspire imagination in their classes. Engage in manageable, bite-sized lessons that help you explore innovative ways to fit poetry into your crowded curriculum. Bring your notebook for some writing!

Session Chair: Brett Vogelsinger, Central Bucks High School South

Roundtable Leaders:

Table 1: Chanea Bond, Fort Worth Independent School District

Table 2: Marcus Luther, Salem-Keizer Public Schools

Table 3: Rebekah O'Dell, lilyPD/College of William & Mary

Table 4: Trevor Aleo, Greenwich County Day School

Table 5: Joel Garza, Greenhill School, TX

Table 6: Xochitl Bentley, Valor Academy High School

Table 7: Sarah Mulhern Gross, Monmouth County Vocational School District

Table 8: Matthew Johnson, Ann Arbor Public Schools

Table 9: Michelle Ambrosini, Holicong Middle School

Table 10: Molly Rickert, Holicong Middle School

M S ***ELATE Strand***

N.14 Turning Pages into Perspective: Building Empathy through Service Learning

Room 204-C (200 Level)

Service learning offers a powerful pathway for connecting literacy instruction to real-world community needs and is associated with increased student engagement, motivation, and connection to academic content. In this session, veteran English teachers share how integrating service learning supported student engagement while building empathy.

Roundtable Leaders:

Table 1: Christina Hoverman, Kansas State University

Table 2: Abby Palmer, Worthington Christian School

Table 3: Joel Walton, Worthington Christian School

Table 4: Noelle Mills, Worthington Christian School

N SESSIONS — 11:00 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

N.15 #TeachLivingPoets: The Class Open Mic Experience: Let's Create, Elevate, and Participate in a Live Open Mic

Room 108-B (100 Level)

Educator Cleveland Winfield presents the class open mic. Winfield will provide guidance on developing a class open mic, discuss some benefits of the open mic, and model some poetic genres that can be used to encourage and guide students to imagine, innovate, and inspire change. Audience members will be encouraged to participate in a live open mic.

Session Chair: Melissa Smith, Lake Norman Charter High School
Presenters: Lindsay Illich, Curry College
Grover Winfield, Rappahannock High School/Richmond County Public Schools

G T R *ELATE Strand*

N.16 "I Don't Trust Nobody but the Land": Confronting the Tensions of Pedagogies of Place

Room 122-A (100 Level)

This presentation examines tensions between place-based education (PBE) and land-based education (LBE) in preparing teachers for rural contexts. Through deconstruction and a focus on indigeneity, we explore how PBE's focus on locality overlooks land as an agentic being. We argue for pedagogical frameworks that honor diverse cultural relationships to land and make justice more possible.

Presenters: William Fassbender, Montana State University
Heidi Hadley, Auburn University
Robert Shane, Montana State University

G R *Research Strand*

N.17 Bars, Books, and Beyond: Bridging Youth Digital Literacies to Classroom Reading and Writing

Room 120-A (100 Level)

This presentation will explore the voices of youth who show us how students' out-of-school literacies—music, video games, TikTok, and digital storytelling—can be bridged to books and classroom instruction. Using a three-phase approach, we share how youth analyzed multimodal texts, created original compositions and strengthened engagement, identity-affirming literacy, and critical reading.

Presenter: Jhanae Wingfield, Rutgers University Newark

G T *ELATE Strand*

N.18 Black Girls' Literacies and Futures: Empowering, Innovative Pedagogies That Transgress and Transform

Room 201-C (200 Level)

School push-out trends threaten Black girls' psychological, emotional, and physical safety and jeopardize their literacy development. This session brings together Black women educators, writers, and visionaries whose work illuminates equitable and affirming pedagogies that allow for the flourishing of Black girls' literacies.

Moderator: Sonja Cherry-Paul, Red Clay Educators
Presenters: Mahogany L. Browne, Random House Children's Books
Kelly Starling Lyons, Penguin Young Readers
Olugbemisola Rhuday-Perkovich, Random House Children's Books
Yolanda Sealey-Ruiz, Teachers College, Columbia University

E C T *Early Childhood Education Strand*

N.19 Celebrating Diverse Stories: Books and Strategies to Illuminate Inclusive Communities and Inspire Children

Room 126-B (100 Level)

This diverse author panel shares books that celebrate community and inclusion across fiction and nonfiction, including history, biography, STEM, and SEL. Panelists offer concrete strategies for selecting texts, for read-alouds, and lessons that engage young readers and inspire imagination, creativity, and belonging.

Moderator: Julie Hoffman, Springfield Public Schools
Presenters: Tonya Ellis, HarperCollins/Charlesbridge
Alison James, Treewild Forest Classroom/Neal Porter Books/Charlesbridge Publishing
Zainab Khan, Candlewick Press
M.O. Yuksel, HarperCollins/Charlesbridge

S *LLA Strand*

N.20 Choosing the Right Texts: Creativity in Selecting and Engaging Students in Literature

Room 107-B (100 Level)

While many publications lament the lack of reading in high school classrooms today, our ELA department believes in the power of books to support young people in making sense of our complex sociopolitical reality. In our presentation, we will share about classroom- and school-level mechanisms for changing core texts as well as enthusiastically teaching full-length books for all students.

Presenters: Casey Andrews, Watertown Public Schools
Malcolm Cooke, Watertown High School
Rachel Cutler, Watertown High School
Jessica DePamphilis, Watertown Public Schools
Jacob Geil, Watertown High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M

N.21 Creating Correspondence: Connecting Classrooms across State Lines in Innovative Ways

Room 203-A (200 Level)

Innovatively connect your classroom to others! Experience the collaborative writing among students from classrooms in Pennsylvania and Texas that demonstrate the process of sharing poetry and handwritten letters, creating meaningful feedback, and developing relationships to inspire empathetic students one collaboration at a time.

Presenters: Amy Bouch, Chartiers Valley Middle School/Western Pennsylvania Council of Teachers of English
Carol Frow
Eva Goins, Northwest Independent School District/Texas Council of Teachers of English Language Arts

M T E *Rainbow Strand*

N.22 Cultural Bridges Masterclass

Room 202-A (200 Level)

In this interactive session, we help middle school ELA teachers transform adopted literacy materials into inclusive, high-engagement lessons for multilingual learners and students who speak African American English, Chicano English, and Puerto Rican English. We co-create simple routines, remix one current lesson, and add culturally responsive assessments.

Presenters: Brandon Abdon, Western Kentucky University
Almitra Berry, ALBerry Consulting
Christina Pipkin, FAYE Learning Center

E *Early Childhood Education Strand*

N.23 Empowering Students, Inspiring Innovation: Designing Digital Ecosystems to Amplify Creativity, Collaboration, and Critical Comprehension

Room 121-B (100 Level)

As educators in an ever-evolving digital ecosystem, we are responsible for supporting young people in the consumption, curation, and creation of texts, ideas, and messages. Participants will experience how the presenters leverage digital tools and emerging technologies to teach annotation, multimodal composition, content integration, and the concepts of print, assessment, and critical problem-solving.

Presenters: Lynsey Burkins, Dublin City Schools
Jordan Caldwell, Oswayo Valley Elementary School
Sophia Garcia-Smith, CCSD 62 Des Plaines
Melissa Guerrette, Oxford Elementary School/MSAD17
Clare Landrigan, Clinton Path Preschool
Marisa Saelzler, Dublin City Schools

E T *New & Early Career Teacher Strand*

N.24 From Surviving to Thriving: Illuminating New Teachers' Pathways to Confident Literacy Practice

Room 119-A (100 Level)

Join six early career teachers and their university mentors as they reveal how vulnerability, community, and collaboration have transformed the first years of teaching from blind compliance to instructional practices that better engage their students. Presenters will highlight breakthrough moments and the authentic ways they have invited students into rich and authentic literacy practices.

Presenters: Chelsey Bahlmann Bollinger, James Madison University
Christopher Hass, James Madison University
Emma Miller, Elaine E. Thompson Elementary School
Amy Minwalla, Liberty Elementary School
Rafa Navarro, Liberty Elementary School

S *LLA Strand*

N.25 Illuminate the Past to Light the Future: Innovative Voices in Historical Fiction for Young Adults

Room 111-B (100 Level)

History becomes a revelation when teachers expose students to fiction featuring forgotten or suppressed points of view. YA authors will share the underrepresented voices they elevate in historical novels that inspire new perspectives on the present. Moderated by an experienced educator, the conversation will highlight strategies to help students engage with compelling untold histories.

Moderator: L. Michelle Quraishi, Monte Gardens Elementary
Presenters: James Klise, Little, Brown Books for Young Readers/CICS Northtown Academy
Freeman Ng
Nadine Takvorian, Levine Querido
Rita Williams-Garcia



Share your Convention stories this year!
#NCTE26

N SESSIONS — 11:00 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***ELATE Strand***

N.26 Illuminating Productive Struggle in Writing: A "Time under Tension for AI-Integrated Literacy" (TuTAL) Framework

Room 109-B (100 Level)

What if AI didn't replace thinking in writing, but made students better writers? We introduce the TuTAL Framework (Time under Tension for AI-Integrated Literacy), an approach that promotes productive struggle where students wrestle with choices, revision, and reflection, and transforms literacy into a space of critical inquiry. Participants will leave with a ready-to-use writing protocol.

Presenters: Emerson Foster, Oklahoma State University
Emmanuella Smith, Oklahoma State University
Sidra Zaheer, Oklahoma State University

G T ***New & Early Career Teacher Strand***

N.27 Imagine, Innovate, Inspire: University–K12 Partnerships Transforming Technology Integration

Room 120-B (100 Level)

University faculty, K-12 teachers, and preservice teachers partner through reciprocal mentoring to support innovative digital literacy instruction. Using design thinking and NCTE's literacy framework, we support early career and veteran teachers in leveraging technology to spark creativity and critical problem solving. Participants explore grade-level projects and adaptable protocols.

Session Chair: Detra Price, The Ohio State University
Presenters: Marisa Keith, Columbus City Schools
Julie Johnson, The Ohio State University
Jared Laughbaum, Columbus City Schools
Andrea Vescelius, Olentangy Schools

E M

N.29 Innovate Literacy Practices for Neurodivergent Students: What We Imagine for Some Can Be an Inspiration for All

Room 108-A (100 Level)

This session will provide real support to general education teachers by offering research-supported, classroom-tested strategies designed for students who have IEPs and 504 for learning variabilities that affect literacy. Presenters will deconstruct and innovate common literacy practices and introduce new ones designed to make literacy instruction accessible for all students in your classroom.

Presenters: M. Colleen Cruz, M.C.Cruz LLC
Connie Pertuz-Meza
Sarah Scheldt

G ***Research Strand***

N.30 Intersections of Immigration, Racialization, and Literacies across Educational Contexts

Room 120-C (100 Level)

In this session, a teacher and three scholar-practitioners share insights from community-engaged research at the intersection of immigration, racialization, and literacies. Participants will reflect on how the ideas surfaced resonate with their own contexts of practice. We consider our responsibilities amid intensifying racialized and anti-immigrant violence.

Presenters: Rita Kamani-Renedo, Stanford University
Mohit Mehta, Texas State University
Alicia Rusoja, University of California, Davis

E M S ***Rainbow Strand***

N.31 More Than K-pop and K-drama: Korean American Representation in Children's and Young Adult Literature

Room 113-B (100 Level)

This panel of Korean American educators and authors will address how to teach about culture in deep and meaningful ways that push past the surface culture of K-drama, K-pop, and food. Participants will engage in meaningful conversations and leave with teaching ideas, resources, and a deeper appreciation of Korean American culture.

Presenters: Grace Choi, Fairfax County Public Schools
Jung Kim, Lewis University
Ellen Oh, We Need Diverse Books/Random House Children's Books
Patricia Park, Random House Children's Books
Talia Tucker
Jessica Yoon

M S ***LLA Strand***

N.32 Playful Notebook Writing: Inspiring Teacher Imagination

Room 102-AB (100 Level)

As teachers, we spend our time inspiring others, but what about our own need to imagine and innovate? We invite you to grab your notebook and favorite pen as we flex our imaginative muscles through a series of prompts and then share with our fellow writers.

Presenters: Kayla Briseño, Corwin Literacy/San Antonio Academy of Texas
Kathrine Sullivan, Essex High School
Amy Watkins, Novi High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *LLA Strand*

N.33 Reimagining Opera: Contemporary Voices, Timeless Stories, and New Possibilities for the English Classroom

Room 202-B (200 Level)

How can opera help English teachers imagine new curricular possibilities? This session explores how contemporary opera—often adapted from literature and memoir—invites innovative, interdisciplinary approaches to story, identity, and social inquiry while inspiring student engagement through a living, evolving canon.

Presenters: Gina Hanzlik, Manager of Teaching & Learning, The Metropolitan Opera
Stephanie Hendrix, Bangor High School
Nicholas Rinehart, Associate Director of Education, Metropolitan Opera

E T *Early Childhood Education Strand*

N.34 Still Waters Run Deep: Illuminating Introverts and Other Sensitive Students

Room 103-B (100 Level)

Our author panel illuminates how early educators can connect with kids who find it hardest to be in the spotlight: the introverts. Teachers can empower students to name, prize, and mobilize their quiet strengths, and give them the language to celebrate sensitivity skills. Authors will present empathy exercises, gentle drama techniques, and take deep dives into introvert-celebrating picturebooks.

Presenters: Sara Levine
Kim Martin, Meadow Brook School, East Longmeadow, MA
Pat Zietlow Miller, Beaming Books
Christina Uss

M S C T

N.35 Take Heart: Make Art! Creative Responses As Pathways to Analysis in Secondary and Postsecondary English

Room 109-A (100 Level)

Creative response is not a diversion from analysis but one of its most reliable foundations. Presenters will model teaching emulation and transformation: processes to help students develop a personal understanding of craft, making it more natural to comment on "authorial" or "artistic" choices. Participants will leave with shared protocols, prompts, unit plans, suggested texts, and assessments.

Presenters: Claudia Chung, Hunter College CUNY
Audra Robb, United Nations International School
Jade Wilkison, United Nations International School

M S T

N.36 Teaching Adolescent Holocaust Diaries: Disrupting Grand Narratives, Witnessing, Universalism and Distinctness, and Shifting from Survival to Living

Room 111-A (100 Level)

Responding to calls for reimagining Holocaust education and the teaching of Anne Frank's diary, this session shares instructional approaches using lesser-known adolescent Holocaust diaries and literature. The approaches employ four analytic frames: disrupting grand narratives, witnessing and memory, the tension between cultural assimilation and distinctness, and movement from survival to living.

Session Chair: Ted Kesler, Queens College CUNY
Presenters: David Bloome, The Ohio State University
Laurie Katz, The Ohio State University

E M T *LLA Strand*

N.37 Teaching Etymology and Morphology, Including with Multilingual Learners: Developing Children's Word Consciousness through Inquiry and Word Games

Room 105-A (100 Level)

A lot of research shows that even a little instruction in etymology and morphology supports students' reading comprehension and linguistic fluency. Join this interactive session to learn pedagogies and structures for increasing all students' word consciousness. We'll share research, protocols, and word games for your young linguists as we explore how words and languages work.

Presenters: Mary Ehrenworth, Ehrenworth Literacy Innovations
Betsy Piambino, P.S. 158

M S T *Rainbow Strand*

N.38 Teaching the Future: Afrofuturism, Speculative Methods, and Antiracist Literacy Instruction

Room 125 (100 Level)

Examine how Afrofuturist narratives interrogate power, belonging, and survival, while walking away with lesson ideas, text set suggestions, and pedagogical strategies for immediate use. Rather than positioning Afrofuturism as an add-on or a single-unit focus, this session will challenge you to rethink what you believe literature is, what it can do, and how it can be taught.

Presenters: Lorena Germán, Multicultural Classroom
Jazmen Moore, University of Washington/Stony Brook University
LaMar Timmons-Long, ATech High School/New York University
Stephanie Toliver, University of Illinois Urbana-Champaign

N SESSIONS — 11:00 A.M.–12:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

N.39 The Substance of Hope: Middle Grade Literature That Inspires Young People to Imagine and Innovate

Room 121-A (100 Level)

We invite the audience to join us in a discussion of novels written by Jill Tew, Julian Randall, Grant Snider, Spencer Hall, and Joy McCullough. This diverse panel of authors highlights the varying challenges middle schoolers face. Participants will leave the session with ideas on how to help young people understand the power of connection and community when facing big challenges.

Presenters: Spencer Hall, Bloomsbury
Renata Love Jones, Georgia State University
Joy McCullough
Nicholl Montgomery, Boston Teacher Residency
Julian Randall, Macmillan Children's Books
Grant Snider, ABRAMS Books
Jill Tew, Disney Book Group

G

N.40 Trusting the Writer Within: Teaching Practices to Foster Curiosity, Agency, and Metacognition

Room 107-A (100 Level)

When their voices are valued, student writers explore more, share more, and gain confidence along the way. Leaning on the *Framework for Success in Postsecondary Writing*, we situate promising writing habits to create conditions that compel students to write first for themselves and then take a risk, sharing their ideas with others.

Presenters: Megan Kowalski, Alcott Elementary, Chicago Public Schools
Sharon Murchie, Okemos High School, MI
Jenny Sanford, Springport Public Schools
Andy Schoenborn, CRWP/Clare Public Schools

G ***Rainbow Strand***

N.41 Vision and Verse: Using Diverse Poetry to Engage, Affirm, and Inspire All Learners

Room 203-B (200 Level)

Four acclaimed poets and authors share how diverse verse can ignite empathy, deepen dialogue, engage reluctant readers, and enrich classroom libraries. Educators will leave with practical tools, fresh resources, and renewed inspiration for using poetry to center diverse narratives that reflect the broader experiences, languages, and abilities of their students.

Presenters: Valerie Bolling, Charlesbridge/Norton/Routledge/Stenhouse
Jeanette Bradley, Charlesbridge
Anika Aldamuy Denise, HarperCollins
Padma Venkatraman, Penguin Random House

M S ***ELATE Strand***

N.42 When Reading Fragments, Learning Fragments: Moving from Skimming to Deep Reading

Room 121-C (100 Level)

As reading habits shift toward skimming and rapid task-switching, students struggle to sustain attention long enough to build meaning. This session explores how fragmented attention leads to fragmented learning, especially for middle and high achievers who appear proficient but plateau. Participants examine instructional design and leave with strategies to rebuild reading stamina and comprehension.

Presenters: Holly Durham, Klein Independent School District, Houston, TX/Stenhouse/Routledge
Travis Leech
Tony Perez, Northside Independent School District

M S T ***LLA Strand***

N.43 Youth Truth: Examining Trends and Imagining Possibilities for Teaching with Young Adult Nonfiction

Room 204-B (200 Level)

Young adult nonfiction is one of the most innovative categories in contemporary YA literature, including subcategories like youth-authored nonfiction and graphic memoir. This interactive session invites attendees to reimagine YA nonfiction as story-based nonfiction about, for, and even by young adults through teaching applications, examples, and a celebration of this inspiring genre.

Presenters: Anthony Celaya, Western Washington University
Jason Griffith, Penn State University
Samantha Westall

E T ***Early Childhood Education Strand***

N.44 Inspire Creativity with GenAI: Engaging Young Learners with Notebook LM and SunoAI in Literacy Activities

Room 204-A (200 Level)

Discover how multimodal GenAI tools like Notebook LM and SunoAI can transform literacy learning. In this hands-on session, a teacher educator and preservice teachers share classroom examples, strategies, and ethical considerations that empower K–12 educators to imagine, innovate, and inspire through creative, critical student engagement.

Presenters: Alex Arbor, University of Maryland, Baltimore County
Shaylee Chubin, University of Maryland, Baltimore County
Shuling Yang, University of Maryland, Baltimore County

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G R *LLA Strand*

N.45 The Limitless Possibilities of Storytelling

Room 113-C (100 Level)

Sponsored by the Storytelling Special Interest Group

How can we harness the power of storytelling and tap into our students' imagination and creativity? What effect can storytelling have on our students' understanding of themselves, on their sense of personal leadership and agency, and on their relationships with others? Join Drs. Kevin Cordi and Christine Gentry in exploring innovative ways to integrate storytelling into your teaching practice.

Presenters: Kevin Cordi, Ohio University Lancaster
Christine Gentry, Yale University

E M S *LLA Strand*

N.46 2026 Notable Books for a Global Society: Inspiring Stories about Imagination, Innovation, and Journeys in Our World

Room 118-C (100 Level)

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

Presenters: Jackie Arnold, University of Dayton
Jeanne Fain, LIpscomb University
Tracey Hodges, Sam Houston State University
Cheryl Logan, The Ohio State University
Lesli Morris, Canyons School District
Sharon Pratt, Indiana University Northwest
Bethany Scullin, University of West Georgia

NOTES

O SESSIONS — 12:30–1:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S T *ELATE Strand*

O.1 A Two-Way Street: How Librarians and Teachers Strengthen Each Other's Work and Pave the Way for Student Success

Room 116 (100 Level)

The exchange of resources within a school is critical to student learning and success. Libraries can serve as a hub of innovation, serving students and teachers alike. Establishing reciprocity between the library and the ELA classroom—all classrooms, really—supports literacy development across the curriculum as well as a wide range of learners.

Presenters: Laura DeBiase, Monongalia County Schools
Jessica Robertson, Morgantown High School

S C T *ELATE Strand*

O.3 AI and the Adolescent Writing Process

Room 118-C (100 Level)

AI is an increasingly vital area of inquiry in teacher preparation programs. With their recently conducted study on AI's affordances and constraints on the writing process of adolescents as a centerpiece, presenters will offer insights, discuss implications, and present strategies for teacher educators and preservice teachers engaging with (or resisting) AI in ELA classrooms.

Presenters: Geoff Bender, SUNY Cortland
Jake Snyder, Homer Central Schools

S

O.4 Analyzing Social Class Using Critical Literacy

Room 203-A (200 Level)

This presentation will provide strategies for supporting student analysis of social class using critical literacy. The presenter will discuss practices and research in critical literacy and its application to classism. The presenter will share research, practical strategies, and resources for the development of students' sociopolitical consciousness around class and its intersection with racism.

Presenter: Tabitha Zangre, AECI Charter High School

M S C T R *ELATE Strand*

O.5 Ask Me a Question: Teaching AP & College Students to Use GenAI as a Socratic Inquiry Partner

Room 118-B (100 Level)

Tired of AI doing the thinking for students? Join an undergraduate writing instructor and a high school AP teacher as they share a "radically transparent" approach. Instead of asking AI for answers, students are prompted to ask AI for questions that draw their attention to textual details. We share the classroom artifacts and reflections that come from shifting AI into a Socratic role.

Presenters: Theodore Dickhudt, Community Health Academy of the Heights
Kelsey Hammond, Teachers College, Columbia University/Marymount Manhattan College

S

O.6 Beyond the Page: Designing Multimodal Assessments to Illuminate Student Learning and Encourage Innovation

Room 106-AB (100 Level)

This session shows secondary ELA teachers how to design engaging assessments that evaluate ELA skills while promoting creativity, choice, and agency. Participants will examine ten multimodal projects including digital storytelling, community cultural memoirs, research recasts, and genre compositions that integrate multiple literacy modes, digital tools, and culturally sustaining practices.

Presenters: Sara Hoeve, Hope College
Abigail McKarge, Hope College

M S C *ELATE Strand*

O.7 Beyond the Poster: Authentic and Innovative Project-Based Learning for ELA Classrooms

Room 113-C (100 Level)

Make your ELA classroom an innovative space with project-based learning! Explore how to create projects with authentic tasks, real audiences, and literacy-aligned goals. Walk away ready to inspire critical thinking and student agency.

Presenter: Corey Humphrey, Savvas

G *New & Early Career Teacher Strand*

O.8 Building a Literacy Culture: Leadership Lessons from a Nonprofit Rural School

Room 103-C (100 Level)

Discover how a rural nonprofit school builds a thriving literacy community through student-led writing, multimodal projects, SEL-integrated routines, and cross-campus collaboration. This session provides practical, low-cost strategies for strengthening schoolwide literacy culture and empowering students as readers and writers.

Presenters: Lindsey Balderaz, Transformative Leadership Academy
Melynda Heller, Transformative Leadership Academy

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M *LLA Strand*

O.9 Building Bridges: Cultivating Creative Literacy Practices in the Classroom to Support Children Impacted by Incarceration and Separation

Room 203-B (200 Level)

Drawing from 15+ years of collaborative art and writing projects with communities directly impacted by incarceration, Katie Yamasaki will share projects and practices from both sides of the bars that effectively create safe, productive learning environments for the children of incarcerated parents.

Presenters: Katie Yamasaki, Author/Illustrator, Norton Young Readers

E T *ELATE Strand*

O.10 Conferences as Opportunities for Critical Listening: Reimagining Elementary Writing Conferences as Sites of Creativity, Inquiry, and Identity

Room 118-A (100 Level)

This session reframes elementary writing conferences through critical listening. In this session, we will move beyond "fixing" text to "hearing" intent through research-based protocols as a practical take-away tool for elementary teachers. Attendees will leave this session with steps to implement a writing protocol that highlights students' writing journeys rather than deficit-based corrections.

Presenters: Maile Newberry-Wortham, University of Central Missouri
Kirsten Tivaringe, University of Missouri-Columbia

M S C T *New & Early Career Teacher Strand*

O.11 Creating a Positive, Pluralistic Classroom Culture: Routines, Rituals, and Relationships

Room 122-B (100 Level)

As teachers start their careers, their intentions are positive and content knowledge may be strong, yet many feel unprepared for the challenges of creating a positive, productive learning environment. This session reframes "classroom management" as the intentional design of the "3 R's"—routines, rituals, and relationships that support student engagement to build a positive classroom culture.

Presenters: Courtney Brown, Columbia University, Teachers College
Pamela McGowen, Columbia University, Teachers College

E T *Early Childhood Education Strand*

O.12 How Approaching the Author Visit as a Teacher-Author Team Brings Imagination and Possibility across all Disciplines

Room 108-A (100 Level)

This teacher-author presentation guides new and seasoned educators through both the tactical and aspirational aspects of bringing an author to their school, from identifying an instructional need, building administrative buy-in, securing funding, and maximizing the impact of the visit. Educators will leave inspired to reimagine the possibilities of what author visits can bring to every student.

Presenters: Jessica Butler, Hillside Elementary School
Sue Fliess, www.suefliess.com

G *New & Early Career Teacher Strand*

O.13 Day One to Year One: Building Equitable Classrooms as a New Teacher

Room 109-A (100 Level)

This session prepares new teachers to make fair, humane choices when the job feels overwhelming. Participants walk through real first-year scenarios from language arts classrooms to practice responding to implicit bias, supporting students experiencing trauma, and affirming student voice and home languages while keeping literacy expectations high.

Presenter: Stephanie Ford, Murray State University

E T R *Early Childhood Education Strand*

O.14 Developing Critical Language Neighborhoods: Examining Children's Literature through an African American Language Translanguaging Lens

Room 103-A (100 Level)

Drawing on critical theories, culturally sustaining pedagogy, and translanguaging, we examine children's literature featuring African American Language. Through text-based examples and classroom strategies focused on language and culture, we offer practical approaches for supporting young children's metalinguistic awareness while affirming home language repertoires through translanguaging.

Presenters: Rachel Grant, City University of New York, College of Staten Island
Ting Yuan, City University of New York, College of Staten Island



Share your Convention stories this year!
#NCTE26

O SESSIONS — 12:30–1:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E T ***LLA Strand***

O.15 Dice, Cards, and Conversations: Reimagining Book Club Discussions through Play

Room 121-C (100 Level)

Every classroom tells a story through favorite characters and lessons. This session explores book clubs as a culturally sustaining literacy practice that builds community, engages readers, and teaches comprehension. Participants will learn playful, game-based strategies to bring joyful book club discussions into classrooms.

Presenters: Jennifer Hewett, The University of Texas at Austin
Angie House, The University of Texas at Austin

G T R ***Research Strand***

O.16 Digital Video Composing as Cultural Literacy Practice in a Middle School Classroom

Room 124 (100 Level)

This study reports on a grade 8 Mandarin classroom where students created digital videos to explore Qin Dynasty culture. Using multimodal analysis, it shows how students used video composing to construct cultural knowledge, align meaning with genre and curriculum goals, and demonstrate interpretive stance and cultural understanding.

Presenter: Qianqian Maggie Ma, State University of New York at Buffalo

E T ***ELATE Strand***

O.17 Double the Teachers, Double the Impact: Real Co-Teaching in the Classroom

Room 119-A (100 Level)

Does co-teaching in your elementary ELA block feel harder than it should? Learn practical ways to truly partner with your co-teacher during planning, instruction, and assessment. A co-teacher should be more than extra support. Both teachers should help drive literacy growth for all learners.

Presenters: Brittany Malone, Berne-Knox-Westerlo Central School District
Nicole Martin, Berne-Knox-Westerlo Central School District

S T ***Rainbow Strand***

O.18 Finding the Light in Dark Academic Young Adult Literature: Reading to Envision Inclusivity, Agency, and Meaningful Learning across Campus Spaces

Room 126-A (100 Level)

This session provides an introductory overview of dark academic Young Adult literature, positioning it as a relatively new—albeit highly popular—genre in the field, one that has the potential to engage secondary students in imagining a vision of inclusivity, agency, and meaningful learning in academic institutions.

Presenter: Annmarie Sheahan, The University of New Mexico

G T ***New & Early Career Teacher Strand***

O.19 Flip the Script: Navigating Scripted Curriculum in Ways That Prioritize Students

Room 104-AB (100 Level)

Teachers are often expected to follow scripted curricula while still honoring the unique needs of their students. This session helps educators "flip the script" by using required programs as tools to prioritize student voice, differentiation, and their professional judgment while maintaining fidelity and instructional integrity.

Presenters: Ashleigh Bridges, Texas A&M University-Texarkana
Sarah Anne Hamner, University of Georgia

C ***Community College Strand***

O.20 From Cheat Code to Flourishing Mechanism: An Arete-Based Approach to GenAI in Corequisite Composition

Room 102-AB (100 Level)

This session presents a pedagogical framework that integrates the concept of arete—comprehensive excellence—with strategic GenAI literacy to transform composition instruction at open-admissions institutions. Rather than positioning GenAI tools as threats to academic integrity or convenient shortcuts, this approach reframes them as collaborators in pursuing human flourishing and excellence.

Presenter: Jackson Moss, Delgado Community College

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S

O.21 From Silence to Risk-Taking: Innovating Oracy to Amplify Student Voice in Inclusive Classrooms

Room 105-A (100 Level)

In an era of rapid change, how do we ensure every student has the agency to speak? Join two secondary educators from diverse classrooms to reimagine oracy not as an afterthought, but as a primary tool for equity. We will share three innovative, scalable strategies that scaffold creative risk-taking, foster critical inquiry, and inspire students to see themselves as lifelong communicators.

Presenters: Nicole Cobb-Struzynski, Loudoun County Public Schools
Jessica Kirkland, Loudoun County Public Schools

M S T ***ELATE Strand***

O.23 Hip-Hop (W)righting Pedagogy and Playing Your Position in the Fight against White Flight 2.0

Room 119-B (100 Level)

In this session, the facilitators guide participants in a (re) imagination of ELA through the hip-hop (w)righting framework's goals of writing and "righting." Participants will leave with innovative strategies for how hip-hop (w)righting pedagogies restore creativity and joy to the ELA classroom, and inspiration to "play their positions" as co-conspirators in the fight against "White Flight 2.0."

Presenters: Michele DeVirgilio, New York State English Council (NYSEC)
H. Bernard Hall, Drexel University

E ***LLA Strand***

O.24 Igniting a Love of Reading: Strategies to Build a Love of Reading with Every Reader

Room 204-B (200 Level)

No curriculum uses the word "love," yet that is what we hope to nurture in our students. This workshop will highlight strategies that show how you can ignite a love of reading in your students, moving beyond the curriculum and into the realm of authentic connections and relevant instruction. Participants will leave with classroom strategies that will inspire readers to read and be engaged.

Presenter: Laura Reece

M S C ***ELATE Strand***

O.25 Illuminating Civil Discourse: Building Student Voice and Authentic Audience through Online Newspaper Comments

Room 120-C (100 Level)

Online comment sections in a digital student newspaper invite students to engage authentically in a healthy community of civil discourse. I will present about how questions modeled on *New York Times* student opinion prompts generate thoughtful debate around student-written articles. Participants will leave with a framework for crafting prompts that invite active and respectful civic engagement.

Presenter: Daniel Benjamin, Abington Friends School

S ***ELATE Strand***

O.26 Illumination of Words: Digital Blackout Poetry as an Engagement Strategy for Secondary English Classrooms

Room 123 (100 Level)

This session examines how digital blackout poetry can be used as a multimodal instructional strategy to support close reading, critical literacy, and student agency in secondary English classrooms.

Presenters: Kate Kelly, Salem State University
Amy Leshinsky, Curry College

G ***ELATE Strand***

O.28 Innovative and Inspiring Classroom Environments to Support Reading Literary Texts: Literary Ambiguity, Collaborative Discussion, and Asset-Based Approaches

Room 115-C (100 Level)

The purpose of our session is to share instructional practices to foster student-generated interpretation of literary texts. Participants will engage in several strategies that move readers from generating through weaving and into curating utilizing three instructional principles. Participants will leave the session with concrete approaches to inspire students when interpreting literary texts.

Presenters: Jodi Holschuh, Texas State University
Jodi Lampi, Northern Illinois University
Todd Reynolds, University of Wyoming
Leslie Rush, University of Wyoming

O SESSIONS — 12:30–1:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *LLA Strand*

O.29 Let Them Chase the Question: Podcasting as a Research Tool in the AI Age

Room 115-A (100 Level)

During this session, explore a podcast challenge PBL unit where seventh graders research, script, and produce "podcasts with purpose." Learn how student choice, authentic research, peer feedback, interviews, and AI "tiny experiments" build voice, inquiry, and real-world impact—culminating in a celebration of learning and national submissions (and finalists!) to NPR's Podcast Challenge.

Presenters: Trisha Irving, Irving A. Robbins Middle School
Lisa Mishriky, Irving A. Robbins Middle School

E

O.30 More Than a Project: Empowering Young Learners through Genius Hour

Room 107-A (100 Level)

The session will highlight practical strategies for implementing Genius Hour in elementary classrooms to support culturally responsive teaching practices and empower young learners. Teachers will explore real classroom examples, resources, and reflection practices that scaffold research and writing, promote engagement, and academic growth within a classroom culture rooted in joy and curiosity.

Presenter: Gabriella Lamothe, Midtown International School

G T R *LLA Strand*

O.31 Picture This

Room 115-B (100 Level)

Picture this: a class full of middle, high school, or college-aged students visibly joyful and diving deeper into a text and each other's dialogue. It's the ideal classroom setting for both teacher and learner and it can be achieved at any level of education through children's picturebooks. Level up from lexile level judgments and unlock the power of questioning inside of children's picturebooks.

Presenters: Deborah Dean, Brigham Young University
Christian Goering, University of Arkansas
Peter Hawkins, University of Arkansas

M S C *LLA Strand*

O.32 Poetry as the AI-Defying Genre: Strategies and Activities to Make Poetry Engaging, Productive, and Enjoyable for Your Students and You!

Room 109-B (100 Level)

More poetry instruction can be the antidote to AI problems plaguing the classroom. Participants will learn fun and engaging activities for engaging students with poems without the threat of AI. Participants will also acquire resources that can be easily used in classrooms. An added benefit of this session is deepening personal comfort with teaching poetry, including contemporary poems.

Presenter: Dana Maloney, Montclair State University

E M S *LLA Strand*

O.33 Putting Agential Literacy for Justice into Practice

Room 121-B (100 Level)

In this session, Drs. Greg Bartley and Hannah Graham propose a definition of social justice, connect this definition to research in two classrooms dedicated to social justice, and outline a vision for social justice in classrooms—the Agential Literacy for Justice framework—that directs attention to how we engage students in their learning as a core part of social justice and literacy education.

Presenters: Greg Bartley, Oakland University
Hannah Graham, National Louis University

C T R *LGBTQIA+ Strand*

O.34 Queering Critical Literacy: Arts-Based Inquiry as Transformative Pedagogy

Room 117 (100 Level)

This session explores how arts-based inquiry projects enable "queer" critical meaning-making. Drawing on teaching experiences with undergraduate students and teacher education students, I demonstrate how multimodal composition can promote and demonstrate critical consciousness. Participants will examine student projects and engage in an arts-based activity to "queer" their thinking.

Presenter: Kris Bell, San Diego State University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***Rainbow Strand***

O.35 Reimagining Literacy through Testimonio Pedagogy

Room 204-C (200 Level)

This session explores testimonio as a pedagogical framework connecting English language learners' personal narratives with community funds of knowledge and identity. Participants examine how testimonio validates students' cultural assets while developing writing skills and creating educational alliances that transform literacy instruction into community-engaged empowerment.

Presenters: Alessandra Picoral Sarandy M Camaratta, University of Central Florida
Vanessa Vega, University of Central Florida

M S ***ELATE Strand***

O.36 Reimagining Reading: Innovative Ways to Engage the EL Learner in the Classroom

Room 126-B (100 Level)

Come explore and then share innovative ways to bring favorite texts to life in a modern classroom for your EL students. Give students choice to increase buy-in, with assignments that stretch creativity, critical thinking, and collaboration with visual literacy at the center of learning. Come learn about ways to assess and engage with ideas in a co-taught classroom that challenges every learner.

Presenter: Ashley Strausser, Broad Run High School (Loudoun County), Asburn, VA

E M ***ELATE Strand***

O.37 Seeing the Reader: Inspire, Innovate, Create—Inclusive Literacy Strategies for Neurodivergent Learners

Room 120-A (100 Level)

Many students struggle with reading and writing not due to motivation but because instruction doesn't align with how they process language and meaning. This session offers classroom-ready strategies to support working memory, visualization, and comprehension, helping teachers engage diverse learners without lowering expectations.

Presenters: Jennifer Larson, My City School
Victoria Piontek, Craft Your Story

S ***LLA Strand***

O.38 Stewardship and Voice: Exploring Identity through Portraits and Texts

Room 103-B (100 Level)

Stewardship is the intentional care students (and the artists we study) take in representing themselves and others. Learning to cultivate style and voice helps students make thoughtful choices about how they communicate identity and perspective, while also supporting their ability to analyze and respond to others' work.

Presenter: Erin Keller, The Episcopal School of Dallas

G ***LLA Strand***

O.39 Teachers Write the Future: How English Educators Use Words to Shape Contracts, Grievances, and the Right to Read

Room 122-A (100 Level)

English teachers regularly write the most consequential texts of their careers outside the classroom. In this session, two ELA teachers and union negotiators examine how contract language, grievance narratives, and book-challenge responses rely on disciplinary literacy—and how teachers can imagine more-just futures through collective authorship.

Presenters: Stephanie Hendrix, Bangor High School
Tony Martinet, Oxon Hill High School

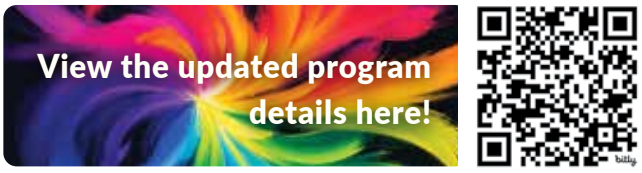
S C ***Rainbow Strand***

O.40 The Analog Antidote: Reclaiming Student Creativity through Poetry and Community

Room 201-C (200 Level)

In an AI-saturated world, students crave authentic experiences. Discover how paper-and-pencil poetry fosters true community. We share strategies such as collage art and identity wheels to foster vulnerability and master poetry analysis. Hear from Philadelphia student poets and learn to bridge the gap between play and AP-level analysis. Leave with a toolkit for integrating poetry in any classroom.

Presenters: Taylor Declement, MaST Community Charter School II
Daijah Patton, Upper Moreland High School



O SESSIONS — 12:30–1:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C *NWP Strand*

O.41 The Humor, the Heavy, and the Hope: Using Literature to Tackle Tough Topics and Build Empathy

Room 204-A (200 Level)

Today's students are often faced with a number of social challenges that are part of their worlds, including racism, substance abuse, identity questioning, death, poverty, and violence. In this session, presenters will explore the potential for integrating quality young adult literature that connects multiple aspects of life with heavy and difficult topics in today's world.

Presenter: Rebecca Harper, Augusta University Writing Project

E R *Early Childhood Education Strand*

O.43 Transforming Portrayals of Indigeneity in Early Childhood Classrooms: A Critical Content Analysis of Native-Authored Picturebooks

Room 108-B (100 Level)

Despite a history of problematic representation of Native Peoples in American classrooms, increases in Indigenous picturebook authorship provide opportunities for change. I present findings of a critical content analysis of 20 Native-authored picturebooks, highlighting the implications for educators and how they use children's literature to present Indigenous topics to young learners.

Presenter: Elizabeth Vassallo, Michigan State University

G T R

O.44 Unboxing Curricular Programs: Using Identity and Culture to Own High-Quality Instructional Materials

Room 107-B (100 Level)

Teachers often feel trapped between curriculum fidelity and culturally responsive teaching. This session demonstrates how "Identity Questions" resolve that tension by adapting prepackaged materials through strategic questioning that centers student identity. Participants learn to implement this low-effort, high-impact practice using question stems and integrity criteria.

Presenters: Jacobe Bell
Reshma Ramkellawan, Rutgers, The State University of New Jersey

S *LLA Strand*

O.45 Using Their Voices: Promoting Social Justice Action through Research and Reading in an Urban High School

Room 201-AB (200 Level)

Students from diverse backgrounds in a Connecticut urban high school designed capstone projects where they addressed a social issue through conducting research, reading a young adult novel, creating and executing an action plan, and presenting their work to the community. This presentation explains the process of leading students through the work of teaching them they can make a difference.

Presenter: Annamarie Wellington, Hartford Public High School

S C *NWP Strand*

O.46 Ways College Students Struggle as Writers and How to Better Prepare Them

Room 121-A (100 Level)

This session offers an overview of ways college students struggle as writers, including strategies for reimagining K–12 writing instruction to better serve students and teachers instead of centering standards and testing. Those strategies focus on creating writing workshop elements, separating writing from assessment through grading contracts, and ungrading approaches.

Presenter: Paul Thomas, Furman University

S R *Research Strand*

O.47 What Does It Mean to Personalize Feedback? A Taxonomy of Secondary Teacher Writing Feedback Personalization and Implications for the Age of AI

Room 125 (100 Level)

We offer educators insight into what personalizing writing feedback means in a classroom context and how that compares to the ways that digital tools personalize writing feedback for students. We further invite participants to consider their own writing feedback practices and views on personalizing feedback, and what this may mean in the age of AI.

Presenter: Lena Phalen, Stanford University Graduate School of Education

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Ⓜ Ⓢ ***LLA Strand***

O.48 Where We Are, Who We Become: Teaching Memoir through Summer Literacy and the Anne Frank Award

Room 111-B (100 Level)

This session examines how a middle grades summer literacy program leverages the Anne Frank Award for Teaching Memoir to expand existing reading and writing instruction through place-based, reflective memoir work.

Presenters: Megan Miller, P.K. Yonge Developmental Research School at the University of Florida
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida

Ⓖ ***NWP Strand***

O.49 Writing Stories That Play: Video Game Creation as Composition, Worldbuilding, and Digital Literacy

Room 202-A (200 Level)

This session explores video game creation as a composition practice that uses character development, worldbuilding, and plot design to strengthen writing, critical thinking, and digital and media literacies. Participants gain classroom-ready strategies for using narrative-based game design to support purposeful storytelling through a flexible, cross-curricular lesson framework.

Presenter: Dawn Rice, University of North Texas/Write On! Learning

Ⓖ

O.50 Your Rights Are a Story: Teaching Literacy through Advocacy, Voice, and Civic Imagination

Room 111-A (100 Level)

This session explores how educators can use storytelling, advocacy texts, and real-world civic issues to strengthen literacy skills while empowering students to see themselves as informed readers, writers, and changemakers.

Presenter: Courtney Teasley, emeffen (MFN)

Ⓔ ***ELATE Strand***

O.51 Sneaker Kid: Elevating Student Voice and Confidence in Literacy

Room 202-B (200 Level)

This session explores Sneaker Kid, a literacy and SEL framework that centers confidence and reader identity as essential to reading success. Using culturally responsive practices and tools from Just Jordy Jitters, participants examine strategies that reduce reading anxiety, elevate student voice, and foster joyful, engaged literacy experiences.

Presenter: Sharnez Givens-Williams, Sneaker Kid, LLC

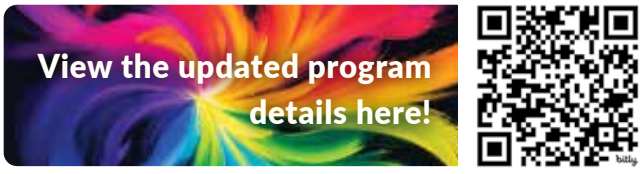
Ⓜ Ⓢ Ⓣ ***ELATE Strand***

O.52 From Tiers to Threads: Coordinating Literacy Systems that Support Students and Teachers

Room 105-B (100 Level)

MTSS is most effective when literacy intervention, enrichment, and Tier 1 instruction function as one coherent system. This session shares tools for aligning data use, teacher collaboration, and instructional routines so supports extend core instruction without fragmenting teacher practice or student literacy identity.

Presenter: Leondria Brown, Green Dot Public Schools, CA



12:30–2:30 P.M.

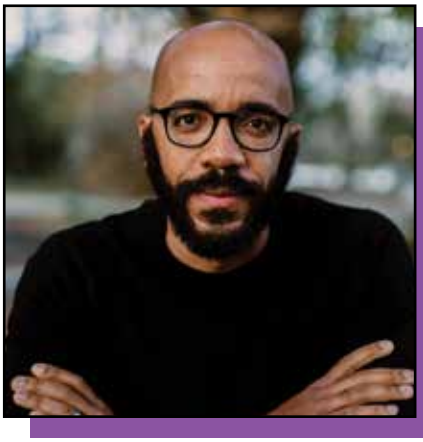


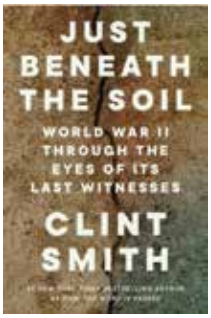
Photo: Carletta Girma

Secondary Section Luncheon

BALLROOM A (300 LEVEL)

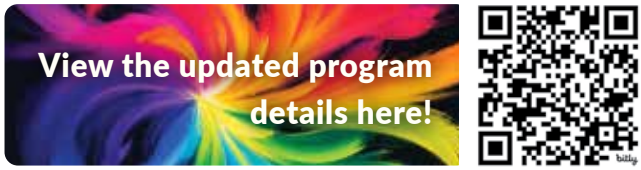
Clint Smith

Clint Smith is the author of the narrative nonfiction book, *How the Word Is Passed: A Reckoning With the History of Slavery Across America*, which was a #1 *New York Times* bestseller, winner of the National Book Critics Circle Award for Nonfiction and selected by *The New York Times* as one of the 10 best books of 2021. He is also the author of *The New York Times* bestselling poetry collection Above Ground as well as the award-winning poetry collection *Counting Descent*. His forthcoming book, *Just Beneath the Soil: World War II Through the Eyes of Its Last Witnesses*, will be out in May 2027. He is a staff writer at *The Atlantic*.



Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

A book signing will follow the luncheon. Penguin Random House will distribute galley copies of his new book *Just Beneath the Soil* to Secondary Section Luncheon Attendees.



12:30–2:30 P.M.

Children's Book Awards Luncheon

BALLROOM B (300 LEVEL)

María Dolores Águila, Megan Clendenan, Brittany Cicchese



MARÍA DOLORES ÁGUILA
Charlotte Huck Award-winning author



Photo: Dave Clendenan

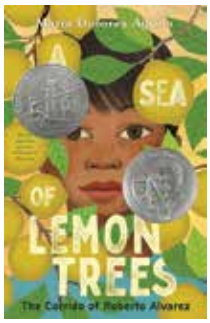
MEGAN CLENDENAN
Orbis Pictus Award-winning author



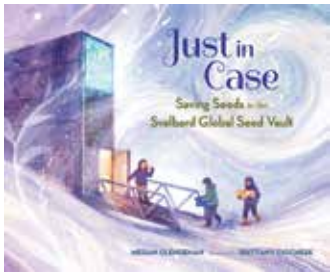
Photo: Joe Cicchese

BRITTANY CICCHESE
Orbis Pictus Award-winning illustrator

María Dolores Águila is a Chicana poet and author from San Diego, California. Deeply inspired by Chicane history and art, she seeks to write empowering and inclusive stories about everything she learns. Her middle grades novel-in-verse, *A Sea of Lemon Trees*, was named a Newbery Honor Book and a Pura Belpré Award Honor Book, and the winner of the Charlotte Huck Award® for Outstanding Fiction for Children, the Scott O'Dell Award for Historical Fiction, the Jane Addams Children's Book Award, and other accolades.



Megan Clendenan has worked for nonprofit organizations focused on environmental law, women's empowerment, and urban food security. As a writer, she loves topics that explore the connections between history, society, and the environment. She is the author of a number of books, including *Just In Case: Saving Seeds in the Svalbard Global Seed Vault; Fresh Air, Clean Water: Our Right to a Healthy Environment*; and *Cities: How Humans Live Together*. Clendenan loves speaking with readers at festivals, schools, and libraries. She lives near Vancouver, British Columbia, where she enjoys growing vegetables in her backyard as well as spending time with her family in the forest near her home.



Brittany Cicchese enjoys capturing emotion above all else, from expressive portraits to moody illustrations. She is the illustrator of *The Kitten Story: A Mostly True Tale* and *No More Señora Mimí*. When Cicchese isn't sketching or writing, you can find her working at the library, reading a good fantasy or sci-fi book, or hiking around the beautiful Rocky Mountains. She lives in Denver, Colorado.

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

A book signing will follow the luncheon.

Special thanks to W. W. Norton & Company for their generous sponsorship of the Children's Book Awards Luncheon.

W. W. NORTON & COMPANY
Independent and Employee-Owned

NCTE AUTHOR STRAND

E M S *Rainbow Strand*

AS-P.01 NCTE Author Strand—The Multilingual ELA Classroom: Possibilities for All Teachers, All Students

Room 116 (100 Level)

Tap into the possibilities of students' multilingualism in your ELA classroom even if you don't speak their languages! Learn how elementary and secondary teachers are engaging students in multilingual, multicultural, and multimodal meaning-making through project-based learning. Discover resources for multilingual texts to support biliteracy for emergent bilinguals and heritage speakers in the ELA.

Presenters: Monica Lozano Hughes, Texas Woman's University
Mandy Stewart, Texas Woman's University

M S *ELATE Strand*

P.1 #HighSchoolMatters—From Cringe to Creative Breakthrough: Engaging Young Men as Readers and Writers

Room 122-A (100 Level)

Sponsored by the Secondary Section

Getting boys reading and writing—the struggle is real! Join four published male authors for a spirited look at "cringe" culture, inspiration, and YA lit. Explore innovative approaches to turn skepticism into creative sparks. Examine professional processes and real-world ideas to inspire even the most reluctant students. Go from cringe to creative breakthrough!

Presenters: Michael Guevara, Perfection Learning
Matt Mendez
Andy Schoenborn, CRWP/Clare Public Schools
Travis Simpson

G *LGBTQIA+ Strand*

P.2 Collaboratively Building Community: LGBTQIA+ Advisory Committee Roundtable

Room 126-A (100 Level)

Sponsored by the LGBTQIA+ Advisory Committee

During this roundtable we will provide different prompts to facilitate discussion and development of ideas and strategies to further the LGBTQIA+ Advisory Committee's work. The committee will collect emails for roundtable participants and distribute the aggregated and synthesized notes to attendees.

Roundtable Leaders: Shelley Rodrigo, University of Arizona
Rene M. Rodriguez-Astacio, California State University Fresno
Kyle Smith, University of Michigan
Gabriel Velázquez, Arizona State University

G T *ELATE Strand*

P.3 This Panel Is Probably Banned: Teaching Climate Change while Being Told Not To

Room 103-C (100 Level)

Sponsored by the ELATE Commission on Climate Justice, Inquiry, and Action

This panel explores how ELA educators keep climate justice in the curriculum through children's and YA literature, discussion, and writing while policies, politics, and "neutrality" tell us to do otherwise.

Presenters: Kristy Brugar, University of Oklahoma
Julianna Kershen, University of Oklahoma
Catherine Lammert, Texas Tech University

G *ELATE Strand*

P.4 Inspiring Others with Your Passion for Writing Instruction

Room 103-B (100 Level)

Sponsored by the ELATE Commission on Writing Teacher Education

How can we easily share our passion for the teaching of writing with others? Join one of the founding editors, current editors, authors, and reviewers from the writing advocacy blog Writers Who Care, to discuss the transformational power of writing instruction. We will share about the blog and offer support in sharing your ideas about writing with a larger audience.

Presenters: Jessica Hrubik, Champion Local Schools
Denise Morgan, Western Carolina University
Kristine Pytash, Kent State University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***ELATE Strand***

P.5 Illuminating What's Possible with Technology: Imagining, Innovating, and Inspiring Digital Literacies Practices in ELA

Room 201-AB (200 Level)

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

Commission members will share practical approaches related to technology integration that help illuminate ideas about technology beyond tools for novelty and instead help teachers feel inspired to imagine teaching practices that support innovative understandings of reading, writing, listening, speaking, and viewing in a digital age.

Session Chair: William Fassbender, Montana State University

Roundtable Leaders:

Joseph Haughey, Northwest Missouri State University: "Raising Shakespeare's Dead: Using AI to Role-Play Conversations with Characters"

Neisha Terry Young, Stony Brook University: "Thinking Out Loud: How Podcasting Can Support Students' Critical, Authentic Discourse in the Age of GenAI"

Kristen Hawley Turner, Drew University: "What Happens If We Embrace AI as a Co-Writer?"

Brady L. Nash, University of Florida: "Examining Students' AI Heuristics—When and How Do Students Plan to Incorporate Generative AI?"

Karis Jones, Baylor University; Sarah Jerasa, Clemson University; Rabani Garg, University of Pennsylvania; Trevor Aleo, Greenwich Country Day School: "#HackYourStack: Navigating Expansive Digital Texts and Supports for Adapting Them in Your Teaching Context"

Ewa McGrail, Georgia State University; J. Patrick McGrail, Jacksonville State University;

Alicja Rieger, Valdosta State University: "Decision Making about Technology Use in Action from Educators in Different Contexts and Fields"

Caitlin M. Donovan & Janell Miller, Duke University; Myriama Smith-Traore, Durham Public Schools; Lauren Oliver, Chapel Hill-Carrboro City Schools: "Music Videos as Culturally Responsive Texts and Digital Sites of Teacher Critical Consciousness"

Clarice M. Moran, Appalachian State University: "This Is the Part Where Graphic Novels Meet AI Comic Generators"

Wendy R. Williams, Arizona State University, "Teaching Animation: Strategies for Inspiring Creative Multimodal Storytelling"

Angela Stockman, Daemen University, "Making Learning Visible: Pedagogical Documentation and Multimodal Assessment with Otter.ai and Unrulr"

Kiernan Cantergiani, University of New Mexico: "Co-Responsible/Co-Responding with Digital Stories as Family Literacies"

Catherine Holthaus, Northwest Missouri State University, "Research Rabbit: Empowering 21st Century Learners with Ethical, AI-Driven Scholarly Research Support"

Lauren Zucker, Northern Highlands Regional High School/Montclair State University, "Ready or Not? Teachers' Readiness and Attitudes toward AI"

Merideth Garcia, University of Wisconsin-La Crosse, "Field Students' Reflections on Ethical Uses of AI in Secondary ELA Classrooms"

Darian Thrailkill, East Carolina University: "Playing the Narrative: Using Commercial Videogames Like Novels"

Johnny Allred, Brigham Young University; Julie Pullman, Springville Jr. High: "Using AI Feedback to Support Writerly Decision Making"

Laura Jacobs, Towson University; Chelsea McClure, Notre Dame of Maryland: "Read, Record, Empower: Environmental Messages through Social Media & Cli-fi"

Nicole Damico & Todd Cherner, University of North Carolina at Chapel Hill: "Socratic Metric as a Tool for Discussions in Teacher Education"

Kisha Porcher, University of Delaware: "Learning and Listening to Black Educational Histories: Using The HistoryMakers Digital Archive to Cultivate Racial Literacy in Preservice Teachers"

Jen Dunbar, Boulder Valley School District; Amy Stornaiuolo, University of Pennsylvania: "From Tools to Tensions: Creating Inquiry-Rich ELA Classrooms through Digital Discourse"

Andrea Gambino, Inquire 2 Transform: "'In Search of Myself': Teachers' Digital Literacy Beliefs, Critical ELA Practices, and Student-produced Vlogs"

Jonathan Bartels, University of Michigan-Flint: "Teaching with (and against) the Bot: Helping Preservice Teachers Become Critical Consumers of Generative AI"

Sara Kajder, University of Georgia: "Promise into Practice: Engaging Student Writers in Purposeful Digital Writing for Real Audiences"

Carl Young & Sarah Faison, North Carolina State University: "Digital Accessibility Mandates: Implications for ELA Educators and Teacher Education"

P SESSIONS — 1:15–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S T

P.6 Students Are Our Curriculum! Inspired Ideas for Innovative Teaching Practices for Student Engagement and Deeper Learning

Room 204-A (200 Level)

Educators often feel pressure to "cover" everything packed into a unit or novel, but we know the most effective learning happens when we move away from coverage and let students be our curriculum! Join this roundtable session to hear educators share what has worked to develop more responsive teaching, greater student engagement, and deeper learning. Then, brainstorm plans for your own students.

Session Chairs: Towanda Harris, Clark Atlanta University
Christopher Lehman, The Educator Collaborative

Roundtable Leaders:

Table 1: Lois Marshall Barker, Texas Council of Teachers of English Language Arts; Zainab Jabak, Alief Taylor High School: "Bringing the Community into Curriculum"

Table 2: Tracey Flores, The University of Texas at Austin; Beth Puma, Beth Puma Consulting: "Multilingual Identities Are Our Superpower"

Table 3: Vanee Smith-Matsalia, Curtis Middle School, SBCUSD; Islah Tauheed: "Living Literacy"

Table 4: Cynthia Gerwin, Winnebago Elementary School/Founder Bridging Perspectives, LLC and Literacy 4 Life: "Engaging Readers: Interactive Read-Aloud That Leads to Civic Literacy"

Table 5: Jody Langan, Hutchinson Public Schools; Molly Marie Love, Indian Run Elementary School: "Literacy Engagement and Caregiver Collaboration"

Table 6: Janet Zarchen & Kara Gavin, The Educator Collaborative: "Student-Led Discourse"

Table 7: Ellin Keene, Mosaic Literacy LLC; Markesha Tisby, Texas Council of Teachers of English Language Arts (TCTELA): "Student-Driven Comprehension"

Table 8: Cathline Tanis, North Plainfield School District: "Using Text Sets and Gallery Walks"

Table 10: Xochitl Bentley, Valor Academy High School: "Students as Problem Solvers"

Table 11: Jessica Walsh, Granger Middle School, Indian Prairie District #204, Aurora IL; Joellen McCarthy: "Book Ambassadors Book Buzz"

Table 12: Donalyn Miller, Rawlinson Middle School: "Engaging Readers in a Distracted World"

Table 13: Luz Yadira Herrera, California State University Dominguez Hills: "Integrating Poetry across the Week"

Table 14: Keri Orange-Jones, West Orange Public Schools; Denise Furlong, Georgian Court University: "Student Voice, Student Choice"

Table 15: Angie House, The University of Texas at Austin: "Name Study: Supporting Student Identity and Foundational Skills"

M S ***Rainbow Strand***

P.7 From a Place of Love: Centering Joy in Our Literacy Teaching with African Immigrant Youth

Room 115-A (100 Level)

We share reflections on our work with African immigrant youths across middle and high school within community-engaged partnership. We provide specific examples of how we center love and joy in our teaching approaches with youth in a faith-based community program, offering culturally sustaining literacy strategies for K–12 teachers.

Presenters: Sandra Boateng, Michigan State University
Dominic Hateka, Michigan State University
Akinkunmi Oseni, Michigan State University

G ***NWP Strand***

P.8 "This Is Just What I Needed": Walking through AI Thickets with Members of a National Writing Project Study Group

Room 115-B (100 Level)

Whether exhausted or exhilarated, K–16 teachers find clarity and comfort working together to navigate literacy in the age of AI. Join us to learn about a Writing Project study team that met to examine and critique recent AI-related resources, frameworks, and research. At each roundtable, participants will engage with materials that helped us think through and develop principles for practice.

Roundtable Leaders: Mark Dziedzic, University of Wisconsin-Madison
Amy Jambor, DeForest High School
Tom Meyer, SUNY New Paltz
Samantha Mossman, Roy C. Ketcham, Wappingers Falls Central School District
Bryn Orum, University of Wisconsin-Madison
Bridgette Quandt, Waunakee High School
Kasey Stecher, Cornwall High School
Sarah Wheeler, SUNY New Paltz
Chris Wondra, St. Croix Falls Middle School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *LLA Strand*

P.9 From Imagine to Inspire: Reframing Literacy across Content Areas

Room 118-C (100 Level)

Imagine literacy as the engine that powers all content areas. This interactive roundtable offers a modern blueprint for innovating literacy practices across math, science, and social studies. Walk away with ready-to-use strategies that spark inquiry, strengthen connections, and inspire meaningful, across-the-day learning.

Moderator: Pam Koutrakos, Allendale Public Schools
Roundtable Leaders:

Table 1: Pam Koutrakos & Jessica Parciasepe, Allendale Public Schools: "Connecting the Dots: Innovative Vocabulary Methods That Jumpstart Content Learning"

Table 2: Jigisha Vyas & Paige Visbeen, Wyckoff Public Schools: "Livening Up Elementary Math with Oral Language Practices"

Table 3: Sarah Fiedeldey, Ramsey Public Schools: "Sparking Wonder through Layered Literacy Practices in Social Studies"

Table 4: Aimée Matos-Carroll, Paramus Public Schools: "Using Literacy Practices to Upgrade Middle School Social Studies"

Table 5: Julia Tracy, Wyckoff Public Schools: "Creating Powerful Connections between Literacy and Elementary Science"

Table 6: Allison Jaremko, Allendale Public Schools: "Structured Wonder: Using Student Questions to Drive Meaningful Learning"

G *NWP Strand*

P.10 When Coaching Supports Teaching: Strengthening Narrative Writing in ELA Classrooms

Room 118-A (100 Level)

In this session, classroom teachers and National Writing Project coaches share lessons learned from Coach.Teach.Write, a professional learning initiative focused on the teaching of narrative writing. Presenters offer practical approaches to teaching narrative writing, supporting diverse learners, and integrating writing into existing curriculum to foster student voice and belonging.

Session Chair: Rachel Bear, National Writing Project
Presenters: Jameka Thomas & Natasha Flowers, Miles College: "Supporting above the Noise"
Katherine Sutton, Beck International Academy: "Writing within Reach: Scaffolding Narrative Writing for All Learners"
Mary Ann Stillerman, Mount Vernon School; Jen Dail, Kennesaw State University: "Questions That Illuminate: Feedback Routines for Writer Choice"
Megan Hills & Carol Brazo, George Fox University: "Writing to Belong: Integrating Narrative Writing for a More Inclusive Curriculum"
Beth Rimer, Miami University: "Mini-Units as Mentors: Using Mini-Units as Frames for Planning"
Ben Davis, Vestavia Hills High School: "Making Professional Learning Matter: Engaging Reluctant Participants"
Marybeth Baldwin & Jen Fordyce, Hawaii Technology Academy; Stephanie Buelow, University of Hawaii at Manoa: "Writing Together: A Teacher-as-Writer Approach to Instructional Coaching"
Michelle Hopf & Lauren Smith, Auburn High School: "Narrative Writing across Contexts: Adapting Coach.Teach.Write for High School Writers"
Shonterrius Lawson-Fountain, Miles College: "Pull Up a Chair: From Possibility to Belief—Making Space for Emerging Writers to Claim Their Voice"

S C T R *ELATE Strand*

P.11 It's a Win-Win Situation: Cultivating University & School Partnerships

Room 117 (100 Level)

This session explores Writing Zones, a long-standing partnership between a university and a high school that continually innovates in order to connect preservice teachers with high school writers. Presenters share research and mentor perspectives on how dialogic writing support helps students imagine writing beyond the classroom and inspires learning across contexts.

Presenters: Pauline Schmidt, West Chester University of Pennsylvania
Kelly Virgin, Kennett High School
Emily Wisniewski, Kennett Consolidated School District/West Chester University of Pennsylvania

C *Community College Strand*

P.12 Making Room to Learn: Presence, Recovery, and Human-Centered Teaching in the Borderland Community College Classroom

Room 103-A (100 Level)

In borderland community college classrooms, students carry cognitive, emotional, and physical fatigue that affects learning. This panel shares human-centered practices including mindfulness, recovery-informed design, and ego-reducing classroom culture that support presence, engagement, and authentic learning while also supporting student well-being.

Presenters: Joseph Crisafulli, El Paso Community College
Zaira Crisafulli, El Paso Community College
Patricia Flores Hutson, El Paso Community College

P SESSIONS — 1:15–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E C *ELATE Strand*

P.13 Where Reading Happens: Imagination, Connection, and Children's Literature in Physical and Digital Classrooms

Room 204-C (200 Level)

As online teacher preparation expands, this session examines how instructional modality, pedagogy, and technology shape future elementary educators' engagement with children's literature. Comparing an in-person and an asynchronous course, presenters explore creative assignments, AI-supported reflections, and instructional strategies that cultivate imagination, reader identity, and literacy.

Presenters: Cindy Judd, Eastern Kentucky University
Amanda Shimizu, Eastern Kentucky University
Emily Zuccaro, Eastern Kentucky University

E M S T *ELATE Strand*

P.14 "We Can't Do This on Our Own": Reflecting on How to Inspire Innovative School Librarian-Teacher Collaborations

Room 113-C (100 Level)

Does your school have a librarian? Research demonstrates that school libraries and credentialed librarians are critical to students' academic success, yet there are too few librarians in this role. The panelists—librarian educators—will share the processes and lessons we've created to address this lack while also planting the seeds for future librarian partnerships and advocacy.

Presenters: Leanne Ellis, New York City Public Schools
Alison Lehner-Quam, Lehman College CUNY
Gina Levitan, Hunter College CUNY
Stephanie Margolin, Hunter College CUNY

E M

P.15 A Good Judge of Character: Using Middle Grade Literature to Inspire Friendships in Real Life

Room 108-A (100 Level)

Exploring friend conflicts—and resolutions—in contemporary middle grade novels provides a way to build empathy and relationship skills in real life. In this panel, we illuminate common friendship themes in current literature and share classroom activities that help students reimagine healthy friendships and spark deeper engagement with stories.

Moderator: Ana Canino-Fluit, Rush-Henrietta Central School District
Presenters: Nicole D. Collier
Amy Fellner Dominy
Jennifer Gennari
Sylvia Liu, Scholastic

R

P.16 Adorned Voices: Embodied Expressions as Resistance, Visibility, and Agency for Black Women on College Campuses

Room 111-A (100 Level)

The voices of Black women are not only located in their speech; their voices can also be located in their styling, their adornments, and their embodied performances. This presentation explores how aesthetic adornment practices are not secondary or decorative but legitimate languages for Black women on college campuses to articulate their identities and claim their presence.

Presenters: Dorian Harrison, The Ohio State University
Christian Hines, University of Illinois Urbana-Champaign
Jenell Igeleke Penn, Ohio University

E *ELATE Strand*

P.17 Authors and Educators Inspiring Imagination and Illuminating Individuality Using Picturebooks in Times of Censorship

Room 111-B (100 Level)

In times of censorship, how do educators continue to inspire diverse learners to nurture their creativity and sense of possibility for a better future? In this interactive session, kidlit creators and educators will discuss their experiences of nurturing imagination to foster compassion and understanding for self and others, thus building a caring community, while resisting pressure to conform.

Presenters: Tara Barbiere, Lane Elementary School
Stefanie Foster Brown
Meghan Wilson Duff, University of Maine/American Psychological Association (APA)
Katie Mazeika, Simon & Schuster
Courtney Pippin-Mathur, Reycraft Books
Allison Rozo

M S R *NWP Strand*

P.18 Building a Living Archive: Black Youth (Re) Writing Philadelphia Histories

Room 119-A (100 Level)

This session explores how Black youth and teachers in Philadelphia collaboratively build a "living archive" to (re) write Black histories through inquiry, writing, and multimodal composition. Participants examine how youth engage archival research, storytelling, and curriculum design to reclaim erased histories and position literacy as a civic, justice-oriented practice.

Presenters: Njemele Anderson, Linked Destinies Academy
Jay Fluellen
Barrett Rosser, Morgan State University
Antoine Stroman
Kyra Williams, University of Pennsylvania

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G R *NWP Strand*

P.19 Connecting the K-16 Community through Continued Conversations about AI and the Teaching of Writing

Room 124 (100 Level)

What started as an attempt to write a better-informed AI policy for a writing center became a K-16 community discussing the use of AI across the disciplines and the teaching of writing. During the session, we will discuss community findings and concerns as well as the working policy for our writing center. Participants will be asked to share their own perspectives of possibilities and experiences.

Presenters: Flynn Burchfield, University of Mississippi
Clint Burton, University of Mississippi
Sydney Guntharp
Caroline Brandon Kirkland, University of Mississippi
Ellen Shelton, University of Mississippi

G T *Rainbow Strand*

P.20 Counternarratives of Resistance: Students, Teachers, and Communities Challenging Inequitable Access in Schools

Room 203-A (200 Level)

This panel presentation will highlight the ways that counternarratives serve as acts of resistance to the inequities in schools today. From middle schoolers responding to texts to teachers expressing their agency and resisting censorship to communities engaging in oral storytelling, we will share stories from various contexts that demonstrate the power of counternarratives.

Presenters: Josh Coleman, Arizona State University
Cassie Lo, St. Thomas Aquinas College
Michael Malin, North Rockland Central School District
Daris McInnis, West Chester University of Pennsylvania



Share your Convention stories this year!
#NCTE26

E *Early Childhood Education Strand*

P.21 Early Literacy Experiences for Young Emergent Bilingual Learners: Imagining Possibilities

Room 126-B (100 Level)

Drawing on the expertise of early childhood teachers, this presentation draws from key asset-based sociocultural theoretical stances such translanguaging, funds of knowledge, and early literacies that jointly foster developmentally, culturally, and linguistically appropriate practices of multilingualism and literacies that inspire teachers to reimagine teaching and learning.

Presenters: Alexandra Abreu, Samara Dual Language Community School
Danielle Derrig, Samara Dual Language Community School
Cecilia Espinosa, Lehman College
Rocio Herron, Jackson Creek Elementary School
Julia Lopez-Robertson, University of South Carolina

M S *LLA Strand*

P.22 Fifty Books in 50 Minutes: Guaranteed to Inspire, Spark the Imagination, and Promote Innovation

Room 204-B (200 Level)

By popular demand, we're back! Three impassioned educators, voracious readers of YA, will bring dozens of young adult titles to life via stimulating summaries and whimsical book recommendations while forging connections to diverse adolescent lives. Titles from a wide variety of tropes and genres will be shared and discussed. Attendees will receive classroom strategies and suggested reading lists.

Presenters: Michael Anthony, Muhlenberg School District
Heather Jones, Jefferson County Public Schools
Neil Klein, Monroe County Library System

E M T *Rainbow Strand*

P.23 From Auntie Stories to Student Action: Teaching Asian American History and Activism through Nonfiction

Room 125 (100 Level)

From historic movements to today's youth activists, this panel explores how nonfiction brings Asian American stories to life in elementary and middle school classrooms. Authors and educators share practical lessons on teaching allyship, confronting racism, and helping students see themselves as activists—complete with resources you can use tomorrow.

Presenters: Theodore Chao, California State University, Fullerton
Jenessa Joffe
Anna Wang
Kristina Wong

P SESSIONS — 1:15–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C ***LLA Strand***

P.24 From Foundations to Fluency: Strengthening Tier 1 Reading and Writing in Secondary ELA

Room 107-B (100 Level)

Curious about strengthening Tier 1 reading and writing in middle and high school? Learn how to design inclusive, manageable core instruction that builds strong literacy foundations, treats standards as a starting point, and reduces the need for intervention. Walk away with practical, classroom-tested strategies and tools to help more students succeed.

Presenters: Ellen Gianakis, Holmdel Public Schools
Nicole Hope
Lorin Ottone, Colts Neck High School, NJ

G T ***Rainbow Strand***

P.25 From Survival to Solidarity: Building Collective Spaces to Support Antiracist ELA Teaching

Room 120-A (100 Level)

Feeling isolated in your commitment to antiracist justice-oriented teaching? This panel brings together organizers from national and local groups that support ELA teachers in this work. Discover how to connect with existing networks, find solidarity with like-minded educators, and learn practical steps for building community support in your own school or district.

Session Chair: Melissa Schieble, Hunter College
Presenters: Nataliya Braginsky, School District of Philadelphia
Jesse Hagopian
Tonya Perry, Miles College
Julia Salcedo
Kushya Sugarman, Mount Holyoke College
Laura Taylor, Rhodes College

E M T ***Rainbow Strand***

P.26 Going beyond November: Illuminating Native Experiences through Picturebooks by Incorporating Indigenous Representation All Year Long

Room 108-B (100 Level)

If we want kids to understand Native peoples are not just relegated to their history books, it's vital to illuminate Indigenous voices and characters throughout the school year, not just during November's heritage month. Join this panel of picturebook creators to imagine the possibilities for inspiring students through accurate, authentic, positive representation of Native nations and cultures.

Presenters: Ashley Fairbanks, Random House Children's Books
Jillian Heise, Fox Point-Bayside School District
E.B. Lewis, Calkins Creek/Astra/Simon & Schuster
Steph Littlebird, Penguin Young Readers
Kevin Maillard, Macmillan
Nicole Neidhardt, Simon & Schuster
S.D. Nelson, ABRAMS Books

G ***Rainbow Strand***

P.27 Humanizing Migration in the Classroom: Imagining a More Just Future

Room 203-B (200 Level)

A quarter of children in US schools are migrants or children of immigrants, making migration a consequential issue of our time. How can teachers engage with stories of migration that humanize the children and families involved? Presenters will share research-based resources and practices for teaching about the complexities of migration and affirming the experiences of migrant children.

Presenters: Monisha Bajaj, University of San Francisco
Brooke Harris Garad, Butler University
Maria Hantzopoulos, Vassar College

G T R ***LLA Strand***

P.28 Humanizing Research through Play: Digital and Multimodal Pedagogies for Collaborative Approaches to Critical Literacy

Room 113-A (100 Level)

Play and experimentation drive this panel on reimagining collaborative learning. Through "The Theoretical Roundtable" and "Unfinished Final Projects," presenters show how risk taking, collective curiosity, and educator vulnerability spark innovation and joy in helping researchers deepen personal and intrapersonal literacies and perspectives on social, historical, political, and cultural issues.

Session Chair: William Fong-Frederick, Central Park East 2
Presenters: Shoshana Gottesman, Teachers College, Columbia University
Becky Lallande, Teachers College, Columbia University
Catalina Puerta, East Hartford Public Schools
Yolanda Sealey-Ruiz, Teachers College, Columbia University

E T ***ELATE Strand***

P.29 Imagination as Cultural Power: Using Picturebooks to Help Students Reclaim Identity, Language, and Community

Room 121-C (100 Level)

Join authors and educators to discover practical ways to use culturally grounded picturebooks to inspire reading and writing while honoring students' multilingual identities and community knowledge. Participants will leave with practical strategies for integrating picturebooks across grade levels to inspire students to imagine themselves as storytellers.

Presenters: Gabriela Orozco Belt, Needles High School/ Balzer + Bray
Alyssa Reynoso-Morris, Christy Ottaviano Books/LBYR
Chloe Ito Ward, Chronicle
Jessica Yoon

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

P.30 Imagine What Story Can Do: YA and Middle Grade Authors and Educators in Dialogue about Mental Health Literacy

Room 109-B (100 Level)

This panel brings together YA and MG authors, teacher educators, and teachers to imagine how English language arts classrooms can inspire connection, creativity, and care through mental health–themed literature. Panelists share stories, instructional practices, and classroom insights that innovate mental health literacy alongside writing instruction in middle and secondary classrooms.

Presenters: Andrea Beatriz Arango, Random House Children's Books
Brooke Eisenbach, Lesley University
Beverley Evans, Lesley University
Jennifer Farnham, Roswell High School
Allie Millington, Macmillan Children's Publishing Group
Patricia Park, Random House Children's Books
Julian Randall, Macmillan Children's
Jasmine Warga, Macmillan
Lily Williams, Macmillan

E

P.31 Imagining Picturebooks into Being: Preservice Teachers Write and Illustrate Their Own Books

Room 104-AB (100 Level)

Picturebooks can serve as core tools of engaging ELA instruction and help raise readers. Join us as we discuss a course on children's picturebooks as multimodal texts that engages preservice teachers in writing and illustrating original picturebooks. Through examples, we will share how the experience informed participants' knowledge of picturebooks and informed their future teaching praxis.

Presenters: Kylee Evans, Penn State University, Berks Campus
Xenia Hadjioannou, Penn State University, Berks Campus
Madelynn Mack, Penn State University, Berks Campus

M S ***ELATE Strand***

P.32 Implementing a Place-Based Curriculum Using Culturally Sustaining Pedagogies to Foster Student Engagement

Room 202-A (200 Level)

We'll explore how educators are using culturally sustaining strategies to adapt and deliver a research-based curriculum in ways that engage learners and honor their identities. Participants will leave with practical resources, fresh insights, and ideas to make their English classrooms come alive for their students and their contexts. Resources will center Indigenous voices.

Presenters: Lisa Benham, Fresno County Superintendent of Schools
Anne Porterfield, WestEd
Katie Wolff, Cape Flattery School District

S ***LLA Strand***

P.33 Inspiring Youth Changemakers

Room 106-AB (100 Level)

Youth Changemakers is a rigorous, socially meaningful ELA project that builds critical literacy and civic agency. Using texts on youth leadership, students analyze structure, evaluate bias, cite evidence, and synthesize sources while exploring identity and activism. Grounded in justice-oriented pedagogy and PBL, this session models inquiry, argument writing, and culturally sustaining practices.

Presenters: Heather Farnath, Cherry Hill Public Schools
Claudia Lyons, Cherry Hill Public Schools
Molly McHugh
Opal Minio, Cherry Hill Public Schools
Theresa Wisniewski, Cherry Hill Public Schools

G T R ***NWP Strand***

P.34 Intergenerational Literary Societies as Sites of Youth Voice, Global Citizenship, and Historical Continuity

Room 123 (100 Level)

Writing Boston's Future is an intergenerational group (e.g., students, parents, teachers) who participate in a literary society studying Boston's African American history. Through a partnership with the Museum of African American History and the Boston Writing Project, we examine how honoring ancestral brilliance shapes learning and amplifies youth voices for national and global audiences.

Presenters: Ashley Houston King, Boston University
Denise Patmon, University of Massachusetts Boston
Luke Patmon, University of Massachusetts Boston

S T ***Rainbow Strand***

P.35 Jump In, Keep Time: Double Dutch Methodologies for Liberatory Inquiry

Room 102-AB (100 Level)

Educational research is rarely linear when rooted in community, ancestral commitments, and long-term accompaniment. Grounded in Double Dutch Methodology, we argue for justice-oriented inquiry centered on reflexivity, relationality, and relevance. We ask how researchers "keep time" with participants and what new possibilities ethical, creative attunement opens.

Presenters: Enettie Malangano
Olivia McNeill
Yingyuan Sun, University of Massachusetts Amherst

P SESSIONS — 1:15–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Early Childhood Education Strand***

P.36 Little Writers, Big Ideas: Ignite Curiosity and Inspire Diverse Young Writers to Cultivate K–3 Reading and Writing in Authentic Contexts

Room 120-C (100 Level)

Our panel of literacy and SPED instructional coaches illuminates the process of inspiring young writers with unique learning needs to design and differentiate a PBL project. Through the lens of PBL, we share practices that draw on the principles of process writing and UDL frameworks to foster student imagination. Panelists detail how teachers' initial apprehension gave way to joyful innovation.

Presenters: Beth Carr, Cooke School and Institute
Aliza Kushner, Cooke School and Institute
Adjowah Scott, Cooke School and Institute

M ***New & Early Career Teacher Strand***

P.37 Navigating Year One: How to Survive and Stay Inspired during the First Year of Teaching

Room 120-B (100 Level)

As first-year teachers, each of us has to navigate our way through a new job position and still find a way to keep our voices within each lesson that we make. Our goal for our first year in the classroom was to find ways to stay inspired among the sea of opinions and voices surrounding education in today's climate. Our goal is to share our ideas and experiences to keep the teaching passion alive.

Presenters: Zoe McDowell, Montevideo Middle School, Rockingham County
Kaleigh Phelps, Benton Middle School, Prince William County
Liz Shanks, Loudoun County Public Schools

G ***NWP Strand***

P.38 Our Questions Can Change the World: Re-Imagining Research in Innovative Student and Teacher-Led Community Projects

Room 119-B (100 Level)

Teachers and students from the Boston Writing Project, the Boston Teacher's Union, and the Boston Debate League present how partnering for small projects equipping teachers with inquiry practice and research skills have had an outsized impact in empowering teachers and students to bring new skills and knowledge to their schools and communities.

Presenters: Jessica DellAquila, Boston Writing Project/Edward M. Kennedy Academy of Health Careers
Mary Dibinga, Boston Latin Academy/Boston Public Schools
Pamela Doiley, Ruth Batson Academy
Jennie Hallisey, Boston Writing Project/Boston Day and Evening Academy
Dominique Herard, Boston Writing Project/Public Schools of Brookline

E

P.39 Partnering with Families of Students with IEPs: Universal Design for Literacy Growth at Home and School

Room 105-B (100 Level)

In this session, presenters will address a topic not often explored in literacy education: the role of collaboration between teachers and families of children with learning disabilities. Dividing the content based on their respective experiences as educators, parents, and UDL experts, the panel will address powerful factors in making this collaboration not only possible but powerful.

Presenters: M. Colleen Cruz, M.C.Cruz LLC
Kaehla Hershey-Silva, Reidenbaugh Elementary School
Connie Pertuz-Meza
Sarah Scheldt
Stacey Shubitz

M S C T ***NWP Strand***

P.40 Permissible Imperfection: Drafting, Doubting, and Doing the Thinking

Room 121-A (100 Level)

While we tell students that perfectionism is (as Anne Lamott writes) "the voice of the oppressor," they still often value polish over process and inquiry. This interactive and thought-provoking session examines practical strategies for guiding students from blank page to revision, connecting sentence-level work to paper-level coherence while fostering agency, risk-taking, and meaning-making.

Session Chair: Brandon Abdon, Western Kentucky University
Presenters: Beverly Ann Chin, University of Montana
Kristie Ennis, University of Louisville

M S C T ***LLA Strand***

P.41 Reading Monsters: Bringing Social Issues into the Classroom through Critically Examining the Monsters in Comics

Room 109-A (100 Level)

This session explores comics' potential for examining social issues by critically analyzing monsters. Bringing lenses of race, gender, and queerness, we examine how comics can act as kaleidoscopes, bending reality to complicate our thinking and highlight stories pushed to the margins. Attendees will leave with innovative ideas for incorporating monsters and critical inquiry into their curriculum.

Presenters: Zander Nowell, University of Colorado Boulder
Alexandria Smith, University of Illinois Urbana-Champaign
Taylor Smith, University of Pennsylvania

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *LGBTQIA+ Strand*

P.42 Reading Requires Books: Imagining a More Hopeful Future for Teachers Navigating Censorship

Room 118-B (100 Level)

Book censorship—direct, self, or quiet—continues to be a question of "when" not "if" for most English teachers, but our collective hope is that censorship is not the future of our classrooms. Panelists in this session share connected topics on censorship and invite participants to engage in discussion around these ideas. Participants will leave the session with action items and advocacy moves.

Presenters: Carlin Borsheim-Black, Central Michigan University
Katharine Covino-Poutasse, Fitchburg State University
Ann David, University of the Incarnate Word
Ricki Ginsberg, Colorado State University
Wendy Glenn, University of Connecticut
Cody Miller, SUNY Brockport

E T R *LLA Strand*

P.43 Reimagining Read-Alouds through Trilingual and Multimodal Pedagogy

Room 105-A (100 Level)

Do you want to learn strategies and resources for teaching literacy with trilingual students? The panel will model a trilingual read-aloud and share multimodal activities, including oral narration, gestures, visuals, and collaborative talk. Participants are invited to join the discussion and leave with culturally responsive literacy practices that challenge English-only norms for young learners.

Presenters: Sally Brown, Georgia Southern University
Maria Rodriguez-Maldonado, Pulaski K–8 School
Yang Wang, University of South Carolina
Jing Zhang, Carver-Lyon Elementary School

M S R *Rainbow Strand*

P.44 Rigorous Survival: Youth of Color's Aesthetic Literacies as Celebration, Carceral Refusal, and Deft Imagination

Room 121-B (100 Level)

Our panel presentation invites dialogue across five educator-researchers' collaborations with youth of color engaging in aesthetic multiliterate work in after- and out-of-school learning spaces. In the spirit of this year's conference theme, we contemplate the evolving aesthetic innovation youth of color harness through their multiliterate imaginings and celebrations of freedom.

Session Chair: Grace Player, University of Connecticut
Presenters: Justin A. Coles, University of Massachusetts, Amherst
monét cooper, University of Michigan
Autumn Griffin, University of North Carolina, Charlotte
Ankhi Thakurta, Boston College

G *ELATE Strand*

P.45 Stories and Pedagogies of Black Creators That Ignite the Radical Imaginations of Young People

Room 201-C (200 Level)

Books by Black creators help young people confront the present and prepare for the future. Panelists will share and model texts and teaching that ignites children's radical imaginations to develop new visions of hope, freedom, and love.

Moderator: Sonja Cherry-Paul, Red Clay Educators
Presenters: Elizabeth Acevedo, HarperCollins Children's Books
Autumn Allen, Penguin Random House
K. Ancrum, HarperCollins Children's Books
Mahogany L. Browne, Random House Children's Books
Jumata Emill, Random House Children's Books
Chrystal D. Giles, Random House Children's Books
Cheryl Hudson, Just Us Books
Wade Hudson, Penguin Random House
Dawnavyn James, Stockton University
Ainissa Ramirez, MIT Kids Press/Candlewick Press
Nikkolas Smith, Scholastic
Jamilah Thompkins-Bigelow, Random House Children's Books



P SESSIONS — 1:15–2:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S ***LLA Strand***

P.46 Teachers as Readers: Cultivating Book Love with YA Authors and Each Other

Room 115-C (100 Level)

This interactive session honors and celebrates teachers' personal reading lives. Through a series of turn-and-talks interspersed with book conversation among award-winning YA authors, participants will share reading recommendations, discuss book resources, and learn about the role that book love plays in authors' lives and careers.

Presenters: Elana K. Arnold, HarperCollins
Gabriel Duckels, Random House Children's Books
Deborah Heiligman, Macmillan Children's Publishing Group
David Levithan
E. Lockhart, Random House
Randy Ribay, Penguin Random House

S C ***LLA Strand***

P.47 The Classroom as a Transnational Space: Literacies of Transnational Racialization, Empire, and Criticality with Transnational and Immigrant Youth

Room 202-B (200 Level)

This panel brings together scholars and practitioners who examine the experiences of transnational, international, and immigrant youth in secondary and postsecondary contexts as they interrogate race, racism, empire, and capitalism. We consider the dynamic transnational dimensions of critical and racial literacies that diverse diasporic students bring to bear on English-medium classrooms.

Presenters: Rita Kamani-Renedo, Stanford University
Nasiba Norova, Metropolitan State University
Vincent Pham, International High School at Prospect Heights

S C ***Community College Strand***

P.48 Third Space Writing Instruction: What Does it Take to Support Dual Credit Composition Instruction?

Room 107-A (100 Level)

Dual credit has been available to high school students for decades, with programs sending students to colleges to learn the material on a scholarly level. Now, concurrent composition courses have moved back into the high school, creating a student who is in neither high school nor college, but both. This participant study addresses the needs and supports for instructors in this new liminal space.

Presenters: Tiffany Larson, University of Central Oklahoma
Demi Mua, University of Central Oklahoma
Kaylie Thomas, University of Central Oklahoma

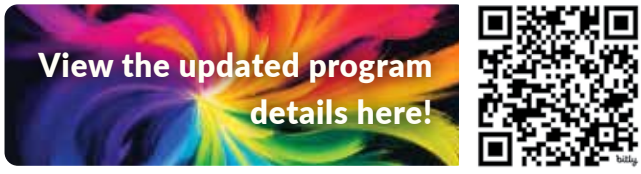
M ***LLA Strand***

P.49 Thrills, Chills, and Amazing Reveals: Innovative Nonfiction That Propels Readers Into the Past

Room 113-B (100 Level)

Contemporary nonfiction plays a crucial role in the reading and writing lives of K–12 students. This panel of amazing nonfiction authors offers thrilling accounts of past events that engage readers while providing insight into history and personal experience. Invitations, interactions, and extensions for classroom oral, written, and artistic strategies will also be shared.

Presenters: Rebecca E.F. Barone, Macmillan Children's Publishing Group
Cyndi Giorgis, Arizona State University
Brendan Kiely, MacKids
Marie LeJeune, Western Oregon University
Norman Ollestad, Macmillan Children's Publishing Group
Steve Sheinkin, Penguin Young Readers



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

Q.1 "Process Videos" to Promote and Support Authentic Student Writing in the Era of Gen AI

Room 111-A (100 Level)

A college writing teacher and a student describe a method for promoting and supporting authenticity in student writing in this time of AI: Students compose and submit easy-to-create "Process Narration Videos" in which, building on the draft mapping that is fundamental to word processing apps, students use audio and video to narrate their composing of a writing project.

Presenters: Veronica Medlock
Scott Warnock, Drexel University

M S

Q.2 When Emotions Light Up Learning: Illuminating ELA through SEL Practices

Room 107-B (100 Level)

Explore how social-emotional learning can illuminate students' understanding of literature. This interactive session offers practical tools—such as feelings wheels, body mapping, and narrative trackers—to help students connect emotionally with texts and strengthen both reading comprehension and narrative writing.

Presenters: Gena Page, Clarkston High School
La' Sherraneta Williamson, Clarkston High School

G

Q.3 Beyond the Essay: Adaptive Learning Strategies for Creative Writing Instruction

Room 203-A (200 Level)

This session introduces composition instructors to adaptive learning strategies that foster creativity through individualized instruction. Participants explore flash narratives and poetry with practical teaching demonstrations and engage in a hands-on writing activity. Attendees will receive a comprehensive guide covering additional writing forms including prose, comedy, plays, and songs.

Presenter: Kayla Ward, Calhoun Community College



Share your Convention stories this year!
#NCTE26

T ***ELATE Strand***

Q.4 Beyond the Script: Inspiring Preservice ELA Teachers to Imagine and Innovate outside Standardized Curricula

Room 113-B (100 Level)

This session brings ELA teacher educators together to rethink how we prepare preservice literacy teachers to exercise autonomy within standardized curricular contexts. Participants will engage in a dialogue about the challenges that arise when designing coursework and field experiences that help future ELA educators develop a professional identity and teach with purpose, despite curricular constraints.

Presenters: Jessie O'Brien-Sheats, Kutztown University
Patricia Pytleki

E ***Early Childhood Education Strand***

Q.5 Book Banning: How to Use the Allegorical Picturebook *Down with Lime Books!* to Open Conversations with Children about the Freedom to Read

Room 126-B (100 Level)

Join author Jan Zauzmer and teacher Alfonsina Paez for a lively session on book banning as seen through Jan's latest picturebook, *Down with Lime Books!* Packed with classroom takeaways, this rhyming allegory about a kid who rallies her classmates to stand up to the lime ban enables teachers to introduce children to the freedom to read and the power of young voices in the face of censorship.

Presenters: Alfonsina Paez, Samara Community School
Jan Zauzmer, Familius Publishing

E M S ***ELATE Strand***

Q.6 By Teachers, for Students: Designing a Culturally Responsive, Standards-Aligned Writing Curriculum without a Textbook

Room 113-C (100 Level)

Participants will explore curriculum design, including collaborative development, vertical and horizontal alignment, and selecting mentor texts that blend classical literature with Newark's cultural diversity. The session also covers challenges and successes in moving beyond basal-based models, offering practical strategies for districts developing or refining their curricula.

Presenter: Stephanie Francisco, Newark Board of Education

Q SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E T ***Rainbow Strand***

Q.7 Celebrating Latino Male Figures in Bilingual Picturebooks: (Re)Defining Masculinity

Room 204-C (200 Level)

The "macho" stereotype in the Mexican/Mexican American community perpetuates a harmful image for young Latino boys. This presentation focuses on picturebooks portraying Latino men as nurturing, emphasizing that being a man involves kindness and empathy. A critical content analysis of bilingual picturebooks depicting male characters will be shared before the audience conducts an quick analysis.

Presenter: Adeli Ynostroza, California State University, Bakersfield

M S T ***LLA Strand***

Q.8 Centering Joy and Identity in Published Curriculum

Room 203-B (200 Level)

Is there possibility of truly teaching a published curriculum "with fidelity" while also uplifting scholars' identities, skills, knowledge, criticality, and joy with mandated standards? Yes! These curricula can center students' identities while also attending to the joy factor and the requirements of state standards and fidelity. Participants will have dialogue and plan for their own classrooms.

Presenter: Allyson Smith, Argosy Collegiate Charter School

T ***ELATE Strand***

Q.9 Continuing to (Re)Imagine the Relationship between Methods Courses and K–12 Schools: Building Bridges through Checklists

Room 117 (100 Level)

In this session, two teacher educators present a clinical placement checklist meant to bridge the metaphorical and physical gap between university-based methods courses and K–12-based school placements. We introduce the checklist, as well as the ways the checklist functioned as a bridge across multiple methods courses and school placements.

Presenter: Lucy Arnold, Wingate University

G T R

Q.10 Corrected into Silence: Linguistic Justice in the Age of AI Writing Tools

Room 106-AB (100 Level)

AI writing tools can function as tools of linguistic imperialism, "correcting" diverse student expression into homogenized prose. Drawing on autoethnographic research grounded in my experience as a first-generation Appalachian educator, I share instructional moves for recognizing algorithmic erasure and integrating AI in ways that protect rather than erase student voice.

Presenter: Beth Wright, Kennesaw State University

M S ***ELATE Strand***

Q.11 Documenting a Year of Narrative Roleplay: How Story-Based Play Reimagines Literacy Instruction

Room 116 (100 Level)

This session documents a year-long implementation of narrative roleplay in secondary ELA classrooms and explores how story-based play reimagines reading, writing, speaking, and creative risk-taking through immersive, student-centered literacy experiences.

Presenter: Chris Broussard, Not Your Typical Teacher

G ***ELATE Strand***

Q.12 Don't Believe Everything You Believe (Moving beyond the CRAAP Test)

Room 118-A (100 Level)

Misinformation isn't just about bad sources; it's about how our own minds can trick us. In today's media-rich world, students must learn to check their own thinking. Our free Generation Skeptics lessons teach students to spot their personal biases and faulty logic, developing mindfulness and cultivating informed skepticism essential for reading and civic engagement.

Presenter: Bertha Vazquez, Generation Skeptics

G ***Research Strand***

Q.14 Everything Old Is New Again: The Low-Tech Writing Classroom as a Tool for Student Engagement

Room 125 (100 Level)

With a laptop on every desk and large language models now a staple in the academic and personal lives of many, composition and language arts instructors at all levels face the unique challenge of engaging their students with the difficult task of writing and finding voice. This presentation explores practical, low-tech strategies for fostering student engagement and authentic writing.

Presenter: Jill Erwin, Trine University

M S C T R ***ELATE Strand***

Q.15 Finding the Golden Thread: Connecting Shakespeare's World and Ours Using His "Problem" Plays

Room 119-A (100 Level)

This presentation demonstrates how a book club approach to Shakespeare's problem plays—*Measure for Measure*, *The Merchant of Venice*, *Othello*, and *The Winter's Tale*—helps students connect early modern society with their own. Participants will practice pre-reading activities, discuss mini-lessons on the structural components of the plays, and create examples of collaborative multimedia projects.

Presenter: Sheridan Steelman, Grand Valley State University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S *ELATE Strand*

Q.16 Finding the Spark: Strategies and Routines for Inspiring Students to Write Creatively in the ELA Classroom

Room 118-C (100 Level)

Participants will learn strategies for sparking creativity inspired by master teachers such as Penny Kittle, Rebekah O'Dell, and Matthew Dicks to create classroom routines that incorporate mentor text study and creative exercises to build confidence in young writers. Participants will leave with ready-made activities and suggested mentor texts.

Presenter: Jennifer Bonaldo, Amity Regional High School

E T R *Research Strand*

Q.17 From Designers to Redesigners: Navigating the Transition from Literacy Methods Fieldwork to Mandated Curricular Contexts

Room 124 (100 Level)

This case study follows one teacher's journey from a university preparation program to a high-stakes Texas classroom. With support from peers, she moved beyond "blue-sky" design to critically negotiate rigid instructional guidelines for writing instruction. Results suggest that teacher education can leverage co-design to equip early career teachers with tools to humanize mandated curricula.

Presenter: Molly Marek, The University of Texas at Austin

S C *Community College Strand*

Q.18 From Earbuds to Essays: Using Music to Build Community and Confidence in Writers

Room 102-AB (100 Level)

Tune in to how music-themed writing assignments can build community and confidence in all levels of writers. This session focuses on the *Soundtrack of My Life*, where writers create timelines of their lives, and connect key memories to relevant songs. Attendees will also receive resources for two more music-themed writing activities, the Prequel and Sequel, and a scaffolded literary analysis.

Presenter: Melissa Pilakowski

S *LLA Strand*

Q.19 From Reading to Restorying: How One Afro-Bahamian Girl Reimagines Literacy through Digital Storytelling

Room 111-B (100 Level)

This presentation examines one Afro-Bahamian girl's digital story to show how restorying functions as literacy innovation. Through images, sound, and narrative, she reimagines Black girlhood beyond dominant texts. The session highlights how digital storytelling supports critical literacy, identity work, and imaginative, student-centered classroom practice.

Presenter: Tiffany Meadows, University of Virginia

S C

Q.20 Grading Pains: Up Your Assessment Game and Enhance Student Learning

Room 105-A (100 Level)

This session investigates how grading conferences address common challenges in grading such as the burden on instructors and impersonal written feedback that students often ignore amid competing digital distractions and social media. Attendees will explore how to establish a validated feedback loop that benefits both teacher and student and encourages student ownership of their writing.

Presenters: Debra Courtright-Nash, Ferris State University
Tab London, Ferris State University
Heather Pavletic, Ferris State University
Jonathan Taylor, Ferris State University

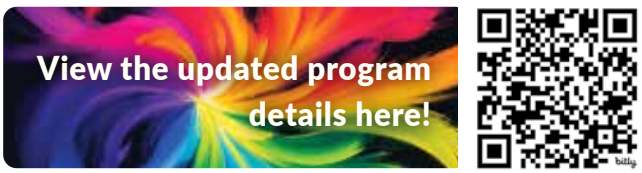
T *ELATE Strand*

Q.21 Holding On to Humanity: Literacy Teacher Preparation in Perilous Times

Room 118-B (100 Level)

Preservice teachers seek to teach literacy in humanizing and culturally sustaining ways, yet face politicized constraints in schools. This session shares how two literacy teacher educators prepare EC–6 teachers to navigate sociopolitical tensions while enacting humanizing pedagogy in restrictive contexts.

Presenters: Shannon Galvan, University of Texas
Jessica Murdter-Atkinson, University of North Texas



Q SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

T *ELATE Strand*

Q.22 Hope as Pedagogy and Practice in Teacher Education: Preparing ELA Teachers with a Hope Focus

Room 119-B (100 Level)

This session engages attendees in constructing a hope-centered vision for ELA education that moves toward purposeful, humanizing teaching practices. Grounded in hope theory, which defines hope as goal-directed thinking combining pathways (strategies) and agency (motivation), this presentation offers teacher educators practical frameworks and activities for building hope in teacher education classes.

Presenters: Nicole Sieben, SUNY Old Westbury
Joanna Sieben-Christensen, Bethpage UFSD/SUNY Old Westbury

S *ELATE Strand*

Q.23 I Like to Move It, Move It! Secondary Students Learning on Their Feet

Room 115-C (100 Level)

Physical activity improves cognitive functioning, memory retention, and creative thinking, while lowering stress. This interactive session offers practitioners illuminating "grab and go" methods—adapted from *Building Thinking Classrooms*—to teach literary devices, writing skills, vocabulary, and even Shakespeare. See how to integrate motion while promoting engagement and thinking.

Presenter: Renee Brown, Peters Township Middle School

M *ELATE Strand*

Q.24 Imagine the Self, Innovate the Story: Literacy Timelines and Kintsugi Poetry as Pathways to Agency and Identity

Room 120-B (100 Level)

Participants will explore how literacy timelines and Kintsugi poetry help students imagine their literacy identities, reframe struggle as strength, and reclaim agency. This session shares reflective, arts-based practices that innovate traditional literacy instruction and inspire students to see their stories, languages, and experiences as powerful sources of learning.

Presenters: Eva Goins, Northwest Independent School District/Texas Council of Teachers of English Language Arts
Helen Read, Worthington Middle School

E M S T *LLA Strand*

Q.25 Inclusive Narratives: Designing Literacy Units Where Every Voice Matters

Room 121-B (100 Level)

What happens when we teach from the heart of our students' interests? Explore writing experiences that integrate reading, writing, listening, and speaking through the lens of student agency and inclusion. Discover the value of writing with other classrooms—specifically connecting general education, ENL, and/or special education settings—to create a climate where every voice is heard and celebrated.

Presenter: Melissa McMullan, Comsewogue School District

S C T *Rainbow Strand*

Q.26 Indigenous Fiction & Culturally Specific Understandings: Culturally Responsive Pathways to Dense Understanding

Room 126-A (100 Level)

I offer examples of how fiction provides insight and extends how teachers and students learn about other cultures. I use a culturally sensitive analytical process to model culturally responsive approaches to reading and teaching Lakota/Dakota literature. I suggest that this process deepens understanding of Lakota/Dakota culture and of oneself, and improves cultural relations through understanding.

Presenter: Jody Rust, University of Michigan

C *Community College Strand*

Q.27 Inspiring Composition Students through Community Engagement

Room 105-B (100 Level)

This presentation explores the value of experiential learning initiatives for the composition course. In particular, it evaluates the efficacy of community engagement and volunteering as a method for inspiring students in the first-year writing course to improve their written and oral communication skills. Such activities remind students that writing is a vital tool for making real-world change.

Presenter: Kelly Aliano, LaGuardia Community College, CUNY



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***LLA Strand***

Q.28 Inspiring Hope and Imagining Possibilities with Latinx Children's Picturebooks

Room 204-B (200 Level)

Presenters will facilitate an interactive dialogue with participants using a selection of award-winning Mexican American picturebooks. As participants engage with examples from each of the featured picturebooks, presenters will utilize critical questions for analyzing the texts and will share ways in which these counternarratives can inspire hope and imagination among students.

Presenters: Jesse Gainer, Texas State University-San Marcos
Nancy Valdez-Gainer, Texas State University

S ***LLA Strand***

Q.29 Inspiring Joy with Vocabulary Instruction

Room 103-C (100 Level)

Strong vocabulary remains essential to academic success, but more students today substitute fast-paced digital skimming for reading. This session presents practical strategies that empower educators to compete with near-constant technological distractions and embed engaging vocabulary instruction into high school English classrooms.

Presenter: Margot MacKay, Cherry Hill Public Schools

G ***LLA Strand***

Q.30 Joy at the Intersection of Critical and Disciplinary Literacy

Room 121-C (100 Level)

This session explores how critical and disciplinary literacy frameworks can be utilized together to "push the boundaries" of literacy instruction. Drawing on fifth-grade classroom research, the session brings the frameworks to life through equitable sensemaking units, their centering of identity, power, and disciplinary literacies opening the space for joy.

Presenters: Jessica McCullough, West Chester Area School District
Heather Waymouth, West Chester University

T ***ELATE Strand***

Q.31 Learn Alongside the Best: Developing White Preservice Teachers' Racial Literacy with Black Clinical Educators

Room 201-AB (200 Level)

Using kitchen-table talk and arts-based research methods, Black ELA clinical educators served as both participants and co-researchers, engaging in relational, culturally grounded inquiry that foregrounds dialogue, reflection, and creative knowledge production. The session explores how these collaborative partnerships shape preservice teachers' understanding of their racial identity development.

Presenters: Mariam Dukuray, Thomas McKean High School/Red Clay Consolidated School District
Michelle Gamble, Delcastle Technical High School/New Castle County Vo-Tech
Kisha Porcher, University of Delaware
Taria Pritchett, Mount Pleasant High School
Evangeline Thornton
Janoah Wynn

M S C

Q.32 Process over Product: Strategies to Illuminate Student Thinking

Room 107-A (100 Level)

Writing instruction is about more than just the final product; it's about the critical thinking and decision making that happen throughout the process. This session will present a range of practical strategies to emphasize and assess the work that happens during the writing process, illuminate student thinking, and increase the authenticity of writing tasks.

Presenter: Emily Malovich, Sharpsville Area High School

M S C T ***New & Early Career Teacher Strand***

Q.33 Prompting Deeper Discussions: How to Ensure That Class Conversations Really Pop

Room 122-B (100 Level)

Sometimes, it's really just the prompt! A lot of times, when class discussions go flat, we blame our personalities, the lethargy of "kids these days," or the curriculum. But often, if we had just asked the question a different way, sharpening our wording or approach, we would have had success. This session is about how to craft powerful discussion questions, the ones that get students fired up!

Presenter: Matthew Kay, Science Leadership Academy

Q SESSIONS — 2:45–3:15 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***LLA Strand***

Q.34 Publishing beyond the Classroom: A Framework for Writing to Authentic Audiences

Room 121-A (100 Level)

This session introduces a framework for digital publishing that supports writing for authentic audiences through intentional use of digital tools. By organizing publishing decisions around audience and interaction, teachers can design writing experiences that foster creativity, critical problem-solving, and meaningful communication beyond classroom walls.

Presenters: Amanda Shimizu, Eastern Kentucky University
Jill Sylvia

E ***Early Childhood Education Strand***

Q.35 Reimagining Reader Response Journals to Engage Readers and Writers as Placemakers

Room 108-A (100 Level)

A child's sense of place is linked to a sense of belonging, but the implications of placemaking in the lived experiences of child readers is a new consideration in language arts curricula. This session invites participants to be immersed in a place-based approach to reader response journals, "Readerly Explorations," that connects literacy identity to place identity in authentic and interactive ways.

Presenter: Sarah Fischer, Messiah University

R ***Early Childhood Education Strand***

Q.36 Relational Repair in Picturebooks: Narrative Models for Relational Difficulty and Connection in Literacy Classrooms

Room 103-A (100 Level)

This study examines how contemporary picturebooks narratively represent conflict and connection. It explores how stories model care during relational difficulty, processes of recovery, and sustained connection, offering educators conceptual tools for guiding discussions beyond moral lessons and supporting restorative classroom communities.

Presenter: Bambi He, University of Pennsylvania

G T ***ELATE Strand***

Q.38 Robot, Revise This: Teaching Voice in an AI World

Room 120-A (100 Level)

As generative AI tools enter writing classrooms, teachers face urgent questions about voice and authorship. This session demonstrates practical strategies for using AI as a revision partner—rather than a replacement—helping students strengthen voice, agency, and intentional writing choices. Teachers need to feel empowered to use AI; practical strategies and tools in this session provide confidence.

Presenter: Danielle Alric, McDaniel College

C T ***LGBTQIA+ Strand***

Q.39 Stories That Teach Belonging: Inclusive Literature in Teacher Education

Room 115-A (100 Level)

This session explores how inclusive literature supports empathy, identity, and belonging in teacher education. Drawing on a required diversity in education course, the presenter shares how preservice and practicing teachers use LGBTQIA+ affirming texts, bibliotherapy practices, and inclusive book lists to reflect on representation and design inclusive literacy classrooms.

Presenter: Kelly Thelen, Southwest Minnesota State University

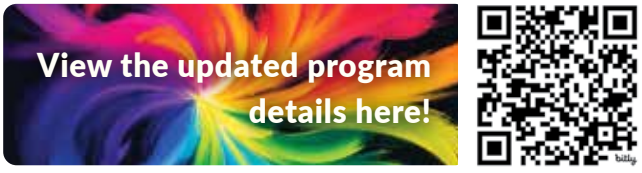
M S ***LLA Strand***

Q.41 The Importance of Fun: Journaling, Joy, and Improv Practices to Build Inspiration, Imagination, and Creativity within Us and within Our Students

Room 202-B (200 Level)

Inspired by Catherine Price's *The Power of Fun* and Philip Bernardi's *Improvisation*, we explore the power of imagination, journaling, and creativity/improv as tools to bring to fruition our students' insight and power. We will share how these tools inspire students, while inviting attendees to consider how their own imagination/playfulness practices can affect their students and their colleagues.

Presenter: Allison Ferrier, Somers High School



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T ***LLA Strand***

Q.42 The Kitchen Table Classroom: Honoring Difference through Perspective

Room 109-B (100 Level)

Participants will experience the Kitchen Table Classroom—an instructional routine where voice precedes evaluation and conversation becomes the engine for writing. Grounded in kitchen table research and critical love, this session models literature engagement through multimodal anchor texts, affirming that literature is not only what's bound—it's what's read, heard, watched, and lived.

Presenter: Shonterrius Lawson-Fountain, Center Point High School

E M ***NWP Strand***

Q.43 The Protocols That Saved Me: Using NYCWP Practices to Navigate Curriculum Change

Room 204-A (200 Level)

This session presents a practitioner account of how New York City Writing Project protocols sustained student engagement and in-between writing during a shift to a scripted curriculum. Participants experience a classroom-tested protocol that creates space for student thinking, joy, and meaningful writing within curricular constraints.

Presenter: Marina Pisto Lombardo, Pocantico Hills Central School District, Sleepy Hollow, NY

C ***Community College Strand***

Q.44 Reframing the Writing Classroom: Inspiring Students to Think Globally and Act Locally on Issues That Matter to Them

Room 122-A (100 Level)

This session explores how faculty at a two-year college revamped their writing course to help students identify an issue that matters to them and then explore it on a global, national, and state level before they solve it on a local level. This session has direct implications for educators of all levels who want to inspire students to think globally and act locally.

Presenter: Marsi Franceschini, University of North Carolina at Charlotte

S ***LLA Strand***

Q.45 Three Strategies for Using Documentaries to Teach Literacy

Room 103-B (100 Level)

Documentaries are dynamic, argumentative texts students can read, question, and evaluate. This session shares three classroom-ready strategies that can be easily scaffolded to support emerging bilingual students as they analyze claims, evidence, and tone to deepen literacy learning in ELA and across content areas. Participants will also gain access to William & Mary's new PD platform for educators.

Presenters: Samantha Futrell, William & Mary
David Olson, Retro Report

E M ***Early Childhood Education Strand***

Q.46 Vocabulary Matters: Empowering Students to Access Literature and Content-Area Texts

Room 108-B (100 Level)

Vocabulary is critical to students' reading and writing success, impacting word reading, spelling, comprehension, and writing. This session explores effective ways to build vocabulary breadth, depth, and fluency through intentional instruction and student engagement. Participants will learn a practical approach and digital tools adaptable across ages within an MTSS framework.

Presenters: Kim Collins, IMSE
Grace Biener, Passaic Public Schools

S C T ***ELATE Strand***

Q.47 You Are the Curriculum, Too: Designing Sustainable Practices to Stay in the Work

Room 123 (100 Level)

Teaching writing is cognitively and emotionally demanding work. This session reframes burnout as a professional sustainability issue and offers realistic, habit-stacked, embodied strategies that support teachers, clarify instruction, and stay in the work without adding more to already full plates.

Presenter: Jennifer Stumphy, Cornwall-Lebanon School District

E ***Early Childhood Education Strand***

Q.48 Critical Care Praxis: Cariño Pedagogy and Culturally Relevant Teaching in an Early Childhood Literacy Classroom

Room 109-A (100 Level)

We invite teachers into an early childhood literacy conversation that unpacks how a first-year teacher navigates mandated High Quality Instructional Materials while enacting culturally relevant teaching. Anchored in cariño (critical care), this presentation highlights instructional adaptations that affirm students' identities through family, culture, language, ancestry, and community connections.

Presenters: Yvette Regalado, The University of Texas at San Antonio
Carissa Trevino, Bellaire Elementary School

Q-S SESSIONS — 2:45–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C ***Community College Strand***

Q-S.1 Workshop: Cultivating a Love of Lifelong Reading for College Students

Room 104-AB (100 Level)

Sponsored by the College Section & the Two-Year College English Association (TYCA)

Attendees will explore strategies for helping students in college English and humanities courses become lifelong readers. Participants will reflect on their own experiences with joyful reading that created a foundation for their work as literacy educators. Activities will include reflective writing, lightening rounds of teaching ideas for helping students become engaged readers, and interactive small group discussions on strategies for helping college students develop a love of reading. Participants will also learn about ways to connect with other college literacy educators through the TYCA Reading Network. Concurrent enrollment high school instructors are invited to attend.

Session Chairs: Jonathan Bush, Western Michigan University, Kalamazoo
Joanne Baird Giordano, Salt Lake Community College
Presenters: Matthew Colburn, Suffolk County Community College
Joanne Baird Giordano, Salt Lake Community College
Althea Hughes, Harford Community College
Stephanie Maenhardt, Salt Lake Community College
Sam McManus, Mohawk Valley Community College
Kris Messer, Community College of Baltimore County
Cheryl Hogue Smith, Kingsborough Community College

T ***NWP Strand***

Q-S.2 NWP Site Development: Illuminating the Network

Room 201-C (200 Level)

Are you looking for ideas to develop your National Writing Project site? This session provides an opportunity for NWP site leaders to connect in person and to share best practices across sites. All educators interested in learning more about NWP are welcome, regardless of whether they are currently affiliated with an NWP site.

Session Chairs: Tanya Baker, National Writing Project
Kristen Hawley Turner, Drew University
Roundtable Leaders: Brittany Ahnrud, Rhode Island Writing Project
Kerry Alexander, University of Maryland Writing Project
Cara Anderson, Northern Shores Storywork Writing Project (MI)
Juan Araujo, National Writing Project of North East Texas
Sheila Benson, Iowa Writing Project
Megan Breaux, National Writing Project of Acadiana (LA)
Tracy Brosch, Gateway Writing Project (MO)
Susan Browne, Rowan University Writing Project (NJ)
Stephanie Buelow, Hawai`i Writing Project
Jen McLaughlin Cahill, Philadelphia Writing Project (PA)
Rowena Capuno, Hudson Valley Writing Project (NY)
Stephanie Cassell, Appalachian Writing Project (VA)
Heather Caswell, Flint Hills Writing Project (KS)
Kamshia Childs, National WP of North East Texas
Bryan Ripley Crandall, Connecticut Writing Project-Fairfield
Tina Curry, Illinois Writing Project
Toby Daspit, National Writing Project of Acadiana (LA)
Celeste Del Russo, Rowan University Writing Project (NJ)
Camille Despain, South Coast Writing Project (CA)
Tyler Dettloff, Northern Shores Storywork Writing Project (MI)
Tim Dewar, South Coast Writing Project (CA)
Mary Dibinga, Boston Writing Project (MA)
Pamela Doiley, Boston Writing Project (MA)
Tim Duggan, Illinois Writing Project
Jessica Early, Central Arizona Writing Project
Meghan Edinger, West Chester Writing Project (PA)
Kirstey Ewald, Iowa Writing Project
Ted Fabiano, Colorado State University Writing Project
Jen Freed, Philadelphia Writing Project (PA)
Thor Gibbins, Leatherstocking Writing Project (NY)
Dana Griffo, Southern Nevada Writing Project
Elizabeth Hale, Seven Bridges Writing Project (FL)
Rebecca Harper, Augusta University Writing Project (GA)
Matthew Hartman, Indiana Writing Project
Dominique Herard, Boston Writing Project (MA)
Crag Hill, Oklahoma Writing Project
Jill Hoort, Red Cedar Writing Project (MI)
Janet Johnson, Rhode Island Writing Project
JoAnn Jones, Southern Nevada Writing Project
Benjamin Koch, Southern Nevada Writing Project
H. Michelle Kreamer, National Writing Project of Acadiana (LA)
Sophie Ladd, Southern Nevada Writing Project
Kristine Lafferty, Rowan University Writing Project (NJ)
Jeffrey Lawton, Rhode Island Writing Project
Rebecca Limoges, Rhode Island Writing Project
Kathryn Ludwig, Indiana Writing Project
Midge Madden, Rowan University Writing Project (NJ)
Laura Mahalingappa, University of Maryland Writing Project
Russell Mayo, Illinois Writing Project
Tom Meyer, Hudson Valley Writing Project (NY)
Clarice Moran, Appalachian Mountains Writing Project (NC)
Missie Morral, Endless Mountains Writing Project (PA)
Mary Neville, Detroit Writing Project (MI)
Shanedra Nowell, Oklahoma State University Writing Project
Cindy O'Donnell-Allen, Colorado State University Writing Project
Denise Patmon, Boston Writing Project (MA)
Tonya Perry, Miles College Red Mountain Writing Project (AL)
Maggie Peterson, University of Maryland Writing Project

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Cecily Pinch, Colorado State University Writing Project
Leilya Pitre, Southeastern Louisiana Writing Project
Lisa Pogue, National Writing Project of North East Texas
Jenny Putnam, Colorado State University Writing Project
Robert Rea, West Chester Writing Project (PA)
Rebecca Redlon, Southern Maine Writing Project
Yvette Regalado, San Antonio Writing Project (TX)
Carol Revelle, National Writing Project of North East Texas
Beth Rimer, Ohio Writing Project
Kel Sassi, Northern Shores Storywork Writing Project (MI)
Amanda Schear, Philadelphia Writing Project (PA)
Pauline Schmidt, West Chester Writing Project (PA)
Ellen Shelton, University of Mississippi Writing Project
Heather Short, Appalachian Writing Project (VA)
Elizabeth Singleton, University of Maryland Writing Project
Laura Slay, National Writing Project of North East Texas
Trixie Smith, Red Cedar Writing Project (MI)
Rebecca Stortz, San Antonio Writing Project (TX)
Dorothy Suskind, Southside Virginia Writing Project
Jameka Thomas, Miles College Red Mountain Writing Project (AL)
Hillary Walker, Bay Area Writing Project (CA)
Nanci Werner-Burke, Endless Mountains Writing Project (PA)
Marcy Wilburn, San Antonio Writing Project (TX)
Janikka Winfree, Detroit Writing Project (MI)

NOTES

R SESSIONS — 3:30–4:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Early Childhood Education Strand***

R.1 Cooking Up History: Inspiring Young Readers and Writers through Recipes and Stories

Room 108-A (100 Level)

How do we use food and recipes in the literacy classroom to access histories and enhance reading and writing skills? This session invites participants to examine the power of recipes as meaningful texts in order to age-appropriately access complex histories. Participants will leave with actionable ideas for guiding students in collecting and sharing family stories through recipes.

Presenter: Gabrielle Deveaux, Greene Street Friends School

S

R.2 "We Exist": Counternarratives, Appalachian Youth, and the Power of Storytelling on TikTok

Room 111-A (100 Level)

Dominant narratives persist about Appalachia; however, Appalachian youth are turning to social media to engage in digital counternarratives. ELA educators can explore how these youth challenge dominant narratives, how they center marginalized voices, and how ELA curriculums can engage in social media literacies to support adolescents to critically analyze truth and narrative. Attendees will learn about how social media spaces like TikTok have the potential to be places of learning, activism, and community for marginalized students in rural areas. We will also discuss the importance of social media literacies, especially critical media literacies, in this age of mis/disinformation.

Presenter: Emily Cobb, Clemson University

G

R.3 A Linguistic Pedagogy of Love: Strength-Based Asset Approach for Our Multilingual Learners

Room 107-B (100 Level)

Traditional approaches to multilingual education often focus on gaps and deficits, yet our students bring rich linguistic and cultural assets that should be at the heart of instruction. This session will explore how shifting to a multilingual mindset transforms instruction by centering student strengths.

Presenter: Beth Puma, Beth Puma Consulting

S C ***Rainbow Strand***

R.4 Beyond the Single Story: Collaborative Visual Counternarratives in Puerto Rican First-Year College Composition

Room 204-C (200 Level)

This presentation shares a scaffolded approach for teaching multimodal composition in first-year writing. Drawing from classroom implementation, it demonstrates how students analyze cultural stereotypes through critical readings, examine visual texts perpetuating misconceptions, and collaboratively create "postcards" as counternarratives using design principles and rhetorical analysis.

Presenter: Anyeliz Pagán-Muñoz, Inter American University of Puerto Rico-Bayamon

E

R.5 Building Bridges with Families: After-School Community Meetings and Zines as Classroom Knowledge

Room 203-A (200 Level)

This session highlights a collaborative project that strengthens connections between schools and families by hosting after-school meetings that foster community, address concerns, and celebrate families' knowledge. The project culminates in the creation of zines, collaborative, multimodal publications for families to share their experiences, cultural traditions, and expertise with classrooms.

Presenters: Venessa Alonzo, Bastrop Independent School District
Ana Carrasco, The University of Texas at Austin
Dora Diaz, The University of Texas at Austin

S ***LLA Strand***

R.6 Co-Teaching as Endless Possibility: Student-Centered Co-Teaching Practices to Support Literacy Goals in the ELA Classroom

Room 103-B (100 Level)

Integrated co-teaching is common in ELA secondary classrooms, yet established models can feel limiting or misaligned with literacy goals. This session reimagines co-teaching models as flexible tools for designing responsive, inclusive curricula, and shares concrete strategies and examples that leverage co-teaching to support students' critical inquiry and creative expression.

Presenters: Laura Rigolosi, Teachers College, Columbia University
Jacqueline Stolzer, Teachers College, Columbia University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *ELATE Strand*

R.7 CommUNITY Cues: An Innovative and Equitable Practice to Engage Every Student in Classroom Discussions

Room 113-C (100 Level)

In this session, participants will identify and practice key CommUNITY Cues to experience culturally sustaining discussion strategies that strengthen student–student and student–teacher interaction, collaboration, and engagement. Participants will explore how CommUNITY Cues can be implemented to support academic achievement and will learn practical approaches for assessing their impact.

Presenters: Candice Hardin
Kisha Porcher, University of Delaware

S *LLA Strand*

R.8 Creative Assessment as Evidence of Learning: Music, Reflection, and Student Voice in ELA

Room 203-B (200 Level)

This session explores how performance-based creative assessments can document student learning while elevating voice and innovation. Using a Senior Soundtrack project supported by reflective writing, blogging, and literary analysis, participants will examine how intentional assessment design preserves rigor while inviting creativity, synthesis, and meaningful student engagement.

Presenter: Renee Lee, Nandua High School

G *Rainbow Strand*

R.9 Culture Is the Backbone of Our Students' Reading Lives!

Room 115-C (100 Level)

When students see their culture and heritage reflected in text, reading shifts from a chore to a "mirror." We will share a curated collection of diverse texts for elementary and middle schoolers that honor their identities and spark a lifelong love of literacy. These texts also provide other students with "windows and sliding glass doors" into other students' identities.

Presenters: Andrew Hacket, Author/Educator
Greg Micek, Maercker School District 60/Holmes Primary School
Katie Russell, Murphysboro Middle School

S *LLA Strand*

R.10 Curriculum Revision as Praxis

Room 109-B (100 Level)

Join us to explore the curriculum-revision-as-praxis model used to improve a reading intervention curriculum in three states. You will learn to engage in your own curriculum revision inquiry cycle.

Presenters: Paloma Aranda, Christine Duncan Charter School
Jenell Krishnan, WestEd

S C T *ELATE Strand*

R.11 Disrupting Master Narratives: Black Young Adult Men's Literacy as Social, Cultural, and Economic Practice

Room 117 (100 Level)

Schooling for Black young adult men and boys is often laden with master narratives of oppression hammered through texts, policy, and class practices. This session engages participants in fostering teaching with inclusion, equity, and value. Literacy must evolve with lived experiences reflecting life in and out of school for pertinence in the lives of Black young men and boys.

Presenter: LaNorris Alexander, The Ohio State University

C T *New & Early Career Teacher Strand*

R.12 Empowered, Not Overpowered: Mindset Shifts and the 4 R's Framework for Resilient Teaching

Room 122-B (100 Level)

While teaching is one of the most meaningful professions, navigating its daily demands can leave even the most enthusiastic and well-prepared educators feeling overwhelmed. This engaging, interactive session introduces a proven mindset strategy—the 4 R's Framework—designed to support emotional resilience and provide an actionable plan for staying empowered and connected to the profession.

Presenter: Diane Manser, Teaching Is Emotional, LLC

M S T *ELATE Strand*

R.13 Fighting Book Bans: The How, Why and Insider Tips from Educators Who Have Done It . . . and Won

Room 113-B (100 Level)

In 2021, the Central York school district enacted a sweeping, racist book ban. Patricia and Ben will talk about their experience working with the Panther Anti-Racist Union—a student-led organization that stood up to, and beat, two city-wide book bans. Then, they will review the playbook that "the other side" uses to censor reading, discussing how you can combat book bans using tips from BAN THIS!

Presenters: Ben Hodge, Panther Anti-Racist Union/Central York High School
Patricia Jackson, Panther Anti-Racist Union

R SESSIONS — 3:30–4:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S T R ***LLA Strand***

R.14 From Deficit to Strength: An Autoethnographic Look at Funds of Knowledge of English Learners in Multilingual Classrooms

Room 121-B (100 Level)

This autoethnographic study examines how teachers intentionally leverage multilingual English learners' funds of knowledge to enhance literacy development. It provides practical strategies for recognizing students' identities, languages, and cultural backgrounds, fostering inclusive and supportive learning spaces that bridge home, school, and community while building on their strengths.

Presenter: Kunti Adhikari, Michigan State University

G T R

R.15 From Discomfort to Sustained Antiracist Praxis: What Teachers Say They Need to Keep Going

Room 106-AB (100 Level)

Drawing on a qualitative study of teachers engaged in antiracist learning, this session centers teacher voices to examine how antiracist praxis is sustained—and what this means for culturally and linguistically diverse students' access, voice, and belonging.

Presenter: Kathryn Stilwell

E M S ***ELATE Strand***

R.16 From Lesson Plans to Living Writing: Creating Imaginative, Innovative, and Inspirational Student Writing

Room 119-A (100 Level)

This session helps teachers turn writing lesson plans into high-impact workshop instruction. Using Chris Jennings Dixon's edited collection *Lesson Plans for Teaching Writing,* participants explore adaptable mini-lessons, student-centered routines, and mentor-text moves that build confident writers in a fun and creative way.

Presenter: Erica Braunlinger, Archdiocese of Philadelphia

M S ***LLA Strand***

R.17 From Page to Practice: Using Genius Hour to Connect Student-Selected Literature to Real-World Inquiry

Room 202-B (200 Level)

This session explores how Genius Hour projects can be embedded into secondary English language arts using individually chosen, teacher-approved novels. Participants will learn a classroom-tested model that links independent reading to research, writing, and real-world creation while increasing student agency, rigor, and reflective assessment.

Presenter: Alison Bernat, Marion Center Area School District

M S ***Rainbow Strand***

R.18 Grammar as Cultural Affirmation: Teaching Conventions through African American, Latinx, Indigenous, and AAPI Mentor Texts

Room 120-A (100 Level)

This session demonstrates how required grammar standards can be taught through excerpts from African American, Latinx, American Indian, Asian American, and Pacific Islander authors. Participants learn practical routines that pair punctuation, syntax, and vocabulary with culturally affirming discussion so students strengthen writing skills while seeing their languages and identities valued.

Presenter: Stephanie Ford, Murray State University

M S C T ***ELATE Strand***

R.19 Humanizing the Language Arts Classroom: A Framework for Choosing Young and New Adult Literature

Room 119-B (100 Level)

This presentation offers secondary language arts teachers a framework for choosing young and new adult literature in order to build humanization in the classroom. I will include a background of humanizing pedagogy and discuss how YAL and NAL texts can support it. Participants will be able to discuss and share their own text ideas and how they could practically use the framework in their classroom

Presenter: Kristen Henry, Sam Houston State University

M S ***ELATE Strand***

R.20 Illuminating History through Book Feasting: Imagine, Innovate, and Inspire with the *Logan Family Saga*

Room 120-B (100 Level)

Explore how Book Feasting brings Mildred D. Taylor's *Logan Family Saga* to life in middle school classrooms. This interactive session models a culturally responsive, discussion-based strategy that builds background knowledge through inquiry, critical thinking, social-emotional learning (SEL) skills, and engagement with historical fiction, identity, and justice.

Presenters: Mary Jade Haney, Horrell Hill Elementary School
Deedra Lee, Southeast Middle School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M *ELATE Strand*

R.21 Illuminating Multilingual Voices: Teaching Bilingual Graphic Memoirs in Middle School ELA

Room 118-C (100 Level)

This session shares a middle school ELA teacher's curriculum for five bilingual graphic memoirs in Spanish, Arabic, Khmer, Hmong, and Ukrainian. Featuring culturally authentic author–illustrator pairings, the curriculum offers standards-aligned strategies for teaching multilingual learners through graphic memoirs.

Presenters: Tea Rozman, Green Card Voices
Kathy Seipp, Robbinsdale Area Schools

S *LLA Strand*

R.23 Imagine Every Voice: Creating a Schoolwide Poetry Out Loud Contest

Room 111-B (100 Level)

This session explores how to plan and implement a schoolwide Poetry Out Loud contest that elevates student voice, builds confidence, and celebrates performance poetry. Participants learn practical strategies for organizing classrooms, judges, and events that inspire students to bring poetry to life on stage.

Presenter: Peter Weller, South Hadley High School

M S C T *ELATE Strand*

R.24 Imagine More: Innovating ELA for Voice, Vision, and Possibility

Room 120-C (100 Level)

This interactive workshop examines how ELA educators can position standards as a foundation for inquiry, creativity, and authentic literacy practices. Participants will analyze instructional examples and redesign a standards-based lesson or unit to promote student voice, critical thinking, and meaningful reading and writing experiences across contexts.

Presenter: Katie Monsour, ARIN IU 28/Marion Center Area School District

E T *Early Childhood Education Strand*

R.25 Imagining Early Literacy with Families: Integrating Home Literacies into Classroom Practice

Room 121-A (100 Level)

This session explores how families' everyday literacies and funds of knowledge shape early literacy learning. Drawing on research with culturally and linguistically diverse families, the presentation shows how integrating home literacy practices into classroom instruction supports engagement, identity affirmation, and early literacy development.

Presenters: Julia Lynch, University of North Carolina Wilmington
Kaya Richardson, Belvoir Elementary

C T R *LGBTQIA+ Strand*

R.26 Imagining Queer Pasts and Futures: Time, Texts, and Identity in LGBTQ+ Undergraduate Literature Classrooms

Room 115-B (100 Level)

Through analysis of data obtained from an LGBTQ+-focused literature course, we investigate how LGBTQ+ undergraduate students related to texts, using narratives as gateways to reimagine the past and dream of future freedoms

Presenters: Kyle Smith, University of Michigan
Jon Wargo, University of Michigan
Jason Westra-Hall, University of Michigan

C *Community College Strand*

R.27 Increasing Students' Cultural Capital at Urban Community Colleges through Reintegration of Historical Communication Practices

Room 102-AB (100 Level)

Engaging students with drama has always posed challenges to educators. Positive exposures to drama and the arts can increase cultural capital and help community college students have more experiences that can place them on more equal footing with their peers at elite Boston schools. Ways to effect this change include reintegrating historic education requirements and adapting the reading of drama.

Presenter: Layla Zeitouni, Roxbury Community College

G T R *Rainbow Strand*

R.28 Language as Identity: Creating Classrooms Where Multilingual Students Thrive

Room 126-A (100 Level)

Attendees will learn how classrooms transform when multilingual students' language and culture are seen as strengths. This session offers actionable approaches for inclusive teaching and assessment that elevate student voice and create learning spaces where all children flourish.

Presenter: Maryann Hasso, Adelanto High School

G *ELATE Strand*

R.29 Library Inquiry Project for Community-Engaged Literacy Commitments

Room 115-A (100 Level)

Hear from preservice teachers who have completed a community-engaged, justice-oriented library inquiry project. Envision your own students inquiring about the importance of libraries in representation, identity development, literacy efforts, and community building. Take away project guidelines and spend time with library lovers.

Presenter: Jennifer Suriano, Siena University

R SESSIONS — 3:30–4:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S

R.30 Lights, Camera, Action! Innovative Approaches to Teaching Film as Literature

Room 105-A (100 Level)

By expanding the definition of "literature" to include films, teachers can innovate a secondary English course that builds literacy skills through the close reading of films. This session explores how film functions as a complex literary work, inviting students to analyze the director's choices, theme, structure, and meaning using the same analytical skills used for literary texts.

Presenter: Monica Goucher, Enumclaw High School

M S C *Rainbow Strand*

R.31 More Than Blood and Guts: Using Black Horror to Inspire Young Readers and Writers

Room 125 (100 Level)

Are you ready to face your fears? This interactive session reveals how the Black horror genre uniquely produces spooky tales that can help students practice resisting social issues. Together, we will explore innovative analytical and writing strategies from a "History of Horror" secondary English elective to show how the genre helps students not just face their fears but defeat them.

Presenter: Patrick Harris, Michigan State University

G *LLA Strand*

R.32 Motivating Students with Homegrown Writers: Building Pride and Inspiration while Countering Negative Stereotypes

Room 121-C (100 Level)

Identity-based motivation matters most where cultural stereotypes limit students' beliefs about who gets to be a reader or writer. West Virginia's free Voices of West Virginia digital archive inspires pride, creativity, and student voice while offering a powerful, adaptable model for other states.

Presenter: Corey Humphrey, Savvas

G T *LLA Strand*

R.33 Play as Literacy: Reimagining Black Boys' Literacy and Writing Practices through Play

Room 122-A (100 Level)

This presentation examines how adultification and anti-Black practices limit Black boys' access to joyful literacy. Drawing on qualitative research at a West Philadelphia out-of-school program, the study centers play as a liberatory literacy practice that supports Black boys' creativity, agency, and belonging. Participants will learn how to incorporate play as a pedagogical practice.

Presenter: William Shelton, Graduate Center, CUNY

S C *LLA Strand*

R.34 Play's the Thing: Multimodal Projects as Authentic Assessment in the Age of AI

Room 201-AB (200 Level)

Multimodal projects prioritize student voice, creativity, and authentic engagement while reflecting real-world communication. This session explores assignments like video essays, soundscapes, and graphic adaptations that make the thinking process visible and honor diverse literacies. Teachers will learn concrete strategies for designing rigorous assessments beyond traditional essays.

Presenter: Christina Cawdery, Punahou School

G

R.35 Reading against the Noise and beyond the Page: Using Literature to Move Students from Reading to Action

Room 107-A (100 Level)

What happens when students let a novel shape their actions? This session highlights a public kindness project where students turned their analysis of *Fahrenheit 451* into real-world action and spoken reflection. Participants will explore how to choose literature and design lessons that move students from reading to reflection to purposeful action, while keeping analysis central.

Presenter: Kristina Ulmer, Hatboro-Horsham High School

G *ELATE Strand*

R.37 Rewriting the Rules: Updating English Instruction for the AI Era

Room 116 (100 Level)

In this session, teachers will discover how to update their English classroom for the age of artificial intelligence while preserving the fundamental value of writing instruction. The session will focus on both confronting AI as a threat to traditional English education and seeing the potential for AI to be a powerful tool for scaffolding, differentiation, and student engagement.

Presenters: Nina Bamberg, PedagogyFutures/Columbia University
Priten Soundar-Shah, PedagogyFutures

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E R ***Early Childhood Education Strand***

R.38 Slow Start, Strong Foundations: Kindergarten Teachers Reflect on Inquiry, Collaboration, and Care in the First Weeks of School

Room 103-A (100 Level)

Kindergarten teachers share stories from a slow-start classroom model during the first two weeks of school. Through collaboration and care, they nurture student agency, creativity, and imagination while building a classroom and school-wide kindergarten community as children rotate before strategic placement, fostering relationships, equity, and early literacy.

Presenter: Jennifer Ramey, University of Northern Colorado

E ***LLA Strand***

R.39 Stories and STEM: Literacy Rich Inquiry in the K–2 Classroom

Room 204-B (200 Level)

STEM integration at the early elementary level provides powerful opportunities for students to develop problem-solving, critical thinking, and collaboration skills while deepening their reading, writing, and civic understanding. This session will share practical strategies to weave STEM into ELA instruction, using inquiry-based learning, storytelling, and hands-on exploration.

Presenter: Gabriella Lamothe, Midtown International School

S ***NWP Strand***

R.40 Students at the Center: De-Centering the Instructor in the Writing Classroom

Room 202-A (200 Level)

In this session, participants will be exposed to a variety of "assessment" strategies that reenvision the assessment and evaluation process in the writing classroom. Participants will learn about the ungrading methods of labor-based contract grading and peer review that are geared toward supporting students in developing independence in the evaluation of their work.

Presenter: Meghan Manley

G

R.41 The Cost of Courage: Lessons Learned from the Front Lines of Censorship

Room 109-A (100 Level)

As challenges to diverse literature intensify, ELA educators find themselves at the intersection of pedagogical innovation and public scrutiny. This session empowers teachers to imagine a classroom where intellectual freedom thrives, innovate through strategic selection and defense of materials, and inspire resilient communities of readers

Presenters: Sarah Bonner, University of North Carolina Wilmington
Kelli Kidwell, New Hanover County Schools

C ***Community College Strand***

R.42 The Punk Method to Building Community through Writing Center Services

Room 105-B (100 Level)

The ongoing story of one West Virginia community college's writing center coordinator as he applies punk strategies to building and serving the community.

Presenter: Chris Prewitt, Mountwest Community and Technical College

S ***ELATE Strand***

R.43 The Uncanny House: Building the Mind in Space: A Cross-Disciplinary Approach to Freud, Fear, and Feminist Fiction

Room 123 (100 Level)

Students design and build haunted houses that externalize a character's inner life, turning repression, fear, and desire into crooked hallways, forbidden rooms, and uncanny domestic spaces. Inspired by Freud, Grimm's fairy tales, and feminist Gothic texts, this project transforms literary theory into hands-on creation.

Presenter: Emily Balliet, Flintridge Preparatory School

R SESSIONS — 3:30–4:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S ***NWP Strand***

R.44 True Crime for True Engagement: Using Crime Scene Investigations to Boost High School Writing and Research Skills

Room 204-A (200 Level)

Two public high school ELA teachers will share how they used a true crime research podcast/presentation summative assignment to harness student interest in famous true crimes, solidifying student understanding of writing arguments while incorporating research skills, digital tools, and student choice.

Presenters: Hannah Bouska, Centaurus High School
Jennifer Dunbar, Centaurus High School/Denver Writing Project

T R ***ELATE Stramd***

R.45 Writing Future Worlds: Speculative Testimonios as Imaginative and Embodied Pedagogy in Dystopian Times

Room 118-B (100 Level)

Speculative testimonios infuses testimonios with speculative fiction, cultivating critical consciousness in restrictive climates. This presentation introduces imagination as embodied resistance rooted in lived experiences, demonstrating how future English teachers witness injustice through speculative narratives while building brave pedagogical spaces for transformative dialogue.

Presenter: Vanessa Vega, University of Central Florida

E ***Early Childhood Education Strand***

R.46 Writing Matters: Using Collaboratively Written Social Stories as Tools to Become Active Members in Creating a Positive Classroom Community

Room 108-B (100 Level)

Imagine a world where teachers can pick up a student-created book to help them teach about meaningful social situations. With collaboratively written social stories, the books are more explicit, direct, and personalized. In this session, participants will write a collaborative social narrative and leave with ideas for their own classrooms that build both literacy and social awareness skills.

Presenters: Tania Campanelli, Carol Morgan School
Stacy Simonyi, Saint Michael's College

M S ***ELATE Strand***

R.47 YPAR in the ELA Classroom: Training Voices, Strengthening Communities

Room 126-B (100 Level)

This presentation provides suggestions for teaching students participatory action research (YPAR), highlighting its role in fostering critical thinking, problem solving, communication, and agency. Participants will receive practical tools to support diverse learners, including a curriculum with pacing guidelines, research question stems, age-appropriate data collection tools, and artifacts.

Presenter: Andrea Gordon-Smith, Hunter College

FILM SCREENING — 4:15–5:30 P.M.

National Coalition Against Censorship—Youth Free Expression Film Contest 2026: Documenting Our Democracy Winner

Room 115-A (100 Level)

A screening of the winning film from the 2026 Youth Free Expression Film Contest, *Inalienable* by Esther Kellerman. For more than 20 years, the National Coalition Against Censorship has asked students to create films on a different topic each year, from the importance of art in our culture to the role that AI should have in a changing world. This year, the theme "Documenting our Democracy" called on students to create short documentaries about the ways that democracy takes shape in their communities.

Speakers: Gianmarco Antosca, National Coalition Against Censorship
Max Cumming, National Coalition Against Censorship

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

S.1 Meet the NCTE Editors

Room 108-A (100 Level)

Sponsored by NCTE Publications

In this roundtable session, participants will have the opportunity to meet journal and book editors, explore the publishing possibilities available with NCTE and with other publications, and discuss specific project ideas with the editors.

The ALAN Review: Jason DeHart, Wilkes Central High School; Christian Hines, University of Illinois Urbana-Champaign; Terri Suico, St. Mary's College
English Education: Melanie Shoffner, James Madison University; incoming coeditors: Nadia Behizadeh and Michelle Zoss, Georgia State University
English Journal: Aimee Hendrix-Soto & Mandy Stewart, Texas Woman's University
English Leadership Quarterly: Hiawatha Smith, University of Wisconsin-River Falls
The Journal of Children's Literature: Jennifer Graff, University of Georgia; Xenia Hadjioannou, Penn State University, Berks Campus; Katie Sciurba, University of Georgia
Language Arts: Alicia Arce, Northern Parkway Elementary School; Wintre Foxworth Johnson, University of Virginia; Teaira McMurtry, The University of Alabama at Birmingham; Kindel Turner Nash, Appalachian State University; Roderick Peele, Northern Parkway Elementary School; and Erik J. Sumner, independent visual literacy specialist
NCTE Publications: Kurt Austin, Robyn Earhart, Emmy Gilbert, and Dyan Urquhart
Research in the Teaching of English: Mollie V. Blackburn, David Bloome, Dorian Harrison, Michiko Hikida, Laurie Katz & Stephanie Power-Carter, The Ohio State University
Talking Points: Ted Kesler, Queens College CUNY
Teaching English in the Two-Year College: Jessica Nastal, College of DuPage; Cheryl Hogue Smith, Kingsborough Community College CUNY
Voices from the Middle: Alina Adonyi Pruitt

M ***ELATE Strand***

S.2 #MakersInTheMiddle—Imagining Possibility, Innovating Practice, Inspiring Change—The Middle Level Mosaic

Room 118-A (100 Level)

Sponsored by the Middle Level Section

Don't miss the capstone to our #MakersInTheMiddle sessions! This year's Mosaic features conversations with middle grade authors as they explore how middle grade literature helps students create inclusive communities and more equitable worlds. Share questions, play with ideas, and discuss books with more than 20 authors!

Committee Chair: Alex Corbitt, Syracuse University
Committee Members: Jayna Ashlock-Huston, Spokane Public
Eva Goins, Northwest Independent School District/TCTELA
Anna Osborn, Jefferson Middle School: A STEAM Academy/ University of Missouri-Columbia
Kristie Smith, Kennesaw State University
Vanee Smith-Matsalia
Tanisca Wilson
Michelle Yang-Kaczmarek, Dobbs Ferry School District
Presenters: María Dolores Águila, Macmillan Children's Publishing Group
Donna Barba Higuera, Levine Querido
Andrea Beatriz Arango, Random House Children's Books
Angela Cervantes, MacKids
Victoria Chang, Macmillan Children's Publishing Group
Adrianna Cuevas, Macmillan Children's
Barbara Dee, Scholastic
Chrystal D. Giles, Random House Children's Books
Gia Gordon, Macmillan
Kody Keplinger, Scholastic
Gordon Korman, Scholastic
Ama Ofosua Lieb, Scholastic
Malcolm Mitchell, Scholastic
Rebecca Morrison, Farrar, Straus and Giroux/Macmillan
Daniel Nayeri, Levine Querdo
Kate O'Shaughnessy, Random House Children's Books
Julian Randall, Macmillan Children's
Andrea Rogers, Levine Querido
Nic Stone, Random House Children's Books
Nadine Takvorian, Levine Querido
Karla Arenas Valenti, Penguin Random House
Kelly Yang, Scholastic



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S.3 College Conversations: Learning, Community, and Connections

Room 122-B (100 Level)

Sponsored by the College Section

This roundtable session is an opportunity especially for faculty and instructors who teach at the college level to be in community and share pedagogical insights and responsive teaching practices on a broad variety of ideas that guide postsecondary teaching and learning. Presentations at this inaugural event will feature topical workshop groups with short presentations and vibrant follow-up conversations, including shared takeaways from each group. This new event is for faculty and instructors teaching at four-year colleges and universities, community colleges, and other open access institutions, as well as those who teach in part-time or dual enrollment settings.

Committee Chair: Jonathan Bush, Western Michigan University, Kalamazoo

Committee Members: Dale Allender
William P. Banks, East Carolina University
Limarys Caraballo, Teachers College, Columbia University
Fredeisha Harper Darrington, FCS
Raven Jones, Michigan State University
Steven Lessner, Northern Virginia Community College
Danielle Lillge, Illinois State University

Facilitators & Presenters: Erinn Bentley, Columbus State University: "Expanding Boarders for Teachers with Study Abroad"
Breanna Gellings, Washburn University: "Illustrated Ideas: Using Picture Books to Spark College Writers"
Emily George, Pittsburg State University: "Every Teacher Is a Literacy Teacher: Preparing Future Educators to Integrate Literacy across the Disciplines"
Virginie Jackson, Kennesaw State University: "The Launchpad Model: Bridging Theory and Real-World Impact through Summer Literacy Partnerships"
Wytinsea Jones, Columbus State University: "From Syllabus to Success: Integrating Narrative Identity and Career Readiness for English Majors"
Kristene McClure, Georgia Gwinnett College: "Diversifying Modern Grammar: Using Stickle & Drake to Explore Modern Englishes"
Lauren McHugh, Notre Dame of Maryland University: "Beyond Screen Time: Preparing Preservice Teachers for Effective Digital Reading Instruction"
Dani Rimbach-Jones, University of Tennessee: "Writers and Knowledge-Makers: Centering Indigenous Storytelling in Graduate Education and English Rhetoric"

Roundtable Leaders:
Megan Adams, Paula Guerra & Sanjuana Rodriguez, Kennesaw State University: "The Launchpad Model: Bridging Theory and Real-World Impact through Summer Literacy Partnerships"
Jennifer Alexander, Christina J. Brando-Subis & Thomas Hill, Lewis-Clark State College: "When the Curriculum is Not Enough: Perspectives on Instructional Mandates and How to Check All the Boxes while Still Maintaining Academic Independence"
Kris Bell, San Diego State University: "Supporting Critical Literacy Development with Multimodal Learning Journeys"
Christie Bogle: "RSI and Access; Keeping Informal Online Interactions Accessible"
Pamela Booker, Montclair State University: "Everything We Change Changes Us: Afrofuturism as Pedagogy in First-Year Writing"
Kayla Bransteter, Crowder College: "Stories of Constrained Choice: Narrative Medicine as an Ethical Lens in First-Year Composition"
Megan Breaux, University of Louisiana at Lafayette: "Teachers Driving Technology: Embedding AI Literacy into Literacy Methods Courses"
Alan Brown & Joan Mitchell, Wake Forest University: "Multigenre Inquiry: The Best Ideas Never Go Out of Style"
Amy Garrett Brown, The University of Arizona: "Tucson 101"
Jace Brown, Weber State University, "Connected by Design: Fostering ELA Learning in Online Courses"
Carol Bruzzano, New Jersey Institute of Technology: "AI Exploration and Discovery in Writing Intensive Courses"
Rebekah Buchanan, Western Illinois University: "Engaging Composition Students in Writing for Social Change"
Mindy Butler, University of Southern Maine: "Culturally Responsive Literacy Teaching with Dr. Gholdy Muhammad's Equity Framework"
Kristina ByBee, Arizona State University: "Global Competence Skills, the UN Sustainable Development Goals, and Research Writing in FYC Courses"
Jamie Caudill, Georgia Gwinnett College: "Using Culturally Responsive Read-Alouds to Foster Literacy Skills in the Classroom"
Charissa Che, John Jay College of Criminal Justice, CUNY: "Mapping Multitudes: Forging Cross-Cultural Connections in First-Year Writing"
Jamie Crosswhite, St. Mary's University: "Walking Methodologies: Beginning Research with Place"
Kari Cummings, Pueblo Community College: "This I Believe: Using Personal Narrative as a Bridge to Academic Writing in the Age of AI"
Amber Croghan Curlee, Arizona State University: "The Rhetoric of Public Spaces: Using Public Art for Civic Inquiry in First-Year Composition"
Anne Dahlhauser, Buena Vista University: "Making Sense of a New World: Helping Students Interpret, Imagine, and Ethically Navigate AI"
Toby Daspit, University of Louisiana at Lafayette: "Small Teaching Meets Six-Word/Haynakus"
Danielle De Arment-Donohue, Laurel Ridge Community College: "Slowing and Breaking it Down: Helping Students Meet College-Level Writing Demands"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Celeste El Hashem, Northern Virginia Community College: "Building Community and Connection through Reflective Practice in Postsecondary Classrooms"
Meg Eubank, Bucks County Community College: "Personalization = Persistence"
Sarah Faison, North Carolina State University: "Explicit Modeling and Responsive Design in the Preservice Classroom"
Marla Fowler, Albany Technical College: "Creating Dialogue to Improve Student Engagement and Success"
Daniel Freeman, Indiana University-Bloomington: "Centering Crip Literate Activity and Practices for Student Success and Classroom Learning"
Denise Furlong, Georgian Court University: "Collaboration in the Digital Learning Era of Language and Literacy Teacher Education"
Elizabeth Galbreath, Rio Salado Community College/Xavier College Preparatory: "A Stable Foothold: Using a Lens-Driven Cognitive Apprenticeship Approach to Teaching Poetic Inquiry in an Introduction to Literature Course"
Breanna Gellings, Washburn University: "Illustrated Ideas: Using Picture Books to Spark College Writers"
Frances Gonzalez-Garcia, University of the Incarnate Word: "Literacy Labs: Launching the Next Generation of Reading Experts"
Ann Green, Saint Joseph's University: "Zines as Resistance"
Amanda Greenwell, Central Connecticut State University: "Graphic Novels and Object Lesson Presentations: Combining Verbal, Visual, and Material Literacies"
John Hansen, Mohave College: "Cultivating Critical Thinking: Incorporating Metacognition in College Composition Courses to Enhance Deeper Learning and Self-Reflection"
Courtney Poulson Harned, Salisbury University: "From Teacher to Literacy Leader: Cultivating Professional Identity through Authentic Practice"
Jonathan Holland, University of Michigan: "Crayon Characters and Playdoh Mythical Creatures—Collaborative Art to Cultivate Community in the Writing Classroom"
Marisa Holmes, Georgetown University: "Students Know Things: Community, Space, and Meaning-Making in FYW"
Tina Iemma, Medgar Evers College CUNY: "How to Invite Communicative Literacies into the Composition Classroom"
Wytinsea Jones, Columbus State University: "From Syllabus to Success: Integrating Narrative Identity and Career Readiness for English Majors"
Anne Katz, University of Houston: "Creating Read-Aloud Choice Boards through a Funds of Knowledge Lens"
Tara Kazmark, Hilbert College: "Teaching AI Literacy without Losing the Writer"
Emily Keller, Columbus State Community College: "Collaborative Reading and Core Humanities Texts in the Composition Classroom"
Christina Kennedy, Copper Mountain Community College District; Amanda Fierro Scukanec, Mt. San Jacinto College: "Every Student Is a Reader: Bridging Everyday Literacy Practices to Academic Growth"
Laura Kovick, College for Creative Studies: "Beyond Detecting: Process Note Reflections and Honest Dialogue on AI Use"
Catherine Kunce, University of Colorado Boulder: "Uniting Dichotomies: Translating Jiří Levý's *The Art of Translation into College Composition Practices*"
Helen "Michelle" Kreamer, University of Louisiana at Lafayette: "Pedagogical Skills Practice: Low-Stakes Tasks to Better Support and Prepare Preservice Teachers"
Kimberly Lewinski, La Salle University: "Pedagogy of Compassion in Practice: Building Community through Immersive Literacy Experiences in Higher Education"
Elizabeth Lewis, Dickinson College: "Beyond Traditional Academic Writing: The Influence of Inclusive Writing Pedagogy on Undergraduate Students' Literacy Development"
Colli Lucas, University of Utah: "Building Transferrable Literacy Skills for College-Level Students"
Christina Maffa-Johnson, The College of New Jersey: "Writing to Think"
Lauren May, Longwood University; Heather Wright, Gardner-Webb University: "'I Saw It on TikTok': ELA TeacherTok in the Teacher Education Classroom as a Mentoring Tool"
Michele McConnnell, Fresno State University: "Who Gets to Speak? Cultivating Discussion Leaders in the College English Classroom"
Alyssa Mejia, Loma Linda University: "Professional Workshops: Creating Literacy-Forward Classrooms through Faculty Collaboration"
Shelly Melchior, The University of West Alabama: "Building Literacy Communities in Time of Uncertainty: Belonging, Professional Identity, and the Preparation of Future ELA Teachers in Online Environments"
Wendy Mendez, National Louis University: "Translanguaging in Educator Preparation: Preparing Future English Teachers for Linguistically Diverse Classrooms"
Adrielle Mitchell, Nazareth University: "Reshaping the English Major into Storytelling across Media"
Tina Montgomery, Lone Star College: 'Writing Instruction for the W.I.N."
Valarie Morgan, Mississippi Delta Community College: "Real Writing, Real Voices: Collaborative Strategies in the AI Era"
Peter Mortensen, University of Illinois Urbana-Champaign: "Writing on Buildings"
Joshua Napier, Wayne State University, "Returning to the Basics through Digital Storytelling"
Gail Netland Froyd, North Dakota State University: "From Wonderings to Findings: Supporting Educators as Inquirers, Writers, and Learners"
Beatrice Newman, The University of Texas Rio Grande Valley: "Peter Parker, Ophelia, and Carm Berzatto: Sketching Characters You Like . . . A Route to Writing with Power and Confidence"
Lakisha Odlum, Queens College CUNY: "Culturally Relevant and Sustaining Teaching Practices in Preservice English Teacher Preparation"
Oluwatosin Ogunnika, Virginia State University: "Building Connection across College Courses with the Activate, Reflect, Create (ARC) Framework"

S SESSIONS — 4:15–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Tim Oldakowski, Slippery Rock University: "Book It or Ban It: Censorship in and out of the Classroom"
Tatum Petrich, Montclair State University: "Collaborative Assessment Design in the First-Year Writing Classroom"
Tom Pierce, Morton College: "The Engaged Teacher, the Engaged Student: Finding Your Sweet Spot"
Lauren Hatch Pokhrel, Salisbury University: "Linguistic Justice Writing Pedagogy (LJWP) for First-Year Composition at an HBCU"
Christine Reilly, Georgia Gwinnett College: "Using Culturally Responsive Read-Alouds to Foster Literacy Skills in the Classroom"
Cristina Rhodes, Shippensburg University: "Interactive Digital Note-Taking and Pura Belpré's *Perez and Martina*"
Jessica Ridgeway, Norfolk State University: "Leading through Literacy: How HBCU Made and Inquiry-Based Composition Shape Democratic Voice in First-Year Writing"
Roseann Rissmiller, Rosemont College: "From Assigned Topics to Authentic Inquiry: Helping Students Build Research Projects around Personal Interest"
Marjorie Ross, Connecticut State University at Norwalk: "'What's in a Name?' A Critical Examination of Names and Their Impact on Identity"
Melanie Shoffner, James Madison University: "Learning as a Community of Readers"
Shalini Singh, University of Central Florida: "The Growing Tendency to Exercise Self-Care and in Search of Utopian Wellness Spaces in an Era defined by Burnout, Disruption, and Inflation"
Sheridan Steelman, Grand Valley State University: "Igniting Student Voice: Coaching Writers in First-Year Composition"
Jane Stewart, Dickinson College: "Beyond Traditional Academic Writing: The Influence of Inclusive Writing Pedagogy on Undergraduate Students' Literacy Development"
Mary Styslinger, University of South Carolina: "Expanding Literacies: A Summer Reading Partnership with the Department of Juvenile Justice"
Alaya Swann, Collin College: "From Generic Responses to Genuine Discussion: Using AI Ethics Scenarios in Composition Courses"
Danna Swartz, Clarkson College: "Writing Anxiety: Finding Hope in Community"
Kara Taylor, Indiana University Indianapolis: "Teaching beyond the Mask: Vulnerability as a Practice of Humanization in Higher Education"
Maria Tsalikis, Florida International University: "Creating Reading Teachers: Cultivating Reading Identities in Teacher Preparation"
Michael Walker Jr., Wallace Community College Selma: "Building Belonging and Literacy Success: Responsive Teaching Practices for Rural Community College Students"
Beth-Anne White, Gurnick Academy of Medical Arts: "Fighting AI with Belonging"
Melojeane Zawilinski, Saginaw Valley State University: "A Balanced Blend of Current College Students' Abilities"

G

S.4 Affiliate Get-Together

Room 204-B (200 Level)

Sponsored by the Committee on Affiliates

How are affiliates actively reimagining educator support, and how can strengthening connections with fellow affiliate leaders drive innovation in your region? Affiliate leadership gives us unique perspectives on how to address the needs of affiliate members across the country, within our states, and within our specific regions of influence. Join the conversation and engage with affiliate leaders.

Committee Chair: Amy Nyeholt, Committee on Affiliates/PA Cyber
Committee Members: Katie Kritzeck Anderson, Anoka-Hennepin Schools ISD #11
Lois Marshall Barker, Texas Council of Teachers of English Language Arts
Stephanie Buelow, University of Hawaii at Manoa
Jennifer Dail, Kennesaw State University
Patti Forster, Camden Hills Regional High School
Cheryl Golden, Hanover County Public Schools
Nathan Whitman, Derby High School USD 260

G ***Research Strand***

S.5 What's (Re)volutionary Love Got to Do with It?: Illuminating the Transformative Mentoring Legacies of Dr. Ernest Morrell

Room 204-C (200 Level)

Sponsored by the Committee on Research

This session highlights Ernest Morrell's transformative theorizing and mentorship in English education, featuring the stories of current critical literacy scholars who discuss how their early work as secondary English teachers were shaped by his embodiment of revolutionary love, and continued to flourish under his mentorship in their later work as scholars and teacher educators.

Session Chair: Antero Garcia, Stanford University
Presenters: Danielle Filipiak, Michigan State University
Lauren Kelly, Rutgers University Graduate School of Education
Nicole Mirra, University of California Los Angeles



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E ***Early Childhood Education Strand***

S.6 From Classroom to Corridor: Supporting Teachers as Writers and Storytellers for NCTE's *Classroom Corridors*

Room 204-C (200 Level)

Sponsored by the* Classroom Corridors *Cohort

Classroom teachers have extraordinary expertise, and their stories need to be shared. Join NCTE's Elementary Teacher Cohort for an interactive workshop that demystifies the writing and submission process for *Classroom Corridors*, NCTE's monthly digital publication highlighting teacher wisdom. Participants will explore the publication's themes, draft ideas, and experience our writing coaching cycle.

Presenters: Venessa Alonzo, Bastrop Independent School District
Jordan Caldwell, Oswayo Valley Elementary School
Dora Diaz, The University of Texas
Gary R. Gray, HarperCollins/Abrams
Laura Reece
Ava Smith
Anita Stratton, Dublin City Schools
Kara Stroman, Irvington Elementary School/Oregon Writing Project

G T R

S.7 TRAELLE Roundtable: Teaching and Learning in Rural Communities: Amplifying Stories of Placed Literacy Practice

Room Ballroom A (300 Level)

Sponsored by the TRAELLE Assembly

The Rural Assembly of English Language and Literacy (TRAELLE) at NCTE present roundtables that amplify the stories of placed literacy practice.

Rural Research:

Table 1: Rachael Cox, Kansas State University: "Secondary Literacy Instruction in Rural Settings: Educator Strengths and Needs"
Génesis Aguilar Chávez, Kansas State University: "'Sometimes Our ELLs Get Shortchanged': A Qualitative Exploration of Secondary ELA Teachers' Perspectives on ELL Support and Programming in Kansas"

Table 2: Matthew Panozzo, University of Memphis; Karen Eppley, Kansas State University: "Faith, Space, and Orientation: Understanding Facets of Our Identity and Community through Middle Grade Literature"
Sarah Anne Hamner, University of Georgia

Table 3: Kelsey Jones-Greer, Duquesne University: "Rural Change Agents: Designing Place-Conscious Antiracist Pedagogy"
Maggie Meyer & Christian Goering, University of Arkansas: "A Phenomenological Study of Arkansas Teachers' Perceptions of Working Conditions during Anti-Rural Education Policies"

Rural Students and Teaching:

Table 4: Erika L. Bass, University of Northern Iowa; Michael J. Young, Illinois State University; Alyssa Graham, Newfield Central School District, Newfield, NY: "2026 Whippoorwill Award Winners: Place and Belonging"
Joseph D. Sweet, University of North Carolina at Pembroke: "Illuminating Controversial YA with Rural Serving Teachers"

Table 5: Alisha White, Western Illinois University; Stacey Macchi, Macomb High School; Thomas Boyd, Burlington High School: "Breaking the Concrete: Rural Identity and Urban Verse in the Modern Classroom"
Gretchen Schroeder, Millersport High School/The Ohio State University: "Poetry Rooted in Place"

Table 6: Todd Reynolds & Leslie S. Rush, University of Wyoming: "Innovative Approaches and Strategies in Rural Literacy Education"

Table 7: Josh Thompson, Virginia Tech: "What Your Mama Gave Ya: An Autoethnographic Exploration of Rural Trans- and Queer-Affirming Practices"
Clint Whitten, Virginia Tech: "Exploring Rural Queer and Trans Literacies: The Possibilities of a Place-Based Humanities Enrichment Experience"

Table 8: Katie Wolff, Cape Flattery School District: "Rural, Indigenous Students and Context: How to Build and Frame Lessons"
Ruth McKoy Lowery, University of North Texas; Jeanne Gilliam Fain, Lipscomb University: "Rooted Voices: Celebrating Black Culture and Leadership in Rural Communities"

Table 9: Amanda Biviano & Dan Woods, Radford University: "Knowing Place: Preparing Preservice Teachers for a Rural, Place-Based Pedagogy through Collaborative Work with Rural Secondary Teachers"
Kailey Buettner, Northern Michigan University: "A Trojan Horse in the YAL Classroom: Teaching 'Sisu,' or Resilience, through William Durbin's *The Darkest Evening*"

Table 10: Jolen Lowry, Purnell Swett High School: "Illuminating the Gaps between High-Stakes Testing and CSP: Inspiring Educators with Diverse Students in Rural Spaces"
Jessica Madinger, Kansas State University/USD 251 North Lyon County: "Rewriting the 'Lesser Than' Narrative"

S SESSIONS — 4:15–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R

ELATE Strand

S.9 Innovation through Collaboration to Reprofessionalize Teaching

Room 201-AB (200 Level)

Today's teaching landscape may make hope for the future difficult. In response, the ELATE Methods Commission presents five concurrent roundtables that explore cross-methods and cross-institutional collaborations, innovations in ELA methods courses, and teacher communities and field experiences that work toward recognizing and supporting English language arts teachers as respected professionals.

Roundtable Leaders:

Kerry Alexander, Maggie Peterson & Laura Mahalingappa, University of Maryland, College Park: "Collective Envisioning and the Futures of Literacy Leadership"
Ginger Barnhart, University of North Carolina at Chapel Hill: "Accompaniment as a Collaborative Methodology for Reprofessionalizing Teacher Development"
Julie Bell, University of Nebraska at Omaha: "Preparing Teachers to Assess: A Cross-Methods Collaboration"
Stephanie Buelow, Lori Fulton, Rayna Fujii, Aaron Sickel, Leah Muccio & Cindy Farley, University of Hawai`i at Manoa: "Redesigning with Kuleana: What Stakeholder Voices Taught Us about ELA Methods"
Katharine Covino & Matthew Gill, Fitchburg State University: "Collaborative Teaching, Collaborative Reflection: Bridge-Building between High School and College English Classrooms"
Maggie Morris Davis, Illinois State University: "'Allowing Different Ways of Knowing to Emerge': Critically Reading Previous ELA Experiences"
Michelle Fowler-Amato, Old Dominion University: "Fostering Resilience in English Teacher Education"
Madison Gannon, Georgia College & State University: "Preparing Teacher Candidates to Navigate Text Choice Expectations"
Jeremy Glazer, Rowan University; Emily Wender, Indiana University of Pennsylvania: "'Reading towards Teaching' to Help Inform Pedagogy"
Robin Griffith & Jennifer Smith, Texas Christian University: "Claiming Agency in the Era of Scripted Curricula"
Dulcey Bishop Hunter, University of Chicago: "Supporting ELA Colleagues through Times of Trauma"
Lindsey Ives & Jake Crow, Auburn University: "The Thought Gallery: Positioning Preservice Teachers as Intellectuals and Meaning Makers"
Elizabeth Kahn, Northern Illinois University: "The Effects of Preservice Teachers in a Methods Class Designing and Implementing Inquiry Cases"
Sara Kajder, University of Georgia: "What Matters in Our Methods: Searching Out Connections between Preservice Writing Methods Coursework and Beginning Teachers' Practices"
Julianna Lopez Kershen & Kristy Brugar, University of Oklahoma: "Humanities Teaching as Interdisciplinary Collaboration"
Rachel Knecht, Brigham Young University; Taylor Rose-Dougherty, Utah State University; Jace Brown, Weber State University: "Text Selection as Bravery: An Analysis of Emerging Teacher Text Rationales in Utah"
Melinda McBee Orzulak, Bradley University: "Mentoring Resiliently: Exploring Adaptive Mindsets and Feedback in ELA Methods Courses"
Mike Metz, University of Missouri: "English as a Contested School Subject"
Chris Parsons, Keene State College: "6–7 Slop Is Rage Baiting Me: Annual 'Words of the Year' as a Spark for New Approaches to Language and Grammar"
Katlyn Powers & Rebecca Lee, Michigan State University: "Practicing Professional Judgment: How Collaborative Role Plays Recenter Teacher Agency in ELA"
Melanie Shoffner, James Madison University: "Intellectual Discomfort Is Professional Growth"

G ***ELATE Strand***

S.10 Embracing Our Book Love: Inspiring Imagination, Innovation, and Humanity through Literacy

Room 126-A (100 Level)

The Book Love Foundation brings educators and authors together for three 20-minute roundtable discussions focused on inclusive literacy. Grant recipients and authors share practical strategies for connecting students with diverse texts and building literacy communities that inspire imagination, critical thinking, creativity, and humanity across grade levels.

Presenters: Grace Barry
Jasmine Bazemore, Cabarrus County Schools, NC
Kaitlynn Cooper, Robert McQueen High School/Washoe County School District
Megan Davidhizar, Random House Children's Books
Rebecca Decker, Brick Memorial High School
V Furaro
Michael Guevara, Perfection Learning
Zainab Jabak, Alief Taylor High School
Crystal Kelley, Lockhart Independent School District
Kim Kutlu
Molly Love, Indian Run Elementary
Jennifer Steil
Erin Tabor, Fordson High School
Erin Zeitz



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S ***LLA Strand***

S.11 NCTE 2026 Black Children's and Young Adult Literature Roundtable

Room 115-C (100 Level)

The Brown Bookshelf will continue to build community and encourage dialogue between Black authors, illustrators, teachers, and librarians working to provide increased visibility and access to works exploring the breadth of the Black experience. Participating authors will discuss their current books and the ways they can be used to bring heart, hope, and humanity to students and classrooms.

Roundtable Leaders: Crystal Allen, Balzer + Bray
Tracey Baptiste, Little, Brown Books for Young Readers
Kelly Starling Lyons, Penguin Young Readers
Don Tate, Penguin/Nancy Paulsen Books/Founding Member of the Brown Bookshelf
Ebony Elizabeth Thomas, University of Michigan
LaMar Timmons-Long, ATech High School/New York University.

G ***NWP Strand***

S.12 On Their Feet and at the Boards: Using *Building Thinking Classrooms* in the ELA Classroom

Room 115-B (100 Level)

Motivating, collaborative learning in the ELA classroom has never been more important. In today's screen-focused world, Peter Liljedahl's *Building Thinking Classrooms* approach has revolutionized mathematics classrooms. Students are out of their seats and working with one another to solve engaging problems. What would it look like to use his engagement-focused toolkits in the ELA classroom?

Presenters: Barbara Robbins, Staples High School, Westport, CT
Michelle Walker, Westport Public Schools

G R ***Research Strand***

S.13 Witch Guy and The True Immortal Share the Server: Youth Writers' Imagination and Worldbuilding on Discord

Room 120-A (100 Level)

This session examines how writers ages 14–20 engage imagination and worldbuilding in a youth-led writing community on Discord. Through youth participatory research, we explore how collaborative storytelling supports joyful engagement, collective meaning-making, and multimodal creativity, offering implications for how teachers can center imagination as a living, social literacy practice.

Presenters: Sunny Ajitabh, University of Rutgers
Lulu Dewey, University of Pennsylvania/Moore College of Art & Design
Sarah Tarango
Sophia Yao

G

S.14 The Intersection of Literacy, Sport, Culture, and Society

Room Ballroom B (300 Level)

This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices by using sports content and an examination of sports culture to create learning environments that empower students to think critically about issues impacting the world around them.

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

Keynote Speaker: Wendy Glenn, University of Connecticut, "From Discomfort to Possibility: How Non-Sporting Preservice Teachers Experience Sports Literature"

Roundtable Leaders:
Greg Bartley, Oakland University: "In Their Own Words: Sports as Hospitable Texts for High School Athletes"
Joel Berends, Michigan State University: "'Holding Court': Athletes' Responsive Discourse as Teaching Moves"
Alan Brown, Wake Forest University: "Sports and Literacy: An Analysis of Voices from the Middle Since Title IX"
Brian C. Charest, University of Redlands: "Peer Mentoring in Prison: Literacy, Identity, and Running behind the Walls"
Jacqueline Ciolek, Troy High School: "More Than a Game: Using Sports Events and Culture as Classroom Texts to Build Meaningful Literacy Experiences"
Dawan Coombs, Brigham Young University; Hayden Coombs, Southern Utah University: "Jamaal Charles and Working through Reading Challenges"
Justin Corazza, Cranford High School: "Documentary Filmmaking: Narrative Nonfiction for High School Sports"
Bryan Ripley Crandall, Fairfield University: "Stag-vertizing NWP Literacy Innovations with Fairfield University Athletics"
Thomas C. Crochunis, Shippensburg University: "When Athletes Get Theatrical"
Janine Davis, University of Mary Washington: "Remix Culture Final Boss: The Heated Rivalry Fandom"
Rebekah Degener, Minnesota State University, Mankato: "Reconciling the Competing Interests of Sports Literacies and Nature Literacies in Books for Children"
Katie Dredger, James Madison University: "A Close Reading of Title IX: Inspiring Critical Thinking about Real-World Texts"
Robert D. Ford, North Branford High School: "From the Rink to the Rez: Navigating Identity and Trauma in Indigenous Sports Narratives"
Billy Gerchick, Central Arizona College/Arizona State University: "Pyramids of Success: Bringing John Wooden into English Classrooms"
Rebecca G. Harper, Augusta University: "The Literacy Practices in Athletic Coaching: How Literacy Skills Are Part of the Game"
Heather Jones, Jefferson County Public Schools: "Innovative Ways to Align Theme of Sports with a District-Mandated Curriculum"

S SESSIONS — 4:15–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

J. Patrick McGrail, Jacksonville State University; Ewa McGrail, Georgia State University; Alicja Rieger, Valdosta State University: "Exploring the Body Language in Coach-Player Communication in Ben Affleck's film, *The Way Back*"
David M. Pegram, Paradise Valley Community College: "The Student-Athlete Experience: Lessons from Their Own Case Studies"
Luke Rodesiler, Purdue University Fort Wayne; Mark A. Lewis, James Madison University: "Innovative Pedagogies for Integrating Sports-Related YAL in Teacher Education Coursework"
Nicole Sieben, SUNY Old Westbury: "Imagining Solutions and Inspiring Synergies in ELA the Ted Lasso Way"
Kelli Sowerbrower, Northgate High School: "Kwame Alexander and Getting Students Engaged with Reading and Writing Narrative Poetry"
Bri Stahrr, Liverpool High School: "The Winning Edge: Friendship Dynamics and Connection in Sports"
Benjamin K. Woodcock, Okemos High School: "Bulletin Board Material: Introducing Gen Z to Sports Clippings to Improve 'Ball Knowledge' and Close Reading Skills"

E M T ***Early Childhood Education Strand***

S.15 A Dose of "Sneaky Science": Uncovering Hidden Learning in Diverse Children's Literature to Build Content Knowledge and Improve Reading Comprehension

Room 120-C (100 Level)

Science at the elementary level is often reduced to the shortest segment of the day, but content knowledge is a key element of reading comprehension. How to overcome it? With "sneaky science"! In this panel, authors will share ways to "sneak" extra science learning into the curriculum at read-alouds. Attendees will leave with innovative lessons and activities to strengthen student reading skills.

Presenters: Monica Acker, Marble Press/Wood End Elementary School
Amanda Davis, Marble Press/Hachette Book Group
Tonya Ellis, HarperCollins/Charlesbridge
Zainab Khan, Candlewick Press

E M S T ***ELATE Strand***

S.16 All In! Building Engaging and Sustainable Literacy Initiatives

Room 117 (100 Level)

Join us, along with a panel of accomplished authors (from picturebooks to YA) to learn how to build successful, sustainable literacy initiatives that celebrate reading and engage your entire community. Whatever your sphere of influence, we have ideas for you. In this highly-interactive panel, we'll talk logistics, funding, and engagement, sharing all of the ways books can bring people together.

Presenters: Mary Giuffre, Crazy Reading Ladies
Jarrett Lerner, Simon & Schuster
Erin Oleary, Franklin Middle School
Steve Sheinkin, Penguin Young Readers
Apryl Stott, Picturebook Author/Illustrator

G T

S.17 Picturebooks and the Power of What's Possible in ELA Classrooms

Room 107-A (100 Level)

Picturebooks are for everyone! Explore the use of picturebooks across all age levels, from early elementary through high school, and how this format can meet curricular goals, foster empathy, and build community. Join a teacher, librarian, and illustrator as we imagine the possibilities of picturebooks as co-teachers to inspire classroom communities while supporting curriculum requirements.

Presenters: Jillian Heise, Fox Point-Bayside School District
Juana Martinez-Neal, Little, Brown and Company
Megan Tonn, Little Chute Area School District

M S R ***LLA Strand***

S.18 Building Digital Agency in ELA: A Newsroom Approach to Media Literacy and Decision Making

Room 109-A (100 Level)

Explore a project-based, newsroom-style course where students act as investigative journalists by evaluating sources, analyzing evidence, and producing a newscast. Learn how media literacy, decision making, and core ELA standards and practices are integrated; review research findings; and access a classroom-ready Teacher Toolkit.

Presenters: Patrick Bresnahan, Hubble Middle School (Retired)
Julia Lennox, Alliance for Decision Education
Celia Litovsky, Alliance for Decision Education

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M ***LLA Strand***

S.19 Cultivating the Conditions for Civil Discourse through Middle School Character Development and Literacy Instruction

Room 113-A (100 Level)

This presentation introduces educators to five classroom-tested lessons designed to build the character strengths needed for middle school students to engage in civil discourse. Participants will explore how literacy instruction can be a training ground for cultivating curiosity, courage, humanity, grit, and compassion—key components for civic engagement, especially in challenging times.

Presenters: Christina LaRose
Kendra Miller, Providence Christian Academy
Kobi Nelson, Sphere Education Initiatives

S

S.20 Embracing AI to Enhance Critical Thinking and Problem-Solving: An AP Seminar/ELA 10 Model

Room 111-A (100 Level)

Through structured, ethical use of AI, students can deepen critical thinking and problem-solving rather than bypass them. This session examines how AI can enhance inquiry, reading, writing, and research in AP Seminar and ELA 10 by positioning students as evaluators of ideas, strengthening metacognition, and reinforcing intellectual ownership of learning.

Presenters: Lisa Boyd, Midtown High School
Jeffrey Haycraft, Cab Calloway School of the Arts
Terri Pruitt, Red Clay Consolidated School District

S

S.21 From Disengaged to Dialed In: Imagine, Innovate, and Inspire with SEL-Driven Literacy Instruction

Room 103-A (100 Level)

Participants will explore SEL-driven literacy routines that shift disengagement into student voice, stronger discussion, and evidence-based writing across grades 9–12. Using anchor texts such as *Romeo and Juliet*, *The Great Gatsby*, *Beowulf*, and *The Canterbury Tales*, presenters share culturally responsive strategies and adaptable templates for classroom use.

Presenters: Kaitlynne Brown, Butler Academy
William Brown
Imani Grant

G T R ***Research Strand***

S.22 Get 'Em Bodied: Black Girl Embodied Literacies

Room 123 (100 Level)

This session centers Black girls' embodied and experiential literacies—dance, healing practices, and linguistic repertoires—as powerful ways of knowing. Participants explore how these literacies challenge narrow definitions of reading and writing, affirm Black girls' identities, and support humanizing, justice-oriented classroom practices through interactive mini-lessons and collective inquiry.

Presenters: Reka Barton, University of Maryland, College Park
Tempestt Johnson, University of South Carolina
Barrett Rosser, Morgan State University

E T ***Early Childhood Education Strand***

S.23 Honoring the 100 Languages of Young Children: Early Childhood Multiliteracies at the Intersections of Reggio Emilia and Dual Language Pedagogy

Room 120-B (100 Level)

This session explores multilingual, multimodal pedagogy in early childhood classrooms. Educators will examine multiliteracies through the lens of Reggio Emilia's "100 Languages." Educators develop tools to reflect on all the different ways young children express themselves in classrooms and how to use "100 languages" of students in read-alouds and literacy lessons.

Presenters: Luisiana Melendez, Erikson Institute
Sandra Lucia Osorio
Lilly Padia, University of Rhode Island

G

S.24 Ideas That Illuminate: Images as Tools for Comprehension and Composition

Room 118-C (100 Level)

Reading and writing are often described as two sides of a coin; the same can be said of words and images. This panel explores how photography, illustration, and visual composing can deepen comprehension, support writers' craft, and engage learners across age levels and linguistic backgrounds.

Presenters: Ralph Fletcher, Author/Consultant
Katie Kelly, Furman University
Penny Kittle, Plymouth State University/Book Love Foundation
Lester Laminack, Peachtree Publishers
Linda Rief, Retired Teacher/Author

S SESSIONS — 4:15–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T ***LLA Strand***

S.25 Incorporating Multilingual Songs in Literacy Education

Room 124 (100 Level)

This panel provides literature recommendations and instructional strategies for using multicultural and multilingual songs in literacy education. Presenters will share practices in K–12 and college contexts and multilingual songs and literature books that teachers can use with all students to promote intercultural awareness, language variations, and multiliteracy development. Come and sing with us.

Presenters: Celina-Maria Espinosa, University of South Carolina
Ling Hao, Illinois State University
Kevin Ho, Loyola University
Kyungjin Hwang, University of South Carolina
Kelly Jones, University of South Carolina
Shiyang Carol Li
Natalya Stepanova, University of South Carolina
Yang Wang, University of South Carolina
Jing Zhang, Carver-Lyon Elementary School
Rong Zhang, Appalachian State University

G ***LLA Strand***

S.26 Imagine, Inquire, Inspire: Reimagining Teacher-Led Professional Learning through LENS

Room 105-A (100 Level)

Sponsored by the Maine Council of English Language Arts (MCELA)

What if professional learning helped teachers imagine what's possible, innovate together, and stay inspired? Leaders from Maine's NCTE affiliate share LENS—a teacher-led, inquiry-based PD model that centers conversation, collaboration, and shared purpose—and invite participants to experience and adapt it for their own communities.

Presenters: Breanna Allard
Michelle DeBlois, Maine Council for English Language Arts (MCELA)
Stephanie Hendrix, Bangor High School

E T R ***Early Childhood Education Strand***

S.27 Innovate with Transitional Chapter Books as Culturally Responsive Texts for Emerging Readers

Room 122-A (100 Level)

This session features Native-authored transitional chapter books as culturally responsive texts for developing emerging readers. Native authors Stacy Wells (***Tana Cooks!***) and Dawn Quigley (***Jo Jo Makoons***) share author perspectives, which is coupled with classroom research showing how first graders engaged multimodally with these texts through talk, art, and relational storytelling.

Presenters: Sally Brown, Georgia Southern University
Jessica Polk, Georgia Southern University
Dawn Quigley, HarperCollins Children's Books/Fond du Lac Tribal and Community College
Stacy Wells, Southlake Public Library/Capstone Books

G ***ELATE Strand***

S.28 Inquiry without Borders: Teaching Identity and Global Citizenship

Room 121-C (100 Level)

ELA educators will imagine classrooms where inquiry and identity cultivate global citizenship. Participants explore inquiry-driven instruction that examines whose stories are told, how identities are represented, and how language shapes understanding across cultures. Educators leave with practical strategies and unit ideas that foster empathy, critical literacy, and ethical engagement.

Presenters: Sara Ahmed
Chanea Bond, Fort Worth Independent School District
Lorena German, Multicultural Classroom
Sawsan Jaber, Education Unfiltered Consulting
shea martin, The Ohio State University
Yolanda Sealey-Ruiz, Teachers College, Columbia University

S ***NWP Strand***

S.29 Keeping the Bots at Bay: Teaching Rhetoric Creatively from Sophomores to Seniors

Room 119-A (100 Level)

Join three National Board Certified high school English teachers as they share a method for encouraging student voice through rigorous and authentic writing projects. We share how we engage students to examine powerful rhetoric rooted in mentor texts so that they emerge as effective communicators with the expertise to be responsible risk-takers in the digital age.

Presenters: Tamara Empson, Louisiana State University Laboratory School
Anne McConnell, Louisiana State University Laboratory School
Candence Robillard, Louisiana State University Laboratory School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C *ELATE Strand*

S.30 Keeping the Light Going without Burning Out: Illuminating and Reimagining the Benefits of Dual Enrollment beyond the Idea of Efficiency

Room 111-B (100 Level)

This presentation shares ideas from dual enrollment (DE) high school and higher education instructors, students, parents, and administrators on the value of DE beyond efficiency. Their accounts illuminate the DE ELA classroom as a place of life-long learning for students and educators. This community can be reimagined beyond metrics and curricular objectives as one of transformation.

Presenters: Nicole Diederich, University of Findlay
Anne Eley, Kenton High School
Jamie Erford, Bluffton High School
Betsy Speer, Carey High School

E M *LLA Strand*

S.31 Learning from Creators: Using Nonfiction Picturebooks as Co-Teachers to Empower Critical Readers, Writers, and Thinkers

Room 118-B (100 Level)

This session shows how nonfiction picturebooks transform history learning by blending art, narrative, and rigorous research. Participants learn from creators how images, sources, and perspectives shape historical stories. Educators gain strategies, mentor texts, and inquiry-based practices that help students question power, analyze evidence, and see history as an ongoing conversation.

Presenters: Sarah Albee
Selene Castrovilla, Astra Books for Young Readers
Towanda Harris, Clark Atlanta University
E.B. Lewis, Calkins Creek/Astra/Simon & Schuster
Joellen McCarthy

G *ELATE Strand*

S.32 Less Is More: How Writing Short Supports Literacy and Creative Writing

Room 119-B (100 Level)

A panel of teachers and award-winning authors will share strategies for writing less without sacrificing clarity, impact, or emotion. This session highlights the benefits of encouraging students to write shorter and will demonstrate how learning to be pithy produces stronger writers and readers overall.

Presenters: Lacey Boland, Greene Street Friends School
Tricia Ebarvia, Greene Street Friends School
Hena Khan, Simon & Schuster
Minh Lê, Random House Children's Books
Ellen Oh, We Need Diverse Books/Random House Children's Books
Anna Osborn, Jefferson Middle School: A STEAM Academy/ University of MO-Columbia
Christina Soontornvat, Scholastic, Inc.

E *LLA Strand*

S.33 Linguistic Possibilities: Moving between Languages with Translingual Picturebooks

Room 107-B (100 Level)

Translingual picturebooks that move between languages have the potential to authentically represent the multilingualism of many communities and resist the message of English as norm. Explore the innovative strategies authors use to integrate multiple languages into an English text in recent translingual books along with instructional engagements for using these books in classrooms.

Presenters: Dima Masri, University of Arizona
Kathy G. Short, University of Arizona
Narges Zandi, University of Arizona

M S

S.34 Memoir Will Bring Stories, Joy, and Humanity to Your Classroom! Teaching Adolescents to Tell the Stories of Their Lives with Insight, Grace, and Power

Room 113-C (100 Level)

Every job interview, every college and scholarship application starts with "tell me about yourself." Storytelling is essential to how we make friends, launch relationships, and form beliefs about ourselves and the world. In this workshop, we'll share lessons, structures, and pedagogies so that your students learn narrative structures, literary craft, and grammar, and also … empathy.

Presenters: Coley Conter, Teachers College, Columbia University
Lauren Gould, The Ramaz School

G *Rainbow Strand*

S.35 Memory Dreaming, Memory Keeping: Inspiring the Young Folks in Our Lives to Collect, Create, and Keep Memories

Room 203-B (200 Level)

One of the ways we can better understand ourselves, the students we serve, and the legacies we create is by holding dear our memories and elevating our imaginations—the good, the bad; the hopeful, the nostalgic. In this session, author/educators Tiffany Jewell, Nawal Qarooni, and Britt Hawthorne will share ways we collect and keep memories with young people in classrooms across the country.

Presenters: Britt Hawthorne, Kokila Books
Tiffany Jewell, Kokila Books
Nawal Qarooni, NQC Literacy

S SESSIONS — 4:15–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C T *ELATE Strand*

S.36 Not Just for Kids: Picturebook Read-Alouds in the College Classroom

Room 202-A (200 Level)

Three university professors share pedagogical possibilities that come from reading children's books aloud with their postsecondary students. They offer practices that enrich literature discussions, strengthen classroom community, and prepare preservice teachers to read aloud to their future students. Attendees will have the chance to brainstorm how read-alouds might benefit their own contexts.

Presenters: Lesley Colabucci, Millersville University
Sarah Jackson, Millersville University
Kaitlin Mondello, University of St. Joseph

E *Early Childhood Education Strand*

S.37 Picturebooks Para Todos: Celebrating Young Children's Linguistic Assets through Multilingual Picturebooks

Room 126-B (100 Level)

Multilingual picturebooks are joyful, equitable tools that honor children's full linguistic repertoires; however, restrictive language policies can diminish this curiosity. The presentation will share practices to affirm linguistic diversity through multilingual picturebooks and help us reimagine ELA teaching through limitless possibility.

Presenters: Mary Jade Haney, Horrell Hill Elementary School
Rocio Herron, Jackson Creek Elementary School
Julia Lopez-Robertson, University of South Carolina
Yoo Kyung Sung, University of New Mexico
Melissa Wells, University of Mary Washington

E M *ELATE Strand*

S.38 Poetry for a Purpose: Connecting Upper Elementary and Middle School ELA to Community Engagement through the Dreamline Project

Room 202-B (200 Level)

Learn from a Philadelphia public school teacher, a professor of education, and the program founder about how Dreamline engages students with the poetry of Langston Hughes and develops their expressive writing skills while connecting them with youth across the country and around the world. Includes a hands-on segment for making your own Dreamline Banner (of poetry and art) with cloth and markers.

Presenters: Amanda Earl, Teachers College, Columbia University
Jeffrey Harlan, Dreamline
Torian Savage

M S *LLA Strand*

S.39 Reading the Word to Reimagine the World: YA Authors in Conversation about Nonfiction Books, Political Activism, and Social Change

Room 121-A (100 Level)

This session brings together YA authors whose new nonfiction sheds light on urgent problems of today including the climate crisis, the plight of Palestinians, erasure of queer people, abuses and absurdities of capitalism, and deportation of immigrants. Authors will discuss ways their books equip students with knowledge to reimagine our world. Participants will crowdsource curriculum connections.

Presenters: M.T. Anderson, Dutton Books for Young Readers
Gabriel Duckels, Random House Children's Books
Deborah Heiligman, Macmillan Children's Publishing Group
David Levithan
Danica Novgorodoff, Macmillan Children's Publishing Group
Meera Subramanian, Macmillan Children's Publishing Group

G T *Rainbow Strand*

S.40 Rethinking Selection Criteria for Asian American Literature

Room 105-B (100 Level)

This teacher-educator panel invites educators to understand who Asian Americans are, why an authentic representation is critical in today's world, and what ethical considerations to make while curating books about Asian Americans. The panel will conclude with illustrative examples of possible books to include at elementary, middle, and high school level.

Presenters: Chu Ly, Framingham State University
Noreen Rodriguez, Michigan State University
Axa Khalid Warraich, The Ohio State University
Shuling Yang, University of Maryland, Baltimore County

E M *LLA Strand*

S.41 Stories, Not Souvenirs: Writing and Teaching Global Picturebooks without an Outsider Lens

Room 106-AB (100 Level)

Picturebooks set outside the US are often framed through an American or outsider "tour guide" lens. In this panel, contemporary picturebook creators share strategies for writing and teaching global stories that center character, relationships, setting, and text features—resisting cultural flattening and offering concrete, classroom-ready approaches to anti-exoticized literary study.

Presenters: Emeline Lee
Emily Li
Evgenia Mantikas, Louis Pasteur School M.S 67Q

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T *Rainbow Strand*

S.42 #TeachLivingPoets: Illuminating the Now in Black Poetry: Teaching Voices That Transform the Moment

Room 108-B (100 Level)

Centering the works of Black contemporary poets, this session offers classroom-tested strategies that complicate the canon and foster student questioning and insight. We are excited to share resources for new, engaging ideas for students to discover meaning in poems and to explore advocacy through poetry. Panelists will introduce works from our favorite living Black poets sure to inspire.

Presenters: Brian Hannon, Hayfield Secondary School, Alexandria, VA
Peter Kahn, Poet-Educator, LLC/The Ohio State University
Jessyca Mathews, Michigan Council of Teachers of English
Melissa Smith, Lake Norman Charter High School

M

S.43 Teachers Toolkit: 15-Minute Activities to Foster Reading Habits Using Fantasy Books

Room 109-B (100 Level)

Fifteen minutes of classroom time is all we need to get kids hooked on reading. In this panel, six bestselling and award-winning middle grade authors and two educators will discuss how to effectively use short blocks of time to engage reluctant readers with middle grade fantasy books. One chapter or one classroom activity is all it takes to begin building a lifelong love of literacy.

Presenters: Leslie Adame, HarperCollins
Juliana Brandt, Hastings Public Schools/Simon & Schuster
Emily Charlotte, The Windward School
Amanda Foody, Simon & Schuster
Jessica Khoury, Scholastic/Simon & Schuster/Clarion Books
Lauren Magaziner, Simon & Schuster Children's Books
Shana Targosz, Simon & Schuster

S T *ELATE Strand*

S.44 The Grief No One Names: Teaching Ambiguous Loss through YA Literature

Room 203-A (200 Level)

YA literature offers language for losses that have no clear ending. This panel explores ambiguous loss through classroom practice and story, featuring author/social worker Kristin Bartley Lenz, Columbine High School English teacher Lacey Dougherty, InsideOut Literary Arts Program Director Shawntai McCall-Brown, and author/moderator Len Vlahos. Participants will gain discussion prompts and writing activities that help students process unresolved change without forcing closure.

Presenters: Lacey Dougherty, Columbine Senior High School
Kristin Lenz
Shawntai McCall-Brown, InsideOut Literary Arts
Len Vlahos

M S R *NWP Strand*

S.45 The World's on Fire! We Need Youth Voices: Writing and (Re)Storying in Our Current Times

Room 113-B (100 Level)

Denver Writing Project explores community-engaged writing in classrooms. Participants will engage in writing with slam poet Jovan Mays, see examples from young people writing for authentic audiences, talk with educators, and share their own classroom practices. The session will culminate in conversation with Amy Stornaiuolo to reimagine the ways young people restory their world.

Presenters: Jennifer Henderson, Denver Writing Project
Jovan Mays, Aurora Public Schools
Kristina Stamatis, University of Nebraska Omaha
Amy Stornaiuolo, University of Pennsylvania
Sarah Woodard, University of Colorado at Denver

G T R *Rainbow Strand*

S.46 Thinking Back to Teach Forward: Literacy Rooted in Ancestry and Imagination

Room 121-B (100 Level)

In a time of rapid change, this session invites ELA educators to reimagine literacy through ancestry and intergenerational wisdom. Participants explore how family stories, oral histories, and community literacies can center identity, imagination, and belonging. Educators leave with classroom-ready strategies and a renewed vision of literacy as relational, equitable, and rooted in student voice.

Presenters: Sonja Cherry-Paul, Red Clay Educators
Carla España, Brooklyn College CUNY
Sawsan Jaber, Education Unfiltered Consulting

E M *Rainbow Strand*

S.47 We Need (Immigrant) Books . . . in These Unkind Times

Room 103-B (100 Level)

In these unkind times, immigrant students are facing relentless trauma fueled by harmful rhetoric and family separation. Without intervention, non-immigrant students can absorb the same anti-immigrant rhetoric and resort to bias or bullying. Engagement with immigrant and new generation K–12 literature can support both sets of students in rewriting our collective future.

Presenters: Shawnette Brown, Beaumont Elementary School
Kirsten Cappy, I'm Your Neighbor Books
Terry Catasús Jennings, Author
Ernesto Cisneros, Quill Tree Books/HarperCollins
Laura Jimenez, Boston University

S SESSIONS — 4:15–5:30 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S T R ***ELATE Strand***

S.48 Recurring Conversations: Innovative Practices from across the History of English Education

Room 204-A (200 Level)

Sponsored by the ELATE Commission on the History of English Education

In this ELATE-sponsored panel, presenters will examine the historical roots of secondary ELA literacy practices, including literary theory, close reading, and novel study, considering how disciplinary history can inform innovative classroom practice.

Presenters: Andrew Newman, Stony Brook University
Andrew Rejan, Darien High School, CT
Annmarie Sheahan, The University of New Mexico
Whitney Sorensen, Teachers College, Columbia University

G ***LLA Strand***

S.49 Shining a Light on Public Language

Room 125 (100 Level)

Sponsored by the Public Language Award Committee

The NCTE Public Language Award Committee presents in the session a guide to studying public language, including critical examination of how to identify deceptive or misleading public language and ways to consider the roles of ethics, honesty, and clarity in this language and the role public language plays in democracy.

Presenters: Angela Crawford, Philadelphia Writing Project/Martin Luther King High School
Melissa Dupre, Bainbridge High School
Brooke Harris Garad, Butler University
Sarah Richard, HS for Law, Advocacy, and Community Justice
Valerie Taylor, The University of Texas at Austin

SATURDAY SPECIAL EVENT

5:00–6:30 P.M. / GRAND HALL (200 LEVEL)

AUTHOR SOIREE

Celebrate NCTE's newest books! Every year, NCTE publishes a slate of new titles for educators, whether it's a second edition of a classic resource or a new way of looking at classroom practices. On Saturday evening, join us near NCTE Central to celebrate our new releases! There will be a cash bar and light bites, plus a chance to connect with authors and editors—and maybe even pitch your own book idea.

SPECIAL INTEREST GROUP SESSIONS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

SIG SESSIONS — 5:45–7:00 P.M.

C ***Community College Strand***

SIG.1 TYCA Networking & Membership SIG Event

Room 122-B (100 Level)

Sponsored by the Two-Year College English Association (TYCA)

Celebrate 30 years of the Two-Year College English Association by gathering with members from two-year colleges and access-oriented four-year institutions. Learn about the future of TYCA within NCTE, report on issues affecting literacy education in your state or region, discuss learning from community college strand sessions, and share ideas for future TYCA initiatives and activities. High school teachers who adjunct at community colleges and/or work in concurrent enrollment programs are invited to attend.

Presenters: Joanne Baird Giordano, Salt Lake Community College
Stephanie Maenhardt, Salt Lake Community College

E ***Early Childhood Education Strand***

SIG.2 Early Childhood Education Assembly Business Meeting with Invited Talk: Revolutionary Love: Building Community, Sustaining Advocacy

Room 107-B (100 Level)

Sponsored by the Early Childhood Education Assembly (ECEA)

In addition to the business meeting, a panel of ECEA members will give an interactive presentation on advocacy and early childhood education: "Revolutionary Love: Building Community, Sustaining Advocacy."

Session Chairs: Ysaaca Axelrod, University of Massachusetts Amherst
Jesse Gainer, Texas State University-San Marcos
Committee/Assembly/Caucus Co-Chair: Kara Taylor, Texas A&M University - Texarkana
Presenters: Brooke Blacknall, Fulton County Schools
Eliza Braden, University of South Carolina
Jordan Freeman, University of Georgia
Michele Myers, Wake Forest University
Sanjuana Rodriguez, Kennesaw State University
Natasha Thornton, Spelman College
Kamania Wynter-Hoyte, University of South Carolina

M S C T

SIG.3 ALAN Author Seminar: Craft & Creativity

Room 113-C (100 Level)

Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)

The 2026 ALAN Author Seminar, sponsored by the Assembly on Literature for Adolescents of NCTE, will feature author(s) in discussion and activities around craft, creativity, and finding an authentic voice, followed by an interactive element where participants will explore developing students' craft.

Moderator: Sybil Durand, University of Arizona
Presenters: KaaVonia Hinton-Johnson
Jung Kim, Lewis University
Mark Letcher, Assembly on Literature for Adolescents of NCTE (ALAN)

G T ***ELATE Strand***

SIG.4 ELATE Membership Meeting and Social

Room 201-C (200 Level)

Sponsored by the English Language Arts Teacher Educators (ELATE)

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates.

Committee Chair: Keisha L. Green, University of Mass at Amherst
Committee Members: Anthony Celaya, Western Washington University
Mandie Dunn, University of South Florida
Jill Flynn, University of Delaware
Davena Jackson, Boston University
David E. Low, California State University, Fresno
Steffany Maher, Indiana University Southeast
Joanne Marciano, Michigan State University
Edith Middleton, Teachers College, Columbia University
Grace Player, University of Connecticut
Kisha Porcher, University of Delaware
Bradley Robinson, Texas State University
Melanie Shoffner, James Madison University
Theresa Burruel Stone, Sonoma State University
Shelbie Witte, University of North Dakota

SIG SESSIONS — 5:45–7:00 P.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

SIG.5 Expanded Perspectives on Learning Business Meeting

Room 117 (100 Level)

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

This session is for the SIG meeting of the Assembly for Expanded Perspectives on Learning (AEPL). Open to all with curiosity about expanded perspectives on learning!

Presenter: Nate Mickelson, New York University

G T R *ELATE Strand*

SIG.6 Exploring Imagination, Belonging, and the Courage to Create Futures through Children's Literature

Room 118-C (100 Level)

Sponsored by the Children's Literature Assembly (CLA)

In times of uncertainties, imagination is essential for helping readers see themselves as capable of shaping the future. This session brings together authors and educators to explore how children's books can cultivate imagination, belonging, and creative courage. Join us to examine stories that inspire readers to envision possibilities and design future-focused literacy practices.

Session Chair & Presenter: Suriati Abas, Rutgers University-New Brunswick
Committee Members: Deanna Day, Washington State University
Kathy G. Short, University of Arizona
Presenters: Violeta Encarnacion, Red Comet Press
Wenyu Guo, University of South Florida
Darshna Katwala, Nassau Community College
Matthew Panozzo, University of Memphis
Linda Sue Park, Clarion
Rene M.Rodriguez-Astacio, California State University Fresno
Jamilah Thompkins-Bigelow, Random House Children's Books
Mia Wenjen, Red Comet Press

G *ELATE Strand*

SIG.7 Fountain of the Muse

Room 118-A (100 Level)

The annual Fountain of the Muse roundtable welcomes first-time readers and established writers to participate in relaxed workshops and open mic readings. Those who wish to listen are also welcome. Writing and workshopping begin at 7:00 p.m., with open mic readings at 8:00 p.m. Writers who want a careful look at their work should bring eight copies of no more than two pages of poetry or prose for small group response. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

Presenters: Bonner Slayton, Moore Norman Technology Center
Danny Wade, Washburn University

G *ELATE Strand*

SIG.8 Ideas That Illuminate: Empowering Student Imagination and Innovation in Secondary School Writing Centers

Room 115-C (100 Level)

Sponsored by the International Writing Center Association (IWCA)

Secondary school writing center directors explore centers as "radical spaces of possibility" where students discover leadership and innovation beyond curricula. Grounded in emotion-cognition research, we examine how mentoring develops relational intelligence irreplaceable in AI-saturated education.

Presenters: Renee Brown, Peters Township Middle School
Elizabeth Cramarosso, Secondary School Writing Centers Association (SSWCA)/Lane Tech College Prep
Daniel Harrison, New Vistas School
Amanda Holliday, Cape Fear Academy
Tarra Stevenson, Westridge School
Jennifer Tannous, Central Bucks South High School

G

SIG.9 Innovative Grammar Instruction with ATEG

Room 119-B (100 Level)

Sponsored by the Assembly for the Teaching of English Grammar (ATEG)

Join NCTE's Assembly for the Teaching of English Grammar (ATEG) for an interactive discussion on innovative grammar instruction! In this presentation, members of ATEG's leadership team will share ideas about how teachers can meaningfully engage students in applying grammar skills. One attendee will win a one-year ATEG membership!

Presenters: Amy Bouch, Chartiers Valley Middle School/Western Pennsylvania Council of Teachers of English
Sean Ruday, Longwood University
Sherry Saylors, Prince George's Community College
Peggy Wilson

G T R *ELATE Strand*

SIG.10 The Rural Assembly on English Literacy and Language Education Business Meeting

Room 123 (100 Level)

Sponsored by the Rural Assembly on English Literacy and Language Education (TRAELLE)

The Rural Assembly on English Literacy and Language Education (TRAELLE) business meeting is the home base for rural teachers and researchers of NCTE. Whether you're a teacher of early literacy, elementary, secondary, post-secondary, teacher preparation/education, or librarian in a rural school or community, you are welcome here. Come meet others who share a professional commitment to rural places.

Presenter: Karen Eppley, Kansas State University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M ***ELATE Strand***

SIG.11 Verse Novels That Inspire Us: Presenting the NCTE 2026 Notable Verse Novels

Room 113-B (100 Level)

Sponsored by the Poetry Awards Committee

The NCTE Poetry Awards Committee will host the selected authors of the 2026 Notables verse novels. The authors will share and discuss their verse novels and possible connections to literacy instruction. The session may leave implications for how to engage children in writing, reading, and sharing their stories through poetry within classroom communities.

Session Chair: Jongsun Wee, Pacific University
Presenters: María Dolores Águila, Macmillan Children's Publishing Group
Willeena Booker, Hatboro-Horsham School District
Darryn Diuguid, McKendree University
Glenda Funk, School District #25, Pocatello/Chuibbuck, ID
April Halprin Wayland, Author, UCLA Extension Writer's Program
Kate Messner, Bloomsbury
Junko Sakoi, Tucson Unified School District

E M S T ***Rainbow Strand***

SIG.12 Windows to the World: Using Outstanding International Books to Expand Inquiry, Perspective, and Belonging

Room 119-A (100 Level)

Sponsored by the United States Board on Books for Young People (USBBY)

USBBY's Outstanding International Book Lists invite educators and students to see beyond borders through powerful stories, art, and perspectives. This symposium explores how globally rooted children's books deepen literacy, empathy, and classroom dialogue across grades.

Presenters: Sue Parsons, Oklahoma State University
Emily Pendergrass, Vanderbilt University
Junko Sakoi, Tucson Unified School District

G T R

SIG.13 Youth Literacies for Change: Reimagining English Education through Youth Voice, Writing, and Research

Room 113-A (100 Level)

***Sponsored by the* English Journal**

Youth authors take center stage in this panel featuring contributors to the recently published *English Journal* special issue, *Youth Voices & Literacies for Change*. Through their writing, research, organizing, and multimodal work, youth authors share what educators can learn from young people's critical and civic literacy practices and their visions for hopeful, joyful, and just futures in English education.

Co-Chairs: Limarys Caraballo, Teachers College, Columbia University
Lauren Kelly, Rutgers University
Joanne E. Marciano, Michigan State University
Robert Petrone, University of Missouri
Vaughn W. M. Watson, Michigan State University
Panelists: Caryn Cho, Think and Write
Dalwin Corcino, Harvest Collegiate High School
Ming-Li Diaz, Brooklyn Technical High School
Isabel Caraballo Gonzalez, Loyola High School
Jennifer Freed, Springfield High School, PA
Jacqueline Huang, Brooklyn Technical High School
Emmanuelle Kramer, Upper Dublin High School
Germayoni Lopez, Beacon High School
Jalyn Lopez, Harvest Collegiate High School
Farah Mbahwe, Rahway High School
Sadhay Nunez, Fort Lee High School
Samantha Figaro Olivo, International High School
Allen Reyes, Dumont High School
Roxy Ruedas, Harvest Collegiate High School
Meyly Santiago, Brooklyn Technical High School
Angelina Vo, West Chester East High School
Carter F.M. Watson, East Lansing High School
Mary Wolters, Conestoga High School
Yifan Zhang, Think and Write

G T R ***LGBTQIA+ Strand***

SIG.14 Genders and Sexualities Equality Assembly (GSEA) Business Meeting

Room 116 (100 Level)

Sponsored by the Genders and Sexualities Equality Assembly (GSEA)

The GSEA Business Meeting is open to all, including nonmembers. During the meeting, attendees will discuss future directions and priorities for the GSEA, elect members to vacant leadership positions, and strengthen efforts to support queer- and trans-affirming work in English education classrooms, teacher education programs, community activism, and research.

Committee Chair: Laura Jimenez, Boston University
Committee Members: Stephanie Anne Shelton, The University of North Carolina at Chapel Hill
Kyle Smith, University of Michigan
Emily Wilkinson, Genders and Sexualities Equality Assembly (GSEA)
Moderator: Craig A. Young, Bloomsburg University of PA

SIG.15 CELT Membership Meeting and Social Hour

Room 201-AB (200 Level)

Sponsored by the Center for Expansion of Language and Thinking

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

SUNDAY, NOVEMBER 22

Throughout the session descriptions, each title includes one or more letter icons, indicating the level(s) of interest embraced by the topic:

E Elementary M Middle S Secondary C College G General Interest T Teacher Education R Research

7:00–8:45 A.M.

Affiliate Breakfast

ROOM 201-C (200 LEVEL)

Featuring NCTE Vice President Jamal Cooks and Executive Director Emily Kirkpatrick

Sponsored by the NCTE Committee on Affiliates

Join us for a morning of inspiration, celebration, and collaboration! The Affiliate Breakfast provides an opportunity to celebrate the work of affiliates across the country as we recognize state and national affiliate activity.

Jamal A. Cooks is the president of Chabot College in Hayward, California, where he champions access, justice, and excellence in education. As vice president of NCTE, he brings a vision grounded in decades of scholarship, mentorship, and advocacy to amplify voices, promote inclusive literacy practices, and advance the field for future generations. He has been a committed leader and contributor to NCTE for three decades, serving as a Rainbow Strand member, a Cultivating New Voices among Scholars of Color mentee, the co-chair of the Black Caucus of NCTE, and a member of numerous key committees, including the NCTE Committee on Research, the Conference on English Leadership, and the David H. Russell Award for Distinguished Research in the Teaching of English Committee.

His commitment to equity, research, and representation is highlighted by being an NCTE Richard W. Halle Award for Outstanding Middle Level Educator winner. A prolific scholar, he has coedited volumes such as *The Black Excellence Collective: A 10×10 Model for Academic and Student Success for Black Students* (Chabot College) and *Urban Middle Literacies* (*Voices from the Middle*). His work in adolescent literacy and culturally relevant pedagogy has appeared in leading NCTE journals including *English Journal* and *Voices from the Middle*.

Emily Kirkpatrick is a transformational leader who has dedicated her career to public service and civic engagement, specifically the creation of human-centric efforts to advance literacy and asserting the expertise of women in leadership positions. The partnerships she has created and sustained span international philanthropists, national media, authors, creative communities, and large networks of educators. Her achievements have drawn commendations from *Time* magazine, *CBS Sunday Morning*, *TODAY*, and beyond.

She is active in the International Women's Forum and the American Council of Learned Societies and has served on the public policy committee for the American Society for Association Executives, on the Visioning Panel for the National Association of Educational Progress (NAEP), as a judge for the Stronger Democracy Challenge and The Trust in America's Institutions Challenge, and as a board member of the Trust for Insuring Educators. She earned her MBA from Bellarmine University, her BA from Centre College, and a Certificate in Public Leadership from Harvard's Kennedy School.





Committee on Affiliates:
Chair: Amy Nyeholt, PA Cyber, Beaver Falls, PA
East Region: Patti Forster, Camden Hills Regional High School, Rockport, ME
Cheryl Golden, Hanover County Public Schools, Ashland, VA
South Region: Jennifer Dail, Kennesaw State University, GA
Lois Marshall Barker, Texas Council of Teachers of English Language Arts
Central Region: Kathryn (Katie) Anderson, Anoka-Hennepin ISD #11, MN
Nathan Whitman, Derby High School USD 260, KS
West Region: Stephanie Buelow, University of Hawaii at Manoa, Honolulu
Second West Region Member TBD

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

7:00–8:45 A.M.

Children's Literature Assembly Breakfast

BALLROOM A (300 LEVEL)

Grace Lin

Sponsored by the Children's Literature Assembly



Photo: Blue Lo

The Children's Literature Assembly Breakfast celebrates award-winning Asian American author and illustrator Grace Lin. This session centers Asian American lived experiences and highlights counterstories that challenge dominant historical narratives and ongoing marginalization, foregrounding the resilience, contributions, community, and racial love of Asian American and im/migrant communities.

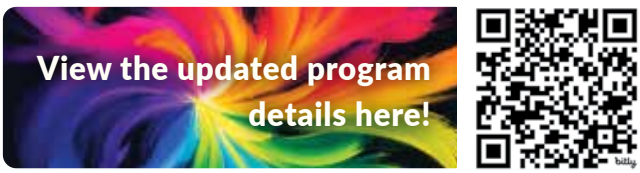
Grace Lin is the award-winning and bestselling author and illustrator of *Chinese Menu*, *When the Sea Turned to Silver*, *Starry River of the Sky*, *Where the Mountain Meets the Moon*, *The Year of the Dog*, *The Year of the Rat*, *Dumpling Days*, and *Ling & Ting*, as well as picturebooks such as *The Ugly Vegetables*, *A Big Bed for Little Snow*, and *A Big Mooncake for Little Star*. Lin is a graduate of the Rhode Island School of Design and lives in Massachusetts.

Breakfast Chairs: Wenyu Guo, University of South Florida
Lisa Morris-Wilkey, Retired
Committee Chairs: Adam Crawley, University of Colorado-Boulder
Mary-Kate Sableski, University of Dayton
Meghan Valerio, Canfield Local School District

SUNDAY

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

A book signing will follow the breakfast.



Classroom Idea Exchange
8:15–10:15 A.M.
Room 201-AB (200 Level)

The Classroom Idea Exchange is an opportunity for new classroom teachers, experienced teachers, and those preparing to become teachers to hear from presenters about what engages their students.

New teaching ideas can inspire and benefit you, whether you're new to the profession or have decades of experience! NCTE's Classroom Idea Exchange will connect you with other literacy educators to share and receive best instructional practices. This unique event centers teacher expertise and facilitates the inspiring and affirming exchange of ideas that is the hallmark of our vibrant professional community.

Presenters will have five minutes to share a specific lesson, activity, or assignment, then answer questions from attendees at each table. Attendees will walk away with concrete and easily integrated teaching ideas for activities, assignments, and classroom planning.

Table assignments and presentation schedule will be available at the start of the Exchange.

Chair: Vanessa Heller, Tri County GATE Council

SCHEDULED PRESENTATIONS INCLUDE:

"We Need to Draw a Picture for the Horse": Empowering Students' Agency through Art-Based Literacy Instruction in the Elementary Classroom—Jubara Abusin, The Pennsylvania State University

Pride Collaboration between English and Math—Njemele Anderson, Linked Destinies Academy

The Impact of Redlining and Gentrification—Njemele Anderson, Linked Destinies Academy

Maslow's Hierarchy of Needs in *Frankenstein*: A Small-Group Psychology Project—Susan Ardolino, Croton Harmon School District

Using Role-Playing Games to Teach Fantasy—Lisa Arhart, Gillette Community College District

Teaching an Old Dog New Tricks: Insights and Observations of a Late Career Instructor Who AI-Proofed a First-Year Composition Course—Paul Beehler, University of California Riverside

Hey Look! There's My Teenager: Interdivisional Student Correspondence Renders the Rhetorical Triangle Real and Brings the Warm Fuzzies—Sarah Boyer, The Dawson School

A Life Well Lived: Writing a Rhetorical Analysis of an Obituary in a First-Year Composition Course—Kristina ByBee, Arizona State University

Exploring Character and Conflict with Pie Charts—Candice Byers, Jacksonville State University

Making a Personal Connection to Virtual Composition Students: Two Easy Tech Tips That Work!—Laurie Cella, Shippensburg University

Love First. Teach Always: Classroom Moves That Build Readers and Leaders—Kenya Clark, Oakdale Elementary/Rankin County School District

What If Struggle Was Part of the Plan? How a Re-Created Dip Chart Transformed Classroom Reflection—Jomar Conde, CIA First International School SENIA Cambodia & ELLSA

The YA-est Novel Ever—Jill Coste, Elizabethtown College

Kids in Charge: "If I Were in Charge of the World" by Judith Viorst—Julianne DeSilva, Smithtown Central School District/ Hofstra University

Best Part of Speech Full Class Debate—Mary Dibinga, Boston Latin Academy/Boston Public Schools

The Power of Student Choice in the ELA Classroom: Building Community and Engagement in a Multigrade Elective—MaryAnn Dunn, University at Albany

Promoting Critical Literacy by Synthesizing Shakespeare and Television Supplements—Cassandra Feith, Colegio Menor Quito

Comic Comparisons—Moira Fitzgibbons, Marist University

Rhetoric in Real Life: Teaching Ethos, Logos, and Pathos through Commercials—Stephanie Ford, Murray State University

Resisting Curriculum Violence: A Step-by-Step Approach to Discussing the N-Word in the Classroom—Justin Grinage, University of Minnesota

Brick by Brick: Building Stories Inspired by LEGO Play—Lisa Hanna, Ocean Township High School

Say Something Interesting: Using Social Science Methods to Move from Reading to Argument—Lauren Holm, The Hun School of Princeton

Dear Photograph: How Students Can Create Imaginative and Creative Tributes to Moments Frozen in Time—Julie Jee, Arlington High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Into English: Teaching Nuance with Poetry in Translation—Stefanie Jochman, Flint Hill School

Green Literacy: Inspire Earth Stewardship through Critical Thinking, Reading, and Writing K–5—Jen Cullerton Johnson, Green Literacy

Teaching without Paper—Della Johnson, Wateree Elementary School

Meaning-Making and Meme-Making: Memes as a Rhetorical Composition Tool—Alana Jones, East Carolina University

Advertisements as Multimodal Texts: Building Rhetorical Awareness in the First-Year Writing Classroom—Vivian Lauver, Temple University

"Yo Mama So Sweet, She Could Be a Bakery": Supporting Young Children's Writing Skills through Culturally Relevant Literacy Instruction and Black Language Play—Amber Lawson, Bowling Green State University

Our Cool Cuts and Happy Hair: Supporting Young Children's Phonemic Awareness Development through Culturally Responsive Foundational Literacy Instruction—Amber Lawson, Bowling Green State University

Dynamic Peer Review: Timed Rotations for Inclusive, High-Impact Feedback—Quang Ly, University of Miami

Imitation and Learning in the Age of AI—Andrew Lynn, Barnard College

Decentering Ourselves in Order to Center Students: An Activity for Preservice Teachers to Consider Identity, Assumptions, and Influence—Lauren May, Longwood University

The Daily Dash: Building Literacy and Relationships through Writing Rituals—Jenny McCulloch, Springville High School/Nebo School District

Why Did It End Like That? Analyzing *Animal Farm* Endings—Samantha Miller, Cranford Public School District

Word Scientists in Action: Multisensory Word Study across English's Layers of Language—Meredith Murray, Children's Dyslexia Center of Southern Illinois

What Is Your Policy? Illuminating the Need for Clear Student Expectations of AI Use in Secondary Classrooms—Mary Parker, University of North Alabama

Research, Writing, and Personal Identity—Brandy Pass, University of North Georgia

Digitally Remixing Adolescence: Social Media App Reviewer to Podcast Influencer—Theresa Prefontaine, Arizona State University

"When Books Talk Back": Using Listening Stations to Spark Rereading—Jennifer Ramey, University of Northern Colorado

Imagine. Innovate. Inspire. Black Feminist Multimodal Pedagogy with Ethical AI Integration—Jessica Ridgeway, Norfolk State University

A Dialogic Translation Circle for Multilingual Poetry Reading—Yaxha Ruvein, Leman Academy of Excellence (East Campus)

Play as Praxis: A Gamified Approach to Civic Argumentation—Yaxha Ruvein, Leman Academy of Excellence (East Campus)

Rhetorical Analysis of a YouTube Video Essay—Madeline Scott, Appalachian State University

From Annotation to Evidence: A Structured Small-Group Approach to Teaching RACE Responses—Suvarna Shankar, Rocketship Public School

ThinkWSR! Centering Student Ideas through Collaborative Writing, Speaking, and Reading Daily—Cara Shaw, QuinceED

You Show Up; They Show Up: How to Inspire Literacy Learners to Move into Action—Keisha Smith-Carrington, Princeton Public Schools

Adolescence: Studying the "Language" of Schools—Jeff Spanke, Ball State University

Bringing History to Life: A Living Wax Museum as a Classroom Exchange in ELA—Stephanie Stuart, Killeen Independent School District

Citizenship and Civil Disobedience—David Tew, Advent Episcopal School

Cover Compare: Teaching Audience and Interpretation through Book Design—Lauren Vandever, Oklahoma State University/Bristow Public Schools

Yes, They Can Write Math Stories! —C Walsh, New York City Department of Education

Literary Eulogies: Understanding Characters beyond the Grave—Courtney Weber, Lake Superior State University

Inspiring Thinking: An Informal Writing Workshop to Develop Student Critical Thinking and Voice—Arri Weeks, New Canaan High School

Unlocking the "Magic": Understanding How AI Works (and Doesn't!) —Nanci Werner-Burke, Commonwealth University Mansfield

Substitute Strategies for Classroom Engagement—Elizabeth Whitehead, Loudoun County Public Schools

Common Sense Rhetoric: Teaching Rhetorical Analysis Using Thomas Paine's Pamphlet That Sparked a Revolution—Thomas Wiley, North Brunswick Township High School

Feelings Matter: Getting to Know Students by Challenging Them to Explore Their Feelings and Emotions about School—Ashton Williams, Pace Academy

The Ideal English Classroom: What Students Say They Want and How Teachers Can Make Intentional Choices That Engage Students—Ashton Williams, Pace Academy

SUNDAY POSTER SESSIONS

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions.

Poster presentations will take place at the Pennsylvania Convention Center at the locations listed below.

POSTER SESSIONS — 9:00–10:15 A.M. / EXHIBIT HALL A (200 LEVEL)

Ⓜ Ⓢ ***ELATE Strand***

10 ELL Strategies You Can Use in Your Classroom Tomorrow!

This poster will share practical research-based strategies to support English Language Learners but benefiting all students. Viewers will learn simple ways to scaffold language, increase student talk, and use visuals and structured supports to boost comprehension—leaving with ready-to-use tools that require minimal planning.

Presenters: Lindsey Aylward, Lawrence High School
Richard Gorham, Lawrence High School

Ⓜ Ⓣ Ⓡ ***ELATE Strand***

A Middle School Reading Specialist's Development of TPACK to Guide Inquiry in the ELA Classroom

This practitioner inquiry research study examined how a middle school reading specialist used self-reflection, as well as technological, pedagogical, and content knowledge (TPACK) to design a multimodal text set unit of study. Using a reflexive thematic analysis approach, this study conceptualized three key themes to support ELA curricular design in the middle grades with an innovative approach.

Presenter: Karen McLaughlin, Stockton University

Ⓜ Ⓢ ***New & Early Career Teacher Strand***

Advertisements, Advice Columns, Blackout Poetry, and Identity Hats: Designing a Project-Based Unit That Elevates Student Voice

Designing meaningful projects can be challenging. This poster presents how we created a unit rooted in authentic projects that prompt students to deepen their connection to themselves, their community, and our broader world. We invite you to take your unit to the next level by centering the student experience, elevating student voice, and challenging what you once thought possible.

Presenters: Chidi Amasiani, The 30th Avenue School (Q300)
Laura Parris, The 30th Avenue School (Q300)

Ⓖ ***LLA Strand***

Beyond Remediation: Practitioner Inquiry and Equity-Centered Literacy Instruction

Deficit-based models continue to shape literacy instruction for adolescents and adults, particularly those from historically marginalized communities. This session challenges remediation-oriented approaches by examining literacy as a lifelong inquiry-driven practice that supports agency, identity, and critical engagement with the world through the lens of inquiry and classroom-based research.

Presenter: Shawndra Allen, University of Illinois Chicago

Ⓢ Ⓣ ***ELATE Strand***

Texts and Their Modalities in Teacher Education

As secondary English teachers reimagine curriculums, debates about student engagement, reading stamina, and political realities inform instructional choices. This presentation outlines research findings about how preservice teachers are trained to approach reading instruction and how current teachers actually approach it, offering recommendations to reimagine teacher education programs.

Presenter: Molly Hunt, Elon University

Ⓣ ***Rainbow Strand***

Cultivating a "Multilingual Stance" through Computational and Digital Literacy (CDL) Practices

We examine CDL practices impacting preservice Teacher Candidates (TCs) developing a multilingual stance. Results address the four affordances of technology: accessibility, retrievability, interactivity, and creativity fostering innovation across Birth-Grade 6 courses. Explicit opportunities for learning about, with, through, and against CDLs informs a TCs identity on a multilingual continuum.

Presenters: Melissa Garcia, Lehman College CUNY
Anthony Wheeler

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions.

POSTER SESSIONS — 9:00–10:15 A.M. / EXHIBIT HALL A (200 LEVEL)

G ***LLA Strand***

Deceptively Simple, Authentically Meaningful: Discover Practical Tools for Student-Driven, Inquiry-Based Primary Source Learning

Discover free resources and take-on-your-own-time professional learning to fuel student-powered primary source learning in the humanities classroom and beyond. Explore the Right Question Institute's free lesson examples, videos, interactives, modules, and more. Leave with a personalized plan to maximize students' success with the Question Formulation Technique and the Library of Congress.

Presenters: Kathryn Connolly, The Right Question Institute
Dana Huff, Worcester Academy

M ***ELATE Strand***

Designing Possible Worlds: Black Girl Speculative Fiction and World-Building in ELA Classrooms

This poster introduces a Black girl–centered world-building literacy framework drawn from middle-grade speculative fiction. It shows how these texts support literary analysis, ethical inquiry, and imaginative composition, offering ways to position reading and writing as practices of world-reading and future design in ELA classrooms.

Presenter: Alexis Morgan Young, Michigan State University

M S T R ***ELATE Strand***

Diverse Adolescent Readers and the Making of Meaning

Middle and high school students from diverse communities (Native American nation, inner city, minority majority demographics) attending a one-day El Día de los Niños, El Día de los Libros/Children's Day Book Day at Arizona State University complete a questionnaire revolving around what qualities they think make a book they have read in the last two years meaningful and important.

Presenters: James Blasingame, Arizona State University
Adriana Diaz-Heppler, Arizona State University
Ginette Rossi
Seth Tendler, Arizona State University

M S T R ***ELATE Strand***

Grammar for Pleasure: Reimagining Language Instruction in ELA Teacher Education

This poster presents qualitative research exploring a central question: How does a focus on language "pleasure" affect new English teachers' conceptions of what grammar instruction in ELA classrooms can look like? Interviews with teacher candidates and artifact analysis indicate that a "pleasure" focus often led to student asset-driven instruction and increased attention to language equity.

Presenter: Christopher Parsons, Keene State College

M S T R ***ELATE Strand***

How Neurodivergent Women Authors and Characters Help Educators Challenge Deficit Depictions in YA Novels

Students need more authentic, strengths-based portrayals of neurodivergence, which are often missing in ELA curricula. This poster shares a critical content analysis of six YA novels written by neurodivergent women featuring neurodivergent protagonists. Key excerpts are shared that challenge deficit stereotypes, as well as suggestions for how to incorporate these texts in classrooms.

Presenters: Madeline Boehning, American University School of Education
Kerry Cormier, Rowan University

R ***LLA Strand***

Imagining Literacy as Healing: (Re)Reading Black Girls' Letters through Grief and Parental Incarceration

This poster presents a grief-informed rereading of Black girls' letters to incarcerated fathers, reframing letter writing as emotional literacy, relational repair, and healing practice. Grounded in Black feminist thought and phenomenology, the study offers insights for grief-conscious literacy research and pedagogy in ELA contexts.

Presenter: Vivett Dukes, Teachers College, Columbia University

POSTER SESSIONS — 9:00–10:15 A.M. / EXHIBIT HALL A (200 LEVEL)

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S T R ***New & Early Career Teacher Strand***

In Language, There Is Life: Poetry, Identity, and Classroom Practices That Heal and Connect

This poster shares classroom-tested literacy practices from In Language, There Is Life, a culturally grounded professional learning initiative. Drawing on teacher reflections, poetry-based lessons, and student work, presenters highlight how language, storytelling, and arts integration foster belonging, identity, and wellbeing across content areas.

Presenters: Hoku Pavao, AHAS: Archive for Health Arts & Spirit (Baldwin HS)
Moira Pirsch, AHAS: Archive for Health Arts & Spirit

S C T ***ELATE Strand***

Indigenous Fiction and Culturally Specific Understandings: Culturally Responsive Pathways to Dense Understanding

I offer examples of how fiction can provide insight and extend how teachers and students learn about other cultures. I use a culturally sensitive analytical process to model culturally responsive approaches to reading and teaching Lakota/Dakota literature. I suggest that this process deepens understanding of Lakota/Dakota culture and of oneself and improves cultural relations through understanding

Presenter: Jody Rust, University of Michigan

E T ***Rainbow Strand***

Innovation through Partnership: Elementary Teachers, Students, Families, and University Faculty Center Culturally Sustaining and Inclusive Practices

This poster focuses on a grant-funded action research project where elementary teachers in an increasingly diverse district partnered with university faculty to enact culturally sustaining practices (CSP) aimed at learning from and with culturally/linguistically diverse students and families. Results demonstrate significant shifts toward teachers' use of CSP and student/family centered learning.

Presenters: Jen McCreight, Kent State University
Gumiko Monobe, Kent State University
Bee Viton, Kent State University

G ***Research Strand***

Investigating Teacher Beliefs on Integrating Socioemotional Learning in Literacy Instruction

This presentation shares findings from a grounded theory study examining teacher beliefs about integrating socioemotional learning (SEL) and literacy instruction. Findings led to a substantive framework highlighting teacher beliefs, instructional approaches, teacher influences, and teacher attunement and classroom community as key components of humanistic approaches to literacy learning.

Presenter: Jason Wilson, University of North Texas

C T ***ELATE Strand***

It Matters to the Middies: An Innovative Approach to Teaching about Cultural Authenticity during Challenging Times

Selecting high-quality, engaging literature for effective classroom use requires teachers to understand how to evaluate cultural authenticity. But teaching this concept to preservice teachers may be challenging in many states. This poster presents an innovative way to introduce the concept, learned through a study that examined the authenticity and accuracy of children's fiction about soccer.

Presenters: Leah Day, University of Utah
Lauren Liang, University of Utah

C R ***Rainbow Strand***

Land as Living Teacher

How does place-based pedagogy work with culturally sustaining pedagogy and feminist/Indigenous approaches to radical relationality? Using place-based assignments that ask students to think critically about place and community, I will explore the question: "What do students gain from learning about environment and culture and how does this affect their engagement with the writing process?"

Presenter: Amy Garrett Brown, University of Arizona

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S C ***Rainbow Strand***

Material Maize—Exploration of *Popol Vuh* as Material, Oral, and Written Text

In this session, we will model pedagogy centering intertextuality, specifically combining close and critical readings of material culture and oral tradition as a means of engaging students in the study of the *Popol Vuh*. We aim to equip educators with questioning strategies and pedagogy ideas to approach Indigenous and ancient texts traditionally treated as outside of the canon.

Presenters: Edward Benner, Baltimore City College High School
Harold Morales, Morgan State University

S ***Rainbow Strand***

Nessie Eats High School Principal: Using Monsters to Create Authentic News Articles

As part of an informational text unit based on monsters and creatures from folklore, students wrote news articles about an encounter with a chosen creature. Through cross-curricular development with the journalism teacher, an authentic approach to fictional articles was developed, resulting in publication of student articles for the school community. A variety of these articles will be presented.

Presenters: Joshua Finamore, Northern High School, Calvert County Public Schools
Timothy Sinclair, Northern High School, Calvert County Public Schools

M S T R ***Rainbow Strand***

Reading Social Issues: How Young Adult Literature Illuminates Inequities

Using critical content analysis and reader response data, this study examines how *Internment*, *Uglies*, and *Huda F Are You?* construct social issues through identity formation, government control, and ideology. Findings highlight YAL's role in shaping readers' understandings of power, belonging, and inequity.

Presenters: Heather Dunham, Clemson University
Morgan King, Peachtree Ridge High School/Clemson University
Kaitlyn Nye, Clemson University

G T ***LLA Strand***

Roll for Innovation: Harnessing Game-Based Learning, Design Thinking, and AI to Transform Literacy Assessment

Game-based learning and AI have unlimited potential to transform student engagement and critical thinking, for better or worse. This poster session equips educators with actionable strategies to integrate AI responsibly, apply design thinking authentically, and integrate game-based learning intentionally into their practice, all in the service of creativity and deeper learning.

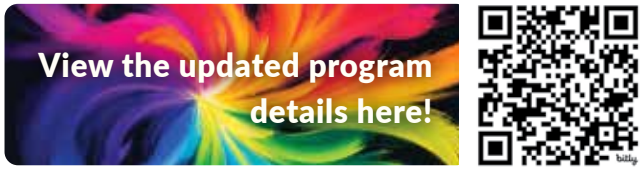
Presenter: Dan Ryder, Community Regional Charter School

G T ***LLA Strand***

Untangling the Writing Rope: Entry Points and Skill Isolation to Grow Writers

Use the Writing Rope to make writing instruction less overwhelming. This poster shows teachers how to identify entry points, isolate lagging skills, and scaffold instruction to help all students grow as confident writers.

Presenter: Alyssa Sabbatino, Sabbatino Consulting/NYSEC



T SESSIONS — 8:15–8:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C *ELATE Strand*

T.1 10/10, Would Recommend: Reviews as Rhetoric in the Modern ELA Classroom

Room 204-C (200 Level)

Increasingly, our world—and, more importantly, our students—are reliant on "review culture," where we count on the opinions of others to guide our day-to-day decisions. How can we channel this practical reality into opportunities (from the most accessible to the most academically rigorous) to help our students cultivate their own reading, writing, and thinking?

Presenters: Casey Gause, W.E. Boswell High School
Steve Klinge, Archmere Academy

G

T.2 Authorship beyond Words: Visual Literacy, Interpretation, and Power in Graphic Novels

Room 120-A (100 Level)

This session will explore the role of students as both consumers and authors as they engage with and make meaning from visual texts. Participants will be invited to analyze graphic novels with historical themes using visual thinking strategies, storyboarding, and discussion.

Presenters: Heidi Heitfeld
Kacy Price, University of Oklahoma

G *LLA Strand*

T.4 Build the World, Read the Text: Immersive Literacy through Arts-Integrated World-Building

Room 120-B (100 Level)

Learn a K–12 framework for creating AI-supported immersive worlds that turn close reading into arts-integrated composition. Participants experience a text-to-world routine, see a model world (Poe), and leave with a unit map, tool-agnostic workflow, student task menu, and rubrics for assessing evidence, craft, and reasoning across written and multimodal products.

Presenter: Sara Nelson, Sylvania Schools

M S *LLA Strand*

T.5 Create Citizen Journalists! Build a Newspaper Using Free and Low-Cost Digital Tools while Nurturing an Authentic Collaborative Environment

Room 202-B (200 Level)

We are in a golden age of self-publishing with free apps like Canva and Adobe Express, which have taken the cost out of publishing. Your students can employ their writing, photography, and graphic arts skills in reaching an authentic audience of their peers. If you have access to a copier, students can also print their newspaper. Learn how to begin publishing. Staff manual and stylebook included.

Presenter: Brian Fischer, Proviso East High School

M S *Research Strand*

T.7 Drawing to Read the World: Sketchnotes as Critical Literacy in the ELA Classroom

Room 118-A (100 Level)

This session positions sketchnotes as a practice of critical literacy in the ELA classroom. Drawing on cognitive theories and critical literacy frameworks, the presentation discusses how student-created visuals while reading support meaning-making and analyze systems of power. Presenters will offer participants an example of an eighth-grade unit that uses sketchnotes with critical intent.

Presenters: Caleb Chandler, Winthrop University
Caleb Stillson, Winthrop University
Tiffany Trimmer, Winthrop University

E M T

T.8 Equity in Action: Rethinking Literacy Learning with the Curious Crew Book Club

Room 107-A (100 Level)

Literacy challenges are often less about lessons and more about whose identities are centered. This practitioner-focused session explores the Curious Crew Book Club, an equity driven, student-led literacy model. Educators learn how student choice, culturally relevant texts, and multimodal responses foster inclusion, and leave with a Book Club Starter Pack for immediate classroom implementation.

Presenter: Kate Cook, Memphis University Schools

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E *ELATE Strand*

T.11 From Compliance to Engagement: Literacy Strategies That Make Every Student Think

Room 109-B (100 Level)

Too often, students complete literacy tasks without engaging in deep thinking. This session equips educators with classroom-ready strategies that shift instruction from task completion to cognitive engagement. By the end of the session, educators will leave with instructional strategies and tools they can immediately implement to increase student engagement and rigor across content areas.

Presenters: Latonya Jackson, Vicksburg Warren School District
ShaJuan Wilson, Vicksburg Warren School District

E *ELATE Strand*

T.12 From Neuroscience to Can-Do Philosophy: Learning Science for Multilingual Scaffolds

Room 102-AB (100 Level)

This session applies the science of learning to literacy instruction for multilingual learners. Participants examine when scaffolds support independence—and when they create dependence—then redesign reading and writing tasks to increase language production, productive struggle, and student ownership. Educators leave with practical strategies for grade-level literacy.

Presenter: Rachel Howard de Cuevas, Montgomery County Public Schools, MD

S *NWP Strand*

T.13 Hexagonal Thinking: Inspiring Individual Thought without AI

Room 119-A (100 Level)

Hexagonal thinking from *Cult of Pedagogy* changed the way we teach analysis and argumentation. For this hands-on session, bring titles of texts you teach or want to teach so that we can model the practice with you. You will leave with handouts and a clear model you can use with students. We will also offer extension ideas and activities.

Presenters: Amber DeSimony, Niskayuna High School
Kristin Richard, Niskayuna Central School District

E M S

T.14 Imagining and Enacting Justice in Our Classrooms in These Times

Room 105-A (100 Level)

Many of us want to enact justice in our classrooms, but what do we mean by "justice," how have we come to those ideas, how are those ideas shaped by our lived experiences and our contexts, and what does that mean for our classroom work? Join us in this interactive session as we explore, unpack, and find ways to actualize justice in our variety of personal and geographic contexts.

Presenter: Naitnaphit Limlamai, Colorado State University-Ft Collins

G T R *ELATE Strand*

T.15 Imagining Possibilities Together: Humanizing ELA Teacher Education through Co-Designed Learning

Room 112-AB (100 Level)

This session invites ELA teacher educators and classroom teachers to imagine and innovate humanizing practices by co-designing curriculum with students. Drawing on collaborative self-study and student agency frameworks, presenters and participants will explore how creative, relational design disrupts traditional top-down curriculum models and inspires equitable teaching for all learners.

Presenter: Stephanie Fumiatti, Southern Connecticut State University

S *LLA Strand*

T.16 Imagining the Power of Storytelling through Student Multimodal Memoir Writing and Analysis

Room 126-A (100 Level)

Personal stories shape cultures, communities, and generational legacies. Giving adolescents the exposure to structure, skills, and tools to tell their stories creatively, can build classroom engagement and spotlight authentic student voices. This session shares practical strategies for integrating memoir writing and analysis into the ELA classroom to build connection and purpose around storytelling.

Presenter: Mayah McPherson-Campbell, University at Albany

T SESSIONS — 8:15–8:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S

T.17 Innovating for More Perspectives: Supplementing a Prescribed Curriculum with Qualitative Research

Room 106-AB (100 Level)

This session focuses on how teachers with a prescribed curriculum can supplement required literary texts with qualitative research to add diverse perspectives to a unit. Presenters will share how they used research on the lived experience of outsiders and outcasts from around the world to deepen students' understanding of prior, canonical reading, with both standards-based and SEL benefits.

Presenters: Ellie Drennan, John Overton High School/Metro Nashville Public Schools
Elizabeth Self, John Overton High School/Metro Nashville Public Schools

M T *LLA Strand*

T.18 Inspire Dys-Covered Voices: Empowering Dialogue around Dyslexia

Room 105-B (100 Level)

In this session, educators learn how to support middle school students with dyslexia by creating safe, research-informed dialogue spaces where students can share challenges, build confidence, and practice self-advocacy. Grounded in literacy research, this session offers practical, empowering strategies to implement in your classroom that your students can carry with them forever.

Presenter: Madison Stanfill, Texas Woman's University

G

T.19 Inspire Student Writing with Sijo: A Creative Workshop

Room 104-AB (100 Level)

Explore Korean sijo poetry through an imaginative writing workshop. Learn its structure, compose your own poem, and discover a national contest that can inspire innovative classroom writing and student creativity.

Presenters: Elizabeth Jorgensen, KM Global School for Global Leadership & Innovation
Lucy Park, University of Illinois Chicago

S *LLA Strand*

T.20 Writing, Reflection, and Connection: Using Student-Centered Portfolios to Make Thinking Visible in English Classrooms

Room 126-B (100 Level)

This session explores student-centered portfolios as tools for reflection, critical thinking, and visible thinking in English classrooms. Participants will leave with practical templates, prompts, and assessment strategies to amplify student voice and document learning growth.

Presenter: Stephanie Robinson

G T *Rainbow Strand*

T.21 Let's Talk: Culturally Responsive Texts as Gateways to Imagination, Empathy, and Equity in ELA

Room 120-C (100 Level)

This interactive session invites educators to reimagine culturally responsive texts as powerful entry points for imagination, empathy, and critical literacy. Participants will explore practical strategies for selecting and using diverse texts to foster inclusive classrooms, strengthen student engagement, and position literacy as a catalyst for understanding diverse identities and experiences.

Presenters: Kimberly Burks, Houston Independent School District
Susan Ouvreloeil, Houston Independent School District

E M *LLA Strand*

T.22 Literacy as a Lifeline: The Anchor Community Model in Nigerian Displacement Camps

Room 113-B (100 Level)

How do we sustain literacy in high-need environments? Discover the "Anchor Community" framework used to support 1,400+ children in Nigerian IDP camps and orphanages. This session moves beyond sporadic outreach, offering a blueprint for educators to build deep, sustainable community literacy partnerships that center culturally relevant storytelling and student agency.

Presenter: Blessing Michael, Abuja World Academy

S *Rainbow Strand*

T.23 Making Space for Choice: Reader Identity in Secondary ELA

Room 113-C (100 Level)

What might a new vision for upper-level English look like across curricular contexts? This session explores how teachers can work within canonical, scripted, or flexible programs to support student choice and representation, helping students, particularly those underrepresented in the canon, leave high school with positive reading experiences and strong reader identities.

Presenter: Patricia Pena, Martin Luther King Jr. Magnet High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Ⓜ ***LLA Strand***

T.24 No Easy Answers: Teaching Moral Ambiguity through Contemporary Middle Grade Literature

Room 108-A (100 Level)

Recent middle grade novels increasingly resist simple heroes and villains. This session demonstrates how teachers can use contemporary texts to help students analyze moral ambiguity through character choice, perspective, and consequence, strengthening close reading, discussion, and evidence-based writing.

Presenter: Meg Doyle, Brentwood School

Ⓜ Ⓢ Ⓣ Ⓡ ***ELATE Strand***

T.25 Novice English Language Arts Teachers of Color: The Collaborative Design of a Prison and Police Abolition Unit

Room 115-A (100 Level)

This presentation will explore how novice ELA teachers of color collaboratively designed a prison and police abolition unit. The presenter will outline key concepts teachers integrated into their curriculum design: possibilities over problems, localizing learning, and modifying the use of novels. The audience will leave with theoretical and practical understandings of the teaching of abolition.

Presenter: Rubén González, University at Buffalo

Ⓔ ***Early Childhood Education Strand***

T.26 Play as a Pathway to Writing: Purposeful Play and the Work of Writing in the Early Grades

Room 117 (100 Level)

Play is often treated as separate from writing instruction, yet it can be a powerful pathway into composition. This session explores research-informed perspectives on play and how purposeful play can be embedded within writing workshops to support idea generation, oral rehearsal, language development, and engagement. Participants will leave with practical strategies for joyful writing instruction.

Presenters: Becca Burk, MSAD 52
Sarah Mann, The Reading and Writing Project at Mossflower

Ⓜ Ⓢ ***LLA Strand***

T.27 Pop Culture Autoethnography: Teaching Teens to Find Identity in Culture and Culture in Identity

Room 203-A (200 Level)

I'll share lessons that invite teens to compose pop culture autoethnographies in which they explore their connection to beloved cultural objects and the cultures that produced them. In doing this, teens come to understand the reciprocal relationship between the personal and the cultural, cultivate criticality, and make deliberate choices about how to position themselves within the digital world.

Presenter: Mia Hood, New York University/Lehman College

Ⓜ Ⓢ

T.28 Reimagining Discussion, Inquiry, and Collaboration to Make Curriculum More Student-Centered

Room 113-A (100 Level)

This session celebrates student voice and agency by focusing on how to embed purposeful talk across the curriculum. Participants will explore innovative ways to integrate intentional speaking, listening, and discussion routines in order to deepen engagement, affirm student identities, and create meaningful, student-centered learning within any ELA context, even scripted curricula.

Presenters: Coley Conter, Teachers College, Columbia University
Kimmy McGuire Tabb, MS 104 Simon Baruch Junior High School

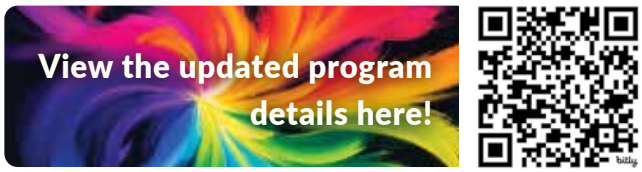
Ⓣ Ⓡ ***ELATE Strand***

T.29 Reimagining Practice: Authentic Approximations of Explicit Language Instruction in Secondary Teacher Education Assessments

Room 118-B (100 Level)

Explicit language teaching requires authentic, embedded instruction. Creating opportunities for preservice teachers to practice it is hard! This session explores the use of practice-based teacher education to reimagine rigid programmatic literacy assessments, increasing their applicability to teaching. Practices include rehearsals, virtual reality simulations, and reflective feedback.

Presenters: Katie Gjoni, Towson University
Laura Jacobs, Towson University
Christopher Kingsland, Towson University



T SESSIONS — 8:15–8:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S *ELATE Strand*

T.30 Reimagining Reading: Critically Reading What AI Writes

Room 122-B (100 Level)

Reading is no longer static. AI texts shift, adapt, and respond. This session introduces dynamic reading and shows how to teach students to question, compare, verify, and "talk back" to AI-generated text using strong literacy practices. Teachers will leave with routines that help students treat AI text as something to think with, not just accept.

Presenter: Meghan Hargrave, Meghan M. Hargrave, LLC

S C *Community College Strand*

T.31 Reimagining Writing in an Age of Generative AI: Experimental Multimodal Composition for the Future of ELA

Room 121-A (100 Level)

What if writing classrooms could invite students to compose beyond words and discover new ways to express lived experiences? Attendees will leave with a ready-to-use multimodal assignment, assessment ideas, and practical strategies to expand what counts as writing in secondary and postsecondary composition classrooms, preparing students for innovative forms of writing in an age of generative AI.

Presenter: Keith Beard, University of Alabama

G T R *NWP Strand*

T.32 Shining a Light on the Science of Writing

Room 204-A (200 Level)

Learning to write is both an art and a science, and like learning to read, it does not happen by accident. This presentation will shine a light on the cognitive and sociocognitive research on writing. The audience will be invited to think through the application of the models presented in their own teaching and learning through small group and whole group discussions.

Presenter: Shea Kerkhoff, University of Missouri-St. Louis

G *LLA Strand*

T.33 Storytelling and Witnessing: Engaging *Wayward Creatures* in Dialogical Inquiry and Restorative Circles

Room 203-B (200 Level)

Using *Wayward Creatures* as an anchor text, this session explores trauma-informed, restorative, and justice-oriented classroom practices. Attendees will leave with practical strategies, discussion frameworks, and reflective tools for designing ELA instruction that challenges students to listen deeply, witness one another's stories, and engage in meaningful repair within their communities.

Presenter: Lacy Rivera, University of New Mexico

G T *New & Early Career Teacher Strand*

T.34 Strategy to Shine: Practices for Beginning Teachers to Be the Teacher They Dreamed, Illuminating Best Versions of Themselves for and with Their Students

Room 115-C (100 Level)

What does it take to shine as a beginning teacher? This session discusses intentional practices and self-strategy techniques to assist beginning teachers to thrive in their classrooms. Presenters discuss a "whole teacher-person" approach in which strategy is key. Practical tips and resources will support teachers to be intentional about themselves and what they imagine for their students.

Presenters: Olivia Lenkei, East High School
Theresa Thanos, The Ohio State University



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T R ***Research Strand***

T.35 Teachers as Sensemakers in the Era of Science of Reading Reforms

Room 118-C (100 Level)

How do literacy professionals across one state make sense of their work as Science of Reading reforms roll out statewide? Through analysis of 1,600+ survey responses, employing sensemaking theory, this study highlights practitioner strategies for resolving ambiguity and sheds light on the necessity for coherent policy implementation supporting collaborative teacher sensemaking.

Presenters: Wanda Debrewer, Morgan State University
Maggie Peterson, University of Maryland, College Park

E M T ***Early Childhood Education Strand***

T.37 Teaching with Trees

Room 108-B (100 Level)

Making friends with a tree is a powerful way to open a child's mind. Trees are strong, non-judgmental, and always where they should be. They are great listeners and share their kindness easily. Children learn living science from observing a tree, and also discover how to be better humans. This session integrates powerful children's books with rich experiences from teaching in a forest classroom.

Presenter: Alison James, Treewild Forest Classroom/Neal Porter Books/Charlesbridge Publishing

E M S ***Rainbow Strand***

T.38 The Multilingual ELA Classroom: Possibilities for All Teachers, All Students

Room 124 (100 Level)

Tap into the possibilities of students' multilingualism in your ELA classroom even if you don't speak their languages! Learn how elementary and secondary teachers are engaging students in multilingual, multicultural, and multimodal meaning-making through project-based learning. Discover resources for multilingual texts to support biliteracy for emergent bilinguals and heritage speakers in the ELA.

Presenters: Monica Lozano Hughes, Texas Woman's University
Mandy Stewart, Texas Woman's University

M S ***ELATE Strand***

T.39 The Perfect Pair: Helping Students Understand Literature through Historical Context

Room 123 (100 Level)

This session examines how short documentaries provide historical and cultural context that deepens literary and nonfiction analysis. Participants will explore strategies for pairing film with texts to promote student-centered inquiry, enhance comprehension, foster critical thinking, and connect themes to real-world perspectives.

Presenters: Stephanie Hasty, Seneca Valley High School
David Olson, Retro Report

S C R ***LGBTQIA+ Strand***

T.40 To Thine Own Self Be True: Teaching Shakespeare through Queer and Trans Lenses

Room 122-A (100 Level)

Shakespeare's plays are filled with gender fluidity and queer possibility, yet these elements often go unexamined in classrooms. This session explores how queer and trans theories illuminate Shakespeare's work while creating inclusive spaces for all students. Teachers will receive practical strategies, ready-to-use resources, and collaborative opportunities to reimagine familiar texts.

Presenter: Christina Cawdery, Punahou School

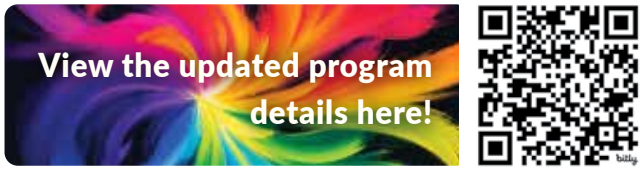
E M ***NWP Strand***

T.42 Using Poetry to Foster Imagination and Creativity to Inspire Advocacy in Grappling with Challenging Societal Issues

Room 107-B (100 Level)

Participants will learn instructional strategies to integrate poetry that reflects current global uncertainties. As ELA instructors, we hold the space where students' voices are encouraged and celebrated, creating a perfect environment for nurturing respectful discourse around these issues by affording students a trusted setting for exploring issues, and where creativity and imagination blossom.

Presenter: Tara Temprano, Roosevelt Elementary School



T SESSIONS — 8:15–8:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

C ***Community College Strand***

T.44 Why News Literacy Matters: How to Heighten Civic Awareness in the English Classroom

Room 125 (100 Level)

The deficit of local news and the rise of conspiracy theories are not unrelated. This session will focus on steps that you can take in your own classroom to address news literacy deficits by providing students, especially those who are marginalized, with opportunities that raise civic awareness through localized and personalized projects.

Presenters: Elizabeth Keefe, Connecticut State Community College
Jacqueline Scott, Community College of Baltimore County

M S C ***ELATE Strand***

T.45 Writing Workshops for All: Using the Critical Response Process to Center Student-Creators

Room 204-B (200 Level)

Sharing creative work is an act of vulnerability. Writing workshop "critiques," though well-intended, can feel, at best, amiably unhelpful and, at worst, disempowering, especially to emerging writers. In this interactive session, participants will explore Liz Lerman's ***Critical Response Process*** for creator-centered feedback that can build BOTH individual agency and inclusive classroom community.

Presenter: Alexandra Greco, Friends Select School

NOTES

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

U.1 ELA AI Cohort—Navigating the AI Horizon: The NCTE ELA AI Framework for Grades 6–12

Room 114/Michael A. Nutter Theatre (100 Level)

Sponsored by ELA AI Framework Cohort

Join us as we explore the new NCTE ELA AI Framework, designed to help secondary English teachers integrate generative AI thoughtfully into instruction. This session explores the framework's three core elements and practical strategies to keep human-centered thinking, voice, and discovery at the heart of the ELA classroom.

Committee Chair: Eva Goins, Northwest Independent School District/Texas Council of Teachers of English Language Arts
Committee Members: William Bass, Parkway School District
Kristen Luettchau, Morristown High School/The College of New Jersey
Rex Ogle, Oak Park and River Forest High School
Samuel Reed, U School
Taylor Young, Jefferson County Public Schools
Presenter: Meenoo Rami, Bill & Melinda Gates Foundation

G

U.2 Affiliate Extravaganza

Room 201-C (200 Level)

Sponsored by the 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 hosting new initiatives, or gathering ideas for planning and executing successful state and regional meetings, this session gives you ample ideas and tips to try back home with literacy leaders in your area.

Committee Chair: Amy Nyeholt, Committee on Affiliates/PA Cyber
Committee Members: Katie Kritzeck Anderson, Anoka-Hennepin Schools ISD #11
Lois Marshall Barker, Texas Council of Teachers of English Language Arts
Stephanie Buelow, University of Hawaii at Manoa
Jennifer Dail, Kennesaw State University
Patti Forster, Camden Hills Regional High School
Cheryl Golden, Hanover County Public Schools
Nathan Whitman, Derby High School USD 260

G ***ELATE Strand***

U.3 Tapping into Creative Spaces by Tapping Out of Digital Places: Screen-Free Multimodal Projects for Assessing Reading and Writing Skills

Room 105-B (100 Level)

Sponsored by the Achievement Awards in Writing Advisory Committee

Imagine literacy spaces where creativity is tactile, storytelling is embodied, and screens are no longer the default. Led by members of the Achievement Awards in Writing Advisory Committee, this session demonstrates how short- and long-term multimodal assignments can help students creatively engage meaningfully with content while minimizing digital activities.

Presenters: Michelle Hopf, Auburn City Schools
Matthew Macomber, Lake Washington High School
Shakasha Stevenson, Global Impact Academy STEM Magnet High School

G T R ***LGBTQIA+ Strand***

U.4 Everyday Actions, Lasting Impact: Advocating for Intellectual Freedom in Your Schools

Room 204-A (200 Level)

Sponsored by the Committee Against Censorship

You'll leave this session with a plan for taking an action step toward reclaiming or reaffirming your intellectual freedom as a literacy educator. Roundtable leaders will share their work to support your next steps fighting censorship, navigating curriculum mandates, or responding to intellectual freedom constraints in classrooms and school communities. Join us to learn, create, and collaborate.

Session Chair: Ann David, University of the Incarnate Word
Roundtable Leaders: Jen McLaughlin Cahill, University of Pennsylvania: "Teaching about Censorship"
Marisa Ferris, Loris High School; Ann David, University of the Incarnate Word: "Upholding Students' Humanity: Adapting Your Prescriptive Curriculum for Culturally Sustaining Learning"
Chantal Francois, Towson University: "Learn Strategies for Facilitating Generative Dialogues among Your Colleagues about Censorship and Intellectual Freedom"
Kate Letchenberg, University of Iowa: "Talking with Leaders: Discussing Curriculum Constraints with School Administrators"
Emily Lewis, Des Moines Public Schools: "Navigating State Knowledge: Know the Laws, Know Your Rights"
Cody Miller, SUNY Brockport: "Centering Dialogue: Facilitating Discussions about Censorship and Intellectual Freedom in Your School Community"
Sarah Miller, NCTE; Gianmarco Antosca, NCAC: "Making Sense of Your School's Book Selection Policies"
Tadayuki Suzuki, SUNY Cortland: "Your Experience Matters: Writing and Publishing Your Lived Experience with Censorship and Intellectual Freedom"

U SESSIONS — 9:00–10:15 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***Rainbow Strand***

U.5 Creating Dialogue across Generations of Scholars: Revolutionary Scholarship with and for Latinx Students, Families, and Communities

Room 126-A (100 Level)

Sponsored by the Latinx Caucus

This roundtable session facilitates cross-"generational" dialogue between graduate student/early-career researchers and mid-career/senior researchers within the Latinx caucus and general NCTE members. This session is open to anyone interested in Latinx issues in education.

Mentors: Laura Ascenzi-Moreno, Brooklyn College
Limarys Caraballo, Teachers College, Columbia University
Cati V. de los Ríos, University of California, Berkeley
Michael Dominguez, University of New Mexico
Patricia Enciso, The Ohio State University
Carla España, Brooklyn College CUNY
Maria Paola Ghiso
Julia Lopez-Robertson, University of South Carolina
Sandra Lucia Osorio
Sanjuana Rodriguez, Kennesaw State University
Katie Sciurba, University of Georgia
Kate Seltzer, Rowan University
Presenters: Cecilia Espinosa, Lehman College
Tracey Flores, The University of Texas at Austin
Carmela Valdez, LCpl. Nicholas S. Perez Elementary School

T R ***Research Strand***

U.6 Supporting Curriculum Literacy in Teacher Education

Room 118-C (100 Level)

Sponsored by ELATE

As state mandates push for fidelity in high-quality instructional materials (HQIM), this design-based study explores curriculum literacy at two Southwestern HSIs. Researchers analyze how preservice teachers navigate rigid policies while maintaining agency and student-centered practice. Participants engage with data and leave with a conceptual framework for curriculum literacy in teacher education.

Presenters: Criselda Garcia, The University of Texas Rio Grande Valley
Jennifer Hewett, The University of Texas at Austin
Molly Marek, The University of Texas at Austin
Katie McKay, The University of Texas at Austin
Miriam Ortiz, The University of Texas Rio Grande Valley
Jennifer Pan, The University of Texas at Austin
Melissa Wetzel, The University of Texas at Austin
Zulema Williams, The University of Texas Rio Grande Valley

G T R ***ELATE Strand***

U.7 Beyond Curriculum: How the Writing Center Allows Both Students and Faculty to Imagine, Innovate, and Inspire

Room 113-C (100 Level)

Sponsored by the International Writing Center Association (IWCA)

Join writing center directors exploring how peer tutoring develops imagination (students as literacy leaders), innovation (leadership models emphasizing relational intelligence), and inspiration (rigorous yet joyful meaning-making). Drawing from research, we'll share practical systems positioning writing centers as transformative school-wide models highlighting human connection amidst AI.

Presenters: Renee Brown, Peters Township Middle School
Elizabeth Cramarosso, Secondary School Writing Centers Association (SSWCA)/Lane Tech College Prep
Daniel Harrison, New Vistas School
Amanda Holliday, Cape Fear Academy
Tarra Stevenson, Westridge School
Jennifer Tannous, Central Bucks South High School

E C T ***LLA Strand***

U.8 Identity Matters: Illuminating What Matters Most in Teaching Readers and Writers

Room 118-B (100 Level)

Teaching readers and writers requires more than instruction in reading and writing. It involves focusing on what matters most: inviting students to see themselves as readers and writers. Classroom teachers, teacher educators, and literacy consultants share practical methods that prioritize student-centered instruction.

Roundtable Leaders:
Table 1: Ralph Fletcher, Literacy Consultant & Author: "Building Wri-dentity in the Classroom"
Table 2: Julia Arcuri, James and Keiko Davidson Elementary School: "Teaching Readers and Writers—Not Just Reading and Writing"
Table 3: Emily Callahan, Maple Elementary Smithville School District: "'I'm the Kind of Reader and Writer Who…': Invitations That Support Learner Identity and Agency"
Table 4: Pia Persampieri, Trinity Elementary School: "'Soy el tipo de lectora que…': Translanguaging and Multilingual Readers' Identities"
Table 5: Laura Reece, Winnebago Elementary School: "Centering Reading Identities to Illuminate the Pathway through a Scripted Curriculum"
Table 6: Stephanie Fumiatti, Southern Connecticut State University: "Beyond Compliance: Reading Identity and Engagement in Scripted Literacy"
Table 7: Tracee Farmer, National Louis University: "Professional Identity, Beliefs, and Reflective Practice"
Table 8: Paul Thomas, Furman University: "Re-Imagining Students as Writers in K–12 and College"

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S T E *ELATE Strand*

U.9 Inspired Innovation: Maker Spaces as Pathways to Embodied Literacy and Deep Literary Analysis

Room 115-B (100 Level)

Honoring concepts of multimodality and multiliteracies, this session centers maker spaces as catalysts for close reading, grammar study, and writing instruction. These roundtable sessions, led by classroom teachers and teacher educators, engage participants in maker space activities to inspire critical thinking, creative expression, and collaborative media-making.

Roundtable Leaders:

Table 1: Ashley Hontz, Sante Fe South Charter Schools, Oklahoma City, OK: Demonstrates how students can use a MakeyMakey to create interactive and multimodal body biographies to deepen understanding of characterization and its connection to theme.

Table 2: Lena Walker, Claremore High School, OK: Using hexagonal thinking as creative opportunity, students can correlate ideas both big and small, making new, visual connections out of different and maybe unexpected parts of texts.

Table 3: Julianna Kershen, University of Oklahoma, Norman: Critical curation of multimodal and primary source documents to create text sets that bring together young adult literature, digital video, photographs, and students' creations of multimodal projects.

Table 4: Jackie Rasnic & Alison Sterba, Edmond Public Schools, OK: Artistic interpretations of poems that transform the classroom into an art museum.

Table 5: Delana Lopez, Alcott Middle School, Norman, OK: Invites participants to focus on interdisciplinary content area connections as opportunities for students, especially English learners, to engage in making multimodal art through literature connections across classes.

Table 6: Wanda Dyer, Irving Middle School, Norman, OK: Centers on verse novels as touchstones for creative writing and artistic expression as students share the stories of their lives.

Table 7: Natalie Gregg, Norman North High School, OK: Grammar instruction through art making and embodied movement.

Table 8: Shai Fenwick, Moore High School, OK: Finding mission and making meaning: Using poetry, art, and storying to discover and create personal meaning-making for all ages and all stages of life.



Share your Convention stories this year!
#NCTE26

M S

U.10 A Novel Approach: Unlocking Student Voice and Engagement through Independent Reading

Room 203-B (200 Level)

Join us to explore a three-year journey of transforming middle and high school literacy through a robust independent reading initiative. Learn how to build diverse libraries, use Beanstack for digital engagement, and implement "Just Read It" activities. Featuring student testimonials and community projects like Little Free Libraries, we provide a roadmap to inspire a lifelong love of reading.

Presenters: Michele Lindner, Glen Cove High School
Kristen Schaefer, Glen Cove City School District
Valerie Stazzone, Glen Cove High School

E *LLA Strand*

U.11 The Stories before K-Pop: How Korean Folktales Inspire Cultural Literacy and Creativity

Room 125 (100 Level)

This panel explores how folktales serve as accessible entry points to introduce culture to young readers, deepen cultural understanding, and spark pride in one's heritage and curiosity for other cultures. An elementary librarian and two author-illustrators of Korean folktale retellings share strategies for meaningful discussion, creative response, and identity-affirming literacy learning.

Presenters: Tammy Brown, Society of Children's Book Writers and Illustrators
Aram Kim, Society of Children's Book Writers and Illustrators
Nancy So Miller, Society of Children's Book Writers and Illustrators
Lauren Strohecker, Teacher-Librarian, McKinley Elementary School for K–5

S *LLA Strand*

U.12 Building Empathy in Literature through Centering Student Experiences

Room 109-A (100 Level)

Discover actionable strategies for inspiring empathy in secondary ELA by centering student experiences and leveraging diverse, culturally responsive texts. Panelists share ready-to-use lessons, rubrics, prompts, and organizers that support belonging, academic rigor, and joyful engagement for all learners, including ESL students, so literature becomes relevant, reflective, and transformative.

Presenters: Lisa Hamill
Esther Kang, Cherry Hill Public Schools
Amanda Schott, Cherry Hill Public Schools

U SESSIONS — 9:00–10:15 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *ELATE Strand*

U.13 Can You Believe It? Tools for Creative and Critical Thinking in an Age of Misinformation

Room 113-A (100 Level)

Today's deluge of misinformation presents huge challenges for teachers. Our panel of educators and authors provides a strategy for fostering critical thinking while inspiring creative expression. We'll share powerful tools aligned to ELA curriculum and present a literature-based "Let's Imagine, Let's Discern" activity packet that celebrates the human imagination (English and Spanish versions).

Presenters: Richard Hudson, GW Carver Middle School
Elizabeth Shreeve, Simon & Schuster
Bertha Vazquez, Generation Skeptics

G T R *Rainbow Strand*

U.14 Celebrating Life, Honoring the Dead, and Cultivating Critical Community Grief Literacies in Schools

Room 120-B (100 Level)

Presenters will discuss different critical and culturally relevant grief frameworks to help teachers understand and implement grief literacies, especially among Black and Latine communities.

Presenters: monét cooper, University of Michigan
Sakeena Everett, University of Connecticut
Maria Leija, The University of Texas at San Antonio

E *LGBTQIA+ Strand*

U.15 Creating a More Just World: Innovative Ways to Inspire Readers through LGBTQIA+ Picturebooks

Room 105-A (100 Level)

Queer picturebook creators discuss how LGBTQIA+ books build inclusive classrooms and social-emotional growth for all students. While exploring race, gender, orientation, and intersectionality, panelists navigate censorship while highlighting why these books matter, ways to center queer joy, and how representation boosts engagement, literacy, and courageous conversations.

Presenters: Elizabeth Blye, Anne M. Dorner Middle School
Michael Genhart, Holiday House/Neal Porter Books/Lee & Low Books/Abrams/Cameron Kids
Nicole Melleby, Algonquin Young Readers/Hachette Book Group
Lesléa Newman, American Psychological Association (APA)
Robb Pearlman
Eric Rosswood, Charlesbridge
Allen Wells

E *Early Childhood Education Strand*

U.16 Culturally and Linguistically Responsive Instruction on the Climate Crisis in Early Literacy Classrooms

Room 116 (100 Level)

Elementary teachers will explore how to teach about the climate crisis in literacy instruction through (1) "Climate Books for Classrooms," a PD website featuring diverse environmental picturebooks; (2) literature-based climate change play kits that include diverse environmental picturebooks and educational toys; and (3) literacy inquiry circles that look at the climate crisis from a global perspective.

Presenters: Faythe Beauchemin, Boston College
Alexci Gonzalez
Diane Murphy

S T *ELATE Strand*

U.18 Embodied Pedagogies as Countercultural Practices: Approaches to Experiential English

Room 106-AB (100 Level)

As bell hooks observes, "[many] individuals enter the classroom to teach as though only the mind is present, and not the body." Offering practical strategies and activities for literature instruction, this interactive session explores embodied pedagogies that invite students to imagine different ways of being in an increasingly disconnected, individualistic, and algorithmically-driven world.

Presenters: Merit O'Hare, Teachers College, Columbia University
Whitney Sorensen, Teachers College, Columbia University
Alice Xu, Teachers College, Columbia University



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M T ***Early Childhood Education Strand***

U.19 Encouraging New Readers and Writers to become Creators and Innovators Using Chapter Books

Room 121-C (100 Level)

Five authors and author-educators talk about chapter books as a tool to engage new readers and writers and give them the confidence to create, innovate, and imagine limitless possibilities. Presenters will discuss how chapter books can develop creative and innovative thinking in a range of ages and abilities. Each presenter will provide tangible classroom extensions and actionable takeaways.

Presenters: Vicky Fang, Candlewick/Scholastic
Josh Funk, Union Square & Co./Simon & Schuster/Bloomsbury
Jen Malia, Norfolk State University/Charlesbridge/Beaming Books

M S C T ***LLA Strand***

U.20 Envisioning Critical Social Media Literacies: Stories from the Intergenerational Inquiry into Social Media Project

Room 108-B (100 Level)

An intergenerational inquiry group of ELA teachers and youth researchers shares the process of translating their co-inquiry about social media into secondary ELA resources. Learn how co-creating that curriculum alongside youth researchers enabled ELA educators to be responsive to young peoples' actual experience of social media as they work to encourage critical engagement with these platforms.

Presenters: Ayr Ajitabh, Conestoga High School
Sunny Ajitabh, University of Rutgers
Katie Burrows-Stone, Fennville Public Shools
Jennifer Dunbar, Centaurus High School/Denver Writing Project
Tatum Jenkins, TECH Freire Charter High School, Philadelphia, PA
Magdalena Johnson, School District of Philadelphia
Catherine Lay, Springfield High School, PA
Meghan Manley
Charly Rivard
Mayon Saha, Conestoga High School
Emmy Talian, University of Pennsylvania

M T ***Rainbow Strand***

U.21 From Boring to Brilliant

Room 113-B (100 Level)

In this interactive workshop, educators transform a current literature lesson to honor the linguistic brilliance of speakers of African American, Chicano, and Puerto Rican English. Participants practice the "Cultural Bridges" framework, redesign an assessment to focus on critical thinking over grammar, and build a 12-week plan. Leave with a peer-reviewed, Monday-ready lesson and digital toolkit.

Presenters: Brandon Abdon, Western Kentucky University
Almitra Berry, ALBerry Consulting
Christina Pipkin, FAYE Learning Center

G R ***Research Strand***

U.23 Harnessing Humor as a Form of Critical Meaning-Making

Room 103-C (100 Level)

If an objective of critical education is for students to question relationships among meaning, identity, and power, and to take actions that contribute to a more equitable social order, how can educators learn to better recognize the ways students engage in critique, including with humor? Presenters will invite educators to grapple with these and related questions.

Session Chair: Alex Corbitt, Syracuse University
Presenters: Josh Coleman, Arizona State University
Mitch Ingram, Texas State University
Karis Jones, Baylor University
Virginia Killian-Lund, University of Rhode Island
Beth Krone, Kennesaw State University
David E. Low, California State University, Fresno
Barrett Rosser, Morgan State University
Scott Storm, University at Albany



Share your Convention stories this year!
#NCTE26

U SESSIONS — 9:00–10:15 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S T R *ELATE Strand*

U.24 How Teaching about Social Class Deepened Literary Interpretations and Students' Understandings of Their Lives in Our Middle, High School, and College Classrooms

Room 112-AB (100 Level)

Come learn how an engaging approach to teaching about social class through literature deepens literary interpretations and students' understandings of the impact of class on their lives in middle, high school, and college classrooms. Featuring a focus on how social class impacts our beliefs and feelings, three teachers share strategies for scaffolding learning and for writing about social class.

Presenters: Rebecca Ashley, Canton High School
Alexis Demers, West Springfield Middle School
Sophia Sarigianides, Westfield State University

M S T *ELATE Strand*

U.25 Hyphenated Teacher Identities: Innovations in and Inspirations from Dual Certification Teacher Preparation Program in ELA and Special Education

Room 121-B (100 Level)

As more school districts turn to an integrated co-teaching (ICT) model, teachers need to develop skills and mindsets that allow them to effectively teach all of their students. This presentation will share insights, innovations, and inspirations from a Dual Certification Program in ELA and Special Education.

Presenters: Lizette Aguilar, Lehman College CUNY
Jennifer Ochoa, MS 324/New York City Department of Education
Meagan Serrano

G T

U.26 Illuminating Media Education: Increasing Education and Advocacy

Room 126-B (100 Level)

This interactive session will help you integrate media education into your practice. We'll share and discuss the 2026 Position Statement on Media Education with curriculum resources in four key strands: (1) Interpreting: Multimodal Reading, Viewing, and Listening; (2) Composing: Writing, Speaking, and Producing; (3) Evaluating: Ethics, Relationships, and Well-Being; and (4) Analyzing: Media, Technology, and Society.

Presenters: Troy Hicks, Central Michigan University
Renee Hobbs, University of Rhode Island
Rachel Lloyd, Augsburg University
Brady Nash, Miami University

G T R *LLA Strand*

U.27 Imagining Belonging: Muslim Narratives in ELA Classrooms

Room 202-B (200 Level)

Examine how Islamophobia and global events shape Muslim students' experiences in ELA classrooms. Muslim authors, educators, and scholars share lived experiences and research on invisibility and surveillance in schools. Participants explore texts and strategies that challenge single stories, elevate Muslim voices, and support belonging, agency, and critical literacy for all students.

Presenters: Autumn Allen, Penguin Random House
Sawsan Jaber, Education Unfiltered Consulting
Aya Khalil, Little, Brown
Rhonda Roumani
M.O. Yuksel, HarperCollins/Charlesbridge

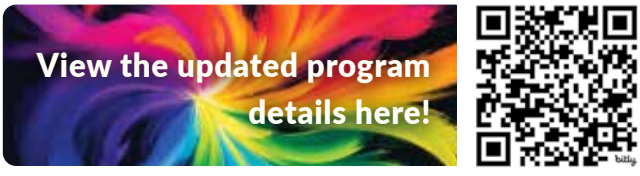
G T *Rainbow Strand*

U.28 Imagining Culturally Sustaining Disciplinary Literacy for the Next Decade: Identity and Justice in Every Classroom

Room 122-B (100 Level)

This session introduces parts of our culturally sustaining disciplinary literacy (CSDL) framework that affirms students' racial, linguistic, and cultural identities while strengthening the literacies of academic disciplines. Participants will explore concrete examples and strategies showing how inquiry, criticality, and multimodal expression empower diverse learners.

Presenters: Natalie Ford, Berkley Public Schools
Jessica McCullough, West Chester Area School District
Rachelle Savitz, East Carolina University
Nancy Sly, Royal Oak Schools
Heather Waymouth, West Chester University
Jenelle Williams, Oakland Schools



Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S T ***NWP Strand***

U.29 Imagining New Worlds: Writing Speculative Fantasy to Foster Climate Literacy and Ignite Inquiry

Room 108-A (100 Level)

Speculative fantasy can foster close reading and fearless writing. In this interactive workshop, teachers explore how eco-fantasy can anchor writing-centered ELA instruction while cultivating critical imagination and text engagement. Participants try out mentor-text study, inquiry routines, and short-form drafting. They leave with concrete strategies, workshop models, and resources for teaching.

Presenters: Nick Kleese, University of Minnesota-Twin Cities
Jennifer Sanders, Oklahoma State University

C T ***ELATE Strand***

U.30 In the Stars: Mapping Black Girl Futures, Southern Geographies, and Landscapes

Room 107-B (100 Level)

Using Butler's Black Girl Cartography as a foundation, this panel explores the cultivation of histories and futures of Black girl brilliance through revolutionary world making as educational practices. Using various societal perceptions of Black girls and Black girlhood portrayed in literature (poetry, novels, etc.), these presentations build cultural and geographic maps to Black Girl Futures.

Session Chair: Tamara Butler, College of Charleston, SC
Presenters: Bria Harper, Wofford College
Tiffany Harris, College of Charleston, SC
Lauren Elizabeth Reine Johnson, University of Illinois Chicago

S ***Rainbow Strand***

U.31 Innovating Literacy Education through Identity, Agency, and Multiculturalism in West Texas

Room 103-A (100 Level)

This panel introduces pedagogical strategies aligned with high school students' mindsets, roles, and orientations. By connecting personal experiences to broader societal contexts, the presenters' own students are given the opportunity to learn about and develop authority, identity, agency, and accountability in the language arts classroom.

Presenters: Robert Delgadillo, SISD/Pebble Hills High School
Ana Munoz, YISD/Ysleta High School
Jacob Pineda, YISD/Ysleta High School
Renee Trejo, The University of Texas at El Paso

S C T ***ELATE Strand***

U.32 Insourcing over Outsourcing: What Dual Enrollment Teaches Us about Writing Now

Room 123 (100 Level)

In an AI-saturated moment, surveillance and compliance are tempting but shallow responses to the concerns of instructors when it comes to student writing. This panel argues for "insourcing": designing writing classrooms grounded in place, relationship, care, and slowness. Presenters from UConn and Connecticut high school dual-enrollment contexts share assignments and practices.

Presenters: Scott Campbell, University of Connecticut
Kyle Candia-Bovi, Suffield High School
Kristen Mucinskas, Wethersfield High School
Jeffrey Roets, Wethersfield High School
James Shivers, Capitol Region Education Council/University of Connecticut
Arri Weeks, New Canaan High School

G T

U.33 Inspiring Student Voice and Agency Using Award-Winning Literature: Writing to Make a Difference

Ballroom B (300 Level)

Diverse literature is a tool for inspiration and innovation in writing classrooms. Authors Nikkolas Smith, Malcolm Mitchell, Min Tonai, Jolene Guitiérrez, Dashka Slater, Annette Bay Pimentel, Faith Pray, Jenny Lacika, Victoria Chang, and Meg Kuyatt will model explicit, mentor-text writing pedagogy in a roundtable format for teachers to imagine possibilities for their writing instruction.

Presenters: Jackie Arnold, University of Dayton
Patricia Bandre, Children's Literature Assembly (CLA)
Victoria Chang, Macmillan Children's Publishing Group
Jolene Guitiérrez, Abrams
Meg Eden Kuyatt, Scholastic
Jenny Lacika, Simon & Schuster
Malcolm Mitchell, Scholastic
Annette Bay Pimentel, Macmillan
Faith Pray, Macmillan
Mary-Kate Sableski, University of Dayton
Dashka Slater, Little Brown
Nikkolas Smith, Scholastic
Min Tonai, Abrams



Share your Convention stories this year!
#NCTE26

SUNDAY

U SESSIONS — 9:00–10:15 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G T *ELATE Strand*

U.34 Leveraging Place in Children's Literature to Create Opportunities for Preservice Teachers to Understand the Role of Context in Education

Room 204-C (200 Level)

Grounded in diverse children's literature and place-based education, a collaboration between preservice teachers in NYC and rural Maine used digital tools to better understand how educational contexts impact teaching and learning. This session shares reflections on the project specific to cross-cultural understandings for community engagement and impact on innovative instructional strategies.

Presenters: Leila Bahssain, Hunter College
Jalyn Drost, University of Maine Farmington
Cara Furman, Hunter College
Jazmin Navarret, Hunter College
Kathryn Will, University of Maine Farmington
Mya Williams, University of Maine Farmington

M S C T *NWP Strand*

U.35 More than Swapping Papers: The Possibilities of Peer Feedback

Room 102-AB (100 Level)

Join us for a session on how to take peer feedback beyond checklists and forms to engaged response that strengthens writing communities, enhances writerly growth, and promotes creative risk-taking. Presenters will share strategies for developing student writing groups that humanize peer feedback throughout the writing process—from idea generation through drafting, revising, and celebrating.

Presenters: Amber Jensen, Brigham Young University/Central Utah Writing Project
Kate Sjostrom, University of Illinois Chicago
Amber Warrington, Boise State University

M S C *LLA Strand*

U.36 Navigating the Promise and Peril of AI: A Compass for ELA Teachers

Room 111-B (100 Level)

Educators face many claims about AI's promise and peril. To help navigate this dizzying landscape, we offer a principled and practical tool to guide AI-related decisions. With a focus on human purpose, agency, and deep learning, this tool provides teachers and their students with a framework for dialogue and reflection. Attendees will leave with adaptable resources and concrete classroom examples.

Presenters: Christine Dawson, Siena College
Deborah Van Duinen, Hope College

S *Rainbow Strand*

U.37 Our Voices, Nuestras Historias: Centering Immigrant Student Narratives through Literature, Language, and Digital Storytelling

Room 103-B (100 Level)

Our Voices, Nuestras Historias invites educators into a yearlong, multilingual storytelling project with immigrant and English learner students. Anchored by a memoir from a living author and culminating in digital and print publication, this session explores how literature, language, and community partnerships empower students to claim their voices.

Presenters: Erica Mier
Liliana Velásquez
Kelly Virgin, Kennett High School

G T *ELATE Strand*

U.38 Powerful, Purposeful, and Playful Professional Learning: Reimagining Teacher Learning Experiences to Be Nourishing, Restorative, and Child-Centered

Room 115-A (100 Level)

Teachers, coaches, and leaders will have the opportunity to reimagine professional learning in ways that are nourishing, relational, learner-centered, and practice-embedded. Participants will experience innovative professional development methods, view classroom snapshots of collaborative teacher learning focused on assessment, and study a protocol for launching their own restorative think tanks.

Presenters: Courtney Crenshaw, New York City Public Schools
Tea Forsythe, New Bridges Elementary School
Alison Porcelli, Harrison School District
Rachel Rothman-Perkins, We Grow Together
Camille Sieunarine, New Bridges Elementary School

G *ELATE Strand*

U.40 Reimagining Rural Communities, Characters, and Stories

Room 204-B (200 Level)

Moderated by teacher and librarian Sarah Ressler Wright, the hope of this panel is that through shared reading and hands-on prompts, participants will spark their imaginations and embrace an understanding of rural America's diversity and the rich stories it holds as well as where their own stories belong in the heart of it all.

Moderator: Sarah Ressler Wright, Delaware City Schools
Presenters: Crystal Allen, Balzer + Bray
Nora Shalaway Carpenter, Charlesbridge
Sharon G. Flake, Random House Publishing
Kelly Starling Lyons, Penguin Young Readers
Alison Myers

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G ***LLA Strand***

U.41 Reimagining Writing Instruction to Cultivate Diverse Students' Joy and Educational Freedom

Room 203-A (200 Level)

Language Arts's "Writing Matters" column authors will address elementary writing that illuminates authentic purposes centering cultural, historical, and linguistic equity for diverse learners. Presenters will offer critical perspectives on how to write the self as abolitionist practice, integrate culturally and historically responsive writing, set conditions for joyful literacy, and translanguage.

Presenters: Margarita Gomez, Loyola University Maryland
Latrise P. Johnson, University of Alabama, Tuscaloosa
Laura Slay
Zhongfeng Tian, Rutgers University-Newark
Joanna Wong, California State University, Monterey Bay

G ***LLA Strand***

U.42 Second Verse, Same as the First: The Hidden History of Community Censorship

Room 118-A (100 Level)

By providing space for students to examine past censorship incidents—including "hidden histories" in our communities—we help them understand how censorship impacts society at all levels today. Panelists will share lesson plans that contemplate "hidden histories" in their local region and support ways in which students might do their own investigations to uncover what censorship erases.

Presenters: Becky Calzada, Leander Independent School District, Leander, TX
Betsy Gomez, American Library Association
Jamie Gregory, Christ Church Episcopal School
Lucy Podmore, Northside Independent School District
Eric Stroshane, American Library Association

G ***New & Early Career Teacher Strand***

U.43 Teaching to Transgress: Moving beyond Mandated Curriculum toward More Liberatory Curriculum

Room 120-C (100 Level)

This session, geared toward new teachers but open to all, will explore the tensions of mandated curriculum and provide strategies creating and implementing a more liberatory curriculum in the classroom.

Presenters: Santasha Dhoot, Teachers College
Hayoung Lee
Satoria Ray, Teachers College, Columbia University

S

U.44 Teaching Youth Youth Participatory Action Research (YPAR) in the ELA Classroom: Opportunities and Challenges

Room 107-A (100 Level)

This presentation shares insights generated from an ongoing professional learning community of practicing ELA teachers, a school librarian, a school administrator, and two English teacher educators in the US Midwest as we collaborate to navigate challenges and opportunities encountered while seeking to incorporate YPAR in ELA curriculum and teaching.

Presenters: Joanne Marciano, Michigan State University
Lara Slee, Okemos Public Schools, Okemos, MI
Vaughn Watson, Michigan State University

S ***LLA Strand***

U.45 The Mockingjay and the Musket: Revolutions and the Media with Katniss, the Bolsheviks, and *Hamilton*

Room 124 (100 Level)

How does power determine "truth?" This interdisciplinary session shares a four-phase framework that bridges English and world history to explore the concept of the "narrative gatekeeper." From historic revolutions to modern news and *Hamilton*, learn how to help students analyze media bias, debate propaganda, form evidence-based arguments, and evaluate the ethics of storytelling in a digital age.

Presenters: Katherine Mummert, Marshalltown Community School District
Jennifer O'Neal, Marshalltown High School
Molly Walker, Marshalltown High School

M S T ***NWP Strand***

U.46 Thinking First: Using Short-Form Writing for Literacy Development in an AI-Rich World

Room 117 (100 Level)

Intentional task design can position AI as a thinking partner rather than a shortcut. Grounded in writing-as-thinking and new literacies research, presenters share classroom and practitioner examples showing how short-form writing, feedback, and AI-supported inquiry deepen reading, preserve student authorship, and springboard into longer compositions.

Presenters: Kate Baker, Alvin Community College
Jenna Corraro
Jill Stedronsky, William Annin Middle School
Kristen Hawley Turner, Drew University

U SESSIONS — 9:00–10:15 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T *ELATE Strand*

U.47 Upgrading to Ungrading: Straight Talk and Strategies for Implementing Ungrading in Your Classroom

Room 104-AB (100 Level)

The term "ungrading" is often bandied about, but what does it look like in practice? In this session, four teacher-educators will describe how ungrading unfolds differently in their respective classrooms. You will learn practical strategies you can tailor to your own teaching and reflect on the potential ungrading holds to heighten students' critical consciousness about literacy and learning.

Presenters: Ricki Ginsberg, Colorado State University
Andrea Glaws, Colorado State University
Naitnaphit Limlamai, Colorado State University-Ft Collins
Cindy Odonnell-Allen, Colorado State University
Sandra Saco, Colorado State University

E *LLA Strand*

U.48 What Happens When Black Boys Love to Read?

Room 119-B (100 Level)

This interactive session centers on a community-based Black boy literacy program that builds textual lineage through culturally sustaining texts, student choice, and relational practices. Presenters share how access to affirming stories transformed boys' motivation, joy, and sense of belonging, while inviting participants to imagine, innovate, and inspire more humanizing literacy spaces.

Presenters: Courtney Allen
Tina Curry, National Louis University
Nicole Wimberly, Chicago Public Schools

E M S T

U.49 When (Young) Brains Meet Screens: Balanced, Thoughtful, and Intentional Incorporation of Tech in Our Classrooms

Room 121-A (100 Level)

We teach the difference between healthy food and junk food, but do our students know there's healthier tech and junk tech? How do we help kids recognize the difference to make informed choices? Join a teacher, author, and librarian to consider the impacts and implications of screen-time research on today's classrooms and imagine ways to use what we know to inspire our pedagogical decisions.

Presenters: Bethany Barton, Penguin Young Readers
Jillian Heise, Fox Point-Bayside School District
Kristin Ziemke, Big Shoulders Fund

S C

U.50 Writing as Innovation: Imagining New Possibilities for Educator Voice

Room 109-B (100 Level)

What happens when educators write for themselves—and each other? In this interactive session, K–12 educators explore digital platforms like blogs, newsletters, and social media as tools for creative expression and professional voice. Participants will draft and share their own digital writing and leave with strategies to imagine new possibilities for teaching and leading.

Session Chair: Penny Kittle, Plymouth State University/Book Love Foundation
Presenters: Michelle Bulla, Monroe-Woodbury High School
Michelle Peterson-Davis, NYSEC/Uniondale High School

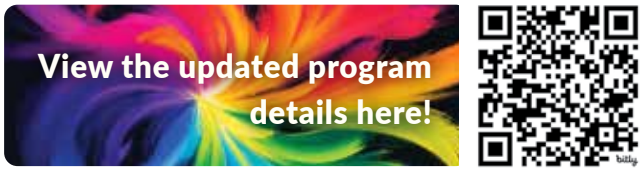
T *ELATE Strand*

U.52 Youth Participatory ELA and Humanities Teacher Education: Youth, Teacher, and Teacher Educator Perspectives

Room 122-A (100 Level)

Youth voices, perspectives, feedback, and expertise about schooling is often marginalized in teacher education. This panel brings together teacher educators, teachers, and youth to explore three different designs of teacher education learning experiences that foreground youth participation and expertise in humanities teacher education settings.

Session Chair: Amy Guillotte, Towson University
Presenters: Andrew del Calvo, Rutgers, The State University of New Jersey
Simran Sadaranganey, University of Pennsylvania
AJ Schiera, University of Colorado Boulder
Rachel Silverstein, University of Pennsylvania



NOTES

V SESSIONS — 10:30–11:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E M S *ELATE Strand*

V.2 What If We Graded for Growth? Reclaiming Process, Risk, and Identity in Student Writing

Room 108-B (100 Level)

Sponsored by the Achievement Awards in Writing Advisory Committee

Imagine writing spaces where revision is celebrated, risk is expected, and growth matters. Led by members of the Achievement Awards in Writing Advisory Committee, this session reclaims writing as a process of becoming. Drawing on student writing journeys and classroom practice, presenters share humanizing approaches to writing instruction and recognition that honor identity, agency, and growth.

Presenters: Courtney Allen
Tina Curry, National Louis University
Quang Ly, University of Miami
Nicole Wimberly, Chicago Public Schools

M S C *LLA Strand*

V.3 Our Students Write Cli-Fi

Room 115-B (100 Level)

Sponsored by the ELATE Commission on Climate Inquiry, Justice, and Action

Climate fiction, "cli-fi," is speculative literature that imagines the future. Teachers in this session describe strategies they use to help students understand the climate crisis and write different kinds of "cli-fi." Students share their writing within and beyond the classroom. In our polarized time, student cli-fi can inspire diverse audiences and make a difference.

Session Chair: Mark Sulzer, University of Cincinnati
Moderator: Catherine Lammert, Texas Tech University
Presenters: Gray Hopkins, Western Michigan University
Madeline Levasseur, South Effingham Middle School
Allen Webb, Western Michigan University

G T *New & Early Career Teacher Strand*

V.4 The Future Is Now: Exploring Teaching Ideas with the Next Generation of English Teachers

Room Ballroom B (300 Level)

Sponsored by ELATE-GS

In this wide-ranging session supported by past and present members of ELATE-GS, undergraduate and master's level preservice and novice English teachers from across the nation share presentations that explore innovative 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

Mentors: Greg Bartley, Oakland University
Sandra Boateng, Michigan State University
Jennifer Broome, Saint Mary's College
Alan Brown, Wake Forest University
Leni Caldwell, Wake Forest University
Mary Beth Cancienne, James Madison University
Dawan Coombs, Brigham Young University
Thomas Crochunis, Shippensburg University
Will Fassbender, Montana State University
Morgan Fetsko, University of Georgia
Danielle Filipiak, Michigan State University
Chris Goering, University of Arkansas
Michelle Goodsite, Kennesaw State University
Kerry Hasler-Brooks, Messiah University
Natasha Heny, University of Virginia
Katherine Higgs-Coulthard, Saint Mary's College
Jamie Hogan, University of Georgia
Theresa M. Johnson, Troy University
Rachel Knecht, Brigham Young University
Mark Lewis, James Madison University
Danielle Lillge, Illinois State University
Mandy Luszeck, Utah Valley University
Kati Macaluso, University of Notre Dame
Michael Macaluso, University of Notre Dame
Steffany Comfort Maher, Indiana University Southeast
Jenny Martin, Bridgewater College
Mary Jo Melvin, Pennwest Edinboro
Rob Montgomery, Kennesaw State University
Jessica Nagle, Saint Joseph's University
Kati Nagrotsky, University of Connecticut
Liz Nelson, Utah Valley University
Tim Oldakowski, Slippery Rock University
Jon Ostenson, Brigham Young University
Emily Pendergrass, Vanderbilt University
Kisha Porcher, University of Delaware
Luke Rodesiler, Purdue University Fort Wayne



Share your Convention stories this year!
#NCTE26

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

Taylor Rose-Dougherty, Utah State University
Pauline Schmidt, West Chester University
Melanie Shoffner, James Madison University
Nicole Sieben, SUNY Old Westbury
Shannon Smith, Shippensburg University
Erin Stutelberg, Salisbury University
Deborah Van Duinen, Hope College
Allen Webb, Western Michigan University
Melissa Wells, University of Mary Washington
Emily Wender, Indiana University of Pennsylvania
Nanci Werner-Burke, Commonwealth University Mansfield
Carl Young, North Carolina State University
Craig Young, Commonwealth University of PA Bloomsburg

Respondents: Ashleigh Allen, Ontario Institute for Studies in Education (OISE), University of Toronto
Jennifer Broome, Saint Mary's College
Tamara Butler, College of Charleston, Avery Research Center for African American History & Culture
Anthony Celaya, Western Washington University
Michael Dando, St. Cloud State University
Janine Davis, University of Mary Washington
Katie Dredger, James Madison University
Mark Fabrizi, Eastern CT State University
Michelle Falter, St. Norbert College
Jill Flynn, University of Delaware
Alice Hays, California State University, Bakersfield
Lauren Kelly, Rutgers University
Melissa Kershner, University of Cincinnati
Jung Kim, Lewis University
Charlotte Land, University of Iowa
Rebecca Lee, Michigan State University
Sheryl Long, Meredith College
Mary "Maggie" McConnaha, Michigan State University
Joan Mitchell, Wake Forest University
Laurie Rabinowitz, Skidmore College
Stephanie Reid, University of Cincinnati
Jennifer Shettel, Millersville University of PA
Kristie Smith, Kennesaw State University
Jeff Spanke, Ball State University
Beth Spinner, Ferris State University
Renee Stites Kruep, University of Missouri
Terri Suico, Saint Mary's College
Joseph Sweet, SUNY Geneseo
Annie Thoms, Stuyvesant High School
Susan Weinstein, Louisiana State University
Wendy Williams, Arizona State University
Shuling Yang, University of Maryland, Baltimore County
Neisha Terry Young, Stony Brook University

NWP Strand

V.5 Illuminating Climate Literacy and Multigenre Writing

Room 118-C (100 Level)

Imagine what is possible when young people are given an opportunity to write and create about climate change. What role does writing play in sustaining hope and motivating climate action? Our roundtables will support students' ability to compose in more than one genre on behalf of the imperiled natural world and our communities.

Roundtable Leaders:

Table 1: Xochitl Bentley, Valor Academy High School: "Weaving Climate and Civic Literacies"
Table 2: Eboné Lockett, Harvesting Humanity: "Poetry, Prose and Performance"
Table 3: Rich Novack, Fairfield University: "Critical Media Literacy and Climate Perspectives"
Table 4: Lynn McCloe, Arlington Memorial High School: "Nature Journaling and Stewardship"
Table 5: Rowena Capuno, Hudson Valley Writing Project & Children's Environmental Literacy Foundation: "Eco-Narratives and Stewardship"

Rainbow Strand

V.6 Illuminating Readers and Inspiring Writers through Graphic Novels

Room 126-A (100 Level)

BAM! POW! ZAP! We got your attention? Good, let's discuss how to get kids' attention through graphic novels! Love helping your students to love reading and writing but can't stand the books they pick? Struggle no more! Join our roundtable and chat with educators and graphic novel authors who will share practical strategies for having literacy goals exist in harmony with graphic novels.

Roundtable Leaders:

Table 1: Griselda Peña, Trinity Elementary School; Rex Ogle, Norton Young Readers: "Using Graphic Novel Memoirs to Illuminate Connections"

Table 2: Jennifer Betz, Trinity Elementary School; Kat Fajardo: "Graphic Novels to Inspire Readers"

Table 3: Alana DeVito, Trinity Elementary School; Ben Clanton; Arree Chung, Macmillan: "Graphic Novels for Writing Innovation"
Table 4: Pia Persampieri, Trinity Elementary School; Julio Anta, Penguin Random House: "Graphic Novels to Illuminate Multilingual Identity"

V SESSIONS — 10:30–11:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *Research Strand*

V.7 In Community: Democratizing Research for Educational Transformation

Room 204-A (200 Level)

Communities of inquiry (CIs) are one promising avenue for people to come together around shared concerns and a common purpose. This roundtable session spotlights varied iterations of CIs, each with their own intellectual lineages, practices, and issues under study. Roundtable leaders will discuss the work that they do to transform policies and practices and create new forms of solidarity.

Presenters: Gerald Campano, University of Pennsylvania
Will Edwards, George Brown College
Doug Friesen, Wilfred Laurier University
Maria Paola Ghiso
Grace Player, University of Connecticut
Barrett Rosser, Morgan State University
Alicia Rusoja, University of California, Davis
Rob Simon, University of Toronto OISE
Ankhi Thakurta, Boston College
Andre Zarate, University of Pennsylvania, Graduate School of Education

E M *ELATE Strand*

V.8 Reimagining the Power of Book Clubs: Collaborating across Your School to Build a Community of Readers

Room 204-C (200 Level)

In this interactive session, explore how to design and sustain student-driven book clubs that build joyful reading communities and strengthen literacy instruction. Learn practical strategies for launching book clubs, selecting engaging texts, facilitating meaningful discussions, and using evidence-based practices to deepen student thinking.

Presenters: Becky Donze, Lindbergh Schools
Emily Fowler, Long Elementary, Lindbergh Schools
Allison Lawton, Kennerly Elementary, Lindbergh Schools
Sara Levine, Lindbergh Schools
Chelsey Meyer, Lindbergh Schools
Sarah Valter, Lindbergh Schools

C *NWP Strand*

V.9 Pedagogy of Engagement: Using Academically Marginalized Genres to Inspire and Help Students Innovate their Writing

Room 120-B (100 Level)

Our panel is interested in exploring the pedagogical opportunities that arise with the teaching of popular, noncanonical genres in the college English classroom, which inspire and help students reimagine writing possibilities.

Presenters: Mona Choucair, Baylor University
Tara Foley
Tracy Hoffman
Maura Jortner, Baylor University

S T *ELATE Strand*

V.10 (Re)Imagining the Otherwise in English Language Arts (ELA) Teacher Education

Room 204-B (200 Level)

This panel session will explore how to (re)imagine the preparation and support of English language arts (ELA) teachers based on critical and speculative frameworks. The presenters will offer conceptual and empirical approaches to how they have (re) imagined and (re)configured their preparation and support of ELA teachers within and beyond the confines of traditional teacher education.

Presenters: Rubén González, University at Buffalo
Kevin Ho, Loyola University
Daniel Moore, Seton Hall University
Karoline Trepper, New York University

S

V.11 A Decade Later: Why *All American Boys* Still Matters in the Classroom

Room 126-B (100 Level)

A decade after publication, this panel explores why *All American Boys* by Jason Reynolds and Brendan Kiely remains essential in today's classrooms. Educators will share practical strategies for teaching the novel and facilitating meaningful conversations on race and justice. Coauthor Brendan Kiely will join the panel.

Presenters: Brenna Autrey, Guilderland High School
Brendan Kiely, MacKids
Erica Pfleegor, Guilderland High School
Leah Werther, Guilderland Central School District
Robin Zisa, Guilderland High School

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E S T R *ELATE Strand*

V.12 Advancing Social Class Literacy with Children's and YA Literature: Reading the Socioeconomic World

Room 112-AB (100 Level)

Three teacher educators share analyses of social class in children's books and young adult literature, demonstrating how texts can be utilized to advance critical social class literacy with students in K–12 spaces and offering collaborative space for participants to develop and share suggestions for practice. Come learn more about this rarely-discussed, dominant facet of identity and experience!

Presenters: Wendy Glenn, University of Connecticut
Sophia Sarigianides, Westfield State University
Katie Sciurba, University of Georgia

G T *LGBTQIA+ Strand*

V.13 Ain't No Mountain High Enough: Bridging Pedagogy, Care, and Collective Action through Reimagined Literacy Professional Learning

Room 201-AB (200 Level)

Amid legislative restrictions, censorship, and educator burnout, this panel explores how literacy educators are reimagining professional learning communities as grassroots "care webs." Drawing on critical professional learning, panelists share multimodal examples of how care-centered networks can sustain literacy educators, strengthen pedagogy, and help teachers find "home" in a field on fire.

Presenters: Chanea Bond, Fort Worth ISD
Gary R. Gray, HarperCollins/Abrams
Sawsan Jaber, Education Unfiltered Consulting
shea martin, The Ohio State University
Carrie Mattern, Shadow Hills High School
Cody Miller, SUNY Brockport
Christine Torres, Punahou School

E M T *Rainbow Strand*

V.14 Anti-Bias Books: Innovative Classroom Strategies to Open Minds and Normalize Diversity

Room 118-B (100 Level)

We understand others when we've walked a mile in their shoes—books are a fantastic way of experiencing internal struggles and unique perspectives. Authors and educators will present lesson plans that illuminate diversity through their books and lived experiences. Attendees will leave with activities and a comprehensive book list to refer to year after year.

Presenters: Tonya Ellis, HarperCollins/Charlesbridge
Alison James, Treewild Forest Classroom/Neal Porter Books/Charlesbridge Publishing
Zainab Khan, Candlewick Press
Sayuri Stabrowski, KIPP Infinity Middle School
M.O. Yuksel, HarperCollins/Charlesbridge

G *NWP Strand*

V.15 Beyond the Curriculum: A Writing Retreat for Tending the Teacher's Soul

Room 115-A (100 Level)

This mini-writing retreat invites you to step beyond the curriculum and engage in reflective personal writing that nurtures vision and imagination. Through reflective prompts and authentic sharing, you'll engage in unfiltered free writing to illuminate your inner life. We'll rehumanize the profession and reconnect with writing as an inspiring, renewing practice that sustains the work of teaching.

Presenters: Jessica DellAquila, Boston Writing Project/Edward M. Kennedy Academy of Health Careers
Mary Dibinga, Boston Latin Academy/Boston Public Schools
Dominique Herard, Boston Writing Project/Public Schools of Brookline

G T R *Rainbow Strand*

V.16 Challenging Dominant Literacy Narratives: Listening to and Learning from Culturally and Linguistically Diverse Families

Room 113-C (100 Level)

Discover tools for partnering authentically with families as literacy experts, featuring insights from panelists experiences with Black, Muslim, and Latine families. You'll learn practical strategies designing family literacy programs that center on families' voices and strengths, not false deficit narratives, to reimagine family literacy engagement in your school.

Presenters: Leah Duran, University of Arizona
Gilberto Lara, The University of Texas at San Antonio
Maria Leija, The University of Texas at San Antonio
Laura Taylor, Rhodes College
Saba Vlach, University of Iowa

V SESSIONS — 10:30–11:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G *ELATE Strand*

V.17 Communal Storytelling in the Classroom: From Text to Shared Context

Room 103-C (100 Level)

Explore how communal storytelling helps teachers move from text to shared context in K–12 classrooms. Presenters share classroom-tested strategies for teaching East Asian and Asian American texts, including ***Dreams to Ashes: The 1871 Los Angeles Chinatown Massacre*** and picturebooks such as ***Bing's Cherries, I Dream of Popo,*** and ***Nainai's Mountain.*** Attendees leave with lesson ideas and prompts.

Presenters: Livia Blackburne, Author
Joyce Chu, Pacific Academy
Crystal Hsia, National Consortium for Teaching about Asia at USC
Nancy Wei

M S *ELATE Strand*

V.18 Confronting Digital Culture through Dramatic Pedagogy: Engaging Adolescent Learners with Boal's Image Theatre

Room 113-B (100 Level)

This session introduces teachers to Boal's Image Theatre as a tool for exploring digital culture. Middle and high school students will co-facilitate, demonstrating techniques that reveal online pressures such as comparison, conflict, and algorithmic influence, offering practical strategies for critical literacy.

Presenters: Jessica Geary, Eagle Hill School, Hardwick, MA
Matthew Kim, Eagle Hill School, Hardwick, MA
Zach Turner, Eagle Hill School, Hardwick, MA

S *Rainbow Strand*

V.19 Critical Race Theory as a Literary Lens: Illuminating Texts and Contexts

Room 125 (100 Level)

In this interactive session, experienced teachers will discuss the role that critical race theory as a literary lens can play in our classrooms. First, we will explore why CRT is so controversial and misunderstood. Next, we will demonstrate how CRT can help raise important questions that must be addressed in our increasingly diverse classrooms by sharing specific literature lessons.

Presenters: Deborah Appleman, Carleton College
Nafeesah Muhammad, Minneapolis Public Schools
Yolanda Sealey-Ruiz, Teachers College, Columbia University

M S T R *ELATE Strand*

V.20 De-Schooling through Radical Humanity: Vulnerability, Play, and Trust in Youth Participatory Action Research (YPAR)

Room 111-B (100 Level)

This panel uses critical reflection on a youth participatory action research initiative to reimagine curricular possibility through de-schooling as a pedagogical stance. Shared vulnerability, embodiment, and youth-led inquiry are offered as teaching strategies that encourage creativity, reflexivity, and community engagement in students, thereby realizing education as a practice of freedom.

Presenters: Yami Cao, Teachers College, Columbia University
Vivett Dukes, Teachers College, Columbia University
Andrea Kim, Teachers College, Columbia University
John McGinty, Teachers College, Columbia University
Miranda McGough, Teachers College, Columbia University

S C T *ELATE Strand*

V.21 From Artifactual Writing to Climate Literacy: Preservice ELA Teachers Inspiring Climate Action through Embodied Writing

Room 106-AB (100 Level)

This panel presentation shares the ways preservice English language arts teachers imagine possibilities for their own future climate literacy pedagogy at the intersection of artifactual writing practices and climate education. Drawing on work across elementary and secondary methods courses, preservice teachers and teacher educators share their processes of creating climate writing pedagogy.

Presenters: Jana Lo Bello Miller, University of Minnesota, Twin Cities
Stephanie Rollag Yoon, Minnesota State University Mankato

M S T *ELATE Strand*

V.22 From Banned Books to Brave Teaching: Preservice Teachers Imagine Literary Futures

Room 122-A (100 Level)

In this panel, preservice teachers reflect on their lived experiences with book bans and censorship and how these experiences are informing their teacher education as they imagine teaching literature amid restriction. Panelists share banned texts, classroom approaches, and evolving philosophies that imagine literacy instruction grounded in professional judgment, student access, and inspiration.

Moderator: Samantha Westall
Presenters: Jamie Genario
Jason Griffith, Penn State University
Emily Pinto
Kayla Statler
Rebecca Zakrzewski

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S C T *ELATE Strand*

V.23 From Heliocentric to Constellation-Based: Writing, Trauma, and Building Sustainable Narrative Communities

Room 107-B (100 Level)

This session explores how trauma-informed writing communities—inside and beyond classrooms—support critical witnessing, resilience, and meaning making. Panelists share how schools, nonprofits, and transmedia platforms form interconnected ecosystems of narrative care, shifting assessment from judgment to recognition and writing from performance to collective survival.

Presenters: Jennifer Chauhan, Project Write Now
Kristen Park Wedlock, Georgian Court University
Joseph Weisler, St. John's University
Adam Wolfsdorf, New York University

E *Early Childhood Education Strand*

V.25 Gateways to Literacy: Early Reader Graphic Novels that Imagine, Innovate, and Inspire

Room 121-C (100 Level)

Early reader graphic novels can bridge picturebooks and chapter books, growing fluency, dialogue awareness, and comprehension. Join authors Dan Santat, Salina Yoon, and Debbie Fong for a live reader's theater, discussion, and mini workshop that models classroom-ready strategies for using panels, speech bubbles, and pacing to imagine, innovate, and inspire young readers.

Presenters: Debbie Fong, Chronicle
Melanie Koss, Northern Illinois University
Dan Santat, MacKids
Salina Yoon, Bloomsbury

G T R *Research Strand*

V.26 Illuminating Students' Ideas: Inviting Authorial Agency into Writing Conferences

Room 122-B (100 Level)

This interactive and collaborative panel, hosted by five teacher educators, shares examples of teachers negotiating tensions between student agency and teacher guidance during writing conferences. Participants will examine writing conference examples and discuss how to use conferences to support student decision-making and agency. Panelists will share teacher strategies that invite agency.

Presenters: Lori Assaf, Texas State University
Chelsey Bahlmann Bollinger, James Madison University
Danielle DeFauw, University of Michigan-Dearborn
Pamela Hickey, Towson University
Vicki McQuitty, Towson University

E M S T *LLA Strand*

V.27 When Quizzes Aren't Working and Grades Don't Motivate: Poetry as Assessment

Room 119-B (100 Level)

When assessment feels heavy and poetry feels intimidating, this session offers a different way in. Explore quick, joyful poetic forms that work as flexible formative assessments across content areas. Leave with low-prep, ready-to-use strategies that reveal what students know while inviting creativity, reflection, and deeper thinking.

Moderator: Sarah J. Donovan, Oklahoma State University
Presenters: Barbara Edler, Kirkwood Community College
Kimberly Johnson, Pike County Schools
Anna J. Small Roseboro, NWPF, NBCT, Mentor, Published author
Gayle Sands

G *ELATE Strand*

V.28 Inspiring and Guiding Teachers to Write Their Own Curriculum

Room 105-B (100 Level)

In the age of scripted curriculum, how can we guide teachers to take back their power and write curriculum that reflects best practice and standards as well as their own passions and expertise? Curriculum that was not mass produced for imaginary populations but tailored to their own students' needs? Here, you'll learn a process to lead teachers to craft authentic, meaningful curriculum.

Presenters: Amy Polmounter, East Stroudsburg Area School District
Marilyn Pryle, East Stroudsburg Area School District
Andrew Snyder, East Stroudsburg Area School District

M *Rainbow Strand*

V.29 Inspiring Students to Be Changemakers through an ELA Curriculum Rooted in Justice and Love

Room 202-A (200 Level)

Too often, the work of social justice and strong reading and writing skills are treated as mutually exclusive efforts. Yet literacy is and has always been an issue of justice. In this practical and hands-on session, a team of middle school teachers will share a framework for teaching and learning that fully integrates strong literacy instruction with social justice skills and content knowledge.

Presenters: Lacey Boland, Greene Street Friends School
Delaina Cobbs, Greene Street Friends.org
Danica Fossesca
Shifa Saltagi Safadi, Penguin Random House

V SESSIONS — 10:30–11:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

G

V.30 Inspiring Writing: How to Improve Your ELA Teaching Practice—and All the Ways Your Students Will Benefit

Room 203-B (200 Level)

Do your students struggle with the critical thinking and stamina needed to sustain the writing process? Join award-winning educator/authors in exploring how to reinvigorate the basics of teaching writing, from brainstorm to polished piece, while re-infusing joy along the way. Participants will leave with actionable strategies they can use immediately and resources for further development.

Presenters: Chris Baron, Macmillan Books for Young Adults/English Center Coordinator, San Diego City College
Ernesto Cisneros, Quill Tree Books/HarperCollins
Caroline Brooks DuBois, Holiday House Inc.
Megan E. Freeman, Simon & Schuster

M S C *Rainbow Strand*

V.31 Let's Go! Reimagining English Language Arts to Amplify Diverse Youth Voices

Room 117 (100 Level)

Today's educators can reimagine literacy with and for diverse youth through humanizing approaches to literacy. Educators in middle school, high school, and university settings share how our outrage about the world can fuel everyday literacy resistance through YA texts, creative writing, and substantive text discussions. These activities center youths' voices and lived experiences.

Presenters: Njemele Anderson, Linked Destinies Academy
Jennifer McLaughlin Cahill, University of Pennsylvania
Chantal Francois, Towson University
Kim Kelly, East Side Community High School

E M *LLA Strand*

V.32 Modifying Highly Structured Curriculum to Align with Culturally Sustaining Pedagogy, Maximize Student Engagement, and Reclaim Teacher Agency

Room 202-B (200 Level)

Schools today are shifting toward scripted curricula at the expense of teacher agency and student-centered learning. Presenters (a teacher, her student teacher, and a researcher) share how they collaborated to modify mandated curriculum to be engaging, SoR research-based, and culturally sustaining. Participants will receive tools to modify their curriculum and apply them during the session.

Presenters: Martita Baenzinger
Krista Senatore
Jessica Somerville-Braun, Skidmore College

E M R *ELATE Strand*

V.33 Multicultural Children's Literature for Transnational, Antiracist, and Historical Awareness in Elementary Classrooms

Room 108-A (100 Level)

This panel provides children's book recommendations and instructional strategies using multicultural and global picturebooks in elementary classrooms. The presenters will share multiple sets of African American, Latinx, and Asian American children's literature to teach social justice, im/migration, multicultural awareness, languages, and their teaching practices in various contexts.

Presenters: Wenyu Guo, University of South Florida
Rachel Jordan, Mary McLeod Bethune Elementary School
Rocio Rivas, Trevor Browne High School
Yuechen Sun, University of South Carolina
Rong Zhang, Appalachian State University

M S *LLA Strand*

V.34 Mysteries That Inspire Curiosity: From *Crime and Punishment* to *Firekeeper's Daughter*

Room 203-A (200 Level)

The literature circles model inspires students to explore mystery novels past and present. We demonstrate a genre-based unit with structures and supports for all students to engage in group projects and small group discussions. We highlight an array of partnerships with museums, guest mystery authors, and a local theater to link reading to real world mysteries and crime writing.

Presenters: Marissa Drossos, Brookline High School
Maura McGill, Brookline High School
Talmadge Nardi, Brookline High School
Alison Whitebone, Brookline High School

S C T R *LLA Strand*

V.35 Our Group, a Research Collaborative: Explorations into Alternative Schools, Literacy, and Multilingualism

Room 109-B (100 Level)

This panel is hosted by a research collective of alumni of alternative public high schools in New York. The purpose of this research collective is to share personal experiences of schooling, reflect on pedagogies that supported learning, and consider how to contribute to current educational research and practices. Central to this collective is students' identities as multilingual learners.

Presenter: Adrienne Vitullo, Teachers College, Columbia University

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

E T ***Early Childhood Education Strand***

V.36 Our Youngest Readers Love Fantasy Too! Bringing Dragons, Elves, and Magicians into Primary Classrooms

Room 121-A (100 Level)

Fantasy can hook even the youngest readers. This session shows K–3 teachers how to use dragons, unicorns, and magical worlds to spark joyful reading while building real skills. Explore irresistible fantasy titles, peek inside how authors craft fantasy, and learn ways to teach comprehension, vocabulary, and character thinking through this powerful genre.

Presenters: Katie Even, The Reading and Writing Project at Mossflower
Sarah Mann, The Reading and Writing Project at Mossflower
Holly McPartlin, Boston Public Schools
Emma Otheguy, Children's Author

G T R ***ELATE Strand***

V.37 Playing across Panels: Comics, Fandoms, and Pop Culture as Imaginative Pedagogies

Room 104-AB (100 Level)

Two educators engage in enacting critical literacies to examine the ways in which graphic novels, comics, manga, pop culture, etc., attempt to take up depictions of diverse representations of adolescence. They provide educators tools of analysis and methods to cultivate students' racial literacies in the ways in which they study and respond to issues of representation for young people in society.

Presenters: Jason DeHart, Wilkes Central High School
Michael Gianfrancesco, LitX/North Providence High School
Christian Hines, University of Illinois Urbana-Champaign
Eric Kallenborn, Oak Lawn Community High School
Jana Tropper
Mario Worlds, California State University, Fullerton

G T ***LLA Strand***

V.38 Preamble to a Poem: Embodied Cognition Responses to Reading and Writing Verse

Room 118-A (100 Level)

Preamble to a Poem invites attendees to experience writing and reading poetry as acts of embodied cognition in response to their personal and community experiences. Attendees will take away creative ways to experience poetry as response to misconceptions about their lives and our world. Through embodied cognition we acknowledge the vital role the physical body plays in learning.

Presenters: Glenda Funk, School District #25, Pocatello/Chuibbuck, ID
Jori Krulder
Cameron Mortimer, Paradise High School
Stefanie Plato, Highland High School

G ***Research Strand***

V.39 Reading Lives as Texts: Multimodal Storytelling to Build Cultural Competence and Fight for Equity

Room 116 (100 Level)

This session examines how literacy methods courses employ critical, multimodal "textual lineages" to cultivate cultural competence among preservice and inservice teachers. Centering equity and voice, the study reimagines narrative as a justice-oriented literacy practice in urban teacher education.

Presenters: Taylor Box, Indiana University Indianapolis
JaVaughn Hardaway, Indiana University Indianapolis
Aleshia Smith, Indiana University Indianapolis
Kara Taylor, Indiana University Indianapolis

E M T R ***ELATE Strand***

V.40 Reading to Rise: African Diaspora Literature at the Heart of Tier 2 & Tier 3 Intervention in Grades 3–8

Room 103-B (100 Level)

This session demonstrates how Tier 2 and Tier 3 reading intervention in grades 3–8 becomes a space for skill acceleration and identity affirmation when anchored in African diaspora children's and young adult literature. Participants leave with a ready-to-use intervention framework, high-impact routines, and creative assessment tools that build fluency, comprehension, and student agency.

Presenter: Sagona Perryman, Betty Shabazz International Charter Schools

S C T ***ELATE Strand***

V.41 Reimagining Critical Literacy through StoryXchange: A COIL Partnership Linking South African and United States Teacher Education Students

Room 123 (100 Level)

This session presents StoryXchange, a Collaborative Online International Learning (COIL) project connecting South African and US teacher candidates in a critical literacies and communities course. Participants will examine how transnational collaboration advances justice-oriented pedagogy, shared curriculum design, and critical literacy learning across cultures, continents, and digital spaces.

Presenters: Sam Kerby, Michigan State University
Emma Steury, Michigan State University
Kristian Stewart, Michigan State University

V SESSIONS — 10:30–11:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

M S

V.42 Reimagining Holocaust Literature in the ELA Classroom with Facing History & Ourselves

Room 109-B (100 Level)

How can we design Holocaust literature units that foster inquiry and moral imagination? Facing History staff and teachers share resources designed for ELA classrooms and adaptable to any Holocaust text. Participants will leave with classroom-ready materials and strategies to design and teach a Holocaust literature unit that nurtures students' moral, civic, and imaginative capacities.

Presenters: Carl Haber, Milken Community School
Nicole Renner, Facing History & Ourselves
Bridget Riley, Facing History & Ourselves
Talya Tsuna, Barkai Yeshivah High School

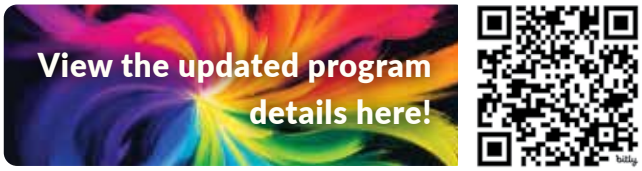
G *LLA Strand*

V.43 Reimagining Indigenous Nonfiction: Author Perspectives on Knowledge, Truth, and Classroom Possibilities

Room 115-C (100 Level)

This panel brings together Indigenous authors to reflect on how they approach knowledge, truth, and responsibility in writing for young readers. Facilitated by NIEA, the discussion invites participants to reimagine how Indigenous nonfiction and primary sources can inspire more accurate and meaningful learning in K–12 classrooms. Educators will receive a recommended book list and resources.

Presenters: Brenda Child, Little Brown Books
Dezi Lynn, National Indian Education Association/Utah Valley University
Andrea Page, Children's Literature Assembly
Traci McClellan-Sorell, Charlesbridge/Workman Kids
Helen Thomas, National Indian Education Association



E M S *ELATE Strand*

V.44 Reimagining Reading Assessment: Using AI to Understand Readers and Respond to What They Need

Room 102-AB (100 Level)

What if assessment helped you truly understand your readers, not just rank them? AI offers new possibilities for seeing what readers think, noticing what confuses them, and understanding the strengths multilingual learners bring to texts. Join us for a practical session on using AI to move from assessment to instruction, responding to what readers actually need rather than a level.

Presenters: Mary Ehrenworth, Ehrenworth Literacy Innovations
Chandni Langford, Mount Laurel School District
Philip Seyfried, Teachers College, Columbia University

T *ELATE Strand*

V.45 Repositioning Youth in English Teacher Education: Perspectives from High School Students, Teacher Educators, and ELA Preservice Teachers

Room 121-B (100 Level)

This session shows how a repositioning pedagogy—inviting youth into educational spaces to teach future teachers—creates opportunities for academic and personal growth for all involved. Drawing on perspectives from youth consultants, their teacher, preservice ELA teachers, and ELA teacher educators, presenters invite attendees to envision ways to integrate youth perspectives into teacher education.

Session Chair: Mike Metz, University of Missouri
Moderator: Christy Goldsmith, University of Missouri
Presenters: Kelly Leavitt, University of Missouri-Columbia
Daryl Moss, Rock Bridge High School
Robert Petrone, University of Missouri
Amanda Schirmer, University of Missouri-Columbia

G *LLA Strand*

V.46 Architects of Language: Transforming Grammar Instruction into Collaborative Inquiry through Hands-On Manipulatives and Discovery

Room 120-A (100 Level)

When students physically manipulate sentence strips and word cards, grammar transforms from worksheet drudgery into collaborative discovery. Learn the four-phase Grammar Study methodology that uses hands-on manipulatives, in ten-minute pockets, to develop metalinguistic awareness. Students explore, hypothesize, and experiment their way to genuine grammatical understanding that transfers.

Presenters: Timothy Donohue, Paramus Public Schools
Patty McGee, Patty McGee, LLC
Michelle Philippan, Edgewater Public Schools

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S *LLA Strand*

V.47 Stronger Together: Teacher-Workers Imagining and Creating a Democratic Future through Social Justice Unionism

Room 109-A (100 Level)

In this panel, unionized teachers and their allies will share stories and invite attendees to join a discussion about how ELA teachers can transform their careers and classroom practices through their involvement in "social justice unionism," a model of activism that highlights how teachers can organize (and bargain) for a comprehensive, democratic vision of schools and communities.

Presenters: Todd DeStigter, University of Illinois Chicago
Barbara Madeloni, Labor Notes
Kindra Stanfill, Steamboat Springs Middle School

S

V.48 Teaching Thinking in the Age of AI

Room 105-A (100 Level)

Right now, educators are in the middle of a battle—a battle of engagement versus distraction. And somehow we have to make it out alive. Join our panel of four high school teachers who teach each secondary level as we touch on utilizing AI without sacrificing critical thinking and creativity. Come with an open mind, and leave with applicable projects you can implement into your own classrooms.

Presenters: Simon Birkhoff, Dublin Coffman High School
Nicole Kurilchick, Dublin City Schools
Tara Rogers, Dublin City Schools
Kristina Zakrzewski, Dublin Coffman High School

S C *Rainbow Strand*

V.49 The Imaginative Power of Identity Work in the ELA Classroom: Strategies for Countering Resistance and Increasing Buy-In

Room 103-A (100 Level)

This panel explores the importance of and strategies for supporting students' identities through reading and writing practices. Presenters will share insights from research studies, classroom observations, curriculum innovations, and student feedback, highlighting ways to honor students' diverse identities, foster engagement, encourage creativity, and increase buy-in.

Presenters: Adriana Diaz-Heppler, Arizona State University
Joshua Murray, Arizona State University
Emily Niska, Arizona State University

E *ELATE Strand*

V.50 Think Like a Scientist, Write Like a Poet: Using Picturebook Biographies to Inspire STEM and Language Arts Learning

Room 113-A (100 Level)

Picturebooks are a fantastic way to get students excited about STEM topics and help them connect science to their own lives. This panel of three authors and one author-educator will model how STEM biographies can be used to get students observing their world like scientists and using imagery, onomatopoeia, and other poetic tools to write about what they learn.

Presenters: Lisa Gerin, Benjamin Banneker Academy
Lynn Street
Elizabeth Tracy, Candlewick Press/MIT Kids
Julie Winterbottom, Rocky Pond Books/Penguin Random House

E M S *LLA Strand*

V.51 Tinta y Inspiración: Poetry from the Heart

Room 119-A (100 Level)

Poetry lives where ink meets the heart. In this interactive session, participants explore tinta y inspiración as a pathway to identity, healing, and empowerment. Through reading, writing, and sharing poems, educators gain strategies that center student voice and affirm lived experience.

Presenters: Eva Goins, Northwest Independent School District/Texas Council of Teachers of English Language Arts
Margaret Hale, University of Houston
Donna Herrera, Texas Council of Teachers of English Language Arts
Isabel Tuliao, Texas Council of Teachers of English Language Arts
LaWanda Williams, Texas Council of Teachers of English Language Arts

E M *New & Early Career Teacher Strand*

V.52 Transforming Literacy Practices in Intermediate Language Arts Classrooms: Empowering Multilingual Learners through Diverse Literature

Room 120-C (100 Level)

Are you transforming your 5th-8th-grade classroom with diverse literature and innovative practices to support multilingual learners? Join three intermediate ELA teachers as they share the transformative practices in authentic writing, digital literacy, and real-world extensions to aid in the creativity and imagination of multilingual learners in your classroom.

Presenters: Victoria Dotson, Chicago Public Schools
Sophia Panos, Garvy Elementary, Chicago Public Schools
Lilianne Smith, Garvy Elementary, Chicago Public Schools

V SESSIONS — 10:30–11:45 A.M.

Session proposals and their descriptions were created by the session speakers and reviewed through a peer-review process. Session content does not necessarily reflect NCTE policies or positions. All sessions will be held at the Pennsylvania Convention Center.

S

V.53 Vertical Teaming to Open Space for Creativity

Room 107-A (100 Level)

This presentation explores how vertical teaming between ELA 10/AP Seminar and AP Language creates space for creativity while strengthening argumentation and synthesis. Through aligned language and assessments—podcast analysis, artistic representations of reasoning, and Socratic seminars—teachers support rigorous, imaginative student thinking across courses.

Presenters: Erin Aube, Midtown High School
Lisa Boyd, Midtown High School
Alexis Smolko, Midtown High School
Alex Tramble, Midtown High School

M S C *LLA Strand*

V.54 What if Janie Had Stayed in Eatonville? Harnessing Conditional Thinking to Imagine, Innovate, and Inspire in the ELA Classroom

Room 124 (100 Level)

What if Janie had stayed in Eatonville? What if Romeo checked his messages? Conditional "what if" thinking invites imagination but can actually undermine rigorous analysis and meaning making. This interactive session explores innovative pedagogical strategies that harness speculative questioning to empower students as critical and creative communicators who think both imaginatively and rigorously.

Presenters: Brandon Abdon, Western Kentucky University
Rebecca McFarlan, Perfection Learning
Nichole Wilson, William Mason High School

NOTES

10:30 A.M.–12:00 P.M.

NWP Brunch

BALLROOM A (300 LEVEL)

national writing project

Writing Still Matters

How do we cultivate confident writers when AI tools draft and summarize instantly? Come brunch with the National Writing Project and celebrate writing as a deeply human act of thinking, meaning-making and civic participation. Learn what more than 50 years of practice and research tell us about building "author"ity and agency positioning writers as critical decisionmakers and designers of our work.

Visit the NCTE Registration Desk to purchase a ticket to this meal event (pending availability).

INTELLECTUAL FREEDOM RESOURCES FROM NCTE

VISIT NCTE.ORG/IFC FOR:

- Best practices compiled from position statements and teacher expertise to aid in selecting materials.
- Access to a robust rationale database with over 1,400 rationales!
- A report form to notify NCTE of a censorship incident or other challenges to intellectual freedom.
- A report on the state of literature use in the classroom.

Don't prepare for or respond to book challenges alone! Benefit from the work of your colleagues and the staff at NCTE—your professional home—as you stand up for stories that matter.

NCTE INTELLECTUAL FREEDOM CENTER

12:00–1:15 P.M. | EXHIBIT HALL B (200 LEVEL)

CLOSING GENERAL SESSION

TOMI ADEYEMI & ANTERO GARCIA

On Sunday, participants are invited to the NCTE presidential address by NCTE President Antero Garcia. Following the address, author Tomi Adeyemi will close out the Convention. A book signing will follow the session.



Named one of *Time* magazine's 100 Most Influential People, **Tomi Adeyemi** is a Hugo and Nebula Award-winning writer, speaker, and model based in New York, New York. After graduating from Harvard University with an honors degree in English literature, she wrote her groundbreaking, instant #1 *New York Times* bestselling series, which includes *Children of Blood and Bone*, *Children of Virtue and Vengeance*, and *Children of Anguish and Anarchy*. The trilogy has sold over three million copies around the world.



Antero Garcia is a professor in the Graduate School of Education at Stanford University and current NCTE President. His research explores the possibilities of speculative imagination and healing in educational research. Prior to completing his PhD, Garcia was an English teacher at a public high school in South Central Los Angeles. He has authored or edited more than two dozen books about the possibilities of literacies, play, and civics in transforming schooling in America, including coediting the recent NCTE titles *Critical English Education: Enduring Voices, New Perspectives* and *Key Works in English Education, Volume 1* and *Volume 2*. Antero currently coedits *La Cuenta*, an online publication centering the voices and perspectives of individuals labeled undocumented in the US. Antero received his PhD in the Urban Schooling division of the Graduate School of Education and Information Studies at the University of California, Los Angeles.

View the updated program details here!

Registration is required; visit the NCTE Registration Desk to register.
These events are being held at the Pennsylvania Convention Center.

CEL Annual Convention • November 22–24
Integrated Leadership: Bridging Literacy and English



This year's Conference on English Leadership (CEL) Annual Convention invites participants to explore the dynamic intersections, tensions, and opportunities that arise when we work to integrate leadership across literacy and English. While younger students focus primarily on building foundational and content area literacy skills, the emphasis shifts as students advance through grade levels, with disciplinary literacy skills within specific subject areas becoming increasingly prominent. With this arc in mind, how can leaders create coherence between literacy instruction and English teaching while honoring their distinctions? What strategies build collaborative cultures among elementary and secondary teachers, literacy coaches, curriculum designers, college professors, and instructional leaders? And how can school, district, and state leaders guide the work of literacy and English to strengthen learning, honor differences, and respond to today's complex educational challenges?

Sessions will offer practical tools and research-based practices to help CEL Convention attendees think deeply and act courageously at the intersection of English and literacy leadership.


TRICIA EBARVIA

DON'T MISS OUR KEYNOTE SPEAKERS

Monday, Nov. 23, 8:30–9:30 A.M.: Tricia Ebarvia, Director of Diversity, Equity, and Inclusion at a preschool–8 independent school in Philadelphia; a cofounder of #DisruptTexts and cofounder/director of the Institute for Racial Equity in Literacy (IREL)

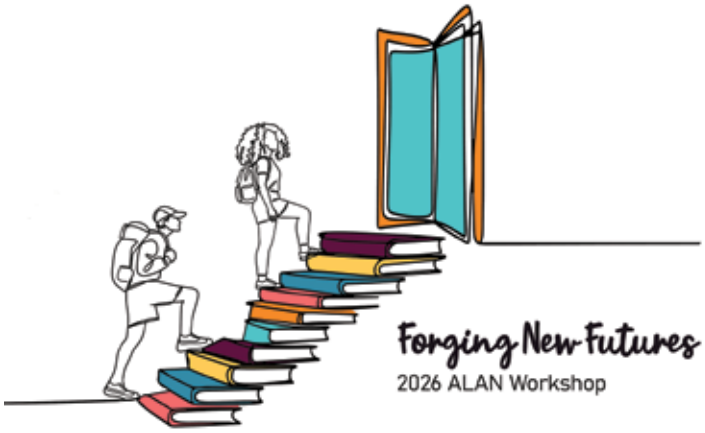
Monday, Nov. 23, 2:20–3:20 P.M.: Jenelle Williams, a literacy consultant at Oakland Schools, an intermediate school district supporting 28 districts in Oakland County, Michigan


JENELLE WILLIAMS

ALAN Workshop • November 22–23
Forging New Futures

Young adult literature has been instrumental in expanding our collective imagination about youth—their lived experiences, their identities, and the roles they (could) play in society. In recent years, however, a resurgence of anti-immigrant, anti-Black, anti-Asian, and anti-LGBTQ sentiments, to name a few, alongside widespread censorship, has threatened the stories and practices that help us cultivate an all-embracing understanding of human experiences.

The 2026 ALAN Workshop theme, "Forging New Futures," invites youth librarians, teachers, teacher educators, and researchers to dream up vibrant new futures with, for, and about young people. What YA books help readers (re) imagine who they can be in the world and what that world could look like? What paths can we forge to lead us to futures where educators and youth alike can thrive?



RULES OF CONDUCT

ANNUAL BUSINESS MEETING FOR THE BOARD OF DIRECTORS AND OTHER MEMBERS OF THE COUNCIL

IMPORTANT: Only NCTE voting members may participate in discussion and may vote at the meeting. NCTE staff will verify your membership at the door by checking your Convention registration badge and provide voting cards.
Note to Directors: Please obtain your voting card at the door before the meeting.

A. RULES STATED IN THE NCTE CONSTITUTION AND BYLAWS. These rules cannot be altered at the Annual Business Meeting unless consideration of a Constitutional amendment has been announced to the membership a month in advance. (XIV.A)

1. The Board of Directors can act in an advisory capacity to the Executive Committee with regard to the Council's *internal operations and structure*, making recommendations to the Executive Committee concerning Council programs and operations. (VI.A.1)
2. The Board of Directors and other NCTE members present at the Annual Business Meeting may debate and vote on *position statements on educational issues* and other matters. (VI.A.1)
3. Position statements on educational issues approved by a majority of those present and voting at the Annual Business Meeting will be sent by ballot to the membership for vote and comment. (XII.C)

In addition to the above, special rules of conduct are adopted each year for the Annual Business Meeting. The rules for this year are listed below.

B. RULES OF CONDUCT

1. Directors and other NCTE members must be identified by a voting card. Only properly identified Directors and voting members may participate in the meeting. Nonmembers may attend the meeting but not participate as voters or discussants.
2. A quorum of twenty percent of the members of the board is required for the transaction of business at the meeting.
3. *Sturgis Standard Code of Parliamentary Procedure* applies on questions of procedure and parliamentary law not specified in the Constitution, bylaws, or other rules adopted by NCTE.
4. The Parliamentarian interprets the rules and advises the presiding officer on parliamentary procedures.
5. A Director or other NCTE member wishing the floor should go to a microphone and give his or her name and affiliation or state when recognized by the presiding officer.
6. The chair may request that a motion be written and signed by the maker so that it might be read by the chair to the voting body.
7. In discussion of resolutions and all other motions except sense-of-the-house motions:
   a. Three minutes will be allowed for each speaker each time.
   b. No one may speak a second time on a subject until all who wish to speak have been heard.



c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

d. Discussion will be limited to no more than 15 minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in 10-minute increments at the discretion of the presiding officer or by a majority of those voting.

e. Discussion of an amendment to a motion or resolution will be limited to no more than 10 minutes; this time may be extended in 6-minute increments at the discretion of the chair or by a majority of those voting.

f. Substitute motions or resolutions will not be accepted.

g. Amendments to amendments will not be accepted, in order to avoid confusion.

h. With regard to resolutions, only the RESOLVED sections are subject to a vote; accordingly, discussion of the RESOLVED sections and not the background statements is in order.

8. In discussion of all items of business, a motion to POSTPONE OR TABLE TEMPORARILY (i.e., without noting a specific time for reconsideration) is **not debatable,** and the main motion can be acted on at the current meeting only if the assembly votes to resume its consideration. A motion to POSTPONE OR TABLE UNTIL A SPECIFIC LATER TIME **is debatable** in terms of the reasons for postponement or the times specified.

9. A Director or other NCTE member at the Annual Business Meeting may offer a sense-of-the-house motion at the specified time. Such motions are advisory to the Executive Committee or other appropriate Council bodies. They do not constitute official Council policy.

10. Discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted (three copies) to the President or Parliamentarian before the adoption of the agenda. (Brief prefatory statements in explanation of the motion are **not** part of the motion and need not be submitted in writing.)

b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.

c. Speakers on sense-of-the-house motions shall be limited to 2 minutes each, except by dispensation of the chair.

d. Discussion of a sense-of-the-house motion shall be limited to 10 minutes, except by dispensation of the chair.

e. If approved, sense-of-the-house motions are advisory to the Executive Committee or other Council bodies. They represent the opinion of the **majority of members attending the Annual Business Meeting.**

11. A Director or other NCTE member who wishes to call attention to a matter of concern to the Council may, at the discretion of the chair, make a personal declaration on the subject at the specified times, but no discussion or vote will follow. Declarations shall be limited to 3 minutes.

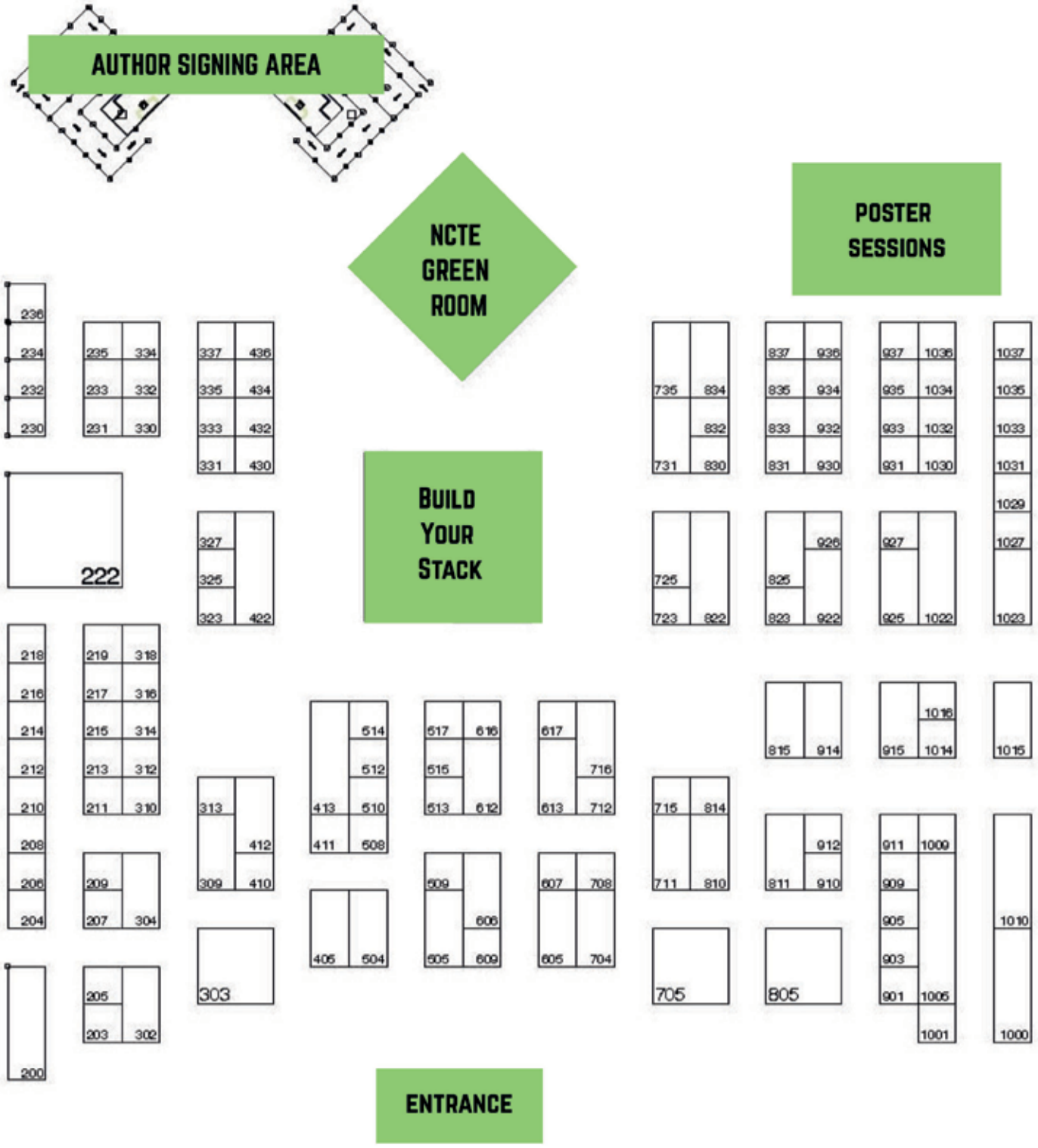
12. A Director or other NCTE member who wishes to introduce business not provided for in the agenda must move to suspend the rules of conduct for the meeting, which can be done with the assent of two-thirds of the Directors and other members attending. Business so introduced will be regarded as sense-of-the-house motions subject to the specifications in items 9 and 10 above.

13. Unfinished items of business at the hour set for adjournment can be resumed at a time set by the chair, if two-thirds of the Directors and other members attending approve a session at which business is to be resumed.

EXHIBITORS

EXHIBIT HALL A (200 LEVEL)

FRIDAY ... 10:00 A.M.–5:00 P.M. SATURDAY ... 11:00 A.M.–5:00 P.M. SUNDAY ... 8:00–11:30 A.M.



The NCTE Annual Convention offers a wide array of sessions, experiences, and opportunities from which attendees can choose. Each teacher's experience, interests, and needs are different, and that's why the Exhibit Hall at the NCTE Convention provides a diverse offering of trade publishers, nonprofit organizations, government entities, educational supply organizations, and consumer brands that are eager to connect with you. There is something for everyone in the more than 110 booths featuring a myriad of books, authors, initiatives, and products.

513 30-Minute Shakespeare
30minuteshakespeare.com

Based on twenty-years experience as a Folger Shakespeare Library teaching artist, each of Nick Newlin's twenty "30-Minute Shakespeare" books offers several key scenes from a play, with stage directions, to get students up on their feet enjoying Shakespeare through performance. We also feature a Monologue Book with performance notes.

833 826 National
826national.org

826 National is the largest youth writing network in the country, working to make the power and joy of writing accessible to every student. Through nine chapters and 826 Digital, we serve over 950,000 students and 25,000 educators annually with free writing programs, resources, and creative publishing opportunities. At 826 we are harnessing the magic of writing to inspire a new generation of creative, compassionate thinkers.

716 ABRAMS—The Art of Books
abramsbooks.com

Founded in 1949, ABRAMS was the first company in the United States to specialize in publishing art and illustrated books. The company continues to publish critically acclaimed and bestselling works in the areas of art, photography, cooking, craft, comics, interior and garden design, entertainment, fashion, and popular culture; children's books ranging from middle grade to young adult fiction to picturebooks to board books.

814 ACMRS Press—Arizona Center for Medieval and Renaissance Studies
acmrspress.com

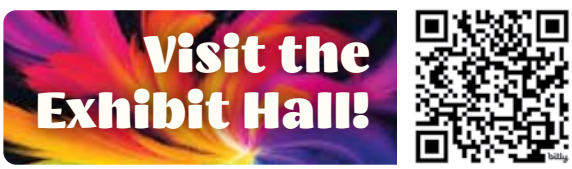
Our mission is to publish, disseminate, and promote the most forward-looking, vanguard research in medieval and renaissance studies. We seek projects that are historically grounded and theoretically expansive, with the aim of fostering dialogues that reach into the present moment and point us to different, more inclusive, futures.

325 American College of Education (ACE)
ace.edu

The American College of Education is an accredited, fully online private college specializing in high-quality, affordable programs in education, business, healthcare, and nursing. Headquartered in Indianapolis, ACE offers more than 60 innovative and engaging programs for adult students to pursue a doctorate, specialist, master's, or bachelor's degree programs.

901 American Psychological Association (APA)
apa.org

The American Psychological Association is the leading content provider in psychology. We provide valuable resources to libraries, including APA PsycInfo®; APA PsycArticles®; APA Style®; the new seventh edition of *The Publication Manual*, a *Wall Street Journal* and *USA Today* bestseller; scholarly and professional books; Magination Press children's books; instruments for research; and streaming and DVD videos to keep users informed of the latest developments in psychology.



1032 Assembly on Literature for Adolescents of NCTE (ALAN)
alan-ya.org

The Assembly on Literature for Adolescents of NCTE promotes communication and cooperation among all individuals who have a special interest in adolescent literature, presents programs and conferences on this subject, promotes and increases the number of articles and publications devoted to it and integrated the efforts of all of those with an interest in this literature.

922 Astra Books for Young Readers
astrapublishinghouse.com

Astra Books for Young Readers is the award-winning children's publishing division of Astra Publishing House. Its imprints include Astra Young Readers, Calkins Creek, Hippo Park, and Toon Books, publishing picture books, middle grade, YA, nonfiction, and graphic novels.

911 Ayn Rand Institute
aynrand.org/freenovels

The Ayn Rand Institute's Free Books for Teachers program offers free copies of Ayn Rand's novels, including Rand's popular dystopian novella ***Anthem***, to educators in the US and Canada. Teachers who commit to teaching the novels within one year will receive a complete classroom set and lesson plan free of charge. To date, the program has sent 5.2 million books to over 30 thousand teachers.

606 Bedford, Freeman & Worth Publishers
bfwpub.com/high-school/us

At BFW Publishers, we create trusted AP® and on-level resources designed to engage every student and support teachers in delivering deeper learning. Our programs combine exceptional content with digital tools that reflect how students learn today, and help inspire what's possible.

914 Benchmark Education Company (BEC)
benchmarkeducation.com/reycraftbooks

Benchmark Education Company is a leading publisher of core, supplemental, and intervention literacy and language resources in English and Spanish and of inspiring books for educators and children. PD Essentials titles from education thought leaders support effective instruction, and the timely stories in Reycraft Books, BEC's trade imprint, build knowledge and perspective.

612 Bloomsbury Children's Books
bloomsbury.com/us

Bloomsbury Children's Books covers a fantastic range of children's books, from their first picturebook to chapter books, illustrated books, and YA.

310 Books Across America
booksxamerica.com

In this new documentary, a writer travels to 50 states, reads 50 books, and interviews 50 authors . . . all in 50 days. His goal is to answer a simple question: why do we read? Featuring literary legends like James Patterson and Ann Patchett, the film will soon be freely available to educators.

413 Candlewick Press/Holiday House/Peachtree Publishing Company
holidayhouse.com

All children deserve to see themselves, their families, and their communities represented in the books they read. As children's book publishers, it is our goal to ensure that the books and content we publish and create authentically and joyfully reflect the world around us. It is imperative that the publishing industry changes to better serve young readers, and this change starts with us. Award-winning publishers of books for children and young adults, including graphic novels, books in Spanish, and early readers. Holiday House is part of the Walker Books Group, which also includes Candlewick Press and Peachtree Publishing in the US, Walker Books UK, and Walker Books Australia.

430 Capstone
capstonepub.com

Capstone publishes and creates content for students in grades K–5. You may know us through our print books, interactive eBooks, or from our curricular content hub PebbleGo. We support teaching and learning with amazing content that engages students, inspires teachers, and connects families and communities to move literacy forward.

823 Capti
capti.com

Capti ReadBasix is a diagnostic reading assessment that quickly and reliably identifies the root causes of adolescent students' reading difficulties. We help interpret data to inform instruction and optimize the use of curricula and interventions. Use ReadBasix as a universal and dyslexia screener, benchmark, diagnostic, progress monitor, and Lexile measure.

731 Carnegie Learning
carnegielearning.com

Carnegie Learning solves education's toughest challenges with high-quality K–12 literacy solutions. Our newest 6–12 core program, Lenses on Literature, is designed to engage students in rigorous, authentic assignments. By providing equitable access to complex texts and standards-driven tasks, we empower every learner to think critically, read joyfully, and write confidently.

313 Center for the Art of Translation—Poetry Inside Out & Words Without Borders Campus
linktr.ee/NCTE2026

Poetry Inside Out's multilingual literary arts program brings poetry translation to classrooms, empowering students and deepening literacy, critical thinking, and cross-cultural empathy. Words Without Borders Campus connects students and educators with eye-opening global literature and free lesson plans to foster cross-cultural understanding.

1029 Charlesbridge Publishing
charlesbridge.com

Charlesbridge publishes high-quality books for children, with a goal of creating lifelong readers and lifelong learners. Our books encourage reading and discovery in the classroom, library, and home. We believe that books for children should offer accurate information, promote a positive worldview, and embrace a child's innate sense of wonder and fun. To this end, we continually strive to seek new voices, new visions, and new directions in children's literature.

925 Cherry Lake Publishing Group
cherrylakepublishing.com

Cherry Lake Publishing Group is an award-winning publisher of children's fiction and nonfiction, with imprints that include Sleeping Bear Press, Tilbury House, Cherry Lake Press, Cherry Blossom, 45th Parallel, and Torch Graphic. With books and series that are engaging and educational, our mission is to help children learn and love to read.

835 Children's Literature Assembly (CLA)
childrensliteratureassembly.org

The Children's Literature Assembly of NCTE is a professional community dedicated to advocating for the central role of children's literature in children's academic and personal lives. CLA advances this mission by publishing the peer-reviewed *Journal of Children's Literature*, featuring research, author and illustrator profiles, and book reviews; creating the annual Notable Children's Books in the Language Arts Award; hosting events at the NCTE Annual Convention, including the CLA Breakfast, Expert Class, and Notable Books in the Language Arts session; supporting educators and organizations involved in the preparation and continuing education of teachers. CLA welcomes the support and participation of all who share its commitment to children's literature and literacy education.

304 Chronicle Books
chroniclebooks.com

Chronicle Books is an independent publisher in San Francisco and home to many award-winning authors and bestselling series. We are inspired by the enduring magic of books and by sparking the passions of others. Chronicle believes in partnering with creators that represent the diversity of our world.

912 Columbia Southern University
columbiasouthern.edu

As an innovator in online education for over 30 years, CSU was established to provide an alternative to the traditional university experience. CSU offers online master's, specialist, and doctoral degrees in Education and in Instructional Design and Technology.

1015 Combined Book Exhibit
combinedbook.com

A collective exhibit of independent and self-published authors. A catalog listing all titles is available at the booth.

834 CommonLit
commonlit.org

CommonLit is a teacher-founded nonprofit on a mission to unlock the potential of every child through literacy. Our evidence-based program connects curriculum, assessments, and professional learning to build students' reading, writing, speaking, and listening skills. Last year, we reached over 5 million students.

832 ConnectEd
connecteducation.org

ConnectED is an educational platform and community providing resources and programs on the Israeli-Palestinian story, antisemitism, and the Holocaust, along with essential skills in media literacy and dialogue across difference. As an educational—not advocacy—organization, our goal is to support independent and public schools in navigating complex topics with nuance, empathy, and an understanding of multiple perspectives.

203 Corwin
corwin.com

At Corwin we believe every student deserves an exceptional education—not by chance, but by design. For every educator trying to make a difference in their students' lives, Corwin is here to help. We understand the challenges educators face and we're committed to providing practical and effective solutions.

903 Cosmic Writers
cosmicwriters.org

Cosmic Writers is a literacy nonprofit that uses storytelling to teach core writing skills. We provide PD, curriculum, and supplemental materials for educators looking to bring our methodology into their classrooms, as well as teach direct-service creative writing workshops in Philadelphia and New York City.

735 Curriculum Associates
curriculumassociates.com

Curriculum Associates®, creator of i-Ready®, connects data-driven insights with high-quality instruction. Beyond a core reading program, Magnetic Literacy's™ thinking curriculum builds knowledge and literacy, developing decoding and comprehension in tandem. Through assessment, personalized instruction, and core programs for literacy, mathematics, and science, our success is our impact on student learning.

432 Daffodil Hill Press
daffodilhillpress.com

Daffodil Hill Press makes brief, engaging decodable texts that provide students with opportunities to apply phonics knowledge and encounter a diverse group of characters. Each decodable text collection comes with teacher-facing resources like blending lines, a list of high frequency words taught, and a lesson plan for each book.

231 DBQ Project
dbqproject.com

The DBQ Project uses inquiry-based social studies as a literacy infrastructure that helps students analyze sources, evaluate evidence, develop claims, and write clear, evidence-based arguments because we believe writing strengthens thinking, thinking builds confidence, and confident students are successful students.

218 DePaul University
depaul.edu

DePaul's Blue Book: Best American High School Writing is an annual anthology featuring outstanding English and Spanish writing from high school literary magazines, newspapers, and individual students. Digital and hard copies are free for all to enjoy.

830 Diffit for Teachers
app.diffit.me

Diffit helps you create differentiated, standards-aligned content and flexible activities—fast. It saves time, supports every learner, and works with the tools you already use.

815 Disney Publishing Worldwide
disneybooks.com

Disney Publishing is the proud publisher of award-winning and entertaining books for all ages. Our imprints include Hyperion, Freedom Fire, Melissa de la Cruz Studio, Hyperion Avenue, and National Geographic.

436 Dreamline
Dreamline.org

Stop by to learn about Dreamline's free Poetry for a Purpose program, connecting upper elementary and middle school ELA to community engagement through the Dreamline Project. We integrate writing and visual art to empower young people to envision a better world and connect globally.

332 Echoes & Reflections
echoesandreflections.org

Echoes & Reflections improves and increases teaching and learning about the Holocaust by providing educators with resources and PD to teach this topic responsibly, accurately, and effectively, so that students grow as responsible citizens and develop critical thinking, empathy, and civic participation skills for the future.

927 Eerdmans Books for Young Readers
eerdmans.com/youngreaders

Eerdmans Books for Young Readers is an independent publisher of critically acclaimed, award-winning board books, fiction and nonfiction picture books, select novels and religious titles for children and young adults—books that create conversation and open minds to a larger world.

323 Epic Kids, Inc.
getepic.com

Epic is the world's leading digital reading platform for kids, used in over 80% of US elementary schools. Epic provides millions of students with equitable access to thousands of books from top publishers, alongside time-saving instructional dashboards, seamless school and district integrations, and AI-powered tools built specifically for educators.

708 Facing History & Ourselves
facinghistory.org

Facing History & Ourselves uses lessons of history to challenge teachers and their students to stand up to racism, antisemitism, and other forms of bigotry and hate.

337 Foundation for Individual Rights and Expression (FIRE)
fire.org

The Foundation for Individual Rights and Expression's mission is to defend and sustain the individual rights of all Americans to free speech and free thought—the most essential qualities of liberty.

411 Gareth Hinds
garethhinds.com

Meet the creator of award-winning graphic novel adaptations which help students engage more deeply with classic texts such as *The Odyssey*, *The Iliad*, *Macbeth*, *Beowulf*, and more.

822 Hachette Book Group
hachettebookgroup.com

Hachette is a US general-interest book publisher made up of dozens of esteemed imprints. We also provide custom distribution to other publishing companies. We are committed to diversity in our company and fostering an inclusive culture for all our employees and authors. Our mission is to make it easy for everyone to discover new worlds of ideas, learning, entertainment, and opportunity.

1022 HarperCollins Children's Books
harpercollinschildrens.com

HarperCollins Children's Books is one of the leading publishers of children's and teen books. Respected worldwide for its tradition of publishing quality, award-winning books for young readers, HarperCollins is home to many timeless treasures and bestsellers. You can visit HarperCollins Children's Books at www.harpercollinschildrens.com and www.epicreads.com and HarperCollins Publishers at corporate.HC.com.

222 Heinemann
heinemann.com

Heinemann is dedicated to delivering world-class educational resources that empower teachers and enhance student outcomes. Our offerings include ELA and math curricula, professional books, multimedia, and effective learning tools, all designed to set the foundation for a lifetime of learning.

909 A High School English Teacher's Guide
hs-guidetoteaching.org

A High School English Teacher's Guide To… is a professional book series designed to support rigorous and engaging writing instruction in secondary ELA classrooms. Each book includes classroom-ready lessons, mentor texts, charts, and tools that guide teachers and students through the writing process while promoting authentic and joyful writing experiences.

831 I'm Your Neighbor Books
imyourneighborbooks.org

I'm Your Neighbor Books builds belonging with Immigrant and New Generation PreK–12 Literature. The nonprofit curates book collections for classrooms and libraries, loans core collections with discussion materials, offers free self-led Professional Development and offers free books to classrooms and families impacted by ICE.

204 Institution for Multi-Sensory Education (IMSE)
imse.com

IMSE helps school districts move from low reading scores (below proficiency) to measurable reading improvements through supplemental structured literacy curriculum, professional learning, and implementation support, so that every child in their district is reading to their full potential.

208 Ingram Academic & Professional Books
ingramacademic.com

Ingram Academic & Professional exhibits on behalf of the 300+ independent presses that are distributed by Ingram Content Group. Publishers include The New Press, Haymarket Books, and Fordham University Press.

617 Inquiry By Design (IBD)
inquirybydesign.com

IBD delivers a research-based language arts core curriculum that streamlines teaching and deepens student connection. We empower educators with a powerful, yet succinct program, freeing up time so they can focus on what matters most: being responsive to students and bringing culturally relevant learning to life.

825 Joyful Reading Company
joyfulreading.com

The new Joyful Reading Company brings together Beanstack, the leading reading engagement platform, the Reading Motivation Index (RMI), an easy way to measure progress, and Comics Plus, the premier digital comics and graphic novel provider, to help libraries and schools expand access, increase reading engagement, demonstrate measurable impact, and create a world filled with joyful readers.

1030 LatinX Kidlit Book Festival
Latinxkidlitbookfestival.org

The Latinx Kidlit Book Festival is a FREE virtual celebration of Latinx KidLit authors, illustrators, and books for all students, educators, and book lovers. The Festival offers educational material and virtual literary content for your classrooms and libraries in the form of workshops, book clubs, and illustrator demonstrations.

931 Lerner Publishing Group
lernerbooks.com

Founded in 1959, Lerner Publishing Group publishes exceptional fiction and nonfiction books for children and teens under 16 imprints, including Lerner Publications, Millbrook Press™, Carolrhoda Books®, Graphic Universe™, Gecko Press, Twenty-First Century Books™, Zest Books™, and more. We also distribute publishing partner books through Lerner Publisher Services.

1023 Library of Congress
loc.gov

Bring literature, history, and inquiry to life with free resources from the Library of Congress. Engage students with historical photographs, film clips, diaries, drafts, newspapers, and other primary sources that deepen understanding and inspire investigation. Explore ready-to-use primary source sets, instructional videos, blog posts, and a wealth of free poetry and literature resources for educators.

725 Little, Brown Books for Young Readers
hachettebookgroup.com/imprint/little-brown-books-for-young-readers

Little, Brown Books for Young Readers offers a distinguished and diverse list of 250 frontlist titles annually. We publish across four imprints: Christy Ottaviano Books, JIMMY Patterson Books, LB Ink, and LB Kids. We also publish romance for adult readers under the Requited imprint.

303 Mackin
home.mackin.com

For over 40 years, Mackin has provided PK–12 libraries and classrooms with access to over 4.2 million titles. The multi-award-winning digital content management system, MackinVIA, along with divisions Mackin Classroom, MackinMaker, Mackin Learning, and the brand-new whole-school resource management system, MackinVision, help to create this uniquely robust educational resource company.

609 Macmillan Academic
academic.macmillan.com

Macmillan Publishers is home to some of your classroom's favorite books, from Elie Wiesel's ***Night*** to Tessa Hulls's ***Feeding Ghosts.*** At Macmillan, we believe in the power of books to create change, amplify diverse voices, and make a lasting impact.

609 Macmillan Children's Publishing Group
www.mackidsschoolandlibrary.com

Macmillan Children's Publishing Group publishes award-winning books for grades PreK–12, from a selection of highly acclaimed and noteworthy children's imprints. MCPG comprises Balzer + Bray; Farrar, Straus and Giroux Books for Young Readers; Feiwel and Friends; First Second; Henry Holt Books for Young Readers; Godwin Books; Neon Squid; Odd Dot; Priddy Books; Roaring Brook Press; and Square Fish.

723 Membean
membean.com

Membean is an easy-to-use, cognitive science-based vocabulary learning platform for grades 6–12. Offering personalized instruction that adapts to individual students' needs, the program builds long-term word knowledge, preparing students for success in school and in life.

410 Modern Language Association (MLA)
mla.org

For more than a century, the Modern Language Association and its members have worked to strengthen the study and teaching of language and literature. We offer digital products such as the ***MLA International Bibliography*** and ***MLA Handbook Plus,*** along with an annual convention, webinars, and advocacy.

412 myShakespeare
myshakespeare.com

Same great Shakespeare, much better book! myShakespeare provides free interactive and engaging texts of Shakespeare's plays, complete with full text and audio, modern translations, clickable footnotes, dynamic video content, and classroom features. Our Shakespeare texts engage students and save time in the classroom. myShakespeare: love to learn it.

509 National Consortium for Teaching about Asia (NCTA)

nctasia.org

The National Consortium for Teaching about Asia (NCTA), funded by the Freeman Foundation, is a multi-year initiative to encourage and facilitate teaching and learning about East Asia in elementary and secondary schools nationwide. NCTA is a premier provider of professional development on East Asia.

711 National English Honor Society for Secondary Schools

englishhonorsocieties.org

The English Honor Societies represents four academic honor societies dedicated to recognizing and promoting excellence in the English language arts and literature. Our mission is to build a global community of readers, writers, thinkers, and leaders who understand the transformative power of language—and use it to make a difference.

712 National Writing Project (NWP) at Community Initiatives

nwp.org

National Writing Project (NWP) sites have been working with educators for more than 50 years to improve the teaching of writing and learning in classrooms and beyond. Stop by our booth to learn how the NWP network can support you!

205 Newsela

newsela.com

Newsela products deliver meaningful actions that accelerate student growth—powered by connected instruction, assessment, and data. With a suite designed to support high-quality teaching, tracking, and insights for K–12 classrooms, Newsela offers solutions backed by learning science research to drive student outcomes and support teachers in their goals.

618 NoRedInk

noredink.com

Our mission is to unlock every writer's potential. How we do that is just as important.

926 Orca Book Publishers

orcabook.com

Orca Book Publishers is an independently owned Canadian children's book publisher. Orca publishes board books and picturebooks, chapter books, middle-grade fiction, graphic novels, and nonfiction for curious kids. We also create books for striving readers including decodable phonics and hi-lo fiction for middle school and high school students.

1005 Penguin Random House Education

penguinrandomhouseeducation.com

Penguin Random House publishes award-winning fiction and non-fiction ideal for PreK through high school and beyond. Visit our booth to browse new and recent books, pick up teacher resources, and more.

1000 Penguin Young Readers

penguinclassroom.com

Penguin Young Readers is one of the leading children's book publishers in the United States and publishes books ranging from birth to young adults in a variety of formats. Whether fiction or nonfiction, classic authors and illustrators or exciting new licensed properties, we strive to make the perfect book for every reader. With an award winning backlist, PYR continues to publish outstanding books for readers of all ages. The company owns a wide range of imprints and trademarks, including Dial Books, Dutton, Kokila, Nancy Paulsen Books, Penguin Workshop, Philomel, RISE x Penguin Workshop, Rocky Pond, Flamingo, G. P. Putnam's Sons, and Viking.

1014 People's History in the Digital Age

howardzinn.org/ph-digital-age-2026-ncte

People's History in the Digital Age is a showcase of digital collections that feature voices and histories often underrepresented in textbooks and media. Ideal for classroom use. Browse projects and pick up free stickers and posters. Hosted by HowardZinn.org.

309 Perfection Learning

perfectionlearning.com

Perfection Learning® empowers students and educators to excel through comprehensive Core ELA, Supplemental Literacy, and Advanced Placement programs. Our resources build essential literacy and language arts skills—critical reading, writing, vocabulary, grammar, collaboration, listening, and speaking—to ensure success in the classroom and beyond.

Advanced Placement®, AP®, and College Board® are trademarks registered and/or owned by the College Board, which is not affiliated with, and does not endorse, these products.

705 Perma-Bound Books

perma-bound.com

A pioneer in the library binding industry for more than 70 years, Perma-Bound proudly serves PreK–12 schools, school libraries, and public libraries throughout the US. With millions of titles from more than 1,000 publishers, we offer strong title selection; comprehensive teaching materials; distance learning and online learning; and more!

314 Polyphony Lit
polyphonylit.org

Polyphony Lit is an international student-led literary magazine and editorial program for high school writers and editors. Student editors provide personalized feedback to every submission while developing professional editorial skills. Through publication opportunities, workshops, and educational programs, Polyphony Lit helps young writers and editors grow, connect, and thrive.

517 Prestwick House
prestwickhouse.com

Prestwick House Inc. empowers K–12 educators with top-tier English and language arts materials. Since 1981, we've inspired a love of learning through innovative vocabulary programs, literary guides, and standards-aligned resources. Our mission: to enhance education by supporting teachers and engaging students in meaningful, effective instruction.

512 Process Feedback
processfeedback.org

Process Feedback is a learning-first alternative to plagiarism or AI detection. It enables teachers and students to see the writing process or AI use and to discuss how the learning process can be improved.

510 Prohuman Foundation
prohumanfoundation.org

We believe that embracing the foundational truth, that every person is a unique individual united by our shared humanity, is what will allow us to continue to advance.

504 Publisher Spotlight a service of Myrick Marketing
publisherspotlight.com

Publisher Spotlight is your discovery spot for distinctive and award-winning books from around the world for children and teens. Featured publishers include Lee & Low, Nosy Crow, NorthSouth, Manga Classics, Yen Press, and many more.

211 Quill.org
quill.org

Quill.org, a nonprofit, provides free literacy tools to engage students in learning to write and writing to learn through sentence-writing activities powered by immediate coaching and feedback. Over 12 million students have strengthened their literacy skills with Quill, writing and revising over three billion sentences.

1010 Random House Children's Books
rhcbteacherslibrarians.com

Random House Children's Books is the world's largest English-language children's trade book publisher. Creating books for toddlers through young adult readers, in all formats from board books to activity books to picture books, novels, and nonfiction, the imprints of Random House Children's Books bring together award-winning authors and illustrators, world-famous franchise characters, and multimillion-copy series.

230 Reading & Writing Project at Mossflower
mossflower.com

The Reading & Writing Project at Mossflower is a professional development organization supporting K–12 educators. For over 40 years, we have partnered with schools to strengthen literacy instruction through research-based in-person and virtual professional learning, classroom coaching, and high-quality curriculum.

715 Red Comet Press
redcometpress.com

Red Comet Press is an independent children's book publisher with a focus on illustrated storytelling for ages 0–12. We publish a wide range of books from both new and established creators. We are passionate about bringing literature for children from a broad spectrum of voices to a wide audience of readers.

514 Retro Report
retroreport.org

Retro Report is a non-profit media and education organization with a library of 300+ short videos connecting history to today. Our resources foster engagement and critical thinking skills through media literacy, argumentation and a focus on narratives. Our FREE resources are perfect for use across humanities, social science, and English/ELA courses.

302 Rise Up Foundation
riseupfoundation.org

The Rise Up Foundation is dedicated to improving literacy among children living in underserved communities. We believe that the ability to read and write is the foundation of a successful education and a prosperous future, and we work tirelessly to provide support and resources for literacy initiatives. Through book donations, classroom support, and grant-making, we strive to create a more literate and informed society, one child at a time. We are committed to making a positive and lasting impact on the lives of the children we serve, and believe that by investing in their literacy, we can help to create a brighter and more equitable future for all.

215 Savannah College of Art & Design (SCAD)
scad.edu

Storytelling. Advertising. Screenwriting. Social. From the bookstore to the boardroom, writers build audiences, cultivate connections, and bring characters to life. SCAD writing students navigate the full range of storytelling in a program that covers pitching for film and television, podcasting, digital journalism, adaptation, fiction and creative nonfiction, and more.

704 Savvas Learning Company
savvas.com

At Savvas, we believe learning should inspire. Our next-generation K–12 learning solutions engage students and empower teachers, giving all students the best opportunity to succeed.

312 SCBWI Pennsylvania East and New England
scbwi.org

The Society of Children's Book Authors and Illustrators (SCBWI) is the preeminent membership organization for children's book creators. The Pennsylvania East and New England regions are hosting signings with published author and illustrator members throughout the convention. Information about author/illustrator school visits and membership details will be available.

200 Scholastic
scholastic.com

For more than 100 years, Scholastic has been meeting children where they are—at school, at home, and in their communities—by creating quality content and experiences, all beginning with literacy. Scholastic delivers stories, characters, and learning moments that empower all kids to become lifelong readers and learners through bestselling children's books, literacy- and knowledge-building resources for schools including classroom magazines, and award-winning, entertaining children's media.

318 Scriblit
scriblit.com

Scriblit helps 2nd–12th–grade students write better, together. It combines formative assessment with explicit writing instruction, making it easy to embed meaningful writing across every subject and build a cohesive, schoolwide approach to writing.

333 Selected Readings Editions
selectedreadingseditions.com

Selected Readings Editions' mission is to give secondary school English departments the opportunity to offer some of the great works of literature that their teachers may have avoided because the prospect of developing units on them was too daunting. Our books are edited to make them as teachable as possible.

330 Show-me
show-me.uk

Show-me is the UK's number one student dry erase brand, trusted by teachers for 25 years and now available across the USA. Our dry erase boards, markers and erasers are designed to reduce everyday classroom frustrations with practical, cost-effective solutions that drive engagement and participation.

422 Simon & Schuster
simonandschuster.com

Simon & Schuster is a global publisher dedicated to sharing a broad range of works that educate, entertain, and inspire readers of all ages. We publish books that represent many perspectives, to stimulate readers' curiosity and intellectual exploration. We believe the books we publish have the capacity to inform and challenge our views, and to create change in the world.

613 Sourcebooks
sourcebooks.com

We're an entrepreneurial publisher built on the belief that books change lives. From our humble beginnings in a spare bedroom in 1987, with just one book and a single employee—our founder, Publisher and CEO Dominique Raccah—we've stayed true to our passion for stories and our dedication to helping authors reach readers. We're an innovative, mission-driven book publisher that champions diverse voices in publishing.

519 Sphere Education Initiatives
sphere-ed.org

Sphere Education Initiatives provides educators with viewpoint-diverse resources and world class programming to bring conversations to the classroom and equip students to engage in civil discourse. We offer lesson plans, toolkits, multimedia resources, publications, and professional development on pedagogy and topics for use in the classroom that are exclusively nonpartisan.

805 Stenhouse Publishers
stenhouse.com

Stenhouse, now a part of Routledge, publishes professional books written: "for teachers, by teachers." We believe in creating a space for teachers' voices, and we believe in the power of professional books to be such a space for educators to learn from one another's ideas, practices, and expertise.

336 Studentreasures Publishers
studentreasures.com

Make writing easy and fun through publishing a real book with your class! With the goal of every child becoming an author, our free program provides an engaging, hands-on publishing activity at no cost to the teacher or school. For more than 30 years, Studentreasures has helped teachers create more than 18 million #ProudAuthors!

434 Teachers College Press
tcpress.com

Teachers College Press has published works at the cutting edge of theory, research, and practice in education—including general interest about the future of our children and schools—in such areas as educational policy, urban education, multicultural education, school reform, early childhood, literacy, counseling, professional development, special education, and curriculum.

1016 The Island Writer
theislandwriter.com

The Island Writer and author Blair Northen Williamson, in partnership with the Plastic Ocean Project, bring climate fiction children's picture books to teachers and educators at NCTE 2026. Explore ocean-inspired stories that spark environmental literacy and empower classrooms to protect what we all share: one planet, one ocean.

405 The Juice Learning
thejuicelearning.com/edu

The Juice is a current events-based learning platform designed to engage students with their world both in and out of the classroom. Our in-house team of journalists and educators writes and delivers leveled, nonpartisan news articles each morning before school with standards-aligned questions and context built for collaboration, not controversy.

213 The Right Question Institute
rightquestion.org

The Right Question Institute (RQI) is a nonprofit organization that advances simple, powerful strategies to build people's skills to ask better questions and participate more effectively in decisions that affect them. We offer hundreds of free resources for educators to learn the strategy and immediately implement it with students.

515 The Shakespeare Oxford Fellowship
shakespeareoxfordfellowship.org

Welcome to the Shakespeare Oxford Fellowship! Discover how the enigmas of history are interwoven with the study of Shakespeare. Please visit our website for free Teacher's Resource including lesson plans and instructional materials that advance research and the teaching of Shakespeare in classrooms.

331 The Shareable World Collective
ashareableworld.com

The Shareable World Education Collective (SWEC) develops and administers educational curricula with a focus on moral philosophy and models of human flourishing. In a world of seismic changes, we provide educational opportunities that enhance the understanding of self and society for the sake of a more shareable world for all.

508 Thinking Habitats
thinkinghabitats.com

THINKING PRO is an evidence-based, high-dosage, high-impact curriculum unit and professional learning initiative that strengthens critical thinking, reading, and writing through project-based learning with authentic informational texts. Designed for grades 8–12, THINKING PRO has demonstrated significant improvements in students' state graduation assessment subscales in reading, writing, mathematics, and science. Developed by Thinking Habitats LLC.

910 ThriftBooks & We Are Teachers
weareteachers.com

Every student deserves access to great books, and every teacher deserves an affordable way to build their classroom library. Visit ThriftBooks + We Are Teachers to explore exclusive educator benefits, discover budget-friendly book options, and learn how to bring more reading opportunities to your students.

327 Townsend Press
townsendpress.com

Townsend Press publishes the acclaimed Ten Steps Series, the Townsend Press Vocabulary Series plus writing textbooks, all available in digital and paper formats and used in thousands of schools and colleges. We are the creators of King Series (K–2) and the Bluford Series (5–12) and the Townsend Library. Townsend Press: family owned, teacher and student friendly.

234 Uncle Bobbie's Coffee & Books
unclebobbies.com

Uncle Bobbie's Coffee & Books is a coffee shop and bookstore located in the heart of the Germantown section of Philadelphia. Founded by Marc Lamont Hill in 2017, Uncle Bobbie's was created to provide underserved communities with access to books and a space where everyone feels valued. In addition to our specially curated book selection, we also serve high quality coffee, food products, and more, including apparel and children's games. We are also a community space that holds free author talks, workshops, and other events, including weekly story time for kids and back to school drives.

505 Vibrant Publishers
vibrantpublishers.com

Vibrant Publishers is dedicated to empowering students with high-quality test prep resources. Our comprehensive SAT, ACT, GRE, PSAT, and other exam prep books offer practical strategies, practice tests, and expert guidance to help students excel. Trusted by educators nationwide, we are committed to supporting learners in achieving their academic goals.

616 University of Wisconsin–Stevens Point
uwsp.edu/school-of-education/graduate

The University of Wisconsin-Stevens Point's online Ed.D. in Language and Literacy prepares educators to lead sustainable literacy systems that improve outcomes for diverse learners. Designed for teachers, coaches, administrators, and consultants, this 54-credit program can be completed in three years.

810 W.W. Norton & Company-Trade
wwnorton.com

Independent and employee-owned for more than 100 years, Norton publishes books that educate, inspire, and endure. We are committed to innovative, quality content designed to support the success of all students—with composition and rhetoric books and media that practice what they teach about good writing and design.

1027 We Need Diverse Books
diversebooks.org

We Need Diverse Books is a national 501c3 nonprofit that's creating lifelong readers and a more compassionate world through the power of diverse literature. We provide free books, resources, and programs to teachers across the US. Check out our two newest anthologies at our booth!

930 Wordflow
wordflowapp.org

WordFlow is a personalized vocabulary learning app that helps students master the vocabulary in the books they're reading—before unfamiliar words become barriers to comprehension. Using predictive learning, WordFlow identifies vocabulary gaps, delivers targeted practice, and helps teachers see how prepared students are for the texts ahead.

207 YAWP! Writing Program
yawpwritingprogram.com

YAWP! gives English teachers a complete toolkit: proven curriculum for critical writing, an AI tutor that coaches students without writing for them, a grading assistant that cuts feedback time in half, and professional development that helps teachers become the writing experts they've always wanted to be. Students grow, teachers thrive.

316 Zinc Learning Labs
zinclearninglabs.com

Zinc Learning Labs is a science-backed reading skills accelerator for secondary schools that drives transformative reading growth. Zinc offers easy-to-implement, individualized, digital experiences backed by comprehensive reporting, empowering teachers to guide all students to reading success.

915 Zinn Education project
zinnedproject.org

The Zinn Education Project (coordinated by Rethinking Schools and Teaching for Change) offers downloadable people's history lessons for language arts and social studies, online classes for educators with people's historians, study groups, and campaigns (climate justice, freedom to learn, Reconstruction, & more), and selected books. All of these resources are free.

SCHOLASTIC

MEET YOUR FAVORITE SCHOLASTIC AUTHORS!

BOOTH 200

FRIDAY 11.20

10:00–10:30 AM



Lester Laminack
The Ultimate Read-Aloud Resource

10:30–11:00 AM



Dr. Michele Myers
The Educator's Guide to Building Child & Family Resilience

11:00–11:30 AM



Penny Kittle
Micro Mentor Texts

11:30 AM–12:00 PM



Dan Feigelson
Radical Listening

12:00–1:00 PM



Chana Stiefel
Awe!

12:00–1:00 PM



Vicky Fang
Rain is Wet!: An Acorn Book (Best Buddies #3)

1:00–1:30 PM



Dr. Gholdy Muhammad
Nurturing the Heart and Mind

1:30–2:00 PM



Dr. Eliza G. Braden
Revolutionary Love

1:30–2:00 PM



Dr. Sanjuana C. Rodriguez
Revolutionary Love

1:30–2:00 PM



Dr. Natasha Thornton
Revolutionary Love

2:00–3:00 PM



Amy Sarig King
It Came from the Creek

3:30–4:00 PM



Keisha Smith-Carrington
Read-Alouds with Heart

3:30–4:00 PM



Jigisha Vyas
Read-Alouds with Heart

4:00–5:00 PM



Ellen Oh
The Dragon Thief (The Last Dragon Empire, Book 1)

4:00–5:00 PM



Aida Salazar
Stream

SATURDAY 11.21

11:00 AM–12:00 PM



Lamar Giles
Say Less

11:00 AM–12:00 PM



Kody Keplinger
Where Lost Girls Go

12:00–1:00 PM



Malcolm Mitchell
My Super Duper Me

12:00–1:00 PM



Nikkolas Smith
That Beautiful Mind

1:00–2:00 PM



Tiffany D. Jackson
Ghost in the Night

1:00–2:00 PM



Ama Ofosua Lieb
Goldenborn

2:00–3:00 PM



Kelly Yang
Front Desk: The Graphic Novel

2:00–3:00 PM



Jamar Nicholas
Leon and the Big, Big Problem (Leon #3)

3:00–4:00 PM



Gordon Korman
Sleepless

3:00–4:00 PM



Barbara Dee
Nothing to See Here

4:00–5:00 PM



Meg Eden Kuyatt
Perfect Enough

4:00–5:00 PM



Maia Kobabe
Opting Out

SCAN FOR MOBILE SCHEDULE

SUNDAY 11.22

8:30–9:30 AM



Christina Soontornvat
The Luckies

8:30–9:30 AM



Sarah Mlynowski
The Luckies

9:30–10:00 AM



Neal Shusterman
Courage to Dream: Tales of Hope in the Holocaust

10:00–10:30 AM



Donalyn Miller
The Commonsense Guide to Your Classroom Library

10:30–11:00 AM



Dr. Julia López-Robertson
Celebrating Our Cuentos

10:30–11:00 AM



Dr. Cecilia M. Espinosa
Rooted in Strength

10:30–11:00 AM



Dr. Laura Ascenzi-Moreno
Rooted in Strength

Explore more at Scholastic.com

©2026 Scholastic, Inc. All Rights Reserved

Penguin Random House

Penguin Random House publishes award-winning fiction and non-fiction ideal for PreK through high school and beyond. Visit our booth to browse new and recent books, pick up teacher resources, and more.

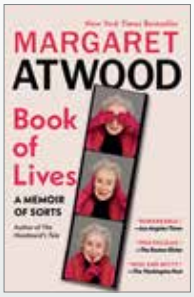
AUTHOR EVENTS

Margaret Atwood

Opening General Session

THURSDAY
4:00-5:15pm





LeVar Burton

Saturday General Session

SATURDAY
9:45-10:45am



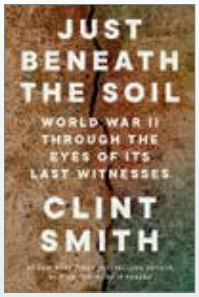


Clint Smith

Secondary Section Luncheon

SATURDAY
12:30-2:30pm



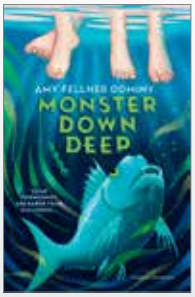


BOOTH SIGNINGS

Amy Fellner Dominy

FRIDAY, Booth #1009
10:00-10:45am

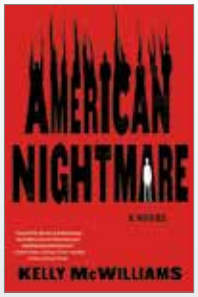




Kelly McWilliams

FRIDAY, Booth #1001
11:00-11:45am





Neema Avashia

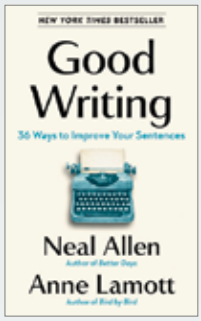
FRIDAY, Booth #1001
4:00-4:45pm

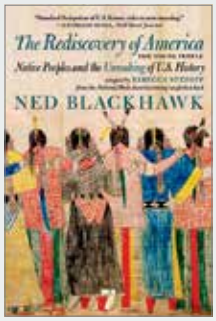




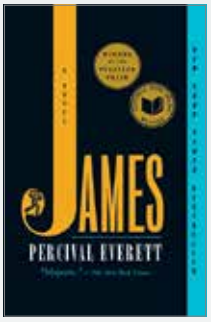
Visit Booth #1005 to Browse New Books & Educator Resources

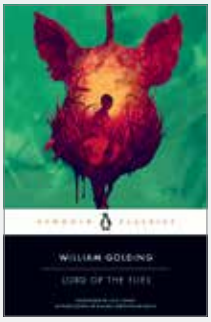


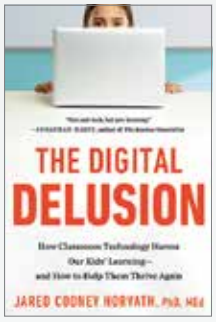


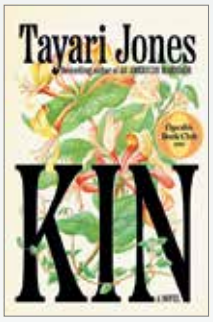




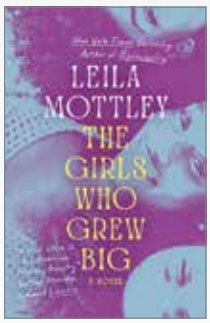




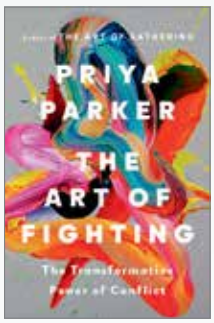


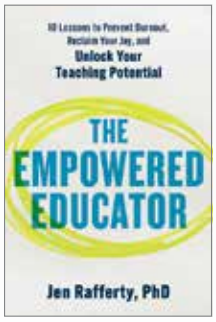




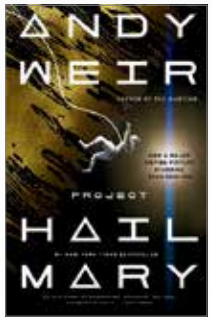












Algospeak
How Social Media Is Transforming the Future of Language

ADAM ALEKSIC

Vintage • Paperback
9798217006861 • $19.00 • 256 pp

Good Writing
36 Ways to Improve Your Sentences

NEAL ALLEN and ANNE LAMOTT

Avery • Hardcover
9798217046959 • $27.00 • 208 pp

The Rediscovery of America for Young People
Native Peoples and the Unmaking of US History

NED BLACKHAWK;
Adapted by REBECCA STEFOFF

Triangle Square • Paperback
9781644215647 • $24.95 • 544 pp

Wake Now in the Fire
A Graphic Novel

JARRETT DAPIER;
Illustrated by AJ DUNGO

Ten Speed Graphic • Hardcover
9780593838044 • $38.00 • 464 pp

TEACHER'S GUIDE AVAILABLE

James
A Novel

PERCIVAL EVERETT

Vintage • Paperback
9780593686867 • $20.00 • 320 pp

TEACHER'S GUIDE AVAILABLE

Lord of the Flies

WILLIAM GOLDING;
Foreword by LOIS LOWRY;
Introduction by
RACHEL GREENWALD SMITH;
Contributions by
JENNIFER BUEHLER

Penguin Classics • Paperback
9780143139355 • $18.00 • 272 pp

TEACHER'S GUIDE AVAILABLE

The Digital Delusion
How Classroom Technology Harms Our Kids' Learning—and How to Help Them Thrive Again (Updated Edition)

JARED COONEY HORVATH, PhD, Med.

Harmony • Paperback
9798217423965 • $22.00 • 464 pp

Kin
A Novel

TAYARI JONES

Knopf • Hardcover
9780525659181 • $32.00 • 368 pp

TEACHER'S GUIDE AVAILABLE

Brown Girl, Brownstones

PAULE MARSHALL; Foreword by NICOLE DENNIS-BENN

Penguin Classics • Paperback
9780143139218 • $18.00 • 304 pp

The Girls Who Grew Big
A Novel

LEILA MOTTLEY

Vintage • Paperback
9780593686522 • $19.00 • 352 pp

Salvage
A Graphic Novel

RENÉE NAULT

Ten Speed Graphic • Hardcover
9781984863393 • $25.99 • 256 pp

The Art of Fighting
The Transformative Power of Conflict

PRIYA PARKER

Riverhead Books • Hardcover
9780593420225 • $30.00 • 320 pp

The Empowered Educator
10 Lessons to Prevent Burnout, Reclaim Your Joy, and Unlock Your Teaching Potential

JEN RAFFERTY, PhD

Tarcher • Paperback
9798217177967 • $20.00 • 288 pp

A Different Mirror for Young People
A History of Multicultural America (Revised and Updated)

RONALD TAKAKI;
Adapted by REBECCA STEFOFF;
Revised by A. NAOMI PAIK

Triangle Square • Paperback
9781644215968 • $25.95 • 512 pp

TEACHER'S GUIDE AVAILABLE

Project Hail Mary
A Novel

ANDY WEIR

Ballantine Books • Paperback
9780593135228 • $22.00 • 496 pp

TEACHER'S GUIDE AVAILABLE

Booth #1005 Visit our website, **PRHEducation.com**

Penguin Random House

Undergraduate Students Can Now Join the MLA!



MLA undergraduate affiliate members get

- a network of peers with shared interests in languages, literatures, writing, and culture
- professional development that helps them cultivate new skills and convey the value of their humanities major
- access to fellowships, publication opportunities, and year-round events programming

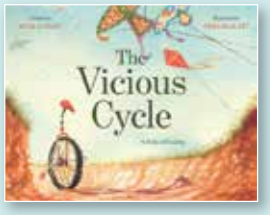
www.mla.org/Undergraduate

MODERN LANGUAGE ASSOCIATION

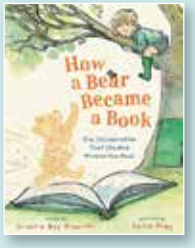
MEET YOUR FAVORITE AUTHORS FROM MACMILLAN CHILDREN'S PUBLISHING GROUP

BOOTH #604

Scan the QR code to explore all of our in-booth author signings and events!



Kyle Lukoff



Annette Bay Pimentel and Faith Pray



Kevin Maillard



Carole Boston Weatherford and Jeffery Boston Weatherford



Sara Andrea Fajardo and Juana Martinez-Neal



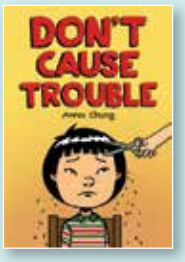
Dan Santat



Lily Williams



Alyssa Bermudez



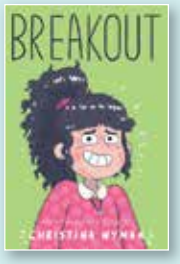
Arree Chung



Ari Tison



Norman Ollestad and Brendan Kiely



Christina Wyman



Victoria Chang



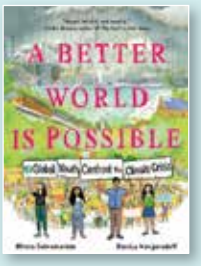
Rebecca Morrison



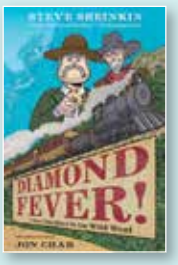
Adrianna Cuevas



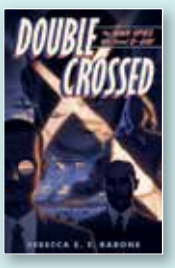
Gia Gordon



Meera Subramanian and Danica Novgorodoff



Steve Sheinkin



Rebecca E. F. Barone



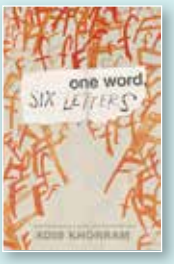
Jasmine Warga



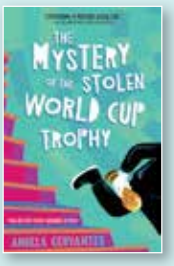
Sara Pennypacker



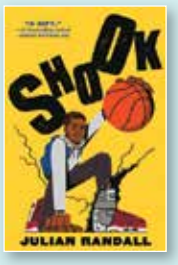
Allie Millington



Adib Khorram

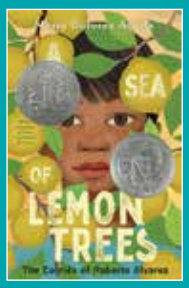


Angela Cervantes



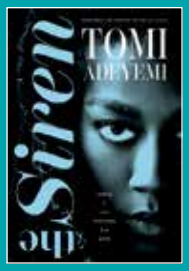
Julian Randall

DON'T MISS THESE FANTASTIC KEYNOTES!




María Dolores Águila

CHILDREN'S BOOK AWARD LUNCHEON
Saturday, November 21st, 12:30 – 2:30pm




Tomi Adeyemi

CLOSING GENERAL SESSION
Sunday, November 22nd, 12:00 – 1:15pm

MACKIDS SCHOOL & LIBRARY

mackidsschoolandlibrary.com
@mackidsssl.bsky.social

W. W. NORTON & COMPANY
Independent and Employee-Owned

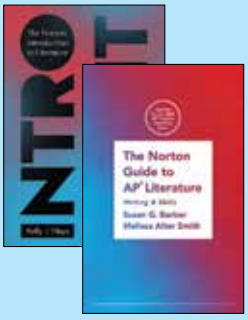
ELA with NORTON

Browse titles for your High School Language Arts class at **Booth #811**!

EXPLORE THE CATALOG

seagull.wwnorton.com/hs-ela

AP® LITERATURE



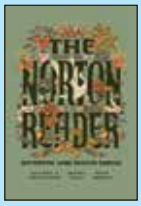
"My students' AP® scores were off the charts; [the] Norton text made following the College Board Units easy and helpful."

—**CHERI O'REILLY**, *Bishop O'Connell High School, VA*

ENGLISH LANGUAGE ARTS

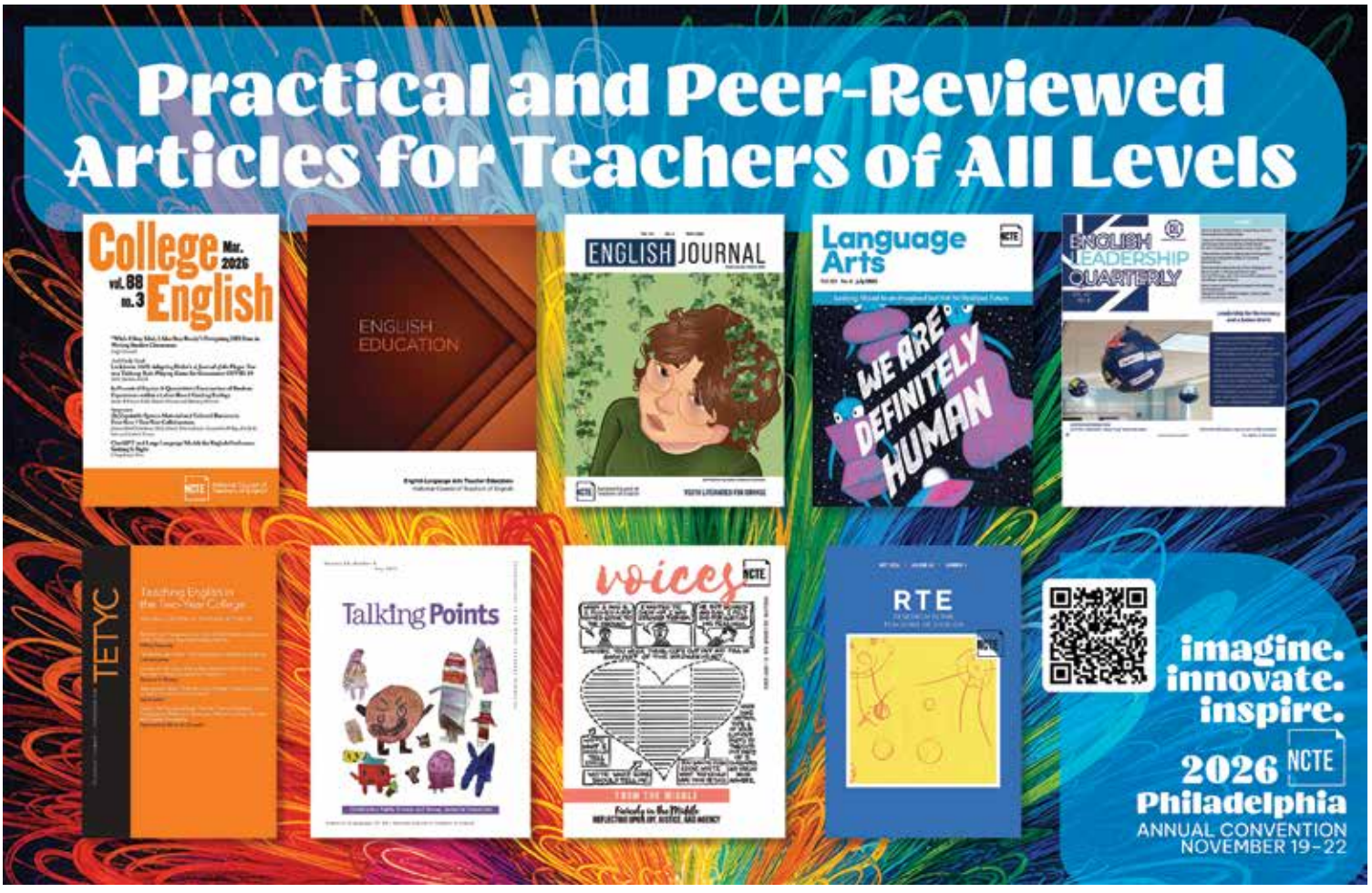


AP® LANGUAGE AND COMPOSITION



AP® is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

Practical and Peer-Reviewed Articles for Teachers of All Levels



FINALLY!

A teachable version of *Don Quixote*!



Containing the beginning and ending chapters and fifteen of the novel's most iconic episodes, Selected Readings Editions' *Don Quixote: Selected Readings* is perfectly suited for the high school ELA curriculum. At 187 pages and with enrichment sections, numbered paragraphs, writing assignment suggestions, and extensive annotations for teachers, this version of Miguel de Cervantes' timeless masterpiece is eminently teachable.

A "buddy" story overflowing with both humor and heart, *Don Quixote: Selected Readings* is a landmark work of genius that your students will never forget.

Stop by our **booth – #333** – to see the many other books we publish and receive a free PDF of the teachers' edition of *Don Quixote: Selected Readings*.

Find out more at the Selected Readings Editions website:
www.selectedreadingseditions.com
Here is the QR code for the SRE website:
Contact us at info@selectedreadingseditions.com

NEW VOICES. | TIMELESS CLASSICS. | BUILT TO ENDURE.

Booth #705 Author Signings

Free Books While Supplies Last



Photo © Bharat

FRI, NOV 20th 12 PM
Padma Venkatraman
Safe Harbor



Photo © Torrey Maldonado

SAT, NOV 21st 12 PM
Torrey Maldonado
Hands



Photo © Malak Safadi

SAT, NOV 21st 2 PM
Shifa Saltagi Safadi
Amina Banana



Photo © Daniel Miyares

SAT, NOV 21st 3 PM
Daniel Miyares
How To Say Goodbye In Cuban



Photo © Erin Thompson

SUN, NOV 22nd 9 AM
M. T. Anderson
Stealing Saint Nick



FREE
School & Library 2027 Calendar
Original Front Cover Illustration by Dan Santat

PERMA-BOUND®
THE STRONGEST BOOKS YOU CAN BUY
www.perma-bound.com

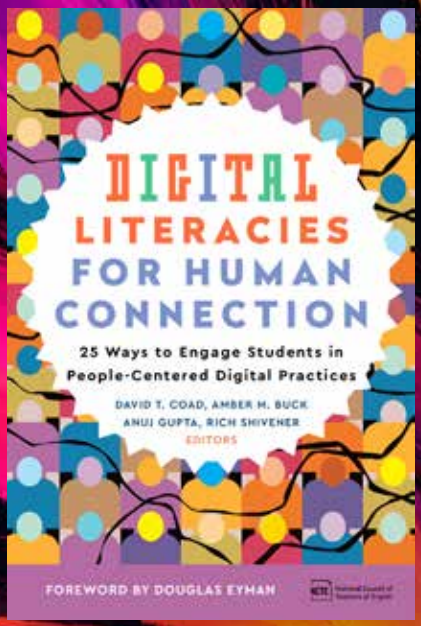
Celebrate 100 Years of Winnie-the-Pooh



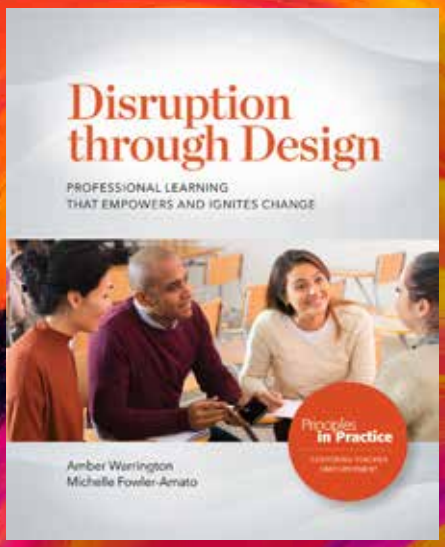
***Pick a honey bundle at Booth #705! Check the color dot on the honey dipper** to see if you won a literary surprise for your classroom.*
—while supplies last—



"Sometimes the smallest things take up the most room in your heart." —A.A. Milne

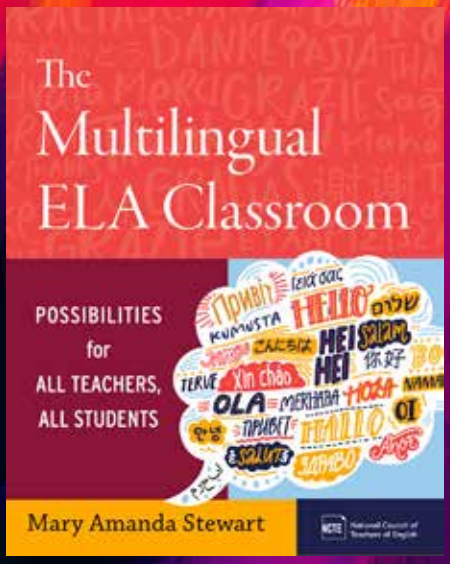


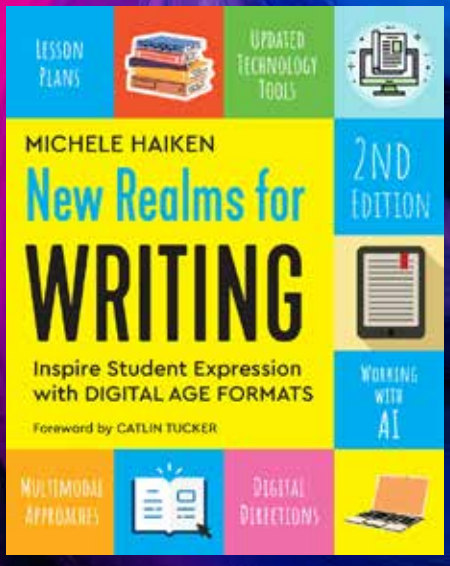


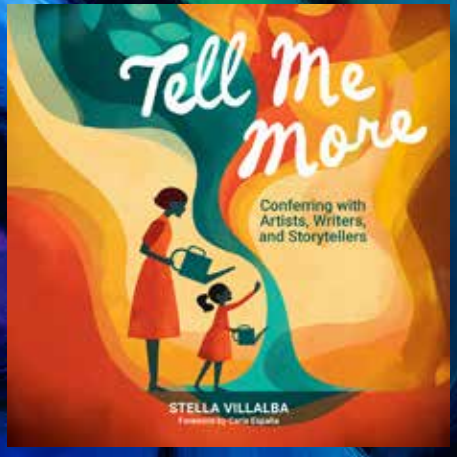












For more information about these and other great titles, visit **my.ncte.org/s/** or stop by **NCTE CENTRAL** during the Convention.

PARTICIPANT INDEX

A

Abas, Suriati, SIG.6
Abdi, Kaha, FRI-Poster
Abdon, Brandon, W.18, C.17, N.22, P.40, U.21, V.54
Abdul-Malik, Reshelle, B.7
Aboelezz, Sherine, W.14
Abrams, Eric, D.37
Abreu, Alexandra, P.21
Abtahi, Olivia, M.3, CBAL
Abusin, Jubara, SAT-Poster, CIE
Acevedo, Elizabeth, AB, P.45
Acker, Monica, S.15
Adame, Leslie, S.43
Adams, Alane, First, ES-L.01
Adams, Brittany, L.2
Adams, Megan, S.3
Adams, Tyler, ES-G.02
Adams-Powell, Iesha, E.6
Adeyemi, Tomi, CGS
Adhikari, Badri, FRI-Poster
Adhikari, Kunti, R.14
Adjei, Francisca, I.21
Adusei, Denise, M.26
Afolalu, Lakeya, L.2, SAT-Poster
Agboola, Comfort, I.1, M.10
Agnone, Fran, N.6
Agostini, Alliah L., F.29, M.31
Águila, María Dolores, L.5, M.3, CBAL, S.2, SIG.11
Aguilar, Lizette, U.25
Aguilar, Marvin, FRI-Poster
Aguirre-Ortega, Maure, B.39
Ahiyya, Vera, L.38
Ahmed, Samira, C.43, M.43
Ahmed, Sara, N.8, S.28
Ahnrud, Brittany, Q-S.2
Ajitabh, Ayr, U.20
Ajitabh, Sunny, S.13, U.20
Akella, Shastri, I.36
Albee, Sarah, S.31
Alberts, Allison, E.20
Aleo, Trevor, F.13, N.13, P.5
Alexander, Danielle, G.36, M.9
Alexander, Jennifer, S.3
Alexander, Kerry, M.9, Q-S.2, S.9
Alexander, LaNorris, R.11
Alexander, Wendy, F.1, M.10
Alford, Katherine, M.9
Aliano, Kelly, Q.27
Allan, Katie, FRI-Poster, M.9
Allard, Breanna, S.26
Allee, Karyn, L.2
Allen, Ashleigh, N.6, V.4
Allen, Autumn, P.45, U.27
Allen, Courtney, U.48, V.2
Allen, Crystal, M.50, S.11, U.40
Allen, Kari, L.15
Allen, Mercedes, I.8, M.30
Allen, Shawndra, SUN-Poster
Allender, Dale, Coll-GT, CSL, S.3
Allison, Paul, I.48
Allred, Johnny, W.14, P.5
Allyn, Jeff, M.10
Alonso, Lili, SAT-Poster
Alonzo, Venessa, R.5, S.6
Alric, Danielle, Q.38
Alston, Chanteal Reynolds, FRI-Poster
Amasiani, Chidi, J.2, SAT-Poster, SUN-Poster
Amato, Kay, I.40
Ambrosini, Michelle, N.13
Ancrum, K, M.49, P.45
Andersen, Elizabeth, F.19
Anderson, Cara, Q-S.2
Anderson, Carl, F.32, L.25, M.53
Anderson, Holly, M.52
Anderson, Katie Kritzeck, W.14, F.30, S.4, ARB, U.2
Anderson, Lillian, E.17
Anderson, M.T., S.39

Anderson, Njemele, P.18, CIE, V.31
Anderson, Terry, F.3, M.4
Andrei, Elena, E.44
Andrews, Casey, N.20
Anker, Christina, SAT-Screening
Anta, Julio, FS-F.01, N.10, V.6
Anthony, Michael, P.20
Antosca, Gianmarco, NCAC-Sat, U.4
Apablasa, Maria, C.13
Apel, Riley, B.20
Appleman, Deborah, N.4, N.11, V.19
Aranda, Paloma, R.10
Arango, Andrea Beatriz, N.10, P.30, S.2
Araujo, Juan, Q-S.2
Arayasirikul, Marivell, C.32
Arbor, Alex, N.44
Arce, Alicia, C.15, S.1
Arcuri, Julia, U.8
Ardolino, Susan, FRI-Poster, CIE
Arhart, Lisa, CIE
Arlington, Kyle, I.46
Armas, Raquel, N.12
Armstrong, Amanda, I.46
Arnold, Elana K., P.46
Arnold, Jackie, N.46, U.33
Arnold, Lucy, F.42, Q.9
Arnold, Sara, M.29
Arter, Lisa, A.11, J.6, K.9
Arthur, Zack, M.10
Arya, Poonam, M.8
Ascenzi-Moreno, Laura, Elem-GT, M.1, CBAL, U.5
Ashley, Adele, C.1, F.34, N.11
Ashley, Rebecca, U.24
Ashlock-Huston, Jayna, Middle-MU, F.2, MLL, L.1, N.1, S.2
Assaf, Lori, SAT-Poster, V.26
Atwood, Margaret, OGS
Atwood, Robin, N.12
Aufses, Robin Dissin, ES-Q.01

KEY:

AB: ALAN Breakfast
ABM: Annual Business Meeting
ARB: Affiliate Roundtable Breakfast
AS: Author Strand Session
CBAL: Children's Book Awards Luncheon
CGS: Closing General Session
CIE: Classroom Idea Exchange
Coll G-T: College Section Get-Together
CSL: College Section Luncheon
Cultural: Cultural Celebration
EL: ELATE Luncheon
Elem G-T: Elementary Section Get-Together
ES: Exhibitor Session
First: First-Timers' Event
FS: Featured Session
Middle MU: Middle Level Meet-Up
MLL: Middle Level Luncheon
NCAC-Sat: Saturday NCAC Film
OGS: Opening General Session
SAT-Screening: Now Screening Films
Sec-GT: Secondary Section Get-Together
SIG: Special Interest Group session
SGS: Saturday General Session
SSL: Secondary Section Luncheon
W: Workshop

Augustowski, Jason, I.13
Austin, Carolyn, L.21
Austin, Kurt, S.1
Autrey, Brenna, V.11
Avashia, Neema, I.36
Avery-Weir, Gregory, F.42
Axelrod, Ysaaca, I.46, K.13, SIG.2
Ayesh, Kefah, I.4
Aylward, Lindsey, SUN-Poster
Azimi, Haleh, C.8, H.33
Aziz-Raina, Seemi, SAT-Poster

B

Bacho, Jessica, L.10
Bacon, Joy, F.47
Baenzinger, Martita, V.32
Bagsik, Marlo, C.28
Bahssain, Leila, U.34
Bai, Shenhao, M.14
Bajaj, Monisha, P.27
Baker, Frank, SAT-Screening
Baker, Kate, U.46
Baker, Tanya, FS-F.01, L.21, Q-S.2
Balazan, Odette, K.27
Balderaz, Lindsey, O.8
Baldonado-Ruiz, Monica, C.20, Sec-GT, L.4, SSL
Baldwin, Marybeth, P.10
Baldwin, Tasean, J.25
Ball, Sam, F.38
Balliet, Emily, R.43
Bamberg, Nina, B.4, R.37
Banack, Arianna, F.35, I.8
Banda, Marita, F.9
Bandre, Patricia, W.7, U.33
Bang-Jensen, Valerie, E.16
Banks, William P., Coll-GT, CSL, S.3
Baptiste, Tracey, C.22, S.11
Barba Higuera, Donna, S.2
Barber, Susan, F.27, I.10, L.36
Barbiere, Tara, P.17
Bardo, Nicholas, SAT-Poster
Barger, Bettie Parsons, L.5
Barker, Caitie, D.12, M.10
Barker, Lois Marshall, F.15, P.6, S.4, ARB, U.2
Barna, Lindsay, J.31
Barnaby, Hannah, M.5, CBAL
Barnes, Carisa, L.39
Barnes, Haley, E.43
Barnes, Kallie, L.47
Barnes, Meghan, F.42, H.14, M.36, Q.9
Barnes, Tricia, L.41
Barnhart, Ginger, S.9
Baron, Chris, V.30
Barone, Rebecca E.F., P.49
Barr, Margaret, FRI-Poster
Barr, Tracy, SAT-Poster
Barrett, Sarah, FRI-Poster
Barriga, Antoinette, M.51
Barry, Grace, S.10
Bartels, Jonathan, P.5
Bartley, Greg, O.33, S.14, V.4
Barton, Amber, FRI-Poster
Barton, Bethany, U.49
Barton, Reka, I.23, K.32, S.22
Bass, Christopher, C.1
Bass, Erika, I.8, S.7
Bass, William, I.1, M.10, N.4, U.1
Basu, Subarna, SAT-Poster, L.29
Bathina, Jyothi, G.32
Battiloro, Jana, H.27
Bayer, Scott, M.39
Bayron, Kalynn, I.16
Bazemore, Jasmine, F.37, S.10
Bear, Rachel, P.10
Beard, Keith, T.31
Beauchat, Katherine, D.7
Beauchemin, Faythe, U.16
Beckman, Joshua, L.34
Beehler, Paul, CIE
Beeker, Brittany, D.26
Behizadeh, Nadia, F.9, M.8, N.6, S.1
Beland, Kaleigh, M.10
Bell, Jacobe, O.44
Bell, Julie, L.6, S.9
Bell, Kris, O.34, S.3
Bellingham, Rebecca, D.15, J.14
Belt, Gabriela Orozco, P.29
Bender, Aerin, I.1, M.10
Bender, Geoff, O.3
Bendheim, Rebecca, I.41
Bene, Emma, M.8
Benham, Lisa, P.32
Benjamin, Alicia, SAT-Poster
Benjamin, Daniel, O.25

Benna, Justin, SAT-Poster
Benner, Edward, SUN-Poster
Benson, Sheila, Q-S.2
Bentley, Erinn, M.9, S.3
Bentley, Xochitl, N.13, P.6, V.5
Benton, Kayla, L.18
Berends, Joel, FRI-Poster, L.45, S.14
Berkman, Leah, ES-J.02
Bermudez, Alyssa, F.20
Bernal, Paula, SAT-Poster
Bernat, Alison, R.17
Berry, Almitra, G.31, N.22, U.21
Berry, Kelly, L.2
Bersh, Luz, J.21
Betz, Jennifer, V.6
Beymer, Alecia, G.37
Bhatia, Samantha, SAT-Poster
Bickmore, Steven, F.23
Bidania, V.T., F.18
Bielecki, Mary (Katie) Tasch, C.1
Biener, Grace, Q.46
Bindrich, Robyn, SAT-Poster
Birkhoff, Simon, V.48
Bishop, Ashlan, L.40
Bismilla, Shameer, M.11
Biviano, Amanda, S.7
Bjalobok, Kelly, I.33, FRI-Poster
Black, Ashley, C.2, L.9
Blackburn, Mollie, N.4, S.1
Blackburne, Livia, I.44, M.3, CBAL, V.17
Blacknall, Brooke, I.46, SIG.2
Blair, Chris, C.30
Blakely-Hayes, Lauren, SAT-Poster
Blankenship, Sheri, ES-J.02
Blasingame, James, SUN-Poster
Blitz, Emily, K.44
Blom, Nathan, N.11
Bloome, David, F.7, L.37, N.36, S.1
Blye, Elizabeth, U.15
Boateng, Sandra, M.13, N.6, P.7, V.4
Boche, Benjamin, FRI-Poster
Bock, Chelsea, G.18
Boehning, Madeline, SUN-Poster
Boersma, Casey, I.1, M.10
Bogle, Christie, S.3
Boiles, Erin, D.28
Boland, Lacey, B.14, S.32, V.29
Bolanos, Raquel, L.28
Bolanos-Cadenas, Jennifer, L.28
Boldt, Gail, I.46
Boledovic, Ashley, FRI-Poster
Bolling, Valerie, C.29, N.41
Bollinger, Chelsey Bahlmann, N.24, V.26
Bolyard, Stephanie, ES-J.02
Bonaldo, Jennifer, Q.16
Bond, Chanea, M.10, M.39, N.13, S.28, V.13
Bonner, Sarah, B.23, K.12, L.4, R.41
Bontigao, Lynnor, M.7
Booker, Pamela, S.3
Booker, Willeena, L.26, M.5, SIG.11
Boone, Mary, C.35
Boots, Jennifer, C.10
Boquist, Abby, SAT-Poster
Borsheim-Black, Carlin, P.42
Bouch, Amy, N.21, SIG.9
Boucher, Melyssa, FRI-Poster
Bouska, Hannah, R.44
Bowe, Meghan, J.33
Bowen, Marius, M.29
Bowers, Anya, F.26
Box, Taylor, V.39
Boyd, Ashley, C.2
Boyd, Lisa, S.20, V.53
Boyd, Thomas, S.7
Boyer, Sarah, CIE
Boyette, Randi, A.26, D.38
Braden, Eliza, H.17, SIG.2
Bradley, Jeanette, N.41
Bradley, Kaitlyn "Kit", W.21
Bradner, Benjamin, D.21
Braginsky, Nataliya, P.25
Brando-Subis, Christina, S.3

Brandt, Juliana, S.43
Brandt, Sonja, I.6, CBAL
Branson, Stephanie, B.31, I.8
Branstetter, Kayla, M.17, S.3
Braunlinger, Erica, I.6, J.41, CBAL, R.16
Brazo, Carol, P.10
Breaux, Megan, Q-S.2, S.3
Brennan, Michael, J.32
Brennan, Raquelle, W.17
Bresnahan, Patrick, S.18
Bridges, Ashleigh, D.13, O.19
Brioso, Rubi, M.1, N.7
Briseño, Kayla, N.32
Brockenbrough, Martha, L.15
Broeckel, Tara, I.20
Brooks, Stephanie, A.19
Brooks-Yip, Melissa, L.2
Broome, Jennifer, FRI-Poster, V.4
Broomfield, Theresa Ann, L.16
Brosch, Tracy, Q-S.2
Brosnan, Jessica, C.12
Broussard, Chris, Q.11
Brown, Alan, L.9, S.3, S.14, V.4
Brown, Amy Garrett, S.3, SUN-Poster
Brown, Ayanna, L.37, N.9
Brown, Courtney, O.11
Brown, Jace, FRI-Poster, S.9, S.3
Brown, Kaitlynne, S.21
Brown, Leondria, O.52
Brown, Megan, G.43
Brown, Renee, Q.23, SIG.8, U.7
Brown, Sally, MTG, N.7, P.43, S.27
Brown, Shawnette, S.47
Brown, Shelly, L.13
Brown, Sonia, A.7
Brown, Stefanie Foster, P.17
Brown, Tammy, U.11
Brown, William, S.21
Browne, Mahogany L., N.8, N.18, P.45
Browne, Susan, Q-S.2
Bruce, Afua, F.31
Brugar, Kristy, W.11, P.3, S.9
Brunner, Leanna, F.24
Bruzzano, Carol, FRI-Poster, S.3
Bryant, Maggie, C.2, I.8
Buchanan, Judy, M.23
Buchanan, Rebekah, M.9, S.3, S.7
Buckley-Marudas, Molly, I.43
Buelow, Stephanie, P.10, Q-S.2, S.4, S.9, ARB, U.2
Buenker, Joe, L.21
Buettner, Kailey, S.7
Buice, Sydney, F.14
Bulla, Michelle, D.22, U.50
Burchfield, Flynn, P.19
Burger, Leah, FS-N.01
Burgos, Hilda Eunice, N.10
Burk, Becca, T.26
Burke, Jim, F.27, I.24, N.11
Burkins, Lynsey, N.23
Burks, Kimberly, E.25, T.21
Burnett, Katie, F.6
Burns, Carri Wappat, I.6, M.3, CBAL
Burrows-Stone, Katie, I.48, K.24, U.20
Burton, Clint, P.19
Burton, LeVar, SGS
Buse, Meredith Seung Mee, I.44
Bush, Jonathan, Coll-GT, CSL, Q-S.1, S.3
Busse, Nathan, ES-P.01
Butler, Jennifer, N.5
Butler, Jessica, O.12
Butler, Melinda, S.3
Butler, Tamara, U.30, V.4
ByBee, Kristina, S.3, CIE
Bybee, Veeda, F.29
Byers, Candice, SAT-Poster, CIE

C

Cahill, Jennifer McLaughlin, Q-S.2, U.4, V.31
Caillouet, Ruth, I.8
Calder, Rendy, C.47
Caldwell, Jordan, N.23, S.6

Caldwell, Leni, L.9, V.4
Calkins, Lucy, M.53
Callahan, Emily, L.25, U.8
Calonita, Jen, L.23
Calzada, Becky, U.42
Cammon, Noelle, F.47
Campanelli, Tania, R.46
Campano, Gerald, C.42, V.7
Campbell, Chloe, M.45
Campbell, Darell, H.38
Campbell, Scott, U.32
Campos, Jonathan Peraza, K.38
Cancienne, Mary Beth, M.29, V.4
Candia-Bovi, Kyle, U.32
Canfield, Michelle, SAT-Poster
Canino-Fluit, Ana, P.15
Cannizzaro, Joseph, C.1
Cantergiani, Kiernan, P.5
Cantrill, Christina, F.38, L.48
Cantwell, Rory, SAT-Poster
Cao, Yami, V.20
Cappiello, Mary Ann, I.34, M.48
Cappo, Julie, B.12
Capps, Heather Murphy, M.50
Cappy, Kirsten, S.47
Capuno, Rowena, Q-S.2, V.5
Caraballo, Limarys, Coll-GT, CSL, L.4, M.34, S.3, SIG.13, U.5
Carlson, Peter, L.24
Carpenter, Allison, L.10
Carpenter, Nora Shalaway, U.40
Carr, Beth, P.36
Carrasco, Ana, R.5
Carter, Cameron, F.3, M.4
Carter, Sarah, M.52
Carter, Tara Ann, I.1, M.10
Cartun, Ashley, I.8, L.4
Casillas, Nataly, C.32
Casimir, Arlene, N.6
Cassell, Stephanie, Q-S.2
Cassidy, Breanna, N.12
Caster, Katie, M.34
Castillo, Natalie Landaeata, ES-Q.01
Castleman, Michele, SAT-Poster
Castro, Elizabeth, FRI-Poster
Castrovilla, Selene, I.28, S.31
Caswell, Heather, Q-S.2
Cattapan, Amy, FRI-Poster
Caudill, Jamie, SAT-Poster, S.3
Cavin, Alethea Maldonado, I.7, L.4
Cawdery, Christina, M.39, R.34, T.40
Celaya, Anthony, F.8, EL, L.4, N.43, SIG.4, V.4
Cella, Laurie, CIE
Cerra, Kerry, C.27, L.43, M.50
Cervantes, Angela, I.13, S.2
Chancellor, Samantha, M.10
Chandler, Caleb, T.7
Chandler-Olcott, Kelly, B.34
Chaney, Michelle, D.5
Chang, Victoria, I.42, S.2, U.33
Chao, Theodore, P.23
Chapin, Joules, D.18, I.28
Charest, Brian, G.34, S.14
Charlotte, Emily, S.43
Charlton-Trujillo, e. E., I.40
Chauhan, Jennifer, V.23
Chauncey, Grace, D.6
Chávez, Génesis Aguilar, I.8, S.7
Chávez, Patricia Rosas, C.42
Che, Charissa, S.3
Chen, Julianna, F.44
Chen, Wendy, I.39
Chen, Xiufang, M.8
Cherner, Todd, P.5
Cherry-Paul, Sonja, F.15, L.49, M.26, N.18, P.45, S.46
Chiger, Stephen, F.3, M.4
Child, Brenda, V.43
Childs, Kamshia, Q-S.2
Childs, Patricia, A.10
Chin, Beverly Ann, W.18, K.46, P.40
Chisholm, Glenda, B.42, G.48
Chisholm, James, M.9
Cho, Caryn, C.1, SIG.13

Choi, Grace, I.19, N.31
Choucair, Mona, V.9
Chrestay, Colin, W.21
Chrisman, Alyssa, F.44
Christel, Mary, SAT-Screening
Christensen, Laura, E.41
Christensen, Linda, L.35
Christy, Rachel, M.24
Chu, Joyce, V.17
Chubin, Shaylee, N.44
Chung, Arree, M.3, CBAL, V.6
Chung, Claudia, N.35
Cibrano, Ivy, F.33
Cicchese, Brittany, M.3, CBAL
Ciolek, Jacqueline, S.14
Cisneros, Ernesto, S.47, V.30
Clancy, Mary, A.8
Clanton, Ben, V.6
Clark, Caroline, F.44
Clark, Ellen, M.19
Clark, Kenya, CIE
Clark, Shanetia, M.44
Clarke, Kristen Thomas, F.22
Clark-Moschella, Abbey, I.25
Clements, Katie, M.53
Clendenan, Megan, M.3, CBAL
Cline, Ernest, FS-N.01
Clinise, Stephanie, FRI-Poster
Cobb, Emily, R.2
Cobbs, Delaina, L.20, V.29
Cobb-Struzynski, Nicole, O.21
Coelho-Tooley, Richetta, I.8
Cofield, Jacqueline, FRI-Poster
Colabucci, Lesley, S.36
Colburn, Matthew, Q-S.1
Coleman, Ed, K.1
Coleman, Josh, I.23, M.6, N.4, P.20, U.23
Coles, Justin A., P.44
Collier, Nicole D., P.15
Collins, Kim, Q.46
Commeret, Michelle, A.22, E.46
Comninaki, Rebecca, K.26, SAT-Poster
Comunale, Dannielle, F.28
Conde, Jomar, CIE
Conley, Theresa, M.14
Connolly, Katy, ES-N.01, SUN-Poster
Conter, Coley, M.41, S.34, T.28
Cook, Kate, T.8
Cook, Mike, M.9
Cook, Peter, L.34
Cooke, Malcolm, N.20
Cooks, Jamal, ARB
Coombs, Dawan, M.30, S.14, V.4
Coombs, Hayden, S.14
Cooper, Cheryl, I.8
Cooper, Kaitlynn, B.27, S.10, SAT-Poster
cooper, monét, M.13, P.44, U.14
Copeland, Julia, L.32
Copeland, Misty, FGS
Corazza, Justin, L.9, S.14
Corbitt, Alex, Middle-MU, F.2, MLL, L.1, N.1, S.2, U.23
Corbitt, Chad, FRI-Poster
Corcino, Dalwin, SIG.13
Cordes, Katherine E., ES-Q.01
Cordi, Kevin, I.8, N.45
Cordova, Katherine, N.7
Corgill, Ann Marie, F.36
Cormier, Kerry, SUN-Poster
Cornwall, Gaia, F.32
Corraro, Jenna, U.46
Correia, Marlene, D.4
Corson, Liz, FRI-Poster, N.6
Coskie, Tracy, M.20
Costanzo, Nicole, FRI-Poster
Coste, Jill, C.2, CIE
Cotten, Andrew, H.19
Cotton, Aleecia, B.26
Courtright-Nash, Debra, Q.20
Covino-Poutasse, Katharine, C.2, L.42, P.42, S.9
Cowan, Kay, C.1
Cox, Rachael, I.8, S.7

Coxon, Stephanie, I.32
Craig, Ashley, SAT-Poster
Craig, Erin, L.23
Cramarosso, Elizabeth, SIG.8, U.7
Crandall, Bryan Ripley, FS-F.01, Q-S.2, S.14
Crandall, Edward, C.40
Crawford, Angela, S.49
Crawley, Adam, SAT-Poster, CLAB
Creech-Levine, Jessica, SAT-Poster
Cremins, Michelle, FRI-Poster
Crenshaw, Courtney, U.38
Crenshaw, Mackensi, A.4
Cridland-Hughes, Susan, F.6
Crisafulli, Joseph, P.12
Crisafulli, Zaira, P.12
Crochunis, Thomas C., C.1, S.14, V.4
Cronin, Emily, FRI-Poster
Cronin, Mary E., L.26
Crosson, Ashlie, F.1, K.41, M.10
Crosswhite, Jamie, S.3
Crovitz, Darren, I.26
Crow, Jake, M.9, S.9
Crowder, Travis, I.24, M.49
Crowe, Lauren, E.19
Crowell, Caryl, F.4, I.6, M.3, CBAL
Crozier, Mandy, M.23
Crutcher, Chris, F.23
Cruz, M. Colleen, L.49, N.29, P.39
Csiszar, Jenifer, B.8
Cubano, Katie, I.9
Cueto, Desiree, L.50
Cuevas, Adrianna, S.2
Culbertson, Elaine, A.26, D.38
Cullinan, Maryanne, M.40
Cumming, Max, NCAC-Sat
Cummings, Kari, S.3
Curlee, Amber Croghan, S.3
Curry, Tina, Q-S.2, U.48, V.2
Curts, Alexa, FRI-Poster
Cusick, Colleen, E.20
Cusick, Marie, W.21
Cutler, Rachel, N.20
Cypess, Leah, C.11
Czyz, Ewelina, L.31

D

Dabrowska, Paulina, N.12
Dahlhauser, Anne, S.3
Dail, Jennifer, P.10, S.4, ARB, U.2
Dallal, Dahlia, M.47
Dalton, Margaret, M.10
Damico, Nicole, P.5
Dando, Michael, V.4
Dandrea-Russert, Nichole, I.10
Daneels, Mary Ellen, D.19
Daniel, Keely, L.47
Darrington, Fredeisha Harper, Coll-GT, CSL, S.3
Daspit, Toby, Q-S.2, S.3
Daughtry, Tracy, I.8
David, Ann, F.6, P.42, U.4
Davidhizar, Megan, S.10
Davidson, Jill, I.9
Davies, Laura, M.9
Davis, Amanda, S.15
Davis, Amy, E.1
Davis, Ben, P.10
Davis, Brook, I.43, L.9
Davis, DeAndra, L.23
Davis, Dorsett, L.9
Davis, Elizabeth, L.9
Davis, Janine, S.14, V.4
Davis, Jewel, I.8
Dawes, Erika, I.34
Dawson, Christine, M.9, U.36
Dawson, Joseph, F.12
Day, Deanna, SIG.6
Day, Leah, I.8, SUN-Poster
De Arment-Donohue, Danielle, S.3
De La Cruz, Gilda, F.3, M.4
de la Peña, Matt, F.23, M.19
De La Rosa, Yanil, C.42

de los Ríos, Cati V., U.5
de Silva, Aurelia, M.21
Dean, Deborah, O.31
Dean, Mari, H.35
Dean, Meagan Pike, SAT-Poster
Dearybury, Jed, ES-O.01
DeBernardi, Heidi, B.9
DeBerry, Trent, SAT-Poster
DeBiase, Laura, O.1
DeBlois, Michelle, S.26
Debrewer, Wanda, T.35
Decker, Rebecca, E.30, S.10
Declement, Taylor, O.40
Dee, Barbara, S.2
DeFauw, Danielle, V.26
Degener, Rebekah, B.10, S.14
DeHart, Jason, W.7, S.1, V.37
del Calvo, Andrew, U.52
Del Hierro, Victor, ABM
Del Russo, Celeste, Q-S.2
Del Valle, Sandra, L.4
Delgadillo, Robert, U.31
DeLiddo, Emily, I.32
DellAquila, Jessica, I.35, P.38, V.15
DeLorenzo, Colleen, F.18
DeLuca, Kelly, N.11
Demers, Alexis, U.24
Denham, Kristin, F.26
Denise, Anika Aldamuy, N.41
Dennis, Traci, E.3
DePalma, Kate, G.10
DePamphilis, Jessica, N.20
DePew, Kevin E., C.3
Derrig, Danielle, P.21
Descovich, Anna, M.42
DeSilva, Julianne, CIE
DeSimony, Amber, T.13
Despain, Camille, Q-S.2
DeStigter, Todd, F.46, I.30, V.47
Dettloff, Tyler, Q-S.2
Deutsch, Noreen, K.49
Deveaux, Gabrielle, R.1
Devereaux, Michelle, F.26, I.26
DeVirgilio, Michele, W.10, B.2, O.23
DeVito, Alana, V.6
Devitt, Adam, M.35
Devlin, Emma, N.12
Devoe, Genya, E.15
Dewar, Tim, N.11, Q-S.2
Dewbre, Regan, L.47
Dewey, Lulu, J.28, S.13
DeWitt, Erika, SAT-Poster
DeWitt, Jamie, E.23
Dey, Amanda, C,46, L.8
Dhoot, Santasha, U.43
Diaz, Alexandra, I.15
Diaz, Dora, R.5, S.6
Diaz, Ming-Li, SIG.13
Diaz-Heppler, Adriana, I.7, SUN-Poster, V.49
DiBeneditto, Jessica, C,46, I.19, L.8
Dibinga, Mary, P.38, Q-S.2, CIE, V.15
DiCicco, Michael, C.1
Dickhudt, Theodore, O.5
Dickson, Kent, L.23
Diederich, Nicole, S.30
Dikkers, Amy Garrett, I.8
DiMaio, Ari, M.10
Dirghangi, Carly, L.18
Diuguid, Darryn, F.4, M.5, M.6, CBAL, SIG.11
Dixon, Cindy, F.23
Dixon, Steve, W.21
Dixon, Taylor, L.16
Dobbs, Christina, F.6
Doerr-Stevens, Candance, G.27
Doiley, Pamela, P.38, Q-S.2
Doleac, Hannah, N.12
Dominguez, Alice, L.4
Dominguez, Michael, L.4, U.5
Dominy, Amy Fellner, L.43, P.15
Donahue, Michael, M.2
Donohue, Timothy, V.46
Donovan, Caitlin M., G.25, J.34, P.5

Donovan, Sarah J., C.44, AS-I.01, L.47, V.27
Donze, Becky, V.8
Dos Santos, Sarah, I.32
Dotson, Victoria, L.38, M.11, V.52
Doucette, Whitney, L.39
Dougherty, Lacey, S.44
Doyle, Meg, A.24, T.24
Dredger, Katie, S.14,V.4
Drennan, Ellie, T.17
Dresen, Kris, N.2
Drossos, Marissa, V.34
Drost, Jalyn, U.34
Drouin, Rachel, M.10
DuBois, Caroline Brooks, V.30
Duckels, Gabriel, P.46, S.39
Duff, Meghan Wilson, P.17
Duggan, Tim, C.1, N.11, Q-S.2
Duke, Samantha, D.40
Dukes, Vivett, F.15, SUN-Poster, V.20
Dukuray, Mariam, Q.31
Dunbar, Jennifer, P.5, R.44, U.20
Duncan, Alice Faye, I.28
Duncan, Julie, FRI-Poster
Dunham, Blasia, M.15
Dunham, Heather, F.45, SUN-Poster
Dunlap, Sydney, M.50
Dunn, Mandie, F.8, EL, L.6, SIG.4
Dunn, MaryAnn, CIE
Dupre, Melissa, S.49
Duran, Leah, V.16
Durand, Sybil, I.8, SIG.3
Durant, Jacquay, Sec-GT, L.1, SSL
Durante, Judy, L.29
Durham, Holly, N.42
Durso, Danielle, M.51
Dyer, Wanda, I.1, L.47, M.10, U.9
Dymond, Erica, C.40
Dziedzic, Mark, N.12, P.8

E

Earhart, Robyn, S.1
Earl, Amanda, S.38
Early, Jessica, L.21, N.11, Q-S.2
Ebarvia, Tricia, F.15, I.47, M.7, S.32
Eckard, Sandra, C.40
Edinger, Meghan, Q-S.2
Edler, Barbara, V.27
Edwards, Shannon, SAT-Poster
Edwards, Will, V.7
Egwim, Onyinyechi, SAT-Poster
Ehrenworth, Mary, M.41, N.37, V.44
Eicheldinger, Matt, L.26
Eisenbach, Brooke, P.30
El Hashem, Celeste, S.3
Eley, Anne, S.30
Elhess, Mohamed, SAT-Poster
Eller, Katie Harlan, E.24, K.2, N.6
Elliott, Abbe, M.24
Elliott, Peter, B.3
Ellis, Carolyn, E.17
Ellis, Leanne, P.14
Ellis, Tonya, N.19, S.15, V.14
Ellison, Stacey, FRI-Poster
Elson, Kerry, C.15
Eme, Jessica Erinma Chima, L.11
Emill, Jumata, P.45
Emmanuele, Nicholas, I.9
Empson, Tamara, K.30, S.29
Encarnacion, Violeta, I.42, SIG.6
Enciso, Patricia, C.16, H.23, I.46, U.5
Eng, Julie, F.24
Ennis, Kristie, W.18, P.40
Eppley, Karen, S.7, SIG.10
Erebia, Federico, N.10
Erford, Jamie, S.30
Erwin, Jill, Q.14
Escobar, Carlos, ES-Q.01, J.29
España, Carla, F.15, N.10, S.46, U.5
Espinosa, Cecilia, L.8, M.53, N.7, P.21, U.5

Espinosa, Celina-Maria, S.25
Espinoza Jr., Mike, W.8
Estrella, Bryant, B.33
Eubank, Meg, S.3
Evans, Beverley, P.30
Evans, Kylee, P.31
Evans-Richardson, Tristan, I.3
Even, Katie, V.36
Everett, Sakeena, U.14
Ewald, Kirstey, Q-S.2

F

Fabiano, Ted, Q-S.2
Fabrizi, Juliana, H.26
Fabrizi, Mark, H.26, V.4
Fackler, Abigail, C.21
Fain, Jeanne, N.46, S.7
Fairbairn, Maria, H.11
Fairbanks, Ashley, P.26
Faison, Sarah, P.5, S.3
Fajardo, Kat, V.6
Fajardo, Sara, M.3, CBAL
Falter, Michelle, L.9, V.4
Fang, Vicky, U.19
Fang, Zhihui, FRI-Poster
Farley, Bethany, L.47
Farley, Cindy, S.9
Farmer, Tracee, L.8, U.8
Farnath, Heather, P.33
Farnham, Jennifer, P.30
Farrell, Tamya, I.25
Fassbender, William, L.6, M.10, N.16, P.5, V.4
Fecho, Bob, N.4
Feigelson, Daniel, L.25
Feith, Cassandra, SAT-Poster, CIE
Feng, Fuyi, C.1, F.2, F.8
Fennell, Saraciea J., N.10
Fenwick, Shai, U.9
Ferguson, Jen, W.20
Ferguson, Stephen, W.14, M.10
Ferguson-Sams, Nicole, B.15, H.4
Ferrier, Allison, Q.41
Ferris, Marisa, U.4
Ferris, Melissa, F.6
Fetsko, Morgan, V.4
Feveryear, Jessy, C.47
Fiedeldey, Sarah, P.9
Field, Sara, L.18
Fike, Jennifer, B.17
Filipiak, Danielle, I.25, S.5, V.4
Filler, Andrew, FRI-Poster
Finamore, Joshua, SAT-Poster, SUN-Poster
Fiore, Natalya, G.24, H.3
Fischer, Brian, T.5
Fischer, Sarah, Q.35
Fish, Sarah, N.3
Fisher, Hailey, FRI-Poster
Fitzgibbons, Moira, CIE
Flake, Sharon G., U.40
Flannery, Julie, SAT-Poster
Fleck, Stephanie, I.2
Fleischer, Cathy, N.4
Fleming, Sarah, B.34
Fletcher, Lauren, D.39, H.44, M.35
Fletcher, Ralph, M.53, S.24, U.8
Fletcher, Tonnye, J.43
Fliegelman, Heidi, M.6
Fliess, Sue, O.12
Flores, Tracey, Cultural, F.39, N.4, N.10, CBAL, P.6, U.5
Flowers, Natasha, P.10
Floyd, Jametria, G.22
Fluellen, Jay, P.18
Flynn, Jill, F.9, EL, L.6, SIG.4, V.4
Flynn, Laurie, ES-P.01
Foley, Tara, V.9
Fong, Debbie, V.25
Fong-Frederick, William, A.9, P.28
Foody, Amanda, S.43
Ford, Natalie, U.28
Ford, Robert, S.14
Ford, Stephanie, O.13, R.18, CIE
Fordyce, Jen, P.10

Forman, Samuel, L.48
Forrester, Brian, W.14
Forster, Patti, S.4, ARB, U.2
Forsythe, Tea, U.38
Fort, Valerie Byrd, K.33
Fortune, Donna, SAT-Poster
Fossesca, Danica, V.29
Foster, Emerson, N.26
Foster-Mauro, Kiana, H.39
Fournel, Jenna, C.34
Fowler, Emily, V.8
Fowler, Marla, S.3
Fowler-Amato, Michelle, C.14, L.6, N.4, S.9
Franceschini, Marsi, K.28,Q.44
Francisco, Stephanie, Q.6
Francois, Chantal, F.6, U.4, V.31
Franklin, Lindsey, L.31
Fránquiz, María, N.4
Frazier, Jennipher, Elem-GT
Frazin, Shana, SAT-Poster
Freed, Jennifer, I.48, Q-S.2, SIG.13
Freeman, Daniel, S.3
Freeman, Emily, FRI-Poster
Freeman, Jordan, I.46, SIG.2
Freeman, Megan E., V.30
Frey, Margaret, I.8
Friesen, Doug, V.7
Frontier, Amy, B.48
Frow, Carol, N.21
Fu, Shuang, J.23
Fujii, Rayna, S.9
Fulton, Lori, S.9
Fulwider, Hailey, G.47
Fumiatti, Stephanie, FRI-Poster, T.15, U.8
Funk, Glenda, M.5, CBAL, SIG.11, V.38
Funk, Josh, U.19
Furaro, V, S.10
Furlong, Denise, P.6,S .3
Furman, Cara, U.34
Fussner, Kate, I.41
Futrell, Samantha, I.27, M.46, Q.45

G

Gabay, Esther M., L.17
Gabriel, Ona, M.9
Gabriel, Rachael, C.18
Gainer, Jesse, D.25, Q.28, SIG.2
Gaines, Tyree, M.10
Galbreath, Elizabeth, FRI-Poster, S.3
Galeza, Abbey, H.37, SAT-Poster
Gallagher, Bridgette, F.6
Gallagher, Kelly, ES-F.01, ES-M.01, N.11
Galvan, Shannon, Q.21
Gambino, Andrea, P.5
Gamble, Michelle, Q.31
Gannon, Elizabeth, I.9
Gannon, Madison, S.9
Garad, Brooke Harris, P.27, S.49
Garces, Eduard, M.10
Garcia, Antero, ABM, L.24, AS-N.01, S.5, CGS
Garcia, Criselda, U.6
Garcia, Gabriel, SAT-Poster
Garcia, Melissa, SUN-Poster
Garcia, Merideth, P.5
Garcia-Smith, Sophia, M.11, N.23
Gardy, Jacquie, F.13, SAT-Poster
Gardyn Levington, Rebecca, L.5
Garg, Rabani, M.37, P.5
Garza, Joel, Sec-GT, N.13, SSL
Gaskin, Emily, L.9
Gatewood-Shaw, Rachel, L.47
Gaul, Christine, C.13
Gause, Casey, T.1
Gavin, Kara, P.6
Gayman, Sarah, C.24, H.18
Geary, Jessica, V.18
Geddes, Mandy, K.21
Geil, Jacob, N.20
Geller, Eryn, H.9
Gellings, Breanna, S.3
Genario, Jamie, V.22
Genhart, Michael, N.10, U.15
Gennari, Jennifer, P.15

Genova, Jennifer, M.40
Gentile, Claudia, SAT-Poster
Gentry, Christine, N.45
George, Emily, S.3
George, Marshall, F.10
Gerchick, Billy, W.14, F.30, S.14
Gerin, Lisa, V.50
German, Celina, H.5, L.4
Germán, Lorena, F.15, N.38, S.28
Gerwin, Cynthia, P.6
Ghirardi, Charity Cantey, I.21
Ghiso, Maria Paola, C.42, M.53, U.5, V.7
Gianakis, Ellen, F.30, M.27, P.24
Gianfrancesco, Michael, L.14, M.25, N.2, V.37
Gibbins, Thor, Q-S.2
Gibney, Shannon, I.44
Gibson, Angela, C.33
Gietzen, Eric, I.1, M.10
Gilbert, Emmy, S.1
Giles, Chrystal D., I.16,P .45, S.2
Giles, Lamar, M.49
Gill, Anne, L.29
Gill, Matthew, S.9
Gillespie, Olivia, W.19
Gino, Alex, L.3
Ginsberg, Ricki, I.16, N.4, P.42, U.47
Giordano, Joanne Baird, L.17, N.3, Q-S.1, SIG.1
Giorgis, Cyndi, P.49
Gittelman, Maya, I.40
Giuffre, Mary, S.16
Giunco, Kierstin, M.8
Givens-Williams, Sharnez, O.51
Gjoni, Katie, G.33, T.29
Glass, JD, N.2
Glassburn, Allison, FRI-Poster
Glaws, Andrea, F.35, I.8, N.6, U.47
Glazer, Jeremy, S.9
Gleason, Meg, D.20
Glenn, Wendy, I.16, P.42, S.14, V.12
Glerum, Michelle, C.1, I.8, M.9
Glover, Domonique, FRI-Poster
Glover, Matt, L.25
Godfrey, Adison, M.6
Goering, Christian, C.23, O.31, S.7, V.4
Goins, Eva, Middle-MU, F.2, MLL, L.1, M.10, N.1, N.21, Q.24, S.2, U.1, V.51
Golden, Cheryl, S.4, ARB, U.2
Golden, John, ES-Q.01, M.10
Goldsmith, Christy, M.33, V.45
Gomes, Ashley, SAT-Poster
Gomez, Betsy, F.6, I.11, U.42
Gomez, Celine, J.27
Gomez, Margarita, U.41
Gonzalez, Adrianna, G.11
Gonzalez, Alexci, U.16
Gonzalez, Amy, I.35
Gonzalez, Izabella Caraballo, SIG.13
González, Rubén, F.9, T.25, V.10
Gonzalez-Garcia, Frances, S.3
Goodbred, Chelsea, C.9
Goodman, Debra, M.21
Goodman, Robert, J.28
Goodsite, Michelle, V.4
Gopal, Jyoti Rajan, F.40, L.15
Gordon, Gia, S.2
Gordon-Smith, Andrea, N.6, R.47
Gorham, Richard, SUN-Poster
Goss, Stephen, C.1, F.43, L.6
Gottesman, Shoshana, P.28
Gottlieb, Anne, FS-P.01
Gottlieb, Lauren, H.27
Goucher, Monica, R.30
Gould, Kenny, D.5
Gould, Lauren, W.1, D.11, S.34
Gow, Robin, I.40
Grace-Williams, Michelle, SAT-Poster
Graff, Jennifer, S.1
Graff, Lisa, I.13
Graham, Allyssa, I.8, I.2, S.7
Graham, Hannah, O.33
Graham, Holly, F.16
Graham, Karen, M.36

Granillo, Ashley, F.39, M.50
Grant, Imani, S.21
Grant, Rachel, O.14
Gray, Gary R., S.6, V.13
Grayson, Mara Lee, F.7, N.11
Greco, Alexandra, T.45
Green, Ann Etta, S.3
Green, David, C.33, N.3
Green, Keisha L., F.9, EL, L.6, SIG.4
Greenwell, Amanda, S.3
Gregg, Natalie, U.9
Gregory, Jamie, U.42
Griepenstroh, Drew, C.1
Griffin, Amy, C.14
Griffin, Autumn, I.23, L.41, N.4, P.44
Griffin, Michael, B.45
Griffith, Jason, M.3, N.43, V.22
Griffith, Robin, K.45, S.9
Griffo, Dana, Q-S.2
Grinage, Justin, CIE
Gritter, Kristine, FRI-Poster
Grizzle, Megan, C.23
Groen, Amanda, W.12, SAT-Poster
Gross, Sarah, M.44, N.13
Guerra, Paula, S.3
Guerrero, Cyndy Lopez, C.3
Guerrette, Melissa, M.11, N.23
Guevara, Michael, P.1, S.10
Guillotte, Amy, U.52
Guitiérrez, Jolene, I.13, U.33
Guntharp, Sydney, P.19
Guo, Wenyu, SIG.6, CLAB, V.33

H

Haber, Carl, C.45
Hacket, Andrew, L.26, R.9
Hackl, Jo, I.15, L.13, M.22
Hadjioannou, Xenia, I.34, M.48, P.31, S.1
Hadley, Heidi, N.16
Hagadone-Bedir, Mariah, FS-S.01
Hagopian, Jesse, P.25
Haiken, Michele, M.10
Hale, Elizabeth, SAT-Poster, Q-S.2
Hale, Margaret, V.51
Halkias, Maria, L.1
Hall, H. Bernard, W.10, B.2, O.23
Hall, Spencer, L.23, N.39
Hallisey, Jennie, P.38
Hamburg, Melissa, G.2
Hamill, Lisa, U.12
Hamilton, Felicia, I.25
Hamm, Shelby, FRI-Poster
Hammond, Callie, SAT-Poster
Hammond, Kelsey, H.28, O.5
Hamner, Sarah Anne, J.9, O.19, S.7
Handelman, David, SAT-Screening
Haney, Mary Jade, R.20, S.37
Hanna, Lisa, CIE
Hannegan-Martinez, Sharim, I.23
Hannon, Brian, Sec-GT, M.29, SSL, S.42
Hannon, Nicole, H.20
Hansen, John, S.3
Hansen, Susan, I.38
Hanson, Nancy, I.32
Hantzopoulos, Maria, P.27
Hanzlik, Gina, N.33
Hao, Ling, S.25
Hardaway, JaVaughn, V.39
Hardin, Angela, I.1, M.10
Hardin, Candice, R.7
Hargrave, Meghan, T.30
Hargraves, Gabriela, C.42
Harish, Amiya, M.18
Harkey, Terri, C.41
Harlan, Jeffrey, S.38
Harowitz, Megan, F.3, M.4, ES-Q.01
Harper, Bria, U.30
Harper, Rebecca, H.40, O.41, Q-S.2, S.14
Harris, Alanna, B.28, FRI-Poster
Harris, Felecia, F.12
Harris, Patrick, R.31
Harris, Tiffany, U.30

Harris, Towanda, P.6, S.31
Harrison, Daniel, SIG.8, U.7
Harrison, Dorian, I.5, P.16, S.1
Hart, Elizabeth, C.8
Hart, Manijeh, G.29, SAT-Poster
Harting, Courtney, C.6
Hartman, Matthew, Q-S.2
Hartman, Pamela, C.1
Harvey, Stephanie, M.53
Hasler-Brooks, Kerry, V.4
Hass, Christopher, F.48, N.24
Hasso, Maryann, R.28
Hasty, Stephanie, B.36, T.39
Hateka, Dominic, P.7
Haughey, Joseph, P.5, SAT-Poster
Hauptman, Allyson, L.5
Hawkins, Peter, O.31
Hawthorne, Britt, S.35
Haycraft, Jeffrey, S.20
Hayes, Jamie, SAT-Poster
Hays, Alice, V.4
Hazel, Jodi-Beth, I.13
Hazelbach, Hannah, E.36
He, Bambi, Q.36
Heard, Georgia, M.53
Hebert, Heather, SAT-Poster
Heinemann, Jolene, I.2
Heise, Jillian, P.26, S.17, U.49
Heitfeld, Heidi, W.11, T.2
Heller, Melynda, H.16, O.8
Heller, Vanessa, F.5
Hellewell, Adam, C.47
Helton, Jack, D.29
Henderson, Jennifer, S.45
Henderson, Jeremiah, K.33
Henderson, Lauren, K.24
Hendrickson, Britteny, FRI-Poster
Hendrix, Stephanie, N.33, O.39, S.26
Hendrix-Soto, Aimee, M.8, S.1
Henkin, Roxanne, M.21
Henkle, Emma, FRI-Poster
Henley, Annie, I.33, FRI-Poster, L.31
Henry, Dara, L.33
Henry, Emily, FRI-Poster
Henry, Jordan, FRI-Poster, SAT-Poster
Henry, Jordana, F.9
Henry, Kristen, R.19
Heny, Natasha, V.4
Herard, Dominique, P.38, Q-S.2, V.15
Herman, Natalie, U.44
Hermann-Wilmarth, Jill, M.6
Hernandez, Elissabeth, N.12
Hernandez, Erik, J.39
Hernandez, Jess Vazquez, L.40
Herrera, Donna, V.51
Herrera, Luz Yadira, L.4, N.10, P.6
Herron, Rocio, P.21, S.37
Hershey, Jordan, C.6
Hershey, Ryan, C.21
Hershey-Silva, Kaehla, P.39
Hewett, Jennifer, H.25, O.15, U.6
Hickey, Pamela, V.26
Hickman, Christy, F.6
Hicks, Troy, F.22, M.18, N.4, U.26
Higgins, Kelsey, D.33
Higgs-Coulthard, Katherine, FRI-Poster, V.4
Higuera, Donna Barbra, C.35
Hikida, Michiko, I.5, S.1
Hiles, Dara, L.34
Hill, Crag, C.2, Q-S.2
Hill, Joshua, E.7
Hill, Thomas, S.3
Hills, Megan, P.10
Hinchion, Carmel, W.18
Hinds-Rodgers, Colleen, B.40
Hines, Christian, W.4, M.25, N.2, P.16, S.1, V.37
Hines, Emily, L.22
Hinton-Johnson, KaaVonia, SIG.3
Hjorth, Christine, ES-H.02, SAT-Poster
Ho, Joanna, C.43, F.19, L.15, M.43
Ho, Kevin, F.21, S.25, V.10
Hobbs, Renee, U.26

Hockwater, Michael, FRI-Poster, M.13
Hodge, Ben, I.11, R.13
Hodges, Tracey, K.3, N.46
Hoeve, Sara, K.16, O.6
Hofer, Mark, I.27
Hoffman, Julie, N.19
Hoffman, Katherine, SAT-Poster
Hoffman, Tracy, V.9
Hoffmann, Jilanne, F.40, I.13
Hogan, Jamie, V.4
Hogue, Breanya, I.7, L.2
Hogue Smith, Cheryl, L.17, Q-S.1, S.1
Holbert, Lance, I.45
Holland, Jonathan, S.3
Holliday, Amanda, SIG.8, U.7
Hollins, Hannah, F.47
Holm, Lauren, CIE
Holmes, Marisa, S.3
Holschuh, Jodi, O.28
Holt, K.A., F.19, L.13
Holthaus, Catherine, P.5
Holyoke, Erica, D.39,H.44, J.47, L.2
Holyoke, John, F.34
Honeyford, Michelle, E.45
Hong, Huili, L.37
Hong, Molly, C.1
Honorat, Herline, A.15
Honore, Sarah, A.18, D.16
Hontz, Ashley, U.9
Hood, Mia, T.27
Hoort, Jill, Q-S.2
Hope, Kate, C.1, M.9
Hope, Nicole, M.27, P.24
Hopf, Michelle, P.10, U.3
Hopkins, Gray, V.3
Horan, Eileen, N.1
Horan, Madeline, F.47
Horn, Lisa, B.25
Houchens-Granados, Gabbie, SAT-Poster
Hough, Tracy, E.26
House, Angie, O.15, P.6
Householder, Laura, F.28
Hoverman, Christina, N.14
Howard, Greg, M.49
Howard de Cuevas, Rachel, T.12
Hower, Aileen, C.36
Hoyle, McCall, C.41
Hrubik, Jessica, P.4
Hruby, George, M.21
Hsia, Crystal, V.17
Hu, Esther, B.41
Hu, Yang, J.40
Huang, Jacqueline, SIG.13
Hudock, Laura, L.5
Hudson, Cheryl, P.45
Hudson, Richard, U.13
Hudson, Wade, F.15, P.45
Huff, Dana, FRI-Poster, M.6, SUN-Poster
Huffman, Katrina, N.9
Hughes, Althea, Q-S.1
Hughes, Monica Lozano, AS-P.01
Hulan, Nancy, SAT-Poster
Humphrey, Corey, E.8, O.7, R.32
Hundley, Melanie, C.2, L.23
Hunkele, Heather, J.31
Hunt, Lauren, G.30
Hunt, Molly, SUN-Poster
Hunt-Barron, Sarah, FRI-Poster
Hunter, Dulcey, M.8, S.9
Hutson, Patricia Flores, P.12
Hwang, Kyungjin, S.25
Hwang, Seungwoo, N.6
Hyson, Sarah, FRI-Poster, M.6

Iddings, Joshua, F.16
Iemma, Tina, S.3
Illich, Lindsay, N.15
Iloh, Candice, M.31
Inglima, Lily, C.1
Ingram, Mitch, U.23
Inman, Katy, E.43

Irving, Trisha, O.29
Irwin, Jessamyn, M.40
Isidro, Elizabeth, K.35, FRI-Poster
Iturbe, Viviana, L.2
Ives, Denise, K.13
Ives, Lindsey, S.9

J

Jabak, Zainab, W.7, F.15, P.6, S.10
Jaber, Sawsan, I.4, N.8, S.28, S.46, V.13
Jackson, Ashley, I.25
Jackson, Davena, EL, L.6, SIG.4
Jackson, Jarvais, W.9
Jackson, Latonya, T.11
Jackson, Morgan, I.13, M.44, SAT-Poster
Jackson, Patricia, I.11, R.13
Jackson, Sarah, S.36
Jackson, Tiffany D., C.22
Jackson, Virginie, S.3
Jackson, William, N.8
Jacobs, Charlotte, C.42
Jacobs, Laura, C.2, G.33, P.5, T.29
Jago, Carol, N.11
Jalil, Megan, H.22
Jalloh, Rabiyatu, L.16
Jambor, Amy, P.8
James, Alison, N.19, T.37, V.14
James, Dawnavyn, C.29, P.45
James, Susan, C.27, F.20
Jamieson, Victoria, W.7
Jansky, Timothy, FRI-Poster
Jaremko, Allison, P.9
Jarrell, Jan, C.10, F.24
Jasper, Katie, L.50
Jee, Julie, CIE
Jenkins, Dolly, A.8, J.10
Jenkins, Grace, C.6
Jenkins, Tatum, U.20
Jennings, Landra, I.15, M.22
Jennings, Terry Catasús, S.47
Jensen, Amber, C.47, AS-I.01, U.35
Jensen, Cordelia, L.13
Jensen, Lauren, L.9
Jepsen, Jennifer, I.29
Jerasa, Sarah, B.15, F.45, P.5
Jewell, Tiffany, F.15, S.35
Jimenez, Laura, F.15, L.3, M.6, S.47, SIG.14
Jimerson, Morgan, G.19
Jochman, Stefanie, CIE
Joffe, Jenessa, P.23
Johnson, Courtney, L.11
Johnson, Erika, I.29
Johnson, Janet, Q-S.2
Johnson, Jen Cullerton, CIE
Johnson, Julie, N.27
Johnson, Kenesha, I.3
Johnson, Kerwin, I.12
Johnson, Kimberly, V.27
Johnson, Latrise P., CNV, FRI-Poster, N.4, U.41
Johnson, Lauren Elizabeth Reine, U.30
Johnson, Lorie, F.12
Johnson, Magdalena, U.20
Johnson, Matthew, F.27, L.45, N.13
Johnson, Maya, B.32
Johnson, Nancy, F.18, I.42
Johnson, Nia, L.40
Johnson, Rozina, B.6
Johnson, Sarah Z., C.33
Johnson, Tempestt, FRI-Poster, S.22
Johnson, Theresa, V.4
Johnson, Wintre, Elem-GT, S.1
Johnston, Kari, MTG, FS-L.01
Jolley, Kristie, C.47
Jones, Alana, CIE
Jones, Cassandra, H.15
Jones, Erin, F.43
Jones, Heather, C.21, P.20, S.14
Jones, Jen, I.37
Jones, JoAnn, Q-S.2
Jones, Karis, F.1, FS-N.01, M.10, P.5, U.23
Jones, Kelly, S.25
Jones, Loren, C.5

Jones, Meghan, B.30
Jones, Nashae, M.50
Jones, Raven, Coll-GT, CSL, S.3
Jones, Renata Love, F.3, M.4, N.39
Jones, Sara, K.23
Jones, Shelly, FS-N.01
Jones, Wytinsea, FRI-Poster, S.3
Jones-Greer, Kelsey, N.6, S.7
Joo, Youngmi, L.18
Jordan, Anna, C.11
Jordan, Jessica, M.10
Jordan, Rachel, M.37, V.33
Jorgensen, Elizabeth, G.39, SAT-Poster, T.19
Jortner, Maura, V.9
Joseph, Frederick, I.16
Joseph, Nicole, K.23
Joudeh, Fady, N.8
Joyner, Maddie, M.42
Judd, Cindy, P.13
Jussaume, Alison, FRI-Poster
Justice, Sean, SAT-Poster

K

Kabuto, Bobbie, M.21
Kafle, Nilima, FRI-Poster
Kahlon, Gurbir, C.32
Kahmer, Grace, C.6
Kahn, Elizabeth, S.9
Kahn, Peter, FS-P.01, S.42
Kajder, Sara, N.4,P.5
Kallenborn, Eric, M.25, V.37
Kamakawiwoole, Elisabeth, I.13
Kamani-Renedo, Rita, N.30, P.47
Kandik, Topher, C.34
Kane, Shannon, C.5
Kanefield, Teri, I.13, M.3, CBAL
Kang, Esther, U.12
Kanu, Aliemma, L.2
Karcher, Allison, M.9
Katwala, Darshna, SIG.6
Katz, Anne, W.7, S.3
Katz, Laurie, N.36, S.1
Kaufman, Douglas, G.12 ,L.44
Kawashima-Ginsberg, Kei, D.19
Kay, Matthew, Q.33
Kays, Trent, G.7
Kayser, Abigail Amoako, C.4, L.18
Kayser, Brian, C.4, L.18
Kazmark, Tara, S.3
Keefe, Elizabeth, T.44
Keene, Costello, SAT-Poster
Keene, Ellin, M.53, P.6
Keener, K. A., J.7
Keith, Marisa, N.27
Keller, Emily, S.3
Keller, Erin, O.38
Keller, Tae, C.43
Kelley, Crystal, S.10
Kelley, Jason, D.23
Kelly, Alexandra, K.25
Kelly, Erin Entrada, C.22, M.3 ,CBAL
Kelly, Kate, O.26
Kelly, Kathleen (Buchan), N.11
Kelly, Katie, F.48, S.24
Kelly, Kim, V.31
Kelly, Lauren, S.5, SIG.13, V.4
Kelly, Lynne, L.43
Kelly, Ryan, FRI-Poster, SAT-Poster
Kennard, Elizabeth, E.33, L.9
Kennedy, Christina, S.3
Kennedy, Jack, I.12
Kennedy, Lorelei, I.15
Kent, Chelsea, M.13
Keplinger, Kody, S.2
Kerbs, Macie, G.40
Kerby, Sam, V.41
Kerestes, Sharon, G.43
Kerkhoff, Shea, T.32
Kerns, Britani, ES-H.01
Kershen, Julianna, W.11, L.6, M.9, P.3, S.9, U.9
Kershner, Melissa, F.8, SAT-Poster, V.4
Kesler, Ted, N.36, S.1

Kester, Brittany, H.8, I.33, FRI-Poster
Khalil, Aya, U.27
Khan, Hena, S.32
Khan, Zainab, N.19, S.15, V.14
Khorram, Adib, F.19
Khoury, Jessica, S.43
Khraishi, Jazmin, K.2
Kidwell, Kelli, R.41
Kiely, Brendan, I.13, P.49, V.11
Killian-Lund, Virginia, FS-N.01, U.23
Kim, Andrea, V.20
Kim, Aram, U.11
Kim, Ellin, C.1, F.21, M.43
Kim, Jane, E.39
Kim, Jean, M.52
Kim, Jung, F.21, M.8, M.43, N.31, SIG.3, V.4
Kim, Matthew, V.18
Kindelsperger, Abby, I.8
King, A.S., I.40, L.9, M.44
King, Ashley Houston, B.21, P.34
King, Carie, H.7
King, Morgan, SUN-Poster
King, Sara, J.18
Kingsland, Christopher, G.33, SAT-Poster, T.29
Kirchoff, Jennifer, D.18, I.28
Kirkland, Caroline Brandon, P.19
Kirkland, Jessica, O.21
Kirkpatrick, Emily, First, ARB
Kirtley, Susan, L.24
Kirton, Tara, E.24, N.7
Kist, William, SAT-Screening
Kittle, Hannah, I.31
Kittle, Penny, F.37, I.31, S.24, U.50
Kleese, Nick, U.29
Klein, Neil, P.20
Klein, Nicholas, D.40
Kleoppel, Alicia, L.22, M.15
Kling, Skyler, L.27, SAT-Poster, V.47
Klinge, Steve, T.1
Klise, James, N.25
Klobuchar, Tim, FRI-Poster
Knapp, Sara, SAT-Poster
Knecht, Rachel, J.33, FRI-Poster, S.9 ,V.4
Knight, Rachel, J.12
Knotts, Michelle, M.29
Kobabe, Maia, N.2
Kobayashi, Jalen, C.2, L.23
Koch, Benjamin, Q-S.2
Kochendoerfer, Amy, FRI-Poster
Kollerer, Angela, K.19
Korman, Gordon, S.2
Koss, Melanie, C.11, V.25
Koudelka, Cindi, N.6
Koutrakos, Pamela, P.9
Kovac, Amanda Schoepflin, J.11
Kovick, Laura, S.3
Kowalski, Megan, N.40
Kramaroff, Dana, F.2, L.46
Kramer, Emmanuelle, SIG.13
Kravecs, Kristen, SAT-Poster
Kraybill, Kate, D,1
Kreamer, Helen, Q-S.2, S.3
Kreisa, Abby, SAT-Poster
Krishnan, Jenell, R.10
Krone, Beth, FS-N.01, U.23
Kruep, Renee Stites, I.8, V.4
Kruger, Elyn, I.1, M.10
Krulder, Jori, V.38
Kugler, Sara, C,46, I.19, L.8
Kulasekaran, Kimberly, M.3, CBAL
Kumari, Ashanka, M.3,CBAL
Kunce, Catherine, S.3
Kuo, Julia, M.31
Kurilchick, Nicole, V.48
Kurtz, Melissa, I.46
Kushner, Aliza, P.36
Kutch, Alexa, SAT-Poster
Kutlu, Kim, S.10
Kuyatt, Meg Eden, U.33
Kwon, Suok, C.39

L

Laaksonen, Christine, FRI-Poster
Labadie, Suzanne, I.20
Lachney, Mary, FRI-Poster
Lacika, Jenny, U.33
Ladd, Sophie, Q-S.2
Ladner, Kristan, N.5
Lafayette, Tracey-Ann, I.41, L.44
Lafferty, Kristine, Q-S.2
LaGarde, Jennifer, M.49
Lai-LaGrotteria, Sharon, I.7, L.2, M.8
Laing, Crachad, FS-S.01
Lalata, Diana, FRI-Poster
Laliberte, Luna, FS-N.01
Lallande, Becky, P.28
Laman, Tasha Tropp, M.20
Lamb, Michelle, M.8
LaMear, Rachel, FS-N.01, SAT-Poster
Laminack, Lester, F.48, S.24
Lammert, Catherine, L.6, P.3, V.3
Lamothe, Gabriella, O.30, R.39
Lampi, Jodi, O.28
Land, Charlotte, D.30, V.4
Lander, Jessica, D.34
Landrigan, Clare, W.7, N.23
Lane, Sarah, C.12, J.37
Langan, Jody, P.6
Lange-Fazio, Robin, FS-N.01
Langford, Chandni, V.44
Langford, Stephen, L.9
Lang-Raad, Nathan, J.3
Lannin, Amy, M.33
Lara, Gilberto, K.14, V.16
LaRocca, Rajani, C.41
LaRocca, Whitney, M.28
LaRose, Christina, S.19
Larson, Jennifer, O.37
Larson, Karen, C.47
Larson, Tiffany, F.6, P.48
Laughbaum, Jared, N.27
Laugier, Nicole, H.41
Lauver, Vivian, CIE
Lawrence, Nathan, FS-N.01
Lawson, Amber, CIE
Lawson-Fountain, Shonterrius, P.10, Q.42
Lawton, Allison, V.8
Lawton, Jeffrey, Q-S.2
Lay, Catherine, U.20
Lazar, Althier, L.18
Lê, Minh, M.19, S.32
Leavitt, Kelly, D.3, M.33, V.45
LeBlanc, Jessica, C.13
LeBlanc, Robert, I.48
Lechtenberg, Kate, F.6, U.4
Lee, Deedra, R.20
Lee, Dowan McNair, G.35
Lee, Emeline, S.41
Lee, Hayoung, U.43
Lee, Janet Woojeong, B.16
Lee, Kenadie, F.26
Lee, Kyung, FRI-Poster, M.52
Lee, Rebecca, C.38, S.9, V.4
Lee, Renee, R.8
Lee, Vera, A.2
Lee, Young Ah, FRI-Poster
Leech, Travis, N.42
Lehman, Christopher, P.6
Lehman, Coley, D.29, I.8, N.6
Lehner-Quam, Alison, P.14
Leighton, Christine, M.8
Leija, Maria, F.4, K.14, M.3, CBAL, U.14, V.16
Leishman, JC, W.14
LeJeune, Marie, P.49
Lemstrom, Eric, I.38
Lenkei, Olivia, T.34
Lennon, Mary Ellen, H.31
Lennox, Julia, S.18
Lent, Tim, ES-G.01
Lenton, Dean, A.14
Lenz, Kristin, S.44
León, Raina J., EL
Lerew, Wesley, SAT-Poster

Lerner, Jarrett, S.16
Leshinsky, Amy, FRI-Poster, O.26
Lesley, Mellinee, M.8
Lessner, Steven, Coll-GT, CSL, S.3
Letcher, Mark, I.8, SIG.3
Levasseur, Madeline, V.3
Levin, Lainie, B.47
Levine, Sara, N.34, V.8
Levitan, Gina, P.14
Levithan, David, F.6, P.46, S.39
Levy, Shalania, F.3, M.4
Lewinski, Kimberly, S.3
Lewis, Alina, I.46
Lewis, E.B., P.26, S.31
Lewis, Elizabeth, S.3
Lewis, Emily, F.6, U.4
Lewis, Hannah, D.2
Lewis, Jason, L.5
Lewis, Mark, C.2, L.9, S.14, V.4
Lewis, Stephanie, C.1
Leyba, Kristie, F.9
Li, Emily, S.41
Li, Shiyang Carol, S.25
Li, Yueyue, C.16
Liang, Lauren, SUN-Poster
Libre, Gabriela, G.8
Lieb, Ama Ofosua, S.2
Liebner, Karen, FRI-Poster, K.44
Lillge, Danielle, Coll-GT, CSL, N.12, S.3, V.4
Limlamai, Naitnaphit, C.20, F.8, L.6, N.6, T.14, U.47
Limoges, Rebecca, Q-S.2
Lin, Grace, L.3,CLAB
Lin, Xi, FRI-Poster
Linares, Rebecca, J.44
Lindner, Michele, U.10
Lindo, Tasha, C.2
Lindstrom, Brandy, I.1, M.10
Lindstrom, Carole, L.15
Lindstrom, Pamela, C.6
Litovsky, Celia, S.18
Littlebird, Steph, P.26
Litzenberger, Sasha, C.12
Liu, Diana, L.4, M.52
Liu, Huan, M.2
Liu, Sylvia, P.15
Liu, Teresa, FRI-Poster
Liwanag, Maria Perpetua, M.21
Lizarraga, Savannah, E.37
Lize, Kristine, I.9
Llerena, Carmen, J.12
Llewellyn, Kate, L.9
Lloyd, Rachel, U.26
Lo, Cassie, P.20
Lo, Rachel Skrlac, F.44
Lobenstine, Lori, C.35
Lockett, Eboné, V.5
Lockhart, E., FS-F.01, L.23, P.46
Lofton, Jeffrey, I.36
Logan, Cheryl, N.46
Logan, Jeni, I.42
Loiacano, Abigail, SAT-Poster
Lombardo, Marina Pisto, D.9, Q.43
London, Tab, Q.20
Long, Sheryl, L.9, V.4
Lopes, Mary Ann, L.19
Lopez, Delana, U.9
Lopez, Germayoni, SIG.13
Lopez, Jalyn, SIG.13
Lopez, Teresa, N.3, SIG.1
Lopez-Robertson, Julia, L.8, P.21, S.37, U.5
Lorelli, Christina, B.8
Losh, Elizabeth, C.33
Lototski, Jessica, B.19
Louth, Richard, W.16
Love, Molly, W.9, P.6, S.10
Love-Kelly, Lynn M., SAT-Poster
Lovett, Sawyer, I.36
Low, David E., F.9, EL, I.8, M.8, SIG.4, U.23
Lowery, Ruth, S.7
Lowry, Jolen, S.7
Lucas, Colli, S.3
Ludwig, Kathryn, Q-S.2

Ludwig, Trudy, C.41
Luettchau, Kristen, F.3, M.4, M.10, U.1
Lújan, Alfredo, Cultural
Lukoff, Kyle, I.13
Lumsden, Katheryn, L.12
Lush, Lindsey, I.46
Luszeck, Mandy, I.8, V.4
Luther, Marcus, N.13
Ly, Chu, S.40
Ly, Quang, CIE, V.2
Lyiscott, Jamila, AS-N.01
Lynch, Julia, L.18, N.7, R.25
Lynn, Andrew, CIE
Lynn, Dezi, W.20, M.32, V.43
Lyon, Jennifer, K.15
Lyons, Claudia, P.33
Lyons, Kelly Starling, M.26,N.18,S.11,U.40

M

Ma, Maggie Qianqian, C.1, J.22, O.16
Mabilog, Eduardo, L.40
Mabry, Megeara, E.4
Macaluso, Kati, V.4
Macaluso, Michael, V.4
Macapagal, Krisciel Anne, F.1. M.10
Macchi, Stacey, C.1, S.7
Mack, Heather, I.32
Mack, Madelynn, P.31
MacKay, Margot, Q.29
MacKenzie, Devan, G.9
Macomber, Matthew, A.1, J.16, U.3
Macro, Katherine, C.1
Madden, Marjorie, Q-S.2
Maddock, Jay, M.6
Madeloni, Barbara, V.47
Madinger, Jessica, S.7
Madison, Emily, E.2
Madsen, Audrey, L.30
Maenhardt, Stephanie, Q-S.1, SIG.1
Maffa-Johnson, Christina, L.19, S.3
Magaziner, Lauren, I.41, S.43
Magliozzi, Dennis, G.4
Mahalingappa, Laura, M.9, Q-S.2, S.9
Maher, Steffany, EL, K.16, L.6, SIG.4, V.4
Mahmood, Sahar, K.5
Maigur, Gregory, L.29
Maillard, Kevin, I.13, P.26
Malangano, Enettie, P.35
Maldonado, Torrey, L.46, M.26
Malia, Jen, I.17, U.19
Malin, Michael, P.20
Malka, Tina, F.7
Malo-Juvera, Victor, C.2, L.9
Malone, Brittany, O.17
Maloney, Dana, O.32
Malovich, Emily, Q.32
Maltese, Denise, N.11
Mamajek, Shelby, SAT-Poster
Manfra, Catherine, A.14
Manley, Meghan, R.40, U.20
Mann, Jennifer, J.34
Mann, Lindsay, K.17
Mann, Sarah, T.26, V.36
Manno, Amanda, C,46, L.8
Manser, Diane, R.12
Mantikas, Evgenia, S.41
Mantler, Elsbeth, C.8, H.33
Maraia, Gerald, H.30
Marciano, Joanne, F.9, EL, SIG.4, SIG.13, U.44
Marek, Molly, Q.17, U.6
Margini, Matt, F.1, M.10
Margolin, Stephanie, P.14
Marshall, Amy, I.9
Martell, Jessica, A.9
Martin, Brittney, M.10
Martin, Jenny, E.26, SAT-Poster, V.4
Martin, Kim, N.34
Martin, Nicole, O.17
martin, shea, F.15, M.39, S.28, V.13
Martindale, Kyle, L.12
Martinet, Tony, O.39
Martinez, Enid, M.53

Martinez, Miriam, B.24
Martinez-Neal, Juana, M.3, N.10, CBAL, S.17
Masri, Dima, S.33
Mastrogiovanni, Danielle, H.43
Mathews, Jessyca, F.15, L.49, S.42
Mathis, Janelle, M.3
Matloob, Taraneh, M.3, CBAL
Matos-Carroll, Aimée, P.9
Mattern, Carrie, W.4, V.13
Matteson, Zachary, M.52
Matthews, Heather, A.17
Matthusen, Amy, H.9, K.22
May, Lauren, S.3, CIE
Mayo, Russell, Q-S.2
Mays, Jovan, S.45
Mazeika, Katie, I.17, P.17
Mazura, Christopher, F.6
Mazza, Lisa, SAT-Poster
Mbahwe, Farah, SIG.13
Mbalia, Kwame, L.32
McBee Orzulak, Melinda, N.4, S.9
McCall-Brown, Shawntai, S.44
McCann, Matthew, C.2
McCarthy, Joellen, I.9, P.6, S.31
McClachrie, Ainsley, B.5
McClellan-Sorell, Traci, V.43
McCloe, Lynn, V.5
McClure, Chelsea, C.2, P.5
McClure, Kristene, S.3
McConnaha, Maggie, C.38, F.8, M.13, N.6, V.4
McConnell, Anne, S.29
McConnell, Michele, C.10,I.8, S.3
McCormick, Meghan, J.33
McCormick, Montana, G.33
McCreight, Jen, SAT-Poster, SUN-Poster
McCulloch, Jenny, C.47, CIE
McCullough, Jessica, Q.30, U.28
McCullough, Joy, N.39
McDaniel, Dominique, B.15
McDowell, Zoe, P.37
McFarlan, Rebecca, A.25, V.54
McGarry, Rita, L.23
McGee, Kevin, J.21
McGee, Patty, V.46
McGill, Maura, V.34
McGinty, John, V.20
McGough, Miranda, M.14, V.20
McGowen, Pamela, M.14, O.11
McGrail, Ewa, P.5, S.14
McGrail, J. Patrick, P.5, S.14
McGuire Tabb, Kimmy, T.28
McHugh, Lauren, S.3
McHugh, Molly, P.33
McInnis, Daris, P.20
McKarge, Abigail, O.6
McKay, Katie, U.6
McKenzie, Cori, G.37
McLaughlin, Karen, L.1, SUN-Poster
McLemore, Anna-Marie, I.40
McManus, Sam, Q-S.1
McMillon, Gwendolyn, I.5
McMullan, Melissa, Q.25
McMurtry, Teaira, S.1
McNamara, Lenora, L.9
McNeill, Olivia, P.35
McPartlin, Holly, V.36
McPherson-Campbell, Mayah, L.2, T.16
McQuitty, Vicki, V.26
McWilliams, Kelly, M.49
Meadows, Tiffany, FRI-Poster, Q.19
Meadows-Fuller, Robin, M.23
Medina, Corinne, M.29
Medlock, Veronica, Q.1
Mehta, Jay, SAT-Poster
Mehta, Mohit, F.4, M.3, N.30, CBAL
Meilands, Jason, D.10, F.26
Meiseles, Ben, D.5
Meixner, Emily, F.37, I.9, L.19
Mejia, Alyssa, S.3
Melchior, Shelly, S.3
Melendez, Luisiana, S.23
Melleby, Nicole, I.41, U.15

Melvin, Mary Jo, V.4
Mendez, Matt, P.1
Mendez, Wendy, S.3
Mercurio, Mia, SAT-Poster
Merring, Lexi, K.15
Messer, Kris, Q-S.1
Messner, Kate, C.22, L.13, M.19, SIG.11
Metcalf, Lindsay, F.31, M.3, CBAL
Metheny, Caitlin, K.7
Metz, Mike, M.33, S.9, V.45
Metz-Matthews, Kelly, C.10
Meyer, Chelsey, V.8
Meyer, Maggie, S.7
Meyer, Tom, P.8, Q-S.2
Micek, Greg, R.9
Michael, Blessing, T.22
Mickelson, Nate, N.5, SIG.5
Middleton, Edith, F.8, EL, M.42, N.11, SIG.4
Midgette, Lauren, K.34
Mier, Erica, U.37
Migliori, Jackie, ES-G.02
Mihailovic, Tara, SAT-Poster
Mihaly, Christy, G.10
Mikush, Barbara, I.32
Milburn, Brinley, F.26
Miley, Jillian, B.46, E.17
Miller, Christopher, FRI-Poster
Miller, Cody, W.4, F.6, I.9, P.42, U.4, V.13
Miller, Derek, M.9
Miller, Donalyn, I.13, P.6
Miller, Emma, N.24
Miller, Erin, D.31, L.41
Miller, Jana Lo Bello, V.21
Miller, Janell, G.25, L.18, P.5
Miller, Jeanne, F.3, M.4
Miller, Kathleen, SAT-Poster
Miller, Kendra, J.37, S.19
Miller, Mary, I.12
Miller, Megan, O.48
Miller, Nancy So, U.11
Miller, Pat Zietlow, N.34
Miller, Samantha, CIE
Miller, Sarah, W.7, CBAL, NCAC-Sat, U.4
Miller-Lachmann, Lyn, I.17
Millington, Allie, F.18, P.30
Mills, Noelle, N.14
Mims, Cherish, ES-H.02
Minaya, Camila, L.18
Minio, Opal, P.33
Minnich, Cynthia, I.13, L.43
Minor, Kass, N.6
Minwalla, Amy, N.24
Mirchandani, Raakhee, L.38
Mirra, Nicole, AS-N.01, S.5
Mirus, Gene, L.34
Mishriky, Lisa, O.29
Mitchell, Adrielle, S.3
Mitchell, Joan, L.9, S.3, V.4
Mitchell, Malcolm, S.2, U.33
Mitchell-Escobedo, Marcia, B.1
Mitchem, Denzel, SAT-Poster
Miyares, Daniel, F.18, I.13
Modesto, Olivia Panganiban, H.32
Moffett, Jenice, B.37
Mohler, Sara, SAT-Poster
Molina, Alexis, L.1
Mondello, Kaitlin, S.36
Monobe, Gumiko, SUN-Poster
Monsour, Katie, R.24
Montello, Sarah, G.26
Montgomery, Amanda, CBAL
Montgomery, Nicholl, F.41, N.39
Montgomery, Rob, I.26, N.11, V.4
Montgomery, Tina, S.3
Montijo, Rhode, N.10
Montoya, Erin, M.47
Montoya, Katrina, D.33
Moore, Amber, SAT-Poster
Moore, Daneell, G.22
Moore, Daniel, V.10
Moore, Elizabeth, F.45
Moore, Jazmen, N.38

Morales, Harold, SUN-Poster
Morales, Joanelle, SAT-Poster
Morales, Lourdes, N.1
Moran, Clarice, P.5, Q-S.2
Mordan, Yandra, N.7
Morgan, Denise, P.4
Morgan, Valarie, FRI-Poster, S.3
Morley, Joanna, FRI-Poster
Morral, Missie, M.45, Q-S.2
Morris, Lesli, N.46
Morris, Nicole, I.32
Morris, Samuel R., M.2, M.10
Morris Davis, Maggie, N.12, S.9
Morrison, Rebecca, F.20, S.2
Morris-Wilkey, Lisa, CLAB
Morse, McKenna Mercurio, SAT-Poster
Mortensen, Peter, S.3
Mortimer, Cameron, V.38
Moser, Leah, L.33
Moss, Daryl, V.45
Moss, Jackson, O.20
Mossman, Samantha, P.8
Mua, Demi, P.48
Muccio, Leah, S.9
Mucinskas, Kristen, U.32
Muhammad, Gholdy, ES-N.02
Muhammad, Nafeesah, V.19
Mulcahy, Cara, E.10, L.42
Mulligan, Ann, F.37
Mummert, Katherine, U.45
Mundorf, Jon, W.4, I.38, O.48
Munoz, Ana, U.31
Murchie, Sharon, K.40, N.40
Murdter-Atkinson, Jessica, F.45, Q.21
Murk, Isabella, M.11
Murphy, Diane, U.16
Murphy, Frank, L.46
Murray, Joshua, V.49
Murray, Meredith, CIE
Mustafa, Mona, I.4
Mustafa, Rashida, N.8
Myers, Alison, F.31, U.40
Myers, Michele, H.17, SIG.2
Myrick, Ellen, M.48

N

Nadzam-Kasubick, Bridgette, G.2
Nagle, Jessica, H.21, V.4
Nagrotsky, Katie, V.4
Najib, Amanda, N.8
Nakasuji, Heather, G.16
Napier, Joshua, S.3
Napoli, Donna Jo, L.34
Nardi, Talmadge, V.34
Nash, Brady, B.49, M.8, FS-N.01, P.5, U.26
Nash, Kindel, C.15, N.7, S.1
Nastal, Jessica, S.1
Navarret, Jazmin, U.34
Navarro, Rafa, N.24
Nayeri, Daniel, S.2
Neal, Erica, D.31, FRI-Poster
Neal, Michael, C.17
Neal, Steven, F.9
Neidhardt, Nicole, P.26
Neil, Angela, K.10
Nelson, Kelsey, C.24, H.18
Nelson, Kinla, J.19, K.29, M.22
Nelson, Kobi, SAT-Poster, S.19
Nelson, Liz Thackeray, C.47, I.8, M.9, V.4
Nelson, S.D., I.13, P.26
Nelson, Sara, T.4
Netland Froyd, Gail, SAT-Poster, S.3
Neugebauer, Sabina, FRI-Poster
Neville, Mary, Q-S.2
Newberry-Wortham, Maile, O.10
Newell, Bridget, G.45, L.31
Newland, Rebecca, A.20
Newman, Andrew, F.47, S.48
Newman, Beatrice, S.3
Newman, Lesléa, U.15
Ng, Freeman, N.25
Nguyen, Rachel, F.3, I.39

Nichols, Constance, SAT-Poster
Nichols, Rachel, W.12, SAT-Poster
Nichols, T. Philip, I.48
Nickerson, Jane, SAT-Screening
Nigra, Katherine, C.36
Niska, Emily, M.6, V.49
Nockowitz, Stacy, C.11
Nofsinger, Cam, N.12
Norova, Nasiba, A.12, P.47
Norton, Kristin, FRI-Poster
Novack, Richard, N.11, V.5
Novgorodoff, Danica, S.39
Nowell, Shanedra, Q-S.2
Nowell, Zander, I.8, P.41
Nunez, Sadhay, SIG.13
Nye, Kaitlyn, SUN-Poster
Nyeholt, Amy, S.4, ARB, U.2

O

O'Brien, Karly, H.34
O'Brien-Sheats, Jessie, Q.4
Ochoa, Jennifer, N.4, U.25
O'Connor, Wendy, K.35
Odeh, Shatha, I.29
O'Dell, Rebekah, I.27, M.46, N.13
Odlum, Lakisha, S.3
Odonnell-Allen, Cindy, Q-S.2, U.47
Ogle, Rex, N.10, V.6
Ogunade, Oluwatodimu, M.13
Ogunnika, Oluwatosin, S.3
Oh, Ellen, M.49, N.31, S.32
O'Hare, Merit, M.14, U.18
Ojofeitimi-Gillard, Marie, C.1
O'Keefe, Cori, I.32
Olan, Elsie Lindy, C.2, L.6, M.9
Oldakowski, Tim, SAT-Poster, S.3, V.4
Oleary, Erin, S.16
Oliphant-Ingham, Rosemary, FRI-Poster
Oliver, Lauren, G.25, P.5
Olivo, Samantha Figaro, SIG.13
Ollestad, Norman, I.13, P.49
Olsen, Mark, M.10
Olson, David, B.36, Q.45, T.39
O'Neal, Jennifer, U.45
O'Neil-White, William, E.38, FRI-Poster
Orange-Jones, Keri, P.6
Orr, Jennifer, SAT-Poster
Ortiz, Miriam, U.6
Ortmeier-Hooper, Christina, N.4
Orum, Bryn, N.12, P.8
Osborn, Anna, Middle-MU, F.2, MLL, L.1, M.7, N.1, S.2, S.32
Osborn, Jackie, M.16
Oseni, Akinkunmi, C.2, P.7
O'Shaughnessy, Kate, I.13, S.2
Oslick, Mary Ellen, C.39, L.5
Osorio, David, L.30
Osorio, Sandra Lucia, S.23, U.5
Ostenson, Jon, V.4
Oster, Nicole, SAT-Poster
Osterheld, Suzanne, N.12
Otheguy, Emma, N.10, V.36
Ottone, Lorin, F.30, M.27, P.24
Ousley-Exum, Denise, B.23, K.12
Ouvreloeil, Susan, T.21
Ovalle, Rex, Sec-GT, SSL, M.10, U.1

P

Padia, Lilly, S.23
Padilla, Zoe, N.12
Paez, Alfonsina, N.7, Q.5
Pagán-Muñoz, Anyeliz, R.4
Page, Andrea, V.43
Page, Gena, Q.2
Paine, Abigail, SAT-Poster
Palmer, Abby, N.14
Palmer, Shea, K.43
Pameticky, April, M.10
Pan, Emily X.R., F.21
Pan, Jennifer, U.6
Panos, Sophia, V.52
Panozzo, Matthew, S.7, SIG.6
Papenfus, Michelle, SAT-Poster

Papesh, Katie, FS-L.01, L.40
Paraskevakos, Kelly, M.6
Parciasepe, Jessica, P.9
Park, Linda Sue, C.41, SIG.6
Park, Lucy, G.39, SAT-Poster, T.19
Park, Patricia, FS-F.01, N.31, P.30
Parker, Crystal, H.2
Parker, Kim, F.41, I.47
Parker, Mary, F.12, CIE
Parris, Laura, J.2, SAT-Poster, SUN-Poster
Parsons, Christopher, S.9, SUN-Poster
Parsons, Sue, SIG.12
Pass, Brandy, CIE
Patel, Leigh, CNV, FRI-Poster
Patmon, Denise, I.35, P.34, Q-S.2
Patmon, Luke, P.34
Patton, Daijah, O.40
Paulick, Judy, L.18
Paulino, Jasminne, L.5, N.10
Paull, Andrew, FRI-Poster
Pavao, Hoku, SUN-Poster
Pavletic, Heather, Q.20
Payne, Ashlee, A.19
Pearcy, Melissa, F.2
Pearlman, Robb, U.15
Pearmain, Stephanie, L.50
Peele, Roderick, C.15, N.7, S.1
Pegram, David, W.14, F.30, S.14
Peña, Griselda, V.6
Peña, M. García, N.10
Pena, Patricia, T.23
Pendergrass, Emily, SIG.12, V.4
Penn, Jenell Igeleke, L.11, P.16
Pennell, Summer Melody, M.6
Pennington, Casey, F.2
Pennypacker, Sara, F.18
Pepe, Christina, C.9
Pepper, Griffin, C.34
Perez, Adriana Sotomayor, C.16
Perez, Tony, N.42
Perl, Erica, F.19
Perrillo, Jonna, F.10
Perry, Tonya, P.25, Q-S.2
Perryman, Sagona, V.40
Persampieri, Pia, U.8, V.6
Pertuz-Meza, Connie, N.29, P.39
Petch, Brittany, I.34
Petersen, Gregory, SAT-Poster
Petershack, Gregory, SAT-Poster
Peterson, Kristina, G.4, M.10
Peterson, Maggie, C.5, M.9, Q-S.2, S.9, T.35
Peterson, Sarah, L.39
Peterson-Davis, Michelle, U.50
Petlak, Lindsey, M.15
Petrich, Tatum, S.3
Petrone, Robert, M.33, N.4, SIG.13, V.45
Pezet, Marcel, M.42
Pezo, Cielo Inicio, L.18
Pfleegor, Erica, V.11
Phalen, Lena, J.8, O.47
Pham, Hung, C.1, F.43
Pham, Vincent, P.47
Phelps, Kaleigh, P.37
Philippan, Michelle, V.46
Phillippe, Allison, B.38, C.38
Piambino, Betsy, N.37
Picardi, Molly, C.19
Picoral Sarandy M Camaratta, Alessandra, O.35
Pieplow, Nathan, L.12
Pierce, Tom, S.3
Pilakowski, Melissa, J.4, Q.18
Pimentel, Annette Bay, U.33
Pinard, Sheryl, D.24
Pinch, Cecily, Q-S.2
Pineda, Jacob, U.31
Pinto, Emily, V.22
Pinto, Maria, L.37
Piontek, Jeffrey, G.5
Piontek, Victoria, L.50, O.37
Pipkin, Christina, N.22, U.21
Pippin-Mathur, Courtney, P.17
Pirouzian, Tala, C.1

Pirsch, Moira, SUN-Poster
Pisacreta, Kristen, E.12, J.42
Pitre, Leilya, C.1, I.8, Q-S.2
Pizarro-Yepes, Rafael G., L.2
Pla, Sally J., C.27
Plaizer, Amanda, M.9
Plato, Stefanie, V.38
Player, Grace, EL, L.6, P.44, SIG.4, V.7
Plotinsky, Miriam, D.20, E.5
Plummer, Ashleigh, F.25
Podmore, Lucy, U.42
Pogue, Lisa, Q-S.2
Pokhrel, Lauren Hatch, S.3
Polefrone, Philomena, F.6
Poling, Toni, D.14
Polisner, Gae, L.43
Polk, Jessica, S.27
Polleck, Jody, N.6
Polmounter, Amy, V.28
Polson, Bilal, C.15
Porcelli, Alison, U.38
Porcher, Kisha, EL, P.5, Q.31, R.7, SIG.4, V.4
Porter, Nina, F.2
Porterfield, Anne, P.32
Potts, Shannon, N.11
Poulson-Harned, Courtney, S.3
Powe, Quida, C.4
Powell, Rebecca, N.5
Power-Carter, Stephanie, S.1
Powers, Katlyn, M.13, S.9
Pranikoff, Kara, J.40, K.8
Pratt, Sharon, K.3, N.46
Pray, Faith, U.33
Prefontaine, Theresa, CIE
Presley, Lydia, J.1
Preus, Margi, I.13
Prewitt, Chris, R.42
Prezioso-Hickey, Christine, FRI-Poster
Price, Detra M., First, N.27, FS-S.01
Price, Kacy, W.11, M.9, T.2
Prince, Chris, C.1
Pritchard, Caroline Kusin, F.19
Pritchett, Taria, F.9, Q.31
Probst, Donnell, L.51
Pruitt, Alina Adonyi, S.1
Pruitt, Terri, S.20
Pryle, Marilyn, J.35, V.28
Puerta, Catalina, P.28
Pugliese, Melissa, SAT-Poster
Pulphus-Smith, Kyley, SAT-Poster
Puma, Beth, P.6, R.3
Putnam, Jennifer, Q-S.2
Pytash, Kristine, K.47, P.4
Pytleski, Patricia, Q.4

Q

Qarooni, Nawal, W.7, C.43, S.35
Qiu, Tairan, M.13
Quandt, Bridgette, P.8
Quebedeaux, Megan, B.32
Quigley, Dawn, W.20, S.27
Quiroa, Ruth, CBAL
Quraishi, L Michelle, N.25

R

Rabinowitz, Laurie, I.22, K.11, V.4
Raine, Dana, J.30
Rainey, Alexis, M.10
Raker, Samantha, FRI-Poster
Ramey, Jennifer, R.38, CIE
Rami, Meenoo, M.10, U.1
Ramilo, Gisele, FS-P.01
Ramirez, Ainissa, P.45
Ramirez, Suhey Ayala, C.42
Ramkellawan, Reshma, O.44
Ramos, Elenita, I.46
Ramsell, Jennifer, G.45
Randall, Julian, N.39, P.30, S.2
Rane-Castrodad, Damayanti, H.39
Ranschaert, Rachel, F.45
Rasheed, Michelle, G.40
Rasnic, Jackie, SAT-Poster, U.9

Ratering, Michelle, L.45
Ray, Satoria, E.19, U.43
Raymond, Maggie, M.10
Re, Mila, F.8
Rea, Robert, Q-S.2
Read, Helen, Q.24
Ream, Jessica, W.13
Redlon, Rebecca, Q-S.2
Reece, Laura, O.24, S.6, U.8
Reed, Samuel, M.10, U.1
Reeves, Jessica, L.28
Regalado, Yvette, F.8, N.7, Q.48, Q-S.2
Rehman, Bushra, I.36
Reicherter, Alissa, J.40, K.8
Reid, Stephanie, G.14, K.32, V.4
Reilly, Christine, SAT-Poster, S.3
Reitz, Peter, FS-N.01
Rejan, Andrew, N.11, S.48
Ren, Zhen Valerie, G.15, I.18
Renner, Nicole, C.45
Respicio, Mae, L.50, M.7
Revelle, Carol, Q-S.2
Revels-Davis, Shari, J.49, CBAL
Reyes, Allen, SIG.13
Reyes, Lisa, M.34
Reynolds, Todd, O.28, S.7
Reynoso-Morris, Alyssa, N.10, P.29
Rhode, Felicity, H.4
Rhodes, Cristina, S.3
Rhodes, Jewell Parker, L.13
Rhuday-Perkovich, Olugbemisola, N.18
Rhyner, Corinne, A.6
Ribay, Randy, FS-F.01, M.7, P.46
Rice, Dawn, O.49
Rich, Mary Beth, I.37
Richard, Kristin, T.13
Richard, Michel, D.8
Richard, Sarah, S.49
Richards, Heather, M.10
Richardson, Francesca, G.10
Richardson, Kaya, N.7, R.25
Richardson, Melissa Seron, N.10
Richmond, Kia Jane, C.2
Rickert, Molly, N.13
Ridgeway, Jessica, S.3, CIE
Rief, Linda, I.31, S.24
Rieger, Alicja, P.5, S.14
Riesco, Holly Sheppard, C.23
Rigell, Amanda, I.8
Rigolosi, Laura, R.6
Riley, Bridget, C.45
Riley, Scott, I.42
Rimbach-Jones, Dani, S.3
Rimer, Beth, P.10, Q-S.2
Rinehart, Nicholas, N.33
Rios, Ambyr, F.35
Rissmiller, Roseann, S.3
Rivard, Charly, U.20
Rivas, David, FRI-Poster
Rivas, Rocio, V.33
Rivera, Lacy, L.4, T.33
Rizza, Anne, FRI-Poster, K.18
Rizzo, April, M.9
Roach, Kevin, M.6
Robb, Audra, N.35
Robb, Laura, I.24
Robbins, Barbara, S.12
Robbins, Margaret, M.36
Roberson, Cameron, L.46
Roberts, Kate, C.18, M.47
Roberts, Lisa, L.28
Roberts, Maggie, M.47
Roberts, Meg Davis, C.30, F.10, L.6
Robertson, Jessica, O.1
Robertson, Marla, A.5
Robillard, Candence, I.21, S.29
Robillard, Stephanie, L.6, N.6
Robinson, Ariela, J.15
Robinson, Bradley, EL, SIG.4
Robinson, Stephanie, B.43, T.20
Roche-Baron, Wesley, J.20
Rodesiler, Luke, C.2, L.9, S.14, V.4

Rodgers, Kaitlyn, L.29
Rodgers, William, C.36
Rodrigo, Shelley, P.2
Rodriguez, Maria, M.9
Rodriguez, Noreen, D.41, S.40
Rodríguez, R. Joseph, F.15, N.6, N.10
Rodriguez, Sanjuana, Elem-GT, N.10, S.3, SIG.2, SIG.3 U.5
Rodriguez-Astacio, Rene M., W.4, I.8, P.2, SIG.6
Rodriguez-Maldonado, Maria, N.7, P.43
Roessing, Lesley, F.20, I.15, L.13
Roets, Jeffrey, U.32
Rogers, Andrea, S.2
Rogers, Lisa, J.43
Rogers, Paul, N.11
Rogers, Tara, V.48
Rohla, Anika, L.47
Rojas, Michael, F.46
Romano, Mariana, I.31
Romano, Tom, I.31
Romero, Christina, C.1, C.2
Rooney, Jamie, FRI-Poster
Rose, Crystal, M.8
Roseboro, Anna J. Small, F.2, V.27
Rose-Dougherty, Taylor, M.9, S.9, V.4
Ross, Javaha, L.48
Ross, Marjorie, S.3
Rosser, Barrett, G.35, P.18, S.22, U.23, V.7
Rossi, Ginette, SUN-Poster
Rosswood, Eric, U.15
Roth, Jonathan, L.33
Rothman-Perkins, Rachel, U.38
Roumani, Rhonda, U.27
Roundtree, Sherita, Cultural
Rountos, Kathy, I.32
Rozman, Tea, R.21
Rozo, Allison, P.17
Ruday, Sean, SIG.9
Rudder, Lin, J.24
Ruedas, Roxy, SIG.13
Rush, Leslie, F.10, O.28, S.7
Rusoja, Alicia, N.30, V.7
Russell, Anne-Marie, M.16
Russell, Ericka, M.52
Russell, Katie, R.9
Rust, Jody, Q.26, SUN-Poster
Ruvein, Yaxha, D.36, CIE
Ryan, Caitlin, L.3
Ryder, Dan, F.13, SAT-Poster, SUN-Poster

S

Sabbatino, Alyssa, W.15, SUN-Poster
Sableski, Mary-Kate, CLAB, U.33
Sackie, Jamie, M.51
Saco, Sandra, C.20, I.8, U.47
Sadaranganey, Simran, U.52
Saeed, Aisha, C.43
Saelzler, Marisa, N.23
Saenz, Elena, J.13
Safadi, Shifa Saltagi, V.29
Safir, Shane, C.28
Saha, Mayon, U.20
Saidy, Christina, M.9
Saito-Stehberger, Dana, SAT-Poster, M.10
Sakoi, Junko, M.5, SIG.11, SIG.12
Salcedo, Julia, P.25
Salerno, April, E.44
Salman, Abdulmalik, FRI-Poster
Saluke, Jessica, L.40
San Pedro, Tim, L.40
Sandefur, Samantha, FRI-Poster
Sanders, Jennifer, C.44, U.29
Sands, Gayle, V.27
Sanford, Jenny, N.40
Sankofa, Zawadi, M.37
Santat, Dan, L.5, M.19, V.25
Santiago, Meyly, SIG.13
Santoro, Kelly, B.30, SAT-Poster
Santos, Amy, SAT-Poster
Santo-Thomas, Carrie, W.7, M.10
Sarigianides, Sophia, N.4, U.24,V .12
Sassi, Kelly, Q-S.2
Sauer, Jessica, C.19

Savage, Torian, S.38
Savitz, Rachelle, L.18, U.28
Sayahnejad, Jennifer, K.31
Sayed, Sana, C.3
Saylors, Sherry, N.1, SIG.9
Scalabrin, Graziela, D.8
Scanlon, Liz Garton, L.15
Scantlebury, Joy, D.9
Schaefer, Kristen, I.9, U.10
Schall, Janine, SAT-Poster
Schaub, Michelle, F.40
Schear, Amanda, Q-S.2
Scheldt, Sarah, N.29, P.39
Scherff, Lisa, A.21, J.5
Schey, Ryan, M.6
Schieble, Melissa, P.25
Schiera, AJ, U.52
Schirmer, Amanda, D.3, V.45
Schmidt, Pauline, C.1, L.29, N.4, P.11, Q-S.2, V.4
Schneewind, Hannah, F.32, M.28
Schneider, Lindsay, L.9
Schoenborn, Andy, M.10, N.40, P.1
Schott, Amanda, U.12
Schrefer, Eliot, C.22
Schroeder, Gretchen, B.18, I.8, S.7
Schroeder, Nichole, I.37
Schu, John, F.20
Schultes, Anna, I.9
Schulze, Avery, A.21, J.5
Sciurba, Katie, S.1, U.5 ,V.12
Scoggin, Jennifer, F.32, L.8
Scott, Adjowah, P.36
Scott, Jacqueline, T.44
Scott, Khirsten, G.13
Scott, Madeline, CIE
Scott, Veronica, D.15, J.14
Scukanec, Amanda, B.35, S.3
Scullen, Julianne, L.5
Scullin, Bethany, N.46
Seal, Cole, A.16
Sealey-Ruiz, Yolanda, N.18, P.28, S.28, V.19
Seibles, Tim, F.17
Seidel, Kristy, C.17, I.10, L.36
Seipp, Kathy, R.21
Self, Elizabeth, T.17
Seltzer, Kate, J.44, U.5
Sember, Angel, M.45
Senatore, Krista, I.22, K.11, V.32
Sendin, Emily, B.16, G.8
Seo, Byung-In, Sec-GT, L.4, SSL
Serling, steven, N.6
Serrano, Meagan, U.25
Severance, Emily, M.24
Seyfried, Philip, FRI-Poster, V.44
Shafer, Gregory, C.26
Shaffer, Shelly, C.2
Shah, Amar, F.20
Shaheen, Gia, A.21,J.5
Shanahan, Eileen, C.1
Shanahan, Melissa Meola, C.1
Shane, Robert, N.16
Shankar, Suvarna, CIE
Shanks, Liz, L.9, P.37
Shanley, Brett, N.11
Sharma, Avina, SAT-Poster
Sharma, Kratika, H.6
Shaum, Beth, M.44
Shaw, Cara, CIE
Shaw, Jennifer Caumo, D.35, K.22
Shaw, Louise, E.10, L.42
Shea, Renée H., J.29, ES-Q.01
Sheahan, Annmarie, L.4, O.18, S.48
Sheets-Kavanagh, Cassie, E.18
Sheinkin, Steve, P.49, S.16
Shelton, Ellen, F.12, P.19, Q-S.2
Shelton, Stephanie Anne, M.6, SIG.14
Shelton, William, R.33
Shen, Nicole, I.7
Shepard, Bobbie Jean, E.9
Shepardson, Tina, C.35
Shettel, Jennifer, V.4
Shields, Jackalyn, L.32

Shimizu, Amanda, J.18, P.13, Q.34
Shivers, James, H.46, U.32
Shoffner, Melanie, F.8, EL, L.6, S.3, S.1, S.9, SIG.4, V.4
Short, Heather, Q-S.2
Short, Kasey, F.4, L.6, M.5, CBAL
Short, Kathy G., S.33, SIG.6
Shovestull, Hayes, B.20
Shreeve, Elizabeth, U.13
Shubitz, Stacey, P.39
Shults, Liz, L.9
Shupp, Karlen, SAT-Poster
Sibberson, Franki, F.36, N.4
Sickel, Aaron, S.9
Sieben, Nicole, Q.22, S.14, V.4
Sieben-Christensen, Joanna, Q.22
Siegel, Danielle, B.44
Sieunarine, Camille, U.38
Siffrinn, Nicole, F.16
Signorello, Amanda, F.28
Silas Neal, Christopher, M.19
Silvas, Tiana, F.15, I.47, L.49
Silverstein, Rachel, FRI-Poster,U.52
Simmons, Samantha, M.2
Simon, Kira, F.7
Simon, Rob, V.7
Simonyi, Stacy, R.46
Simpson, Autumn, M.10
Simpson, Travis, P.1
Sinclair, Timothy, I.1, SAT-Poster, M.10, SUN-Poster
Singer, Natasha, CSL
Singh, Harleen, M.35
Singh, Shalini, S.3
Singleton, Elizabeth, Q-S.2
Sitzer, Patrick, E.22
Sjostrom, Kate, F.46, M.9, U.35
Skinner, Paige, L.23
Skott, Corinne, K.20
Skrypuch, Marsha, L.47
Slade, Sharisse, M.10
Slater, Dashka, U.33
Slay, Laura, Q-S.2, U.41
Slayton, Bonner, SIG.7
Slee, Lara, U.44
Sloan, Megan, I.42
Sloat, Mary, L.2
Sly, Nancy, U.28
Smedley, Kaylee, I.8, M.30
Smith, Aleshia, V.39
Smith, Alexandria, I.8, P.41
Smith, Allyson, Q.8
Smith, Amy, C.39
Smith, Anna, I.48
Smith, Ava, FS-L.01, S.6
Smith, Clint, SSL
Smith, Dywanna, I.3
Smith, Emmanuella, C.44, N.26
Smith, Hiawatha, I.9, M.3, CBAL, S.1
Smith, Jennifer, A.5, K.45, S.9
Smith, Kathryn, FRI-Poster
Smith, Kristie, Middle-MU, F.2, MLL, L.1, N.1, S.2, V.4
Smith, Kristin Conradi, FRI-Poster
Smith, Kyle, F.8, FRI-Poster, M.6, P.2, R.26, SIG.14
Smith, Lauren, P.10
Smith, Lilianne, V.52
Smith, Melissa, F.17, N.15, S.42
Smith, Nikkolas, M.5, CBAL, P.45, U.33
Smith, Shannon, K.10, V.4
Smith, Sherri L., G.17
Smith, Taylor, P.41
Smith, Trey, L.48
Smith, Trixie, Q-S.2
Smith Traore-McKinnon, Myriama, G.25, L.18
Smith-Carrington, Keisha, CIE
Smith-Matsalia, Vanee, Middle-MU, F.2, MLL, L.1, N.1, P.6, S.2
Smolko, Alexis, V.53
Smyth, Joan, G.42
Smyth, Tim, G.42
Sniad, Tamara, E.4
Snider, Grant, I.13, N.39
Snyder, Andrew, V.28
Snyder, Jake, O.3

Soesbee, Dr. Kimberly, W.2
Sokolowski, Peter, B.48
Solomon, Marva, SAT-Poster
Somerville-Braun, Jessica, I.22, V.32
Soontornvat, Christina, S.32
Sorensen, Whitney, S.48, U.18
Soulvis, Julia, M.28
Soundar-Shah, Priten, B.4, R.37
Souto-Manning, Mariana, N.4
Sowerbrower, Kelli, F.23, L.9, S.14
Spanke, Jeff, G.6, CIE, V.4
Sparks, Adam, W.2, ES-J.01
Speer, Betsy, S.30
Spence, Krista, L.30
Spillane, Jessica, G.46
Spillane, Julie, G.46
Spillane, Lee Ann, I.8
Spina, Leslie, M.23
Spinelli, Holly, F.6, F.15
Spinner, Elisabeth, V.4
Sprague, Tracy, G.16
Sroka, Matthew, C.2
Stabrowski, Sayuri, V.14
Stagis, Elizabeth, FRI-Poster
Stahrr, Bri, S.14
Stamatis, Kristina, I.48, L.2, S.45
Stamm, Brett, H.24, M.53
Stanfill, Kindra, L.27, SAT-Poster, V.47
Stanfill, Madison, T.18
Stanford, Tracee, F.22, I.45
Staples-Dixon, Jeanine, I.7
Statler, Kayla, V.22
Stazzone, Valerie, U.10
Stearns-Pfeiffer, Amanda, C.2, L.6
Stecher, Kasey, B.25, SAT-Poster, P.8
Stedronsky, Jill, M.18, U.46
Steelman, Sheridan, F.3, M.4, Q.15, S.3
Stefanelli, Joseph, E.30
Steil, Jennifer, S.10
Stepanova, Natalya, E.35, S.25
Stephens, Tom, I.1, M.10
Stephenson, Jason, I.9
Sterba, Alison, SAT-Poster, U.9
Sterner, Sara, J.38, L.5
Steury, Emma, V.41
Stevenson, Shakasha, U.3
Stevenson, Tarra, SIG.8, U.7
Stewart, Jane, S.3
Stewart, Kristian, V.41
Stewart, Mandy, AS-P.01, S.1
Stewart, Melissa, D.4
Stiefel, Chana, F.29
Stigall, Heather, L.33
Stillerman, Mary Ann, P.10
Stillson, Caleb, T.7
Stilwell, Kathryn, R.15
Stimson, Holly, I.39
Stockman, Angela, F.13, P.5
Stockwell, Dan, Sec-GT, SSL
Stolzer, Jacqueline, D.27, R.6
Stone, Nic, MLL, I.13, S.2
Stone, Theresa Burruel, F.9, EL, L.6, SIG.4
Storm, Scott, M.8, FS-N.01, U.23
Stornaiuolo, Amy, I.48, P.5, S.45
Stortz, Rebecca, B.24, Q-S.2
Stott, Apryl, S.16
Strait, Teresa, E.9
Stratton, Anita, FS-L.01, S.6
Strausser, Ashley, O.36
Street, Lynn, V.50
Strickland, Ashley, C.2
Strickland, T. Hunter, C.2, L.6
Strohecker, Lauren, U.11
Stroman, Antoine, P.18
Stroman, Kara, L.35, S.6
Stroshane, Eric, U.42
Stuart, Stephanie, K.39, CIE
Stuart Jr., Dave, F.27
Stukenborg, Kate, L.23
Stull, Lisa, SAT-Poster
Stumphy, Jennifer, Q.47
Stutelberg, Erin, H.42, V.4

Styslinger, Mary, H.13, I.12, S.3
Subhani, Kiran, W.17
Subramaniam, Suma, F.31
Subramanian, Meera, S.39
Sugarman, Kushya, N.6, P.25
Suh, Emily, L.17
Sui, Catherine, C.42
Suico, Terri, S.1, V.4
Sullivan, Amelia, N.5
Sullivan, Kate, H.10
Sullivan, Kathrine, N.32
Sullivan, Sunshine, C.1
Sullivan, Vanessa, L.6, M.9
Sulzer, Mark, V.3
Sumner, Erik, C.15, S.1
Sun, Chia-Ho, FRI-Poster
Sun, Yingyuan, P.35
Sun, Yuechen, V.33
Sung, Yoo Kyung, M.3, CBAL, S.37
Suriano, Jennifer, SAT-Poster, R.29
Suskind, Dorothy, Q-S.2
Sutton, Katherine, P.10
Suzuki, Tadayuki, F.6, M.6, U.4
Swann, Alaya, S.3
Swartz, Brittany, A.2
Swartz, Danna, S.3
Sweet, Joseph, S.7, V.4
Sweinhart, Abigail, FRI-Poster
Swinney, Cassidy, FRI-Poster
Sylvia, Jill, Q.34
Szakmary, Linda, J.11

T

Tabor, Erin, S.10
Taira, Brooke, L.18
Takacs, Patricia, G.23
Takvorian, Nadine, L.14, N.25, S.2
Talbert, Rachel, M.34
Talian, Emmy, I.48, U.20
Tanglertpaibul, Jared, C.1
Tanis, Cathline, I.9, P.6
Tanner, Samuel, L.41
Tannous, Jennifer, SIG.8, U.7
Tanumihardja, Patricia, M.43
Tapia, Jineyda, F.15
Tarango, Sarah, S.13
Tarbett, Leslee, SAT-Poster
Targosz, Shana, S.43
Tate, Don, I.13, S.11
Tate, Kimetrice, M.3, CBAL
Tatum, Carla, L.47
Tauheed, Islah, Elem-GT, H.43, P.6
Taussig, Doron, I.45
Taylor, Chelsea, G.28
Taylor, Denny, M.21
Taylor, Jonathan, Q.20
Taylor, Kara, S.3, V.39
Taylor, Kiedra, L.44
Taylor, Laura, N.6, P.25, V.16
Taylor, Melissa, SAT-Poster
Taylor, Valerie, S.49
Teasley, Courtney, O.50
Teeple, Kerry, K.42
Temprano, Tara, T.42
Tendler, Seth, SUN-Poster
Tesmer, Tarah, M.15
Tew, David, CIE
Tew, Jill, N.39
Thakurta, Ankhi, P.44, V.7
Thanos, Theresa, T.34
Tharp, Staci, M.9
the Third, Raul, L.3
Thelen, Kelly, Q.39
Therien, Shelley, I.33, FRI-Poster
Thiry, Erin, SAT-Poster
Thomas, Ebony Elizabeth, N.4, S.11
Thomas, Helen, W.20, M.32, V.43
Thomas, Jameka, P.10, Q-S.2
Thomas, Katina, SAT-Poster
Thomas, Kaylie, P.48
Thomas, Paul, L.8, O.46, U.8
Thompkins-Bigelow, Jamilah, P.45, SIG.6

Thompson, Christy, H.29
Thompson, Joanna, M.37
Thompson, Josh, H.45, S.7
Thompson, Kimberly, G.49, K.31
Thoms, Annie, K.48, V.4
Thornton, Evangeline, Q.31
Thornton, Natasha, I.46, SIG.2
Thrailkill, Darian, H.36, FS-N.01, P.5
Thurman, Erika, L.9
Tian, Zhongfeng, L.2, M.8, U.41
Tietjen, Carlie, C.19
Tily, Susan, J.47
Timmons-Long, LaMar, FRI-Poster, F.15, N.38, S.11
Tinch, Kristen, Sec-GT, SSL
Tinkle, Adam, I.22
Tinoco, Mike, W.8, C.29
Tisby, Markesha, P.6
Tison, Ari, I.16
Tivaringe, Kirsten, O.10
Tiwary, Aashna, M.18
Tobin, Dan, I.35
Tokolish, Mary, FRI-Poster
Toliver, Stephanie, I.23, N.38
Tomita, Emy, FRI-Poster
Tonai, Min, U.33
Tonn, Megan, S.17
Torina, Lisa, FRI-Poster
Torres, Christine, V.13
Torres, Francisco, L.4
Torres, Tianisha, F.15
Torrez, Estrella, K.5
Tossman, Matthew, G.38
Tovey, Shannon, FRI-Poster
Trabue, Jeremy, K.6
Tracy, Elizabeth, V.50
Tracy, Julia, P.9
Tramble, Alex, V.53
Trejo, Renee, U.31
Trempe, Melissa, L.33
Trepper, Karoline, V.10
Tresnicky, Amanda, FRI-Poster
Trevino, Carissa, N.7, Q.48
Trimmer, Tiffany, T.7
Tropper, Jana, V.37
Trudo, Kelsey, C.42
Truffa, Anne, SAT-Poster
Truitt, Emilee, I.34
Tsalikis, Maria, S.3
Tsuna, Talya, C.45
Tucker, Talia, N.31
Tuffaha, Lena Khalaf, N.8
Tuggle, Darren, I.30
Tuliao, Isabel, V.51
Turner, Kristen Hawley, M.18, N.4, P.5, Q-S.2, U.46
Turner, Zach, V.18
Tutak, Devon, L.51
Twaites, Rebecca, FRI-Poster

U

Ulmer, Kristina, R.35
Umila, Karen Joy, A.13
Underwood, Emerson, I.27
Underwood, María, W.6, K.4
Urquhart, Dyan, S.1
Uss, Christina, N.34

V

Valauri, Anne, W.9
Valdez, Carmela, Elem-GT, U.5
Valdez, Manuel Martínez, N.10
Valdez-Gainer, Nancy, D.25, Q.28
Valenti, Karla Arenas, F.39, I.13, N.10, S.2
Valerie, Melissa, L.17
Valerio, Meghan, L.8, CLAB
Valingo, Sarah, H.1
Valter, Sarah, V.8
Van Deventer, Megan, J.38
Van Duinen, Deborah, M.9, U.36, V.4
Vandever, Lauren, D.17, F.9, J.46, CIE
Vaquero, Raúl, N.10
Var, Amy, J.45, M.10

Varga-Dobai, Kinga, K.37
Vasquez, Lisa, B.10
Vasquez, Tawana, FRI-Poster
Vassallo, Elizabeth, N.6, O.43
Vazquez, Bertha, Q.12, U.13
Vega, Vanessa, O.35, R.45
Vela, Madeline, E.33, L.9
Velasquez, Elisabet, I.16
Velásquez, Liliana, U.37
Velázquez, Gabriel, P.2
Velez, Angela, F.39
Velez Tello, Jessica, N.10
Venegas, Elena, SAT-Poster
Venkatraman, Padma, L.13, N.41
Vescelius, Andrea, N.27
Via, Stephen, D.6
Villalba, Stella, F.36, I.5, FS-L.01
Villalobos, Christin, F.9
Villalobos, Victoria, F.9
Villamizar, Angela Maria, G.47
Villasante, Alexandra, N.10
Virgin, Kelly, L.29, P.11, U.37
Visbeen, Paige, P.9
Visco, William, B.20, FRI-Poster
Viton, Bee, SUN-Poster
Vitullo, Adrienne, V.35
Vlach, Saba, D.30, N.6, V.16
Vlahos, Len, S.44
Vo, Angelina, I.48, SIG.13
Vogel, Brooklyn, N.12
Vogelsinger, Brett, I.1, M.10, N.13, FS-S.01
Voulgarides, Anthony, FRI-Poster, N.6
Vyas, Jigisha, P.9

W

Wade, Danny, SIG.7
Waff, Diane, M.23
Waingort, Elisa, I.6, M.3, CBAL
Walker, Amy, E.14, K.47
Walker, Hillary, F.38, Q-S.2
Walker, Lena, U.9
Walker, Michael, S.3
Walker, Michelle, S.12
Walker, Molly, U.45
Walker-Dalhouse, Doris, L.18
Wallace, Elise, G.1, L.9
Wallach, Diana Rodriguez, N.10
Walsh, C, B.44, CIE
Walsh, Jessica, P.6
Walther, Maria, C.29, L.38
Walton, Joel, N.14
Wang, Alice, M.16
Wang, Anna, P.23
Wang, Charlize Hsiang-Ling, L.40
Wang, Jiaqi, SAT-Poster
Wang, Yang, N.7, P.43, S.25
Warchut, Rebecca, I.43, L.9
Ward, Chloe Ito, P.29
Ward, Kayla, Q.3
Ware, James, C.40
Warga, Jasmine, C.43, P.30
Wargo, Jon, K.17, R.26
Warnock, Scott, Q.1
Warraich, Axa Khalid, C.16, H.23, I.5, S.40
Warrington, Amber, C.14, N.4, U.35
Waterhouse, Sarah, M.14
Watkins, Amy, N.32
Watkins, Brandon J, FRI-Poster, H.14, M.8 ,N.1
Watson, Carter F. M., SIG.13
Watson, Crystal, C.28
Watson, Renée, F.41, L.35, CBAL
Watson, Vaugh, ABM, SIG.13, U.44
Watt, Jennifer, E.45
Watts, Jeremy, C.2
Watts, Kristin, L.39
Watts, Paige, W.14, I.8, M.8
Watts-Taffe, Susan, SAT-Poster
Wayland, April Halprin, M.5, CBAL, SIG.11
Waymouth, Heather, Q.30, U.28
Weatherby, Lindsey, L.22, M.15
Weatherford, Carole Boston, I.44, L.5, M.5, CBAL
Weatherford, Jeffrey, M.5, CBAL

Webb, Allen, V.3, V.4
Webber, Katrina, C.16, L.40
Weber, Courtney, CIE
Weber, Megan, I.38
Wedekind, Kassia Omohundro, C.29, H.29
Wedlock, Kristen Park, V.23
Wee, Jongsun, F.4, M.5, CBAL, SIG.11
Weed, Jennifer, I.12
Weeks, Arri, CIE, U.32
Weems, Natalie, L.22
Wei, Nancy, V.17
Weinstein, Susan, V.4
Weisler, Joseph, V.23
Weller, Peter, R.23
Wellington, Annamarie, O.45
Wellington, Dianne, E.14
Wells, Allen, U.15
Wells, Kaitlyn, F.40
Wells, Melissa, M.3, S.37, V.4
Wells, Stacy, W.20, S.27
Wender, Emily, V.4
Wenjen, Mia, I.42, SIG.6
Werner, Aliza, C.22, L.46
Werner-Burke, Nanci, M.45, Q-S.2, CIE, V.4
Werther, Leah, C.9, M.7, V.11
Westall, Samantha, N.43, V.22
Westbrook, Jesse, M.45
Westbrook, Sarah, ES-N.01
Westra-Hall, Jason, M.6, R.26
Wetmore, Catherine, FRI-Poster
Wetzel, Derek, M.10
Wetzel, Melissa, U.6
Weyler, Charlotte, J.48
Wheeler, Anthony, SUN-Poster
Wheeler, Melissa, G.20
Wheeler, Sarah, C.30, J.36, P.8
Wheeler, Timothy, G.20
Whitaker, Ronell, L.14, M.25
White, Alisha, C.1, S.7
White, Allison, F.26
White, Beth-Anne, E.40, S.3
White, Tracy, L.14
Whitebone, Alison, V.34
Whitehead, Elizabeth, FRI-Poster, CIE
Whitehorn, Tonya, F.25
Whitelaw, Jessica, M.37
Whitfield, Earlisha, M.9
Whitley, Jennifer, N.6
Whitman, Nathan, I.1, M.10, S.4, ARB, U.2
Whitney, Anne, N.4, N.11
Whitten, Clint, S.7
Whitworth, Lindsey LeCroy, K.1
Wiemer, Liza, C.11, F.29
Wilburn, Marcy, Q-S.2
Wilcox, Abbie-Jo, C.25
Wilcox, Adelyn, C.25, FRI-Poster
Wilcox, Annelle, C.25
Wilda, Ash, I.40
Wiley, Heather Barto, L.9
Wiley, Thomas, CIE
Wilk, Lisa, W.21
Wilkinson, Emily, SIG.14
Wilkison, Jade, N.35
Will, Kathryn, U.34
Willhardt, Kathryn, G.3
Williams, Armani, F.38
Williams, Ashton, CIE
Williams, Ismee, N.10
Williams, Jenelle, I.9, U.28
Williams, Justine, L.2, M.20
Williams, Kyra, P.18
Williams, LaWanda, V.51
Williams, Lily, P.30
Williams, Lisa, SAT-Poster
Williams, Mya, U.34
Williams, Olivia, L.18
Williams, Wendy, C.1, L.6, N.4, P.5, V.4
Williams, Zulema, U.6
Williams-Garcia, Rita, N.25
Williamson, La' Sherraneta, Q.2
Williamson, Laila, I.25
Williamson, Thea, C.3

Willie, Danielle, H.25
Wilson, Jason, SUN-Poster
Wilson, Nance, L.2
Wilson, Nichole, I.10, L.36, V.54
Wilson, Peggy, SIG.9
Wilson, Robert, I.30
Wilson, ShaJuan, T.11
Wilson, Tanisca, Middle-MU, F.2, MLL, L.1, N.1, S.2
Wimberly, Nicole, U.48, V.2
Winchester, Martin, W.5
Winfield, Grover, F.17, N.15
Winfree, Janikka, Q-S.2
Winget, Shanda, C.47
Wingfield, Jhanae, N.17
Wink, Karen, E.13
Winsch, Jacqueline, E.31
Winstein-Hibbs, Sarah, L.10
Winterbottom, Julie, M.3, CBAL, V.50
Winterle, Jen, M.23
Wischow, Katy, F.33
Wisniewski, Emily, FRI-Poster, P.11
Wisniewski, Theresa, P.33
Wissman, Kelly, C.9
Witcher, Stephanie, M.17
Wittchow, Ashlynn, F.10, L.6, M.8, N.11
Witte, Shelbie, F.9, EL, L.6, N.4, SIG.4
Wizner, Jake, M.42
Wolff, Katie, M.10, P.32, S.7
Wolfsdorf, Adam, F.34, N.11, V.23
Wolk, Amy, K.26
Wolney, Rachel, C.2
Wolters, Mary, SIG.13
Wondra, Chris, P.8
Wong, Ilene, F.21
Wong, Joanna, Elem-GT, U.41
Wong, Kristina, P.23
Wood, Edith, C.1
Wood, Tara, M.24
Woodard, Sarah, I.48, L.2, S.45
Woodcock, Benjamin K., S.14, U.44
Wood-Krueger, Odia, M.32
Woods, Dan, S.7
Woods, Jennifer, I.8
Wooley, David, M.29
Worlds, Mario, W.4, V.37
Wright, Beth, Q.10
Wright, Heather Lynn, S.3
Wright, Kimberley, F.25
Wright, Sarah Ressler, U.40
Wyman, Christina, I.13
Wynn, Janoah, Q.31
Wynne, Craig, G.41
Wynter-Hoyte, Kamania, SIG.2
Wysocki, Carrie, FRI-Poster

X

Xander, Sarah, J.37
Xu, Alice, M.14, N.11, U.18

Y

Yamasaki, Katie, O.9
Yang, Kao Kalia, I.44, M.52
Yang, Kelly, L.50, S.2
Yang, Shuling, G.14, L.1, N.44, S.40, V.4
Yang-Heim, Gui Ying, FRI-Poster, M.38
Yang-Kaczmarek, Michelle, Middle-MU, F.2, MLL, L.1, N.1, S.2
Yao, Sophia, S.13
Ybarra, Monica Gonzalez, G.11
Yeager, Heather, D.7
Yepez, Renata Nadia Bajana, L.18
Yeung, Ethan, C.1
Yi, Angie, C.32, H.15
Yialiades, Nicholas, FRI-Poster
Ynostroza, Adeli, J.13, Q.7
Yoon, Jessica, N.31, P.29
Yoon, Salina, V.25
Yoon, Stephanie Rollag, G.27, V.21
York, Julie, C.1
York, Lisa, C.1, F.9
Young, Alexis Morgan, SUN-Poster
Young, Carl, L.9, P.5, V.4
Young, Craig, L.3, V.4

Young, Craig A., M.6, SIG.14
Young, Michael J., I.8, S.7
Young, Neisha Terry, P.5, V.4
Young, Taylor, C.21, I.1, M.10, U.1
Youngblood, Kate, L.9
Youngs, Suzette, M.19
Yuan, Ting, O.14
Yuen-Killick, Angus, M.48
Yuksel, M.O., N.19, U.27, V.14

Z

Zacharia, Joy, SAT-Poster
Zadai, Sheena, M.10
Zaheer, Sidra, I.8, N.26
Zajac, Kim, F.13
Zakrzewski, Kristina, V.48
Zakrzewski, Rebecca, V.22
Zalon, Juliana, H.11, FRI-Poster
Zandi, Narges, S.33
Zangari, Frank, F.33
Zangre, Tabitha, N.6, O.4
Zapata, Angie, M.8, N.4
Zarate, Andre, FRI-Poster, V.7
Zarchen, Janet, P.6
Zauzmer, Jan, Q.5
Zawilinski, Melojeane, S.3
Zeitouni, Layla, R.27
Zeitz, Erin, S.10
Zenkov, Kristien, J.24
Zerwin, Sarah, F.3, M.4
Zhang, Hong, FRI-Poster
Zhang, Jing, N.7, P.43, S.25
Zhang, Rong, S.25, V.33
Zhang, Yifan, C.1, SIG.13
Ziemke, Kristin, F.36, ES-L.01, M.53, U.49
Zimmers, Natasha, F.40
Ziolek, Camille, I.20
Zirneklis, Christine, W.21
Zisa, Robin, V.11
Zoss, Michelle, C.1, S.1
Zuccaro, Emily, P.13
Zucker, Lauren, P.5
Zuniga, Rochelle, C.1



READING JUST GOT ANIMATED

The Blue Witch Readalong

A fully animated readalong with synchonized text, professional narration, and a companion literacy curriculum for Grades 3-7.

- 38 FULLY ANIMATED EPISODES
- SYNCHRONIZED FOLLOW-ALONG TEXT
- 400+ PAGES CLASSROOM RESOURCES
- WEEKLY COMPANION PODCAST

STEP INSIDE TARKANA

SCAN TO WATCH THE TRAILER

Your adventure begins here.

VISIT BOOTH

302

See a live preview and receive a *free copy of The Blue Witch.*

alane adams STUDIOS

Rise Up FOUNDATION

Creating stories that inspire young minds.

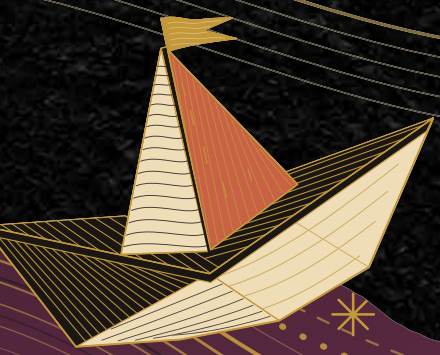
www.alaneadams.com

Save the Date

Words Make Worlds

2027 CHICAGO NCTE

ANNUAL CONVENTION
NOVEMBER 18 – 21



convention.ncte.org