

# THURSDAY FEATURED SESSION

9:30-10:45 A.M.

## A-FS.01 Corita Kent: With Love to the Everyday Miracle ROOM 258-A

**Sponsored by the Corita Art Center, Los Angeles, CA**

Join Corita Art Center Director Nellie Scott in a presentation of the notable artist, educator, and social justice advocate Corita Kent. Highlighting the ability of art as a tool for collective change, Scott will explore the prevalent themes throughout Kent’s artistic career and pedagogy.

**Presenter:** Nellie Scott, Director, Corita Art Center



NELLIE SCOTT

### ABOUT NELLIE SCOTT

Scott holds her degree in Art History from Portland State University and Szedeg University in Hungary, focusing on Indigenous Art and Social Practice. With art accessibility as a pillar of all of her professional endeavors, Scott has spent the last decade developing exhibitions and art education initiatives geared toward democratizing art engagement. Prior to holding the position of Director at the Corita Art Center, she served as an independent consultant and art advisor for a variety of public and private foundations, institutions, artists, and estates. With an entrepreneurial spirit, Scott has a history of building nonprofits and businesses successfully to meet mission and service. She currently serves on the Board of Councilors for the University of Southern California Roski School of Art and Design.

### ABOUT THE CORITA ART CENTER

The Corita Art Center maintains the largest and most comprehensive collection of work by iconic pop artist pioneer Corita Kent (1918-1986). The Center’s collection is comprised of Corita’s artwork, photographs, ephemera, and other archival material that visitors won’t see anywhere else. The Corita Art Center is dedicated to preserving and promoting Corita’s artistic and educational legacy as well as her passion for social justice. Today, the Corita Art Center oversees image and merchandising rights, produces public programming, supports exhibition loans, and serves as a resource for information about her life and work. The Corita Art Center is a project of the Immaculate Heart Community, which just celebrated its 50th anniversary.



**A.01 A Spiderweb of Agency: Fostering Conceptual Shifts and Teacher Agency in a Writing Project Graduate Degree**



**ROOM 251-A**

This panel presents person-based research about how teachers in a graduate degree sponsored by a writing project transformed their conceptions and practices of teaching writing over time, illustrating principles and practices of graduate-level teacher education that can foster meaningful change in how teachers see themselves and claim agency as writers, teachers, and researchers.

**Presenters:** Will Chesher, Miami University of Ohio  
Jason Palmeri, Miami University of Ohio

**A.02 Afro-Latinx and BIPOC Sueños: Implementing Bright Practices with Life Writing for Youth and Adults**



**ROOM 253-BC**

*Sponsored by the NCTE Assembly on American Literature*

This interactive session will consider texts, including challenged or banned texts, that invite opportunities to explore Afro-Latinx and BIPOC Sueños and to implement NCTE’s standards and Learning for Justice’s Social Justice Standards.

**Session Chair:** KaaVonia Hinton, Old Dominion University

**Roundtable Leaders:** Nicole Amato, University of Iowa,

“Gabby Rivera, *Juliet Takes a Breath*”

Michael Anderson, North Carolina State University, “Walter Dean Myers, *Bad Boy*”

Quanisha Charles, North Central College, “Austin Channing Brown, *I’m Still Here: Black Dignity in a World Made for Whiteness*”

Kalyn Coghill, Virginia Commonwealth University, “George M. Johnson, *All Boys Aren’t Blue*”

Tiffany Flowers, Georgia State University Perimeter College, “Malcolm X, *The Autobiography of Malcolm X: As Told to Alex Haley*”

Crag Hill, University of Oklahoma, “Nikki Grimes, *Ordinary Hazards*”

KaaVonia Hinton, Old Dominion University, “Veronica Chambers, *Shirley Chisholm Is a Verb!*”

Kristen Marakoff, Travelers Rest High, “Ta-Nehisi Coates, *Between the World and Me*”

Joaquin Munoz, University of British Columbia, “Indigenous Futurisms in *The Marrow Thieves*, *Apple in the Middle*, and *Healer of the Water Monster*”

Saba Khan Vlach, University of Iowa, Iowa City, “Jacqueline Woodson, *Brown Girl Dreaming*”

**A.03 Bringing to Light the Affordances of Video Self-Analysis with Preservice Teachers and Their University Supervisors**



**ROOM 256-A**

Building on Gholdy Muhammad’s *Cultivating Genius* framework, the researchers will discuss their experiences as university supervisors hosting monthly professional learning communities focused on video self-analysis and reflection with English education preservice teachers during their student teaching semester.

**Presenters:** Madison Gannon, University of Georgia, Athens  
Sarah Stice, University of Georgia, Athens  
William Wright, University of Georgia, Athens

**A.04 Catching the Light of Our Past and Finding Strength in Family Stories**



**ROOM 206-A**

Our panel will show how family cueñitos ignite our imaginations and allow us to create characters who carry the light of our ancestors. We’ll address the importance of family stories, the process of unearthing histories, and equip educators with ways of encouraging young readers to seek their own histories and share them before they’re lost forever.

**Presenters:** Marie Andrué  
Ruth Behar, Penguin Random House Books  
Adrianna Cuevas, Macmillan Children’s Publishing Group  
Alda Dobbs, Sourcebooks  
Margarita Engle, Simon & Schuster

## A SESSIONS — 9:30–10:45 A.M.

**A.05 Write On, Black Girl!: How a K–College Literary Journal Allows Black-Identifying Girls and Women to Control their Own Narrative**



**ROOM 210-B**

*Write On, Black Girl!* is a magazine that honors excellence in Black girl student writing from kindergarten to twelfth grade in the state of Connecticut. It is produced by preservice educators of color.

**Presenters:** Rhianna Bennett, University of Connecticut  
Jason Courtmanche, University of Connecticut  
Pascale Joachim, University of Connecticut  
Kiedra Taylor, University of Connecticut  
Christina Young, University of Connecticut

**A.06 Curing the Fake-Reading Epidemic through Choice: Students Discover Their Light and Voice through Workshop**



**ROOM 201-B**

Learn how the implementation of a reading-writing workshop model has helped remedy the fake-reading epidemic in senior English classes. Participants will gain insight into our day-to-day routine where a community of diverse learners empower one another to discover their light within. Participants will walk away inspired and with strategies to get students reading and writing beginning tomorrow.

**Session Chair:** Linda Rief, University of New Hampshire  
**Presenters:** Caitlin Evans, Monona Grove High School  
Michael Short, Perrysburg High School

**A.07 Dead Bodies and Danger: STEAMing toward the Light**



**ROOM 208-A**

Dead animals litter our roads—it's a compelling natural phenomena about which students care, give voice, and create solutions. Meet two seventh-grade teachers who turned a trade nonfiction book about roadkill into a cross-curricular unit that simultaneously engages reading, writing, communication, science, technology, engineering, and mathematics skills. Attendees also meet the book's author.

**Presenters:** Lauren Avant, Richmond Hill Middle School  
Ann Vitello, Richmond Hill Middle School/Bryan County Schools

**Tradebook Author/Illustrator:** Heather Montgomery

**A.08 Deepening Cultural Understanding and Critical Literacy with Graphic Novels**



**ROOM 253-A**

This presentation will show how graphic novels can reveal similarities and differences in cultural values presented more explicitly than regular texts because of the multimodal affordances of graphic novels. Using a variety of recent multicultural graphic novels, presenters will show that graphic novels are also a good way to bring the inquiry of critical literacy to secondary students.

**Presenters:** Boma Andrew-Jaja, Seattle Pacific University  
Xu Bian, Seattle Pacific University  
William Boerman-Cornell, Trinity Christian College  
Kristine Gritter, Seattle Pacific University  
Jennifer Haugen, College Place Middle School

**A.09 Exploring Definitions of Justice and How Our Identities Shape Those Ideas: Cultivating Our Sueños to Be Beacons of Light in Teacher Preparation**



**ROOM 252-B**

Despite guidelines for justice in ELA classrooms, teachers can still perpetuate injustice through curricular, pedagogical, assessment, and discretionary decisions. In this session, participants will use refined definitions of justice as beacons to prepare future teachers while surfacing, interrogating, and exploring the role of their identities in those definitions.

**Presenters:** Naitnaphit Limlamai, University of Michigan, Ann Arbor  
Elisabeth Spinner, Western Michigan University

**A.10 Filling Your Coaching Toolkit: Strategies to Disrupt Harmful Systems and Promote Agency**



**ROOM 203-B**

Leaders will explore ways to create conditions for growth by surfacing current realities, understanding how beliefs are created while fostering a safe space for teachers to grow. Leave with concrete strategies for brave teaching in a contentious environment.

**Presenters:** Heather Bixler, Beaver Area High School, “Lighting a Scaffolded Path away from Division and toward Empathy, Understanding, and Action”  
Aimee Firmani, Beaver Area School District, “Lighting a Scaffolded Path away from Division and toward Empathy, Understanding, and Action”  
Towanda Harris, Heinemann, “Filling Your Coaching Toolkit: Strategies to Disrupt Harmful Systems and Promote Agency”  
Tameka Thomas, Atlanta Public Schools, “Filling Your Coaching Toolkit: Strategies to Disrupt Harmful Systems and Promote Agency”

**A.11 The Refractive Power of Creative Writing: Bringing Student Ownership of Writing Identity Into the Light**



**ROOM 205-A**

How do we create a classroom community of students who collectively and collaboratively identify as writers? This session contains practical strategies and tools that unlock the power of a more inclusive, equitable approach to teaching writing that reaches all students. Creative writing instruction holds the key to illuminating student empowerment and voice in the classroom.

**Presenter:** Miriam Plotinsky, Montgomery County Public Schools

**A.12 From Dreams to Reality: How to Manifest the Light of the Profession in Collegial Practices to Support Curricular and Classroom Innovation**



**ROOM 202-A**

It is hard for educators to imagine or sustain work—to seek the light of progress—without a foundation of trust, collaboration, and community. In this interactive presentation, we will share a practical model that channels professional engagement into departmental practices and student projects that humanize learning, inviting participants to consider how they might do the same.

**Presenters:** Kerry Baird, Monroe-Woodbury High School  
Michelle Bulla, Monroe-Woodbury High School  
Holly Spinelli, Monroe-Woodbury High School

**A.13 From Mrs. Frisby to Fish in a Tree: An Analysis of Diversity in Fifth-Grade Read-Alouds**



**ROOM 209-A**

If we’re committed to diversity, why don’t our read-alouds always reflect that? In this session, we’ll present a diversity audit of texts read aloud by a national sample of fifth-grade teachers alongside our findings from focus groups. We’ll invite discussion: Why do we read what we do? Why do we sometimes opt for classics over newer texts? What makes us shy away from certain titles or topics?

**Presenters:** Margaret Barr, College of William and Mary  
Kristin Conradi Smith  
Craig A. Young, Bloomsburg University of Pennsylvania

## A SESSIONS — 9:30–10:45 A.M.

**A.14 Global Citizenship as Viewed by Academics and Intellectuals around the World during COVID-19 Pandemic: A Roundtable of the NCTE Committee on Global Citizenship**



**ROOM 261-B**

*Sponsored by the NCTE Standing Committee on Global Citizenship*

In this roundtable, academics, intellectuals, and writers around the world explore how the COVID-19 global pandemic has impacted denotation, connotation, and understanding of global citizenship. The future of global citizenship in literature and language education will be discussed to provide guidance.

**Session Chair:** Heerak Kim, Asia Evangelical College and Seminary

**A.15 Holding Our Own: How Teachers, Authors, and Librarians Can Fight Book Bans and Protect Diverse Curricula**



LGBTQIA+  
Rainbow

**ROOM 213-CD**

This session offers practical information about how to prevent, prepare for, and resist book challenges and censorship initiatives. Our panel consists of a library coordinator, a teacher librarian, a classroom teacher, and four award-winning authors whose books have been challenged. This collaboration is a reflection of how we must come together in support to fight for intellectual freedom.

**Presenters:** Becky Calzada, Leander Independent School District

Liz Seelig, Leander Independent School District

Julia Torres, Denver Public Schools

**Tradebook Authors/Illustrators:** George M. Johnson, Macmillan

Kyle Lukoff

Dashka Slater, Macmillan

Kelly Yang, Scholastic

**A.16 Illuminating Pedagogies: Centering Students and Well-Being**



**ROOM 206-B**

In this combined session, speakers will examine adult ESL learners, service-learning, and faculty-student relationships and the impacts on learning.

**Presenters:** Lisa Beckelhimer, University of Cincinnati, “Illuminating Social Justice through Service-Learning: Students Write and Act to Bring Brightness to Their Communities”

Cortney Holles, Colorado School of Mines, “Shining Light into the College Classroom: Fostering Faculty-Student Relationships for Well-Being”

Svetlana Mylnikova, University of New Mexico,

“Spotlighting ‘Dark’ Areas of Career Pathways

Programs via ZPD: Preparing Adult ESL Students for More Efficient Integration into the US Workforce”

Natalia Rud, Skagit Valley College, “Spotlighting ‘Dark’ Areas of Career Pathways Programs via ZPD: Preparing Adult ESL Students for More Efficient Integration into the US Workforce”

**A.17 Imagination as an Act of Empathy: Shedding Light on Character Analysis with the Language of Emotional Intelligence**



**ROOM 201-D**

Taking up narrative transportation theory, two high school English teachers consider how ELA students might develop empathetic and imaginative capacities as they interface with the lives and choices of fictional characters. Situating SEL in classroom literature revitalizes taken-for-granted concepts and yields a robust lens for character analysis.

**Presenters:** Maggie Quinn, Glenbard North High School  
Jessica Rochford, Glenbard South High School

**A.18 Lighting a Path: Building Young Writers’ Voices and Viewpoints through Cross-Country Collaboration**



**ROOM 201-C**

In this interactive session, two teachers from Oklahoma and New York present a cross-country collaboration that “shines light” on their students’ viewpoints through debate, collaborative writing, and sharing perspectives. Participants will walk away with tools, ideas, and strategies to consider how to create, revise, or enhance similar projects for their own classroom contexts.

**Presenters:** Shannon Altom, Bixby High School  
Amy Matthusen, East West School of International Studies

**A.19 Lighting the Way toward Digital Democratic Futures: Sharing Models of Multimodal Composition, Connection, and Care across the National Writing Project Network**



**ROOM 210-CD**

In an overwhelmingly digital world, ELA teachers seeking to demonstrate commitments to equity, justice, and antiracism must be ready to navigate and engage in multimodal discourse with students and each other about sensitive topics. This session will help them do that with helpful principles and strategies drawn from three innovative National Writing Project learning communities.

**Session Chair:** Nicole Mirra, Rutgers University

**Presenters:** Janelle Bence, New Tech High at Coppell  
Joe Dillon

Antero Garcia, Stanford University

Peter Haun, Oak Park Public Schools

Jeremiah (Remi) Kalir, University of Colorado, Denver

Christina Puntel, Carver Middle School

Mary Louise Richards, Anchorage School District

Molly Robbins, Cherokee Trail High School

Amy Stornaiuolo, University of Pennsylvania

**Respondent:** Christina Cantrill, National Writing Project

**A.20 Out of Darkness into the Light: The Role of Creative Writing in Prison and Beyond**



**ROOM 212-A**

This interactive session will explore strategies and challenges for teaching creative writing to incarcerated youth and adults. We will be joined by three formerly incarcerated writers who will offer examples of their work and discuss the role that creative writing opportunities played in offering light to their time behind bars. We will also offer specific lessons for mainstream classrooms.

**Session Chair:** Peter Williamson, Stanford

**Presenter:** Deborah Appleman, Carleton College

**A.21 Promoting a Classroom Culture of Empathy and Compassion through Diverse Picture Books**



Rainbow

**ROOM 252-C**

Social justice begins with understanding the “other,” and understanding must begin at the earliest age. Diverse picture books are the best vehicle for building a classroom culture of empathy and compassion. Five Latina authors will speak to the immigrant experience and the incredible benefits that communities and helping hands can bring to an immigrant’s search for light and hope.

**Tradebook Authors/Illustrators:** Alexandra Alessandri, Simon & Schuster/Sleeping Bear Press/Albert Whitman

Terry Catasús Jennings, Author, Member of Las Musas, SCBWi, Children’s Book Guild

Karina González, Macmillan

Monica Mancillas, Balzer + Bray/HarperCollins/  
Roaring Brook/Macmillan/Penguin Workshop/  
PenguinRandomHouse/Chronicle

NoNieqa Ramos, Lerner Books

Ana Siqueira, Beaming Books/Simon & Schuster/  
HarperCollins/Capstone/Barefoot Books

**A.22 Promoting Equity and Social Justice through Dialogic Teaching**



**ROOM 207-D**

In this session, you will learn about dialogic teaching and hear from teachers who engage in this practice.

**Presenters:** Alexander Harbour, Orange Center School District, “Creating Art, Reading Images, and Shining Bright: Deconstructing and Reconstructing Discourses for Equity”

Heidi Marchetti, Canterbury Elementary, “Shining a Light on Dialogic Teaching and Learning for Our Youngest Students”

Ruth Quiroa, National Louis University, “Fantasy for Social Justice: Fourth-Grade Students’ Responses to *A Wish in the Dark*”

Selena Van Horn, California State University, Fresno, “Creating Art, Reading Images, and Shining Bright: Deconstructing and Reconstructing Discourses for Equity”

Jongsun Wee, Pacific University, “Fantasy for Social Justice: Fourth-Grade Students’ Responses to *A Wish in the Dark*”

## A SESSIONS — 9:30–10:45 A.M.

### A.23 Purposeful Reflection on Literacy and Instructional Practices

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ROOM 210-A

Professional reflection is productive and engaging. Presenters share how they collaboratively engage in reflection to ignite and refine their instruction.

**Presenters:** Tracy Brosch, “In the Pursuit of Light: Literacy Plans through Collective Action, Teacher Leadership, and Responsivity”  
 Tiffany Clay, Clyde C. Miller Career Academy, “In the Pursuit of Light: Literacy Plans through Collective Action, Teacher Leadership, and Responsivity”  
 Diana Hammond, UMSL, “In the Pursuit of Light: Literacy Plans through Collective Action, Teacher Leadership, and Responsivity”  
 Janeen Pizzo, SUNY Brockport, “See the Light: Reclaim Your Agency and Up the Ante”

### A.24 Pursuing the Light in Book Selection and Critically Using Global Literature with Multilingual Learners In Elementary Classrooms

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ROOM 207-C

The need for teachers who can critically evaluate, select, and use texts that work for students is crucial. This session seeks to create a light for teachers and preservice teachers around topics of global text selection and evaluation—looking at elements of diversity, quality, developmentally appropriateness, and kid appeal to empower teachers to select titles for multilingual classrooms.

**Session Chair:** Jeanne Fain, Lipscomb University

**Presenters:** Sarah Duncan, Lipscomb University

Jeanne Fain, Lipscomb University

Molly Miller, J.E. Moss Elementary

Kahla Smith, J.E. Moss Elementary

### A.25 Pursuing the Light through Culturally Sustaining Writing Pedagogy—EQUITY in Action

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ROOM 208-B

As teachers, we see writing’s transformative power. So how can we foreground students’ voices to disperse light in our classrooms and schools? By putting EQUITY, an acronym for culturally sustaining writing practices, into action, we foreground students’ voices to foster writing. This presentation offers classroom strategies for dispersing the light through culturally sustaining writing.

**Presenters:** Ryan Mintz, Murray School District  
 Elizabeth Thackeray Nelson, Utah Valley University  
 Margaret Opatz, University of Utah

### A.26 Putting Assessment Practices Under the Spotlight

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ROOM 256-B

How can teacher educators move toward authentic, empathetic, equitable, and just assessment practices, and how can they help prospective teachers do the same? This session aims to help attendees advance their own practices and perspectives as they relate to assessment and, in turn, support prospective teachers in doing the same.

**Presenters:** Amanda Brewer, University of Central Missouri, “Seeing the Light in Students’ Writing: How Preservice Teacher Training Can Support Asset-Based Writing Evaluation”  
 Mike Cook, Auburn University, “Exploring Labor-Based Grading Contracts in Teacher Education and Secondary Classrooms”  
 Darren Crovitz, Kennesaw State University, “Exploring Labor-Based Grading Contracts in Teacher Education and Secondary Classrooms”  
 Jennifer Dail, Kennesaw State University, “Exploring Labor-Based Grading Contracts in Teacher Education and Secondary Classrooms”  
 Lindsey Ives, Auburn University, “Exploring Labor-Based Grading Contracts in Teacher Education and Secondary Classrooms”  
 Chelsea Everly Orman, University of Central Missouri, “Seeing the Light in Students’ Writing: How Preservice Teacher Training Can Support Asset-Based Writing Evaluation”

**A.27 Shining a Light on Digital Practices in Teacher Education**

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**ROOM 264-BC**

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

Members of the ELATE Commission on Digital Literacies and Teacher Education share research and teaching ideas for using digital literacies to shine a light on teacher education. The session includes two rounds of presentations by educators and researchers. Join us to learn how to harness digital literacies to help brighten these dark times for preservice and in-service teachers.

**Session Chairs:** Rick Marlatt, New Mexico State University  
Clarice Moran, Appalachian State University

**Roundtable Leaders:** Sean Adcroft, Manhasset Schools/  
Fordham University

Donna Alvermann, University of Georgia, Athens

Stefani Boutelier, Aquinas College

David Bruce, University at Buffalo

Nicole Damico, University of Central Florida

Jessica Eagle, North Carolina State University

Kari Enge, Texas Woman's University

Will Fassbender, Montana State University

Merideth Garcia, University of Wisconsin-La Crosse

Thor Gibbins, SUNY Oneonta

Jenevieve Goss, Kennesaw State University

Stephen Goss, Kennesaw State University

Mary Ellen Greenwood, Utah State University

Troy Hicks, Central Michigan University

Laura Jacobs, Towson University

Sara Kajder, University of Georgia

Benjamin Lathrop, Purdue University

Ryan Lewis, Ouachita Baptist University

Maureen McDermott, Independent Scholar

Christy McDowell, Henderson State University

Rick Marlatt, New Mexico State University

Janell Miller, North Carolina State University

Clarice Moran, Appalachian State University

Brady Nash, University of Texas

Ian O'Byrne, College of Charleston

Tonya Perry, University of Alabama at Birmingham

Amanda Plaizier, Utah State University

Mary Rice, University of New Mexico

Ryan Rish, University at Buffalo, SUNY

Brad Robinson, Texas State University

Aimee Hendrix Soto, Texas Woman's University

Sunshine Sullivan, Houghton College

Kristen Turner, Drew University

Carl Young, North Carolina State University

Lauren Zucker, Northern Highlands Regional High School/  
Fordham University/Drew University

**A.28 Shining a Light on Rural YA Literature: Presenting the Winners of the Whippoorwill Award for Rural Young Adult Literature**

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**ROOM 262-B**

The Whippoorwill Award for Rural Young Adult Literature recognizes exceptional books representing rural people and places. In this panel, Whippoorwill committee members present the most recent winning titles and discuss the importance of recognizing exemplary texts that tell stories of rural places with invited authors including Darcie Little Badger, Nora Shalaway Carpenter, Carly Heath, and Jeff Zentner.

**Presenters:** Jill Bindewald, Oklahoma State University  
Devon Brenner, Mississippi State University

Kate Kedley, Rowan University

Nick Kleese, University of Minnesota

Chea Parton, The University of Texas at Austin

Jennifer Sanders, Oklahoma State University

Stephanie Short, University of North Georgia

**Tradebook Authors/Illustrators:** Darcie Little Badger

Nora Shalaway Carpenter

Carly Heath

Jeff Zentner

**A.29 Shining the Light in Nontraditional Educational Spaces: Healing Pedagogies in English Education**

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Rainbow

**ROOM 211-B**

What does humanizing pedagogy look like in nontraditional English educational K–16+ spaces? As we continue to dream about love, care, and healing in our learning communities, four educators examine unexplored spaces and critically reflect with participants about humanizing practices. Lastly, we share artifacts from enacted curriculums that center student identities.

**Session Chair:** Limarys Caraballo, Teachers College,  
Columbia University

**Presenters:** Katie Harlan Eller, Teachers College,  
Columbia University

Chiara Fuller, Teachers College, Columbia University

Eun Bee Kim, Teachers College, Columbia University

Diana Liu, Teachers College Columbia University



## A SESSIONS — 9:30–10:45 A.M.

### A.30 Sight Unseen: Supporting Visual Literacy to Students with Visual Impairments

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#### ROOM 261-A

This session offers classroom activities for university students that keep Universal Design Learning principles in mind, specifically for students with visual impairments (SwVI)—a student population largely ignored. These activities are designed so SwVI can have an equal path to access as sighted students, but also so university faculty and students will be more aware of the issues SwVI face.

**Session Chair:** Cheryl Hogue Smith, Kingsborough Community College, CUNY

**Presenters:** Esther M. Gabay, Kingsborough Community College, CUNY, “Building Accessibility into the Structure of Our Pedagogy”

Rebecca Penrose, California State University, Bakersfield

Cheryl Hogue Smith, Kingsborough Community College, CUNY, “The Art of Alt-Text: Students Writing for Students with Visual Impairments”

### A.31 Spark the Human Connection: Fueling Energy-Giving Relationships in School and Beyond

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#### ROOM 251-B

Communities thrive when members feel seen, heard, understood, and uplifted. In these literal and figurative spaces, connection, joy, and purpose become fuel for learning. Join us as we explore classroom, student-led, and collegial communities, sharing specific examples and actionable tips for creating spaces where personal and collective learning are centered and sustained.

**Presenters:** Pamela Koutrakos, Allendale School District  
Melanie Meehan, Corwin Press

Christina Nosek, Lucille Nixon School

Maria Walther, Maria P. Walther LLC

### A.32 The Humor, the Heavy, and the Hope: Using Literature to Tackle Tough Topics

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LGBTQIA+

NWP  
NATIONAL WRITING PROJECT

#### ROOM 263-A

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.

**Presenters:** Raymond Epps, Augusta University

Jenna Gurley, Augusta University

Rebecca Harper, Augusta University

Marlynda Holley, May River High School

### A.33 The North Star: Centering Antibias and Antiracism in Your Classroom and School Community

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Rainbow

#### ROOM 212-B

Join antibias and antiracist practitioners as we identify and explore texts, student work, and original units of study that address the spectrum of understanding and concretizing ABAR theory in the classroom.

**Presenters:** Tiffany Jewell, *This Book Is Antiracist*, The Quarto Group

Liz Kleinrock, Heinemann/Teach and Transform

shea martin, The Ohio State University

Henry Cody Miller, SUNY Brockport

Kassandra Minor, The Minor Collective

### A.34 We’ll Keep the Light On: The Power of Networks during Difficult Days

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NWP  
NATIONAL WRITING PROJECT

#### ROOM 213-A

NWP Writing Project site leaders will share a variety of successful online networking activities that connected educators during the COVID-19 pandemic. Through a range of online opportunities, teachers across the South were able to engage, learn, and work together on areas of interest. Presenters will highlight the positive outcomes for teachers and engage participants in discussions to replicate.

**Presenters:** Rebecca Kaminski, Clemson University

Mary Parker, The University of Mississippi

Tobi Pirolla, Clemson University

Ellen Shelton, The University of Mississippi

**A.35 With(in), alongside, and between: Creating Humanizing Writing Experiences for Youth in School-Adjacent Spaces**



**ROOM 203-A**

This session represents ways of using community resources to support schools and classroom educators in creating humanizing writing experiences for youth to help them realize their sueños of, and through, writing. We explore how womanist, feminist, Black, Chicana, and sociocultural perspectives inform the design and understanding of writing spaces for healing, transformation, and self-authoring.

- Session Chair:** Sarah Beck, New York University  
**Presenters:** Sarah Beck, New York University, “Co-constructing Identities as Writers and Teachers in the Youth Online Writers Web”  
 Tracey Flores, The University of Texas at Austin, “Creating Our Brave Space: Latina Girls and Women Authoring Their Lives”  
 Latrise Johnson, University of Alabama, “(Re)Writing as a Womanist: Cultivating Humanizing Literacy Experiences for Black and Queer Youth in and on the Edges of School”  
 Christina Rodriguez, New York University, “Co-constructing Identities as Writers and Teachers in the Youth Online Writers Web”  
 Scott Storm, New York University, “Co-constructing Identities as Writers and Teachers in the Youth Online Writers Web”

**A.36 “You Ever Think of Getting Out of Here?” Exploring Rural Voices and Communities in Diverse English Classrooms**



**ROOM 202-B**

Rural communities are often portrayed as dead ends, but reality is more complex for the youth that call them home. This session explores three different ways teachers in Utah centered rurality in their diverse English classrooms through the young adult novel *The Serpent King* and discussions of culturally distinct contexts of community and identity, challenging rural stereotypes in the process.

- Presenters:** Ren Hatt, Green River High School  
 Rachel Knecht, University of Nevada, Reno  
 Kaylee Smedley, Provo High School  
**Respondent:** Dawan Coombs, Brigham Young University

**A.37 Poster Session**

**ACC NORTH, PREFUNCTION AREA, SECOND FLOOR**

**Poster 1—Fostering Empathy and Understanding in Rural Community Schools through Diverse Children’s Literature**



This poster presents the results of a case study examining the beliefs and experiences of elementary educators in rural, predominately white schools as they utilize multicultural children’s literature. Teachers’ motivation to engage in this work, perceived opportunities and challenges, and effective instructional strategies were identified through analysis of survey and focus group data.

- Presenters:** Madeleine Israelson, College of Saint Benedict  
 Terry Johnson, College of Saint Benedict

**Poster 2—Honoring Our Voices: Art and Place in the ELA Classroom**



Arts-integrated, place-based projects create space for expanded notions of literacy in the English language arts classroom. Participants in this session will consider how to support students in explorations of place that build students’ capacity to honor diverse voices.

- Presenters:** Jessica Gallo, University of Nevada, Reno  
 Bailey Herrmann, University of Wisconsin Oshkosh

**Poster 3—Job-Embedded Professional Development: A Pathway to Improving Teachers’ Text-Based Writing Instructional Capacity**



Professional development has the potential to improve middle school English teachers’ ability to teach text-based writing, a particularly difficult form of academic composition with which many students struggle. Through this poster presentation, you will learn how to design and use job-embedded PD to enhance the text-based writing instructional capacity of middle school English teachers.

- Presenter:** Kevin Kendrick, Johns Hopkins University

## A SESSIONS — 9:30–10:45 A.M.

**Poster 4—More Than a Jack-of-All-Trades: Substitute Teaching as a Cyclical Experience**E  
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This poster focuses on the current need for substitute teachers and the dialogue about what language arts teachers most desire for their substitute teachers to accomplish in the classroom when they are out, whether that be for a day or an extended absence. An interactive Q&A section of my poster board will address topics between teachers and substitutes.

**Presenter:** Elizabeth Whitehead, Independent Scholar, Virginia (Northern Virginia, Public School)

**Poster 5—Pursuing the Light in the Darkness of YA Dystopian Literature: Helping Students Better Their Worlds in a Project-Based Learning Unit**M  
S  
TE

This poster session provides educators with a compelling infographic reflecting an engaging PBL unit comprised of data-driven best practices and some of the most contemporary and award-winning young adult dystopian literature. Extensive handouts of recommended readings and internet resources are provided so colleagues can immediately utilize information upon returning to the classroom.

**Presenter:** Jennifer Kirchoff, Le Moyne College

**Poster 6—The 1,000 Books before Kindergarten Movement: Supporting Early Literacy and Nurturing a Lifelong Love for Reading**

The 1,000 Books before Kindergarten foundation does important work promoting reading to children starting in their youngest years. Their simple, accessible, and fun approach to intentional language exposure in the early years provides engaging opportunities to build foundational literacy skills that will sustain and support readers, setting them up for success during critical early childhood years.

**Presenter:** Samantha Cronin, University of Minnesota

**Poster 7—What Book Are You Reading Today? Teachers Explain Their Multicultural Book Choices**

E



In this poster session, we will present preliminary findings of our doctoral study which will investigate the integration of multicultural literature utilized in classroom libraries and within the curriculum. Through an examination of lesson materials, classroom observations, teacher interviews, and document review, we will examine how and to what extent teachers integrate multicultural texts.

**Presenters:** Xavier Bradley, Augusta University  
Lauren Davis, Augusta University  
Rebecca Harper, Augusta University  
Porsha Stephens, Augusta University

**A.38 Making It Personal: Narrative Stories in the Classroom**

G

**ROOM 202-B**

Eric Gansworth and Daniel Nayeri discuss how using personal narratives in the classroom can encourage social emotional learning—and help teens better understand—historical events. The panel will address how reading personal narratives can help teens to reenvision their personal stories as part of the larger historical narrative.

**Session Chair:** Ramona Caponegro, University of Florida

**Presenter:** Antonio Gonzalez-Cerna, LQ

**Tradebook Authors/Illustrators:** Eric Gansworth, Author  
Daniel Nayeri

**A.39 Open Windows, Open Minds: Developing Antiracist Students**

G

**ROOM 213-B**

Open Windows, Open Minds is an interactive workshop session that will build on the concept of Windows and Mirrors to explore why learning to appreciate the experiences and perspectives of Black and Brown people in literacy instruction is essential for our White students.

**Presenter:** Afrika Afeni Mills, “Open Windows, Open Minds: Developing Antiracist Students”

**B.01 Are Your Words Like My Words? Accessing Your Inner Light through Poetry**

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TE

**ROOM 207-A**

Do we see the world the same way? Do you see what I see? How do you shine your light? Writing poetry alongside students enriches the student-teacher relationship as they share a creative and life-affirming activity. This panel of teacher/authors will offer strategies for encouraging you and your students to express their individuality through creative poetic writing.

**Session Chair:** Margaret Simon, Iberia Parish Gifted Program

**Presenters:** Mary Lee Hahn, Clintonville Resource Center Kids Clubs

Laura Shovan, Houghton Mifflin Harcourt/Clarion  
Margaret Simon, Iberia Parish Gifted Program

**B.02 Be Brave: MG Books That Inspire Young Readers to Work for Change in Their Own Lives and the World around Them**

M

**ROOM 208-A**

Educator Katrina Webber will moderate a discussion with middle-grade authors Chrystal Giles, Karen Strong, Laurel Snyder, Jessica Vitalis, and Kelly Yang, exploring how their stories can serve as beacons of hope and change when it comes to addressing issues such as bullying, sexism, gentrification, racism, and poverty.

**Session Chair:** Katrina Webber, Dublin City Schools

**Tradebook Authors/Illustrators:** Chrystal D. Giles  
Laurel Snyder, Chronicle Books  
Karen Strong, Simon & Schuster  
Jessica Vitalis, HarperCollins  
Kelly Yang, Scholastic

**B.03 Big-Hearted Read-Aloud: Using Picture Books as a Vehicle for Literacy Learning, Social Comprehension, and SEL**

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**ROOM 207-C**

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ELATE  
LGBTQIA+  
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Rainbow  
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The session offers strategies, structures, and lessons through a broad array of stories centered on various identities, and we invite educators to continuously center the students in their classrooms and continue to seek texts that allow our children to see themselves. We will provide brief explanations of instructional methods, grab-and-go reading and SEL strategies, restorative circle practices, etc.

**Presenters:** Dana Clark, Gravity Goldberg LLC  
Keisha Smith-Carrington, Princeton Public Schools  
Jigisha Vyas, Calvin Coolidge Elementary

**B.04 Birds Aren't Real: Literature as Truth and Light in Dark Times**

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**ROOM 212-A**

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LGBTQIA+  
LLA  
Rainbow

Presenters in this session will offer attendees hands-on opportunities for exploring the ways literature illuminates truth and for teaching students to be critical consumers and creators of online information. Our keynote, award-winning children's author Carol Lindstrom, will speak about the unique role picture books can play in critiquing and responding to disinformation.

**Session Chair:** Glenda Funk, Highland High School

**Roundtable Leaders:** Glenda Funk, Highland High School

Joel Garza, Greenhill School, Addison, TX, "Netflix and Skill: Interrogating the Political Impact of Stories in Our Down Time"

Jori Krulder, Paradise High School, "Teaching Research and Media Literacy Skills through Podcasting"

Erica Lopez

Stefanie Plato, Highland High School, "Rumor Has It: Literature as Illumination in the Age of Disinformation"

Ami Szerencse, Schurr High School

Marcela Valadez, Montebello USD

**Tradebook Author/Illustrator:** Carole Lindstrom, Macmillan Children's Books

### B.05 Creating a Framework for Healing: Engaging Students' Socioemotional Well-Being

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ROOM 212-B

Indigenous literature, centering love, and fostering mental wellness can serve as windows into SEL. Presenters offer tools, materials, and interventions for teachers.

**Presenters:** Tiffeni Fontno, Boston College, “What’s Love Got to Do with It: Creating a Framework for Love-Informed Teaching”

Nicholl Montgomery, Boston College, “What’s Love Got to Do with It: Creating a Framework for Love-Informed Teaching”

### B.06 Empowering Students' Voices through a Framed Story Structure

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NWP

NATIONAL WRITING PROJECT

ROOM 208-B

Learn how a framed story structure helps students reflect on significant people, events, and places in their lives. This strategy empowers students' voices as they describe why/how these meaningful people/events/places influence their views of social justice issues. Classroom teachers describe their use of a framed story structure to teach memoir and reader responses to multicultural literature.

**Session Chair:** Beverly Ann Chin, University of Montana

**Presenters:** Beverly Ann Chin, University of Montana  
Dana Haring, Kalispell School District

Stephanie Swigart-Bell, Montana Office of Public Instruction

### B.07 Finding the Light in All Students through Conferring

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ROOM 206-A

Educators can tap into the light within each student through the power of conferring. Participants will learn how to use a variety of conferences to build upon student academic strengths, create pathways to learning, and discover the stories inside each child that reveal their identities that make them unique. Attendees will leave equipped to put what is learned into practice immediately.

**Presenters:** Kristen Forth, Rockwood School District  
Stefanie Steffan, Rockwood School District  
Stacey Taylor, Rockwood School District

### B.08 From Access to Equity: Lighting a Path to Support Diverse Students' Success in Advanced High School English Classes

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NWP

NATIONAL WRITING PROJECT

ROOM 201-B

Three teachers and a university professor share strategies to make advanced high school classes accessible and equitable for students from diverse racial, cultural, linguistic, and socioeconomic backgrounds. Learn practical approaches—for universities, schools/districts, departments, PLCs, and classroom instruction—to support access and equity in AP, dual-credit, and other advanced classes.

**Session Chair:** Margaret Perrow, Southern Oregon University

**Presenters:** Teresa Connelly, Grants Pass High School, “Step to the Side, Shakespeare—the Defenders of Diversity Are Here!”

Kelly Fogg-Johnson, Phoenix High School, “Dual Credit Is for Everyone”

Merrilyne Lundahl, Southern Oregon University  
Camille Schuler, South Medford High School, “Acculturation: From Theory to Practice”

**B.09 Harnessing the Light and Power in Mentor Texts: New Possibilities for Young Writers (A Conversation with Matt de la Peña, Corinna Luyken, and Sarah Cordova)**



**ROOM 213-CD**

Award-winning authors Matt de la Peña (*Last Stop on Market Street*) and Corinna Luyken (*The Tree in Me*) sit down with Sarah Cordova, director of Literacy Matters, to discuss utilizing Matt and Corinna's texts (including their newest collaboration, *Patchwork*) to foster powerful and purposeful writing instruction and the beautiful journey each child takes as they stitch together their very own story.

**Session Chair:** Sarah Cordova, Literacy Matters

**Tradebook Authors/Illustrators:** Matt de la Peña, Penguin  
Corinna Luyken, Dial/Penguin

**B.10 Honoring the Light with Equitable Grading Practices**



**ROOM 209-B**

This session offers practical ideas to create more equitable grading models, including alternative forms of student evidence.

**Presenters:** Joshua Kunnath, Highland High School,  
“Rethinking the F Word: Exploring Equitable Grading Practices and Student Failure Rates”

Hunter Reardon, Palo Alto Senior High School, “Grade for Equity in Your Classroom Today!”

**B.11 Humanizing Adolescents with Addictions through Authorship, Teaching, and Research**



**ROOM 201-C**

Utilizing stories about the impact of substance use disorders in our classrooms is important as the United States faces a national opioid crisis. This panel features author Mindy McGinnis discussing her novel *Heroine*, a librarian who used *Heroine* in a YAL elective course, and teacher-researchers who discuss the importance of centering humanizing narratives about addiction in ELA curriculum.

**Presenters:** Arianna Banack, University of Tennessee,  
Knoxville

Brandi Hartsell, Halls High School

Mindy McGinnis, HarperCollins

Daniel Moore, University of Colorado, Boulder

Amanda Rigell, University of Tennessee, Knoxville

**B.13 Leveraging Teacher Collaboration to Facilitate Authentic Student Voices: Podcasting as a Vehicle for Change in the 21st-Century Classroom**



Rainbow

**ROOM 203-A**

When students star in their own podcasts, they are able to find and strengthen their voice. Combining research, synthesis, and narrative into a passion project allows students to shine a light onto their experiences and communities. Drawing on our multiyear success in the NPR Student Podcast Challenge, we will share our strategies to guide your students to create engaging and meaningful podcasts.

**Presenters:** Sophia Faridi, J. Sterling Morton East High School

Sarah Lorraine, J. Sterling Morton East High School

Jeremy Robinson, J. Sterling Morton East High School

Mark Sujak, J. Sterling Morton East High School

**B.14 Lighting a Path: Children’s Literature and the Pursuit of Critical Practice****G****TE****R**

Rainbow

**ROOM 203-B**

This session brings to light ways to engage with children’s literature to enact critical and reflective practices in teaching. Presenters offer local and global perspectives of equity and social justice.

**Presenters:** Jamie Caudill, Georgia Gwinnett College, “Integrating Social Justice Themes into Elementary Education Teacher Preparation”

Xenia Hadjioannou, Pennsylvania State University, Harrisburg, “Illuminating a Social Justice Pathway for Preservice Teachers through Children’s Literature”

Deborah Jane, University of Minnesota, “Lighting Up the World: Globalizing Rural Teacher Training Programs”

Kathrina O’Connell, Bemidji State University, “Lighting Up the World: Globalizing Rural Teacher Training Programs”

Christine Reilly, Georgia Gwinnett College, “Integrating Social Justice Themes into Elementary Education Teacher Preparation”

Meghan Valerio, Kent State University, “Illuminating a Social Justice Pathway for Preservice Teachers through Children’s Literature”

**B.15 Lighting Different Ways: Unsettling and Indigenizing Pandemic Pedagogies in Writing and English Studies****C****TE****ROOM 210-A**

This panel offers the audience stories and strategies for unsettling and Indigenizing teaching practices at both the classroom and the departmental levels. Panelists discuss our collective work to survive, recover, and heal from the ongoing impacts of both the COVID-19 pandemic and the legacies of settler colonialism while simultaneously building communities of care and support for our students.

**Presenters:** Everardo Cuevas, Michigan State University, “Antiracist (Hi)Story Lessons: The Need for Contextualization in Developing Racial Self-Awareness in the Teaching of Writing”

Cathryn Jennings, Hamline University, “Caring for Their Stories: Compassionate Methodology in the Writing Classroom”

Jaquetta Shade-Johnson, University of Missouri, “Adapting Experiential and Land-Based Pedagogical Practices in the English Studies College Classroom in the Time of COVID”

**B.16 Literature as Light: Children’s Books Beckoning the Stories of Young Writers****E****ELATE****ROOM 207-B**

Participants in this session will consider ways that children’s literature shared through classroom spaces has the potential to offer affirmation of different identities in ways that invite personal writing. Picture books, early readers, and middle grade texts will be examined through dialogue, opportunities for writing, and as a springboard for participants to reflect on their own practice.

**Presenter:** Mary Ann Cahill, Bellarmine University

**B.17 “Power in Identity”: Finding Light and Hope through Criminal and Social Justice in AP Language and Composition****S****ROOM 263-A**

In 2022, it has never been more important to teach our students about social and criminal justice, and AP English Language and Composition is the perfect place to do so. Our students, still reeling from the effects of the pandemic, need to see individuals struggle, endure, and triumph. Attend this session for a detailed unit involving Bryan Stevenson’s *Just Mercy* and popular, high-interest texts.

**Presenters:** Darren Bosch, Mamaroneck High School  
Hannah Krafchick, Mamaroneck High School  
Evan Madin, Mamaroneck High School  
James Short, Mamaroneck High School

**B.18 Pursuing the Light of Teen Empowerment**

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**Rainbow**

**ROOM 210-B**

This panel discusses various ways educators can help teens overcome the fear of alienation by peers. These include modeling encouraging behavior, including diverse books in the classroom, and creating a safe environment where teens can be their authentic selves while embracing the nuances of their diverse experiences.

**Presenters:** Zabé Ellor, Roaring Brook Press  
Carly Heath, Soho Teen  
Brandie June, CamCat Books  
Naz Kutub, Bloomsbury YA  
Emery Lee, Author  
Alexandra Overy, Inkyard Press  
Liza Wiemer, Delacorte

**B.19 Pursuing the Light through Laughter**

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**S**

**ROOM 201-A**

Teachers know humor reaches and heals students but aren't always sure where to start. In this session, three authors/performers/teachers discuss concrete ways to create space for humor and joy in lessons and the classroom, provide the opportunity for attendees to try their hand at creating light through laughter together, and offer a list of choice books that use laughter to heal.

**Presenters:** Nicole Kronzer, Champlin Park High School/  
Henry Abrams, Inc.  
Laura Zimmermann, Dutton Books/Penguin Random  
House

**B.20 Pursuing the Light! Teaching Next Generation Genres**

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**NWP**  
**NATIONAL WRITING PROJECT**

**ROOM 201-D**

This panel is about teaching writing to harness our students' energy, curiosity, lived experience, light, and love. We offer a genre framework for designing and implementing a secondary writing curriculum, focusing on helping students gain the experience they need to write with confidence in academic and civic life. Using genre in the classroom reconnects students to the beautiful writing world.

**Session Chair:** Jessica Early, Arizona State University  
**Presenters:** Amber Curlee, Arizona State University  
Jessica Early, Arizona State University, "Pursuing the Light! Teaching Next-Generation Genres"  
Rosanne Orta, Alhambra High School  
Heather O'Loughlin, Horizon High School  
Ginette Rossi, Arizona School for the Arts

**B.21 Rekindling Student and Teacher Light**

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**LLP**

**NWP**  
**NATIONAL WRITING PROJECT**

**ROOM 213-A**

In the midst of uncertainty and stress during the pandemic, our lights—students' and teachers' alike—may have dimmed. Together, we will take a breath and reflect through writing and learning how to build toward a mindful ELA classroom.

**Presenters:** Jodi Baker, Anoka-Hennepin District #11, "Reflections on Teaching: Rekindling Our Light"  
Shannon Galvan, The University of Texas at Austin, "Together We're Able to Navigate This Crazy Year': Early-Career Literacy Teacher Coaching in the Midst of a Global Pandemic"  
Jessica Murdter-Atkinson, The University of Texas at Austin, "Together We're Able to Navigate This Crazy Year': Early-Career Literacy Teacher Coaching in the Midst of a Global Pandemic"  
Gabrielle Plastrik, Charles Wright Academy, "Mindfulness in the ELA Classroom"



### B.22 Using Critical Literacy to Support Students' Awareness, Action, and Advocacy Related to Social Justice Concerns

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#### ROOM 202-B

The Justice Scholars program in an urban school provides students with a unique opportunity to develop as advocates for social justice issues and agents of change through learning research skills and writing individualized research projects grounded in their own community realities, interconnecting academic and authentic experiences to cultivate a more scholarly understanding of the issues.

**Presenters:** Angela Flango, Pittsburgh Public Schools  
Sean Means, Pittsburgh Public Schools  
Esohe Osai, University of Pittsburgh

### B.23 Using Restorative Circles to Illuminate Student Voices and Bring People Closer Together

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#### ROOM 211-A

Restorative Circles serve to build brave spaces for the voices of students to be heard and understood. As educators committed to the sueños of a community of belonging and dignity, we will center this session around actively experiencing Restorative Circles and exploring the power of talk to illuminate the stories of learners of all ages, and receiving tools for immediate implementation.

**Presenters:** Kelly Horalek, Lindbergh School District  
Sara Levine, Lindbergh School District  
Jeremy Mapp, Kirkwood/Lindbergh School District  
Jessica Ostrich, Lindbergh School District  
Sarah Valter  
Natalie Weems

### B.24 You Too Can Wear the Mask: Illuminating Superhero Narratives as Justice-Oriented Pedagogies in the ELA Classroom and Beyond

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Rainbow

#### ROOM 211-B

In this session, six educators invite practitioners to reimagine curricular ideas and content centered on empowerment and adolescence and how those ideas are presented to youth through a variety of superhero narratives, including young adult literature, comics, film, and graphic novels.

**Presenters:** Javier Del Riego, University of Florida  
Christian Hines, The Ohio State University  
Jillian Miley, P.K. Yonge Developmental Research School at the University of Florida  
Henry Cody Miller, SUNY Brockport  
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida  
René M. Rodríguez-Astacio, California State University, Fresno  
Mario Worlds, University of Florida

### B.25 Making Space for Light: Focusing on What Matters Most to Become a Better, More Efficient, and Responsive Teacher

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#### ROOM 213-B

While the last three years have seen much darkness for educators, they have also seen an explosion of new voices offering fresh solutions to old problems and finding ways to be at once more effective, efficient, and equitable. This session, led by three practicing teachers, focuses on key rising pedagogical ideas that can help teachers work faster, be better, and create classes that work for all.

**Presenters:** Matthew Johnson, Ann Arbor Public Schools, "Making Space for Light: Focusing on What Matters Most to Become a Better, More Efficient, and Responsive Teacher"  
Matthew Kay, Stenhouse Publishers, "Making Space for Light: Focusing on What Matters Most to Become a Better, More Efficient, and Responsive Teacher"  
David Stuart, Cedar Springs High School/Corwin Literacy, "Making Space for Light: Focusing on What Matters Most to Become a Better, More Efficient, and Responsive Teacher"

**C.01 2022 Notable Children’s Books in the Language Arts Session****ROOM 210-CD****Sponsored by the NCTE Children’s Literature Assembly**

This session will highlight 30 books that best exemplify the criteria established for the Notables Award. Books considered for this annual list are works of fiction, nonfiction, and poetry written for children, grades K–8. NCBLA 2022 Committee members will share their insightful reviews of each book and suggested instructional strategies for each book.

**Presenters:** Vera Ahiyya, Brooklyn Arbor Elementary  
Patrick Andrus, Prairie View Elementary School  
Dorian Harrison, The Ohio State University at Newark  
Laretta Henderson, Eastern Illinois University  
Janine Schall, University of Texas Rio Grande Valley  
Kathryn Will, University of Maine, Farmington

**C.02 Beyond Belief: Enacting within and Innovating beyond Our Beliefs about Methods Courses and Field Experiences in English Education****ROOM 264-BC****Sponsored by the ELATE Commission on Methods Teaching and Learning**

The ELATE Commission on Methods Teaching and Learning presents four concurrent roundtables discussing the ways in which instructors of Methods of Teaching English courses are both critically enacting and innovating beyond our newly revised NCTE Position Statement, *Beliefs about Methods Courses and Field Experiences in English Education*, in the development of new English teachers.

**Presenters:** Jessica Gallo, University of Nevada, Reno  
Christopher Parsons, Keene State College

**Roundtable Leaders:** Alison Bright, University of California, Davis, “Writing as a Torch: Processing Trauma through Writing Instruction”  
Rebecca Chatham-Vazquez, Arizona State University, “Collaborative Teaching to Build Community and Increase Flexibility in Preservice Teachers”  
James Chisholm, University of Louisville, “When Methods Courses Go Public. . . and Gradeless: Making Authenticity and Equity Central to Teacher Preparation”

Mike Cook, Auburn University, “When Methods Courses Go Public. . . and Gradeless: Making Authenticity and Equity Central to Teacher Preparation”

Katharine Covino-Poutasse, Fitchburg State University, “Making It Count: Authentic, Real-World Assessments, and Experiences in Special Methods”

Will Fassbender, Montana State University, “Rural Sense of Belonging and English Curricula”

Michelle Fowler-Amato, Old Dominion University, “Seeking Radical Healing and Reinvention: Restorative English Education in Practice”

Jessica Gallo, University of Nevada, Reno, “Beyond Belief: Enacting within and Innovating beyond Our Beliefs about Methods Courses and Field Experiences in English Education”

Bailey Herrmann, University of Wisconsin, Oshkosh, “Developing a Multiliteracies Approach with ELA Teachers”

Amber Jensen, Brigham Young University, “Navigating the Transition into the Teaching Profession through Dialogic Reflection”

William Kerns, University of Arkansas at Little Rock, “Responding to Pressures from the ‘Science of Reading’ Debates”

Allison Wynhoff Olsen, Montana State University, “Rural Sense of Belonging and English Curricula”

Melinda McBee Orzulak, Bradley University, “Planning for Joy: Frameworks and Strategies for Making Time for Joy and Play in the Capstone Methods Course and Field Experiences”

Christopher Parsons, Keene State College, “Enacting within and Innovating beyond Our Beliefs about Methods Courses and Field Experiences in English Education”

Nora Peterman, University of Missouri-Kansas City, “Tweets as Informational/Nonfiction Texts: Meeting Content Standards Using Social Media in the Methods Course”

David Premont, Purdue University, “Wrestling with Professional Teacher Identity”

Laura Renzi, West Chester University, “Expanding the Idea of ‘Reading’ for Preservice Teachers in the ELA Classroom”

Todd Reynolds, University of Wyoming, “Supporting Interpretation during Student Teaching: Lighting the Way toward Student-Led Interpretations of Literary Texts”

Leslie Rush, University of Wyoming, “Supporting Interpretation during Student Teaching: Lighting the Way toward Student-Led Interpretations of Literary Texts”

Melanie Shoffner, James Madison University, “Pedagogical Care and Preservice Teachers”

Maja Teref, University of Chicago Laboratory School, “Planning for Joy: Frameworks and Strategies for Making Time for Joy and Play in the Capstone Methods Course and Field Experiences”  
 Connor Warner, University of Utah, “Tweets as Informational/Nonfiction Texts: Meeting Content Standards Using Social Media in the Methods Course”

**C.03 Bringing Classroom Anti-Fatness Out of the Darkness and Into the Light**



**ROOM 211-B**

This presentation aims to illuminate the issue of anti-fatness in the classroom, and hopes to define for teachers of English and literacy the problems of fatphobia, anti-fatness, and intersections of identity that these oppressive paradigms share.

**Presenters:** David Bowles, University of Texas Río Grande Valley  
 Kelly Love, West Auburn High School  
 Caitlin O’Connor, Hommocks Middle School  
 Heather Perez, Solano Community College

**C.04 Creative and Poetic Language to Engage Students and Teachers**



**ROOM 213-A**

Through the use of documentary poems, novels in verse, and creative writing units, the presenters provide attendees with literacy practices to expand students’ literacies.

**Presenters:** Carlina Duan, University of Michigan, “‘Speaking Nearby’: Teaching Documentary Poetry in a Community-Engaged Writing Context”  
 Janis Harmon, The University of Texas at San Antonio, “Novels in Verse: An Enlightened Experience”  
 Miriam Martinez, The University of Texas at San Antonio, “Novels in Verse: An Enlightened Experience”  
 Rebecca Stortz, The University of Texas at San Antonio, “Novels in Verse: An Enlightened Experience”  
 Rashanna Tice, The University of Texas at San Antonio, “Novels in Verse: An Enlightened Experience”  
 Kia Turner, Stanford Graduate School of Education, “The Making of Abolitionist Classroom Community: How to Dovetail Critical Collective Practices in the English Classroom with Writing of the Self”  
 Marcy Wilburn, The University of Texas at San Antonio, “Novels in Verse: An Enlightened Experience”

**C.05 Critical Media Literacy Brings Social and Environmental Justice into K–16 Classrooms**



**ROOM 211-A**

This session explores the importance of teaching critical media literacy (CML) to prepare students to make sense of the messages that surround them and create media that can confront the omissions and misinformation they encounter. Educators from elementary school to higher education share their experiences, student examples, and resources for teaching reading and writing through a CML Framework.

**Session Chair:** Jeff Share, University of California, Los Angeles

**Presenters:** Andrea Gambino, University of California, Los Angeles  
 Jennifer Mead, Palms Middle School  
 Amber Medina, Dr. Owen Lloyd Knox Elementary School  
 Melina Melgoza, Los Angeles Unified School District  
 Scott Moss, University of California, Los Angeles

**C.06 Cuentos: A Path to the Creative Process for Discovering Our Sueños, the Light in Our Dreams**



**ROOM 208-A**

Approximately twenty diverse artists shared their creative process through their cuentos to serve as creative sages encouraging middle school students and community members to do the same. In this session, we will share the experiences, lessons, and strategies used, along with some of the participants’ cuentos and their journeys as they shed light on their creative process.

**Session Chair:** Roxanne Henkin, The University of Texas at San Antonio Emeritus

**Presenters:** Ilna Colemere, National Writing Project  
 Aurelia Davila de Silva, San Antonio Public Schools  
 Roxanne Henkin, The University of Texas at San Antonio Emeritus

### C.07 Culture over Everything: Radical Teaching, Lived Experiences, and Authentic Literacies in the 21st Century



**ROOM 209-A**

*Sponsored by the NCTE Early Career Educator of Color Award*

This panel features year-long projects developed by our 2021 Early Career Educator of Color (EC-EOC) leadership award recipients. Our presenters have created teacher-scholar projects that explore innovative teaching methods, authentic literacies, and lived experiences for students.

**Session Chair:** Tiffany Armstead-Flowers, Georgia State University, Perimeter College

**Presenters:** Tiffany Armstead-Flowers, Georgia State University, Perimeter College

Gabby Bachoo, Gov. William Pitkin School

Briana Morales, Gordon Bush Alternative Center

Darius Wimby, DeKalb County School District

**Respondent:** Andy Chen, John Burroughs School

### C.08 Different Languages as Bright Stars for Students: The Importance of Multilingualism in the Classroom



**ROOM 206-B**

Our panel consists of four picture book and chapter book authors who were emergent bilinguals, and whose stories incorporate their home languages. In our discussion of multilingual texts as bright stars for students, we will discuss the emotions of an emergent bilingual student's experiences and how educators can use multilingual texts to help students feel welcomed and affirmed.

**Presenters:** Alexandra Alessandri, Simon & Schuster/  
Sleeping Bear Press/Albert Whitman

Reem Faruqi, Author

Aya Khalil, Tilbury House

Terry Catasús Jennings, Author, Member of Las Musas, SCBWi, Children's Book Guild

### C.09 Grappling with the Literature



**ROOM 212-A**

Graduate school can be a daunting space. Even grad students can benefit from the kind of scaffolding that sheds light on processes of researching and grappling with academic literature. In this session, participants will try out one researcher's process and original graphic organizer for grappling with the literature, as well as share their own ideas for organizing and utilizing research.

**Presenters:** Crag Hill, University of Oklahoma  
Shelly K. Unsicker-Durham, University of Oklahoma  
Michelle Boyd Waters, University of Oklahoma

### C.10 Humanizing People, Practices, and Policies: Pursuing the Light of Justice in an Urban School District



**ROOM 203-A**

Literacy education researchers developed a year-long humanizing professional learning community (HPLC) to promote equitable education among 100 practicing educators. Our HPLC, which took place in an urban school district, cultivated humanizing distance learning (HDL) pedagogies with/in an intergenerational community of educators. Findings illuminate the need for long-term HPLC spaces.

**Presenters:** Keisha McIntosh Allen, University of Maryland, Baltimore County  
Sakeena Everett, University of Connecticut  
Kindel Nash, Appalachian State University

### C.11 Humanizing Writing Experiences



**ROOM 203-B**

In this session, you will learn to engage middle and secondary students in writing and creating around their humanizing experiences.

**Presenters:** Erica del Riego, St. Brendan High School, "The Light of Gratitude: Using Family Interview Projects to Introduce Oral History into the ELA Classroom"  
Maria Martin-Diemer, Gadsden Independent Schools, "'Look, and Look Again': Acts of Noticing as Humanizing Writing Instruction in K-12 ELA Classrooms"  
Mary Neville, New Mexico State University, "'Look, and Look Again': Acts of Noticing as Humanizing Writing Instruction in K-12 ELA Classrooms"  
Nicholas Thomas, Santa Teresa High School, "'Look, and Look Again': Acts of Noticing as Humanizing Writing Instruction in K-12 ELA Classrooms"

**C.12 Illuminations: *The Inquisitor's Tale* as a Model for Making Marginalia, Mineral-Based Pigments, and the Poetry of Light**

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**ROOM 208-B**

Explore the intersections of literature and science in this hands-on, practical guide to project-based learning! Panelists will share a sixth-grade investigation into illuminated letters, sketchnoting, and color theory. Whether or not you teach *The Inquisitor's Tale*, participants will take home practical strategies for incorporating illuminated letters and marginalia in your own classrooms.

**Presenters:** Laura Page, Atrium School  
Julia Schroeder, Atrium School

**C.13 Let's Talk about Race: Supporting Sustained Professional Development for Pre-K–8 Classroom Teachers in Texas**

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**ROOM 207-B**

We are school and university teacher educators who developed a professional development (PD) series titled “Talking about Race” that has been taking place over the course of the 2021-22 school year. We share the results of our PD, including resources, barriers, and transformations in teacher development in a political moment that has threatened to silence educators who prioritize racial equity.

**Presenters:** Annie Daly, The University of Texas at Arlington  
Wendilyn Ilund, Round Rock Independent School District  
Amy Prescott, Round Rock Independent School District  
Wideline Seraphin, The University of Texas at Arlington  
Alice Strenger, Round Rock Independent School District

**C.14 Lighting the Way to Information Literacy: Writing Faculty and Librarian Collaboration**

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**ROOM 210-A**

This panel explores how we might bring about change in regards to research and information literacy in university libraries and first-year writing curriculum. We explore the benefits of moving beyond previously entrenched practices and emphasizing faculty-librarian collaboration as a means of enhancing students' information literacy.

**Session Chair:** Jennifer Johnson, University of California, Santa Barbara

**Presenters:** Rebecca Greer, University of California, Santa Barbara  
Jennifer Johnson, University of California, Santa Barbara  
Nicole Warwick, University of California, Santa Barbara

**C.15 Lights, Camera, Action!**

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**ROOM 209-B**

Explore student short films as well as *Retro Report's* library of short-form films and leave with the resources to get students to create their own short identity films.

**Presenters:** Lauren McClanahan, Western Washington University, “Resemblances: Using Cross-Cultural Filmbuilding to Co-Create Identity through Film”  
David Olson, *Retro Report*, “Start with Story: Driving Inquiry through Film with *Retro Report*”

**C.16 Locating the Self in Space and Place: The Politics of Home in Middle Grade and Young Adult Literature**

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This session considers the politics of home in MG and YA literature across multiple genres written by own story authors. It centers antiracist frameworks to explore how fiction for young people reflects varying, but always political, conceptions of home; how teachers and students might examine these conceptions through literature; and how readers might find or make home in the stories they read.

**Session Chair:** Wendy Glenn, University of Colorado Boulder

**Presenters:** Arianna Banack, University of Tennessee, Knoxville  
Erica Caasi, University of Colorado Boulder  
Ricki Ginsberg, Colorado State University  
Andrea LeMahieu Glaws, University of Colorado Boulder  
Wendy Glenn, University of Colorado Boulder  
Daniel Moore, University of Colorado Boulder  
Francisco Torres, Kent State University

**C.17 Love, Light, and Literacy through Book Clubs and Expanding Libraries**  
**G**  
**ROOM 263-A**

Join this co-led session with a focus on youth-led book clubs and learn how to collaborate with the school librarian to enrich students' reading experience both in and out of the classroom.

**Presenters:** Tracy Becker, St. Joseph High School, "Love, Light, and Literacy: Building School Library and ELA Classroom Connections"

Jamie Culver, St. Joseph High School, "Love, Light, and Literacy: Building School Library and ELA Classroom Connections"

Jody Polleck, Hunter College, CUNY, "Bringing New Light into Youth-led Book Clubs: Developing Literacies and Centering Emotional and Identity-Based Engagements through Texts and Talk"

**C.18 Mirrors, Windows, and Mentors: Humanizing the Writing Curriculum through Critical Mentor Text Sets**  
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**ROOM 201-B**

How can we humanize the writing curriculum so it illuminates students' identities? Teachers can use culturally and linguistically diverse texts to create critical mentor text sets that mirror students' identities, provide windows into the experiences of others, and mentor their writing. Participants leave this presentation with critical mentor text lists and a process for developing their own.

**Presenters:** Ryan Mintz, Murray School District  
 Elizabeth Thackeray Nelson, Utah Valley University  
 Margaret Osgood Opatz, University of Utah

**C.19 Moving beyond Lip Service to Create Antiracist, Humanizing English Classes**  
**E**  
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**ROOM 206-A**

Classes can be places for abolitionist, antiracist work. The tools of literacy instruction can be used to trouble inequitable systems. A framework for students to examine race issues and challenge racism, social, and linguistic injustices will be presented. Teachers walk away with methods for "flipping" their existing curriculum. Resources for translanguaging and multimodal content will be shared.

**Presenters:** Jelbin DeLaCruz, Teaching Matters, Inc.  
 Reshma Ramkellawan-Arteaga, Teaching Matters, Inc.  
 Maria G. Underwood, Teaching Matters, Inc.

**C.20 NCTE22 Black Roundtable**  
**G**  
**ROOM 213-CD**

**Rainbow** The Brown Bookshelf will continue to build community and encourage dialogue between Black authors and teachers working to provide increased visibility and access to works exploring the breadth of the Black experience. Participants will discuss these books and ways they can be used to bring light to their students and classroom.

**Presenters:** Paula Chase, Author/Co-Founder The Brown Bookshelf  
 Leah Henderson, Penguin Random House/Sterling Children's Books/Atheneum/Simon & Schuster  
 Kelly Starling Lyons, Penguin Young Readers  
 Ebony Elizabeth Thomas, University of Michigan  
 LaMar Timmons-Long, New York City Department of Education  
 Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books

### C.21 Out of Darkness: Using Social Emotional Learning and Trauma-Informed Orientations for Teacher Education



ROOM 207-D

Using SEL and trauma-informed frameworks, presenters will examine literacy theory, practice, and instruction that prepare ELA teachers to meet challenges created by trauma.

**Presenters:** Quintin Bostic, Georgia State University, “Project E.A.S.E.L: A Literacy Program Focused on Equity, Awareness, and Social-Emotional Learning”  
Benjamin Lathrop, Curriculum & Instruction, “A Healing Light: Integrating Trauma-Informed Instruction into the Student Teaching Experience”  
Marcus North, Elevated Ed, “Project E.A.S.E.L: A Literacy Program Focused on Equity, Awareness, and Social-Emotional Learning”

### C.22 Powerful Community Partnerships: Sonando A Lado de Families and Communities



ROOM 207-A

*Sponsored by the NCTE Elementary Section*

This session brings together teachers, parent advocates, researchers, and teacher educators with strong personal commitments to working alongside youth, families, and communities. Through our collaborations, we work toward the creation of partnerships that are humanizing and built on the cultural, linguistic, and familial strengths of communities.

**Session Chair:** Tracey Flores, The University of Texas at Austin

**Presenters:** Tracey Flores, The University of Texas at Austin

Laura Gonzales, University of Florida

Mohit Mehta, The University of Texas at Austin

Ana Whited, Austin Independent School District

**Respondent:** Gerald Campano, University of Pennsylvania

### C.23 Representations of Black and Indigenous Voices in YA Literature and Comics/Graphic Novels



ROOM 213-B

This session examines humanizing, affirming, and empowering representations of Black and Indigenous youth in comics, graphic novels, young adult literature, and other multimodal, contemporary texts.

**Presenters:** Michael Crowther, Bishop’s College School, “(Re) Appropriating the Story: Indigenous Graphic Novels and Decolonizing the Text”

Christian Hines, The Ohio State University, “Can’t Stop Our Shine! Exploring and Illuminating Visual Representations of Black Girls as Superheroes in Comics and Graphic Novels”/ “Reflections and Refractions: Shining a Light on Depictions of Black Love in YA Novels in the ELA Classroom”

Doricka Menefee, “Reflections and Refractions: Shining a Light on Depictions of Black Love in YA Novels in the ELA Classroom”

### C.24 Rising from Darkness: Destigmatizing the Adolescent Mental Health Experience with Brave Voices in MG and YA Literature



ROOM 210-B

A panel of acclaimed authors will discuss the importance of literature featuring authentic characters struggling with mental health. In our classrooms, where the number of students affected by mental health challenges is rising, there is a critical need for educators to expand classroom practice so that students struggling with mental health can find reflections of their own experiences.

**Presenters:** Rocky Callen, Candlewick Press  
Nora Shalaway Carpenter, Candlewick Press  
Alecia Dow-Hirt, Author  
Sonia Patel, Sonia G. Patel, M.D., Inc.  
Marcella Pixley, Candlewick Press/Carlisle Public Schools  
Ebony Stewart, Candlewick Press

### C.25 Shining a Light on Digital Literacies in a Post-Truth World: Next-Level Grammar for a Digital Age



#### ROOM 202-A

Digital tools and communication can strengthen students' understanding of contextual language use. In this session, we will explore common language moves through various online mediums (such as TikTok and memes) using an applied grammar perspective. Participants will be introduced to specific lessons and projects that can help students practice savvy language use through digital media.

**Presenters:** Darren Crovitz, Kennesaw State University  
Michelle Devereaux, Kennesaw State University  
Clarice Moran, Appalachian State University

### C.26 Teaching Audio Rhetoric: How to Perform Close Readings on Audio Texts



#### ROOM 201-C



For educators passionate about multimodality, the audio mode is powerfully relevant and engaging for students. Where visual rhetoric offers a framework to understand how images make arguments, audio rhetoric covers the same idea in ways unique to the mode of sound. Using close reading, this presentation shares the fundamentals of audio rhetoric to equip educators to confidently teach audio texts.

**Presenters:** Danah Hashem, Lexington Christian Academy  
Anne Mooney, Malden High School

### C.27 Turning Dreams into Reality: Creating Innovative Spaces in Unexpected Places



#### ROOM 212-B

Foregrounding the voices and stories of children, our Summer Camp for Emergent Bilinguals and Williams Family Multicultural Literacy Collaborative serve as beacons of light with the “potential to transform ourselves, our students, and our communities.” Using multicultural literature to connect with Pre-K-12 students, we describe the creation of these unique opportunities on our university's campus.

**Presenters:** Bettie Parsons Barger, Winthrop University  
Erin Hamel, Winthrop University

### C.28 Using Children's Literature to Support Cultural Consciousness and Connections



#### ROOM 207-C

This session discusses ways that children's literature can be used to enhance children's connection to their cultural and linguistic heritage and to promote greater critical and social consciousness.

**Presenters:** Sally Brown, Georgia Southern University, “梦 (Dreams): Chinese American Children Connect to Their Cultural and Linguistic Heritage”  
Maria Garcia, Washington State University, “Culturally Conscious and Social Conscience Award-Winning Children's Literature”  
Ling Hao, University of South Carolina, “梦 (Dreams): Chinese American Children Connect to Their Cultural and Linguistic Heritage”  
Jane Kelley, Washington State University, “Culturally Conscious and Social Conscience Award-Winning Children's Literature”  
Saba Khan Vlach, The University of Iowa, “Pedagogical Possibilities with Culturally Conscious Picture Books Centering South Asian American Youth”  
Rong Zhang, Purdue University, “梦 (Dreams): Chinese American Children Connect to Their Cultural and Linguistic Heritage”



**C.29 Poster Session****ACC NORTH, PREFUNCTION AREA, SECOND FLOOR****Poster 1—Connecting the Canon to Student Communities: Using *Fahrenheit 451* to Light Exploration of Present-Day Conformity and Rebellion**

This poster presentation highlights practices used in one secondary English classroom to create space for students to explore relevant issues in their communities alongside more classic works of literature. It also walks visitors through setting up such practices in their own classrooms.

**Presenter:** Nicole Ryan, Stevenson High School

**Poster 2—Diverse Reads: Free Reading Passages That Reflect All of Our Students**

Rainbow

Diverse Reads is a new initiative in partnership with Eastside Freedom Library that provides teachers with free, authentic, diverse reading passages across both fiction and nonfiction genres. During this session, teachers will gain access to the website, learn how to create and save collections, and collaborate with fellow teachers on ways to incorporate the passages into existing or new lessons.

**Presenter:** Ruby Hogen-Chin, Diverse Reads

**Poster 3—Lighting the Spark of Student Ownership through Prior-Knowledge Scaffolding**

NATIONAL WRITING PROJECT

This poster session will show the phases of a literature and writing unit that launches with students' prior knowledge and self-selected inquiry. Throughout the unit, students engage in levels of critical thinking that develop ownership of learning.

**Presenter:** Karen Yelton-Curtis, Fresno Unified School District

**Poster 4—Pursuing the Light: Extinguishing the Darkness of Prejudice Surrounding Marginalized Adolescent Identities in a Young Adult Literature Course**

LGBTQIA+

This poster session provides educators with an engaging infographic reflecting an extensive young literature curriculum comprised of data-driven best practices and utilizing some of the most contemporary, diverse, and award-winning young adult literature. Colleagues will also receive extensive handouts reflecting recommended readings and internet resources, which can be used immediately in class.

**Presenter:** Jennifer Kirchoff, Le Moyne College

**Poster 5—Sunnyside Inspirations: Using Irving's *The Sketch Book* to Inspire the Light in Middle Level/Secondary Creative Writers**

Washington Irving was a great storyteller whose writing was influenced by the people and places he encountered. Students will be inspired by using Irving's *The Sketch Book* as a mentor text to shine their own lights in this unique creative writing unit which allows them to experiment through a series of literary sketches and a short story—all cataloged in their own virtual Sketch Books.

**Presenter:** Michele Connors, Pocono Mountain School District

**Poster 6—Teaching Trauma in the Secondary Classroom**

Trauma is a force that impacts every human personally. As such, trauma-informed curricula are excellent methods of generating understanding in terms of both literary- and self-analysis. The concept requires deliberate decision making, but, structured effectively, a trauma-informed classroom can enhance learning in a variety of ways.

**Presenter:** Matthew Kimball, Montgomery Bell Academy/Columbia University

### D.01 “A Healing Place for the Soul”— Literature as Remedy

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ROOM 209-B

Biblioguidance (n): The use of literature to help navigate life challenges. This interactive session invites teachers to explore the biblioguidance model as a strategy for social-emotional learning. Participants will experience the magic of the “literary matchmaking process,” as well as explore ideas for incorporating biblioguidance practices into their existing curriculum.

**Presenters:** Julie Meiklejohn, La Junta High School  
Jennifer Ritter, La Junta High School

### D.02 All Not Lost, in the “Lost Year” of Learning

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ROOM 207-D

There’s a pandemic-era narrative that school children experienced “learning loss” or a “lost year.” But research indicates that children adapted and even thrived in a digital environment. In this session, presenters will discuss how we build on the momentum of learning in a hybrid or online environment through digital media.

**Presenters:** Meredith Dutra, Scarsdale High School  
Susan Luft, Scarsdale Public Schools  
Edgar McIntosh, Scarsdale Public Schools  
Paul Tomizawa, Edgewood Elementary School  
William Yang, Scarsdale Public Schools

### D.03 Antibias and Antiracist Theories and Methods for Responsive and Responsible Literacy Teacher Education

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ROOM 201-D

How might literacy teacher educators bring theoretical work to action? The presenters will introduce frameworks for understanding Blackness, unpacking bias, and teaching literacy in historically responsive and responsible ways.

**Presenters:** Shamaine Bertand, The College of New Jersey, “Black Gaze Framework: Centering and Celebrating Blackness in English Language Arts Secondary and Elementary Education for Liberation”  
Macie Kerbs, Sam Houston State University, “Identity Exploration with Preservice Teachers: Bringing Light to Meaningful Antiracist Work”

Cori McKenzie, SUNY Cortland, “Lighting the Way with *Cultivating Genius*: Pre- and Inservice Teachers Using Muhammad’s Historically Responsive Pedagogy to Move toward Antiracist Pedagogies”

Kisha Porcher, University of Delaware, “Black Gaze Framework: Centering and Celebrating Blackness in English Language Arts Secondary and Elementary Education for Liberation”

Heather Pule, University of Houston, Clear Lake, “Identity Exploration with Preservice Teachers: Bringing Light to Meaningful Antiracist Work”

Joe Sweet, University of North Carolina, Pembroke, “Lighting the Way with *Cultivating Genius*: Pre- and Inservice Teachers Using Muhammad’s Historically Responsive Pedagogy to Move toward Antiracist Pedagogies”

### D.04 Antiracist Work at a Conservative Suburban Middle School

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ROOM 208-B

LGBTQIA+

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This session will describe how a group of educators created an Equity Committee aimed at building systems to improve the academic and social-emotional lives of BIPOC students at their school. We will provide guidance for educators who are interested in ABAR work but are asking themselves, “Where do I begin?”

**Presenters:** Sidonie Chhetri, Canyon Vista Middle School  
Sara Dietert, Round Rock Independent School District  
Miles Phillips, Round Rock Independent School District

### D.05 Be(com)ing Antiracist Teacher Educators in Predominantly White Institutions (PWIs): A Collaborative, Hermeneutic Inquiry

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ROOM 203-B

This collaborative, hermeneutic inquiry among white teacher educators at PWIs asks: “How do we do antiracist teacher education without enacting racial ignorance and doing epistemic harm to our students of color?” This interactive session aims to imagine antiracist educational futures, where self-interrogation of white perspectives and ways of knowing is a critical component of teacher education.

**Presenters:** Ashley Boyd, Washington State University  
Caroline Clark, The Ohio State University  
Mike Cook, Auburn University  
Adam Crawley, University of Colorado, Boulder  
Rachel Skrlac Lo, Villanova University  
Ryan Rish, University at Buffalo, SUNY

### D.06 Better and Brighter Together: Teacher Book Clubs as Catalysts for Curricular Change



#### ROOM 211-A

Presenters provide the frameworks, titles, content, questions, curriculum guides, and activities of three different teacher professional book clubs of diverse, classroom-appropriate books. Attendees may use these materials in their classrooms and/or to host book clubs of their own. We argue that changing the curriculum is possible when teachers work together through such professional book clubs.

**Session Chair:** Kati Macaluso, University of Notre Dame

**Presenters:** Meghan Kuehnle, The Ohio State University

Michael Macaluso, University of Notre Dame  
Kelly Waller, Carmel Clay Schools

### D.07 Bilingual Identities and Text as a Gateway to Equity in Bilingual Literacy Education



#### ROOM 210-CD

The papers in this panel collectively shine a light on the the possibilities for emergent bilinguals to connect and expand their identities when engaging with texts. By decentering monolingualism and creating literacy learning spaces that build upon emergent bilinguals' multifaceted identities and resources, we offer an expansive view of literacy(ies) instruction that disrupts traditional norms.

**Presenters:** Laura Ascenzi-Moreno, Brooklyn College  
Cecilia Espinosa, Lehman College, CUNY

Tracey Flores, The University of Texas at Austin  
Luz Herrera, California State University, Channel Islands

Emily Machado, University of Wisconsin-Madison  
Sandra L. Osorio, Erikson Institute Chicago

### D.08 Bright Lights on a Burning Planet: Teaching Critical Media Literacy via Environmental Documentary Film



#### ROOM 212-A

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



Making a case for bringing environmental issues into the English language arts classroom, this panel shares how teachers can use documentary film to teach critical media literacy, rhetorical awareness, and environmental literacy. Attendees will leave with valuable resources on media literacy that may be used to transform classrooms into luceros in their communities.

**Presenters:** Chris Bass, University of Illinois at Chicago  
Russell Mayo, Chicago Public Schools

Luke Rodesiler, Purdue University Fort Wayne

**Respondent:** Andrea Gambino, University of California, Los Angeles

### D.09 Changing School Cultures: Centering Language, Literacy, and BIPOC Student Voice



#### ROOM 201-A

*Sponsored by the NCTE Early Career Educators of Color Leadership Award*

This panel features projects developed by winners of the 2021 NCTE Early Career Educator of Color Leadership Award. Each project focuses on changing school cultures in meaningful and lasting ways and offers practical takeaways for any educator seeking to improve literacy education, support the needs of BIPOC students, center social justice, and elevate student voice.

**Session Chair:** Andy Chen, John Burroughs School

**Presenters:** Jeffrey Cabusao, Bryant University  
Andy Chen, John Burroughs School

Alethea Maldonado, Lockhart Junior High, "We Are Multilingual Writers . . . of Social Justice: Building Identity, Fluency, and Advocacy through Critical Writing"

Dillin Randolph, "Black Lives Ain't Never Gonna Matter in the Classroom until Black English Does"

Lydia Saffery, Waianae High School, "Get off the Carousel: Creating a Sustainable School Culture to Support Literacy Acquisition"

Zoe Zander, "Plant, Water, Grow: Creating a Culture of Empathy from the Ground Up"

**Respondent:** Jeffrey Cabusao, Bryant University

### D.10 Coming of Age in a Complex World: The Honest Stories We Need to Hear and Tell

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#### ROOM 202-B

What are the honest stories our students need now, as they navigate adolescence during this unprecedented time? Drawing on research that reframes adolescence and resources from Facing History and Ourselves' ELA collection, this session prepares educators to bring the practice of authentic and honest storytelling to their classrooms to spark joy, develop agency, and cultivate strong communities.

**Presenters:** Nikysha Gilliam, Susan Miller Dorsey High School  
Arisela Hernandez, Facing History and Ourselves  
Beth Lammers, Huntington Beach High School  
Deidre Powell, California Connections Academy

### D.11 Connecting with Students through Reading and Writing

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#### ROOM 207-C

In this session, one presenter shares classroom vignettes and discusses forming connections with students, inspiring them to read and write. Another presenter explores how five primary teachers went “deeper” in their read-alouds with diverse books to engage their students in critical thinking and conversations. The third presenter shares real-life stories about students from a Title I school and the impact that their personal experiences have on their education.

**Presenters:** Stephanie King, Granger High School, “‘How Was Your Weekend?’ The Curb-Cut Effect of Relationships before Instruction on a Monday Morning”  
Sarah Reid, Illinois State University, “‘Why Can’t We Go a Little Bit Deeper?’: How Primary Teachers Add Layers of Complexity in Their Read-Alouds with Diverse Books”  
Justin Stygles, Lyseth Elementary, Portland Public Schools, “One Candle Lights Our Candelabra—Connectedness and Inner Sueños through Context, Empathy, and Compassion”

### D.12 Cultivating Hope: Teacher Strategies to Support and Inspire Each Other

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#### ROOM 213-A

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NATIONAL WRITING PROJECT

After the past two-and-a-half years, all instructors can use strategies to bolster their own, and their colleagues' well-being. Presenters share how they engaged and energized themselves as humans through building community, resilience, and hope.

**Presenters:** Jill Davidson, Anglophone West School District, “The Curiosity Crew: How We Formed a Virtual Educator Learning Community (and why you should too)”  
Kitty (Mary) Donohoe, Roosevelt Elementary, “The Curiosity Crew: How We Formed a Virtual Educator Learning Community (and why you should too)”  
Brent Gilson, Westwind School Division, “The Curiosity Crew: How We Formed a Virtual Educator Learning Community (and why you should too)”  
Kate Hertz, Geneva High School, “Daring to H.O.P.E. and Dream: Exploring Purpose and Challenges in English Instruction”  
Francine McVeigh, Fran McVeigh LLC, “The Curiosity Crew: How We Formed a Virtual Educator Learning Community (and why you should too)”  
Cindy O'Donnell-Allen, Colorado State University, “Moving from Collective Trauma into Collective Light”  
Molly Robbins, Cherokee Trail High School, “Moving from Collective Trauma into Collective Light”  
Sara Salvato, Geneva High School, “Daring to H.O.P.E. and Dream: Exploring Purpose and Challenges in English Instruction”  
Susan Vincent, Miami University, “The Curiosity Crew: How We Formed a Virtual Educator Learning Community (and why you should too)”

### D.13 Disrupting Oppressive Solidarities through Literature and Literacy Instruction

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ROOM 212-B



This session will shed light on oppressive solidarity paradigms in the English language arts classroom via literature, pedagogy, and systemic intersections (education, criminal justice, etc.). Educator-participants will answer the following: How can an English classroom become a beloved community that holds its members accountable for self-knowledge and growth?

**Presenters:** Carrie Mattern, Carman-Ainsworth High School

Caitlin O'Connor, Hommocks Middle School  
Holly Spinelli, Monroe-Woodbury High School  
Tony Sun, Liberty Avenue School, NYCDOE

### D.14 Diverse Jewish Voices in the Classroom: A Festival of Literary Light

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ROOM 211-B



Join diverse award-winning Jewish authors, including a librarian, a reading specialist/former teacher, and a literary agent, as we explore ways to enrich your students' learning with a sparkling array of Jewish literary voices that uplift, challenge, entertain, and invite new perspectives. A Festival of Literary Light!

**Presenters:** Bridget Hodder, Vanderbilt University  
Susan Kusel, Temple Rodef Shalom Library  
Rachael Maria Romero, Random House  
Sarah Pripas-Kapit, Penguin Random House

### D.15 Growing Advocacy Online: Bringing Together Teachers, Researchers, Families, and Communities to Advocate for Authentic Writing Instruction

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ROOM 206-A

**Sponsored by the ELATE Commission on Writing Teacher Education**

How can we share ideas about our experiences with, and our visions for, teaching writing in a public space? Join editors, authors, and reviewers from the writing advocacy blog, *Writers Who Care*, to discuss, write, and bring together voices from across communities and to inspire real change in writing instruction.

**Presenters:** Sarah Donovan, Oklahoma State University  
Lauren Esposito, Marywood University  
Charlotte Land, Pennsylvania State University  
Kira LeeKeenan, California State University, Fullerton  
Dominique McDaniel, Kennesaw State University  
Margaret Simon, Iberia Parish Gifted Program  
Amy Vetter, University of North Carolina, Greensboro

### D.16 Guiding Writers to Shore: Connecting the Social-Emotional Needs of Learners through a Vibrant Community of Secondary Schools Writing Centers

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ROOM 203-A

Secondary school writing center directors will reflect on the pandemic's impact on student emotions and relationships, highlight ways their centers have served as lighthouses for students as they reconnect to social settings, and celebrate the various strategies used to create safe spaces within their school communities. Opportunities for sharing of voices and resources will be emphasized.

**Session Chair:** Georganne Nordstrom, University of Hawaii at Manoa

**Presenters:** Heather Barton, Secondary ELA  
Vivian Blair, NACAC  
Lauren Wilkie, Chicago Public Schools

### D.17 Indigenous Perspectives on Thanksgiving and the American Story

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#### ROOM 201-B

The “first Thanksgiving” narrative most Americans learned in school is American foundational mythology popularized in the 19th century that is problematic to both Native and non-Native students alike. It minimizes the effects of colonization on Native peoples and also contributes to implicit biases. This panel of Native authors explores new materials on this story created from Native perspectives.

**Presenters:** Alexis Bunten, Bioneers  
Danielle Hill, Mashpee Wampanoag Tribe  
Chris Newell, Akomawt Educational Initiative  
Anthony Perry, Author

### D.18 Interrogating Our Identities to Shine a Light on Our Practice

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Rainbow

#### ROOM 208-A

Panelists will discuss how they have unpacked and interrogated their own identities in order to create identity-affirming spaces within the often historically embedded racist barriers of our school systems. Attendants will leave having done work “LIVE” alongside panelists in the form of engaging with texts and personal writing with the space to share and engage in discourse.

**Presenters:** Sara Ahmed, Catherine Cook School  
Chad Everett, Horn Lake Middle School  
Pernille Ripp, Global Read Aloud/Passionate Learners

### D.20 Literature as Light: Inspiring Inquiry through Critical Conversations

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#### ROOM 201-C

Join us as we discuss intentional practices to honor students’ multifaceted identities, inquiries, and ideas. We will share how we engage students in literature-based critical conversations to illuminate topics such as inclusion, equity, and justice, inspiring them to see and be the light as they take action to make a difference in their lives, the lives of others, and the broader world.

**Presenters:** Daniel Hoilett, Brushy Creek Elementary School, Greenville County School District  
Katie Kelly, Furman University  
Alyssa Likens, Gable Middle School  
Reilly Mahan, Jesse Bobo Elementary  
Brianna Wallace, Legacy Early College

### D.21 More Light to Read By: Building Community and Peer Relationships through School-Wide Summer Reading



#### ROOM 202-A

High school English teachers and their school librarian share strategies to invigorate summer reading and establish a community of readers from the first day of school. Presenters will share their experiences in creating a school-wide book club. Participants will leave with samples of multigrade activities and discussion tips, as well as suggestions for creating their own large-scale book clubs.

**Presenters:** Charity Cantey, Louisiana State University Laboratory School  
 Tamara Empson, Louisiana State University Laboratory School  
 Matthew Lavergne, Louisiana State University Laboratory School  
 Anne McConnell, Louisiana State University Laboratory School  
 Emily Peters, Louisiana State University Laboratory School  
 Candence Robillard, Louisiana State University Laboratory School

### D.22 Shedding Light on the Transition to College Writing: An Interactive Panel by the Writing Program at the University of Southern California



#### ROOM 210-A

This audience-inclusive panel hosted by five instructors from the Writing Program at the University of Southern California aims to start a conversation about how both secondary and postsecondary composition instructors can better ease students' transition to college-level writing. Brief (five-minute) presentations will be followed by moderated discussion.

**Session Chair:** Amber Foster, University of Southern California  
**Presenters:** Laurie Fisher, University of Southern California  
 Vanessa Osborne, University of Southern California  
 Tanvi Patel, University of Southern California  
 Patricia Taylor, University of Southern California

### D.23 Shining a Light on Digital Platforms: Implications for Teachers and Classrooms



#### ROOM 210-B

Zoom, Flipgrid, Google Classroom—today's English language arts classes are filled with digital "platforms," the complex digital infrastructures (e.g., algorithms) influencing literacy learning and living. This panel explores what pedagogical possibilities emerge when researchers and educators examine the social, political, and economic implications of digital platforms in English education.

**Session Chair:** Brad Robinson, Texas State University  
**Presenters:** Will Fassbender, Montana State University, "Words, Phrases, and Platforms: Computational Composition in the ELA Classroom"  
 Robert LeBlanc, University of Lethbridge, "Beyond Literacy: Digital Platforms, Fake News, and Media Ecologies"  
 T. Philip Nichols, Baylor University, "Beyond Literacy: Digital Platforms, Fake News, and Media Ecologies"  
 Brad Robinson, Texas State University, "Words, Phrases, and Platforms: Computational Composition in the ELA Classroom"  
 Amy Stornaiuolo, University of Pennsylvania, "Restorying Platforms: Critically Reading and Resisting Platform Narratives"  
 Ebony Elizabeth Thomas, University of Michigan, "Restorying Platforms: Critically Reading and Resisting Platform Narratives"  
**Respondent:** Antero Garcia, Stanford University

**D.24 Shining a Light on Social Justice****G**  
**ROOM 213-B**

**TE**  
**E**  
**LGBTQIA+**  
**Rainbow**  
**R**

Theory, policies, and curriculum all impact how and why teachers engage in socially just teaching. Presenters share their experiences working with critical race theory, government policies, and school-wide curriculum to honor the backgrounds and identities of all our students.

**Presenters:** Jane Marie Hutcheson, German School Brooklyn, “Shining a Light on Social Justice in a K-8 Schoolwide Curriculum”  
Brianna Jensen, German School Brooklyn, “Shining a Light on Social Justice in a K-8 Schoolwide Curriculum”  
Stefanie Moser, Judson University, “Moving beyond Numbers: Using DisCrit to Find Answers”

**D.25 Sparking Joy, Celebrating Identity, and Inspiring Action with Multimodal Text Sets****E**  
**M**  
**TE**  
**LLA**  
**ROOM 207-B**

The “heart work” of literacy feels most compelling when it is authentically threaded throughout classroom experiences. Join in as we reimagine ways to use strategically layered texts to celebrate the identities and experiences of the class community. Through integrated learning experiences featuring these carefully curated texts, students become prepared to apply learning and enact change.

**Presenter:** Pamela Koutrakos, Allendale School District

**D.26 Sueños de Libertad: Mexican American/Xicanx Literature for High School Students****M**  
**S**  
**ROOM 263-A**

This panel is an invitation for reading and writing teachers to examine, reflect on, and implement opportunities for Mexican American/Xicanx students to see themselves as the central perspective of their high school English course. This panel of teachers will share the journey that resulted in a culturally relevant reading and writing course with examples for classroom implementation.

**Presenters:** Eduardo Arce, Camelback High School  
Steven Arenas, Carl Hayden Community High School  
Therese Arvizu, North High School  
Marietta Morales, Trevor G. Browne High School  
Rosanne Orta, Alhambra High School

**D.27 When Writing Feels Right: Illuminating Pathways to Validate and Honor Students’ Oral Languages across Composition for Young Writers****E**  
**TE**  
**ROOM 206-B**

Honoring the breadth and depth of what writing truly is—communication of self and bringing thought alive—we elevate the importance of oral tradition and translanguaging throughout the writing process. Join us to discuss decolonizing our workshop, using tools to record oral composing, written drafts, revisions, and publications to empower youth in finding their light and elevating shine in others.

**Presenters:** Grace Choi, Fairfax County Public Schools  
Clare Landrigan, Heinemann  
Nawal Qarooni, NQC Literacy LLC  
Kristin Ziemke, Big Shoulders Fund

**D.28 Creating Better Open Educational Resources: Best Practices in Fair Use****G**  
**ROOM 207-A***Sponsored by American University*

Content in the English language arts classroom is undergoing a shift as we adapt to the ever-changing landscape of media and resources. Come and explore the world of Open Educational Resources with us as we examine opportunities to adopt and customize OER, including how to incorporate outside examples and illustrations with Best Practices in Fair Use for OER. We’ll also share opportunities to take part in an upcoming project to create better OER for English classrooms.

**Presenters:** Bill Bass, Parkway Schools  
Meredith Jacob, American University



4:00–5:30 P.M.

# OPENING GENERAL SESSION

## ARENA

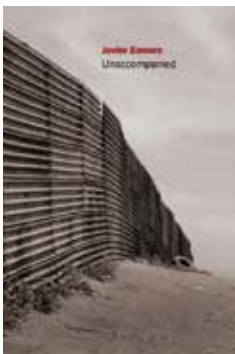


Photo Credit: Gerardo del Valle

JAVIER ZAMORA

**JAVIER ZAMORA** was born in El Salvador in 1990. His father fled the country when he was one, and his mother when he was about to turn five. Both parents’ migrations were caused by the US-funded Salvadoran Civil War. When he was nine, Javier migrated through Guatemala, Mexico, and the Sonoran Desert. His debut poetry collection, *Unaccompanied*, explores the impact of the war and immigration on his family. Zamora has been a Stegner Fellow at Stanford and a Radcliffe Fellow at Harvard and holds fellowships from the National Endowment for the Arts and the Poetry Foundation.

**A book signing will follow the session.**



## SECTION GET-TOGETHERS — 5:45–7:15 P.M.

### Elementary Section Get-Together

#### BALLROOM C

Meet NCTE's elected leaders who represent the Elementary Section, network with educators from around the country, and snack on hors d'oeuvres. Speakers will include Detra Price-Dennis, recipient of the 2022 Outstanding Educator Award.

**Presiding:** Tracey Flores, Elementary Section Steering Committee Chair, The University of Texas at Dallas

**Speaker:** Detra Price-Dennis, The Ohio State University

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

**Recipient:** Jacqui Witherspoon, Jackson Creek Elementary, Columbia, SC

#### LANGUAGE ARTS DISTINGUISHED ARTICLE AWARD

**Recipient:** "History Is a Way of Building Identity: How One Independent Neighborhood Elementary School Uses Black Cultural Movements to Engage Children's sociopolitical Perspectives" (January 2022) by Wintre Foxworth Johnson, University of Virginia

#### OUTSTANDING ELEMENTARY EDUCATOR AWARD

**Recipient:** Detra Price-Dennis, The Ohio State University



DETRA PRICE-DENNIS



MICHAEL DOMÍNGUEZ

### Middle Level Meet-Up

#### BALLROOM D

Kick off your convention experience with this gathering of Middle Level attendees that features speakers and the chance to hear from section leaders.

**Presiding:** Michael Domínguez, Middle Level Section Steering Committee Chair, San Diego State University, CA

### Secondary Section Get-Together

#### BALLROOM A/B

It has been three years since we have been able to meet in person. During that time, educators have faced seemingly insurmountable challenges, been the target of political and cultural attacks, and experienced significant trauma. Many have also prioritized self-care and sought community with other teachers. In that spirit, the Secondary Section Steering Committee invites English language arts educators to join us for a "Self-Care in Community Get Together." This gathering will offer opportunities to meet other teachers, build community, create, dance, express gratitude, and take care of ourselves. And, of course, refreshments will be served.

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



LISA SCHERFF

### College Section Get-Together

#### BALLROOM E

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. The Richard Ohmann Award for Outstanding Article in *College English* will be presented to Tom Hong Do for his article, "Knowing with Our Bodies: An Embodied and Racialized Approach to Translingualism" (May 2022 *College English*).

**Presiding:** Renee Moreno, College Section Chair, California State University, Northridge

**Speaker:** Tom Hong Do, University of Arizona, Tucson



TOM HONG DO