



**Homecoming
2022**
July 29-31
Louisville, Kentucky



HELLO PAGE TURNER!



With each day in your presence, your students add words to their own stories. With each lesson, you deepen their understanding of the world and offer new ways for them to write their own pages. The National Council of Teachers of English is the organization it is today because of the wisdom and expertise of teachers like you.

Do you have a colleague who would enjoy the many rewards of NCTE membership? Do them a favor and share this page with them!

5 Reasons to Join the National Council of Teachers of English:

- 1. FIND YOUR PEOPLE.** NCTE is a dynamic community of English and language arts educators who span the preK-college spectrum in experience and hail from all 50 states, the District of Columbia, and US Territories.
- 2. KEEP CURRENT IN YOUR PROFESSION.** NCTE offers frequent learning opportunities via quarterly journals, new books on key topics, online and in-person events, and social networking with exceptional teachers, researchers, and leaders in the field.
- 3. SUPPORT ONGOING RESEARCH AND ACCESS TO RESOURCES.** Your membership contribution supports research grants that further our understanding of teaching and learning in the English language arts; it also supports the Intellectual Freedom Center and the creation of lesson plans and position statements that we make available to all teachers, regardless of affiliation.
- 4. SHARE YOUR VOICE.** Members of NCTE are doing brilliant things in their classrooms, and they share that work within our community via the *Literacy & NCTE* blog, our Build Your Stack initiative, the NCTE Village, and more.
- 5. SAVE MONEY.** Continuing education in our field can be expensive. But NCTE members save on professional books, conferences, and online events through store and registration discounts, and enjoy access to several member-exclusive free online learning events throughout the year.



NCTE is the professional home for elementary, middle, secondary, and college English language arts educators. With the support of our 25,000 incredible members, we strive to be the place where you belong. Learn more at [join.ncte.org](https://www.join.ncte.org).



CONTENTS



WELCOME FROM:

Emily Kirkpatrick, NCTE Executive Director2

Valerie Kinloch and Alfredo Celedón Luján, Homecoming Co-Chairs3

Latrise P. Johnson, ELATE Chair4

Michele Myers, LLA President.....5

GENERAL INFORMATION6-7

KEYNOTE SPEAKERS8-12

FRIDAY NIGHT CELEBRATION.....13

HOMECOMING SESSIONS:

Friday, July 2915

Saturday, July 30.....35

Sunday, July 31.....57

Index66



Dear Literacy Colleagues:

Welcome home! Welcome home to NCTE this summer.

We are here together to reflect and heal. As challenging as the last two years have been, we're now at a crucial checkpoint in deciding how we move forward from here. Do we learn from the ways the pandemic may have inspired or incited us? Do we dedicate our lives to building humanity and recognizing the strength in everyone? We hope so.

This program has been built with a new vision in mind. Time to slow down and think. Time to listen. Time to sing, dance, and renew in-person bonds that make all the difference. Hopefully, this also includes time to plan what might become restorative, humanizing practices that are sustained for years to come.

This is NCTE's first in-person event since November 2019. This has required us to slow down and rethink too. We ask for your patience as we regain our in-person footing and attend to new practices presented by ongoing health provisions and supply chain limitations. We also advocate for our service providers—the chefs, the food and beverage wait staff, the hotel staff—who are often carrying responsibility for more than one role. Let us please be patient, be kind, and share the joy of being together, even if it's at a slower speed than desired. Slowing down offers new opportunities to see, to be seen, and to have space to reconsider.

We thank our many speakers who share our vision for what's needed this summer. Thank you for donating your time, your voice, and your ideas to the NCTE Homecoming. We acknowledge your generosity.

We are so glad you are with us.

Welcome home,

Emily Kirkpatrick
Executive Director



**We Welcome Louisville's Carmichael's Bookstore
to the NCTE Homecoming!**

Welcome to Homecoming 2022

NCTE's inaugural Homecoming gathering is here. As President of NCTE, I could not be more excited to work with Past President Alfredo Celedón Luján, Executive Director Emily Kirkpatrick, the NCTE Executive Committee, and the entire NCTE staff to welcome you to this in-person celebration of teaching, learning, and engagement. As co-chair of Homecoming, I have been thinking about various NCTE-sponsored events, from our Member Gatherings and Professional Learning Sessions to our NCTE conferences and conventions. Also, I have been reflecting on our 2021 Annual Convention that I themed "Equity, Justice, and Antiracist Teaching," which was scheduled to occur in Louisville. At the virtual Convention, we came together to demonstrate our unwavering commitment to equity and justice in literacy teaching and research. We recommitted to designing curricula that center freedom and human rights. We partnered with students, families, and educators in schools and communities to ensure that our literacy work does not reproduce inequities, injustices, and racism. In fact, we leaned further into dreaming, teaching, learning, and leading for liberation within, across, and beyond NCTE. And for these reasons and many others, I am thrilled to serve our professional organization and excited to have an opportunity to gather with many of you at Homecoming. Welcome!

Valerie Kinloch
NCTE President and Homecoming Co-Chair



At the pre-pandemic CCCC Convention in Pittsburgh, I learned that the Monongahela and Allegheny rivers flow together to form the Ohio River. At that point, the 2020 Denver Convention theme, "Confluencia, Songs of Ourselves," was conceived. Though I had been naive about the birth of the Ohio, I knew that it flows through Louisville, where Muhammad Ali allegedly threw his Olympic Gold Medal into the river in protest of racial discrimination ... and where his adversarial "Red Bike Moment" became the serendipitous catalyst to his life as boxer, activist, humanitarian, and diplomat. I also knew the 2021 Annual Convention would be in Louisville, and I discovered there was a Confluence Park in Denver. It all flowed together, so to speak. I was stoked for a great two years of NCTE Conventions. Then COVID-19, then two virtual Conventions and a longing for an in-person Convention, then a coming home to NCTE (aka "Homecoming!"). Welcome to Louisville, home of "Float like a butterfly, sting like a bee!"

Alfredo Celedón Luján
NCTE Past President and Homecoming Co-Chair



Welcome from ELATE

“It is not taboo to fetch what is at risk of being left behind.”

—Literal translation of *Sankofa*, Adinkra symbol of the Akan tribe of Ghana

In September 2021, I attended Morris Brown College’s Homecoming in Atlanta, Georgia. I graduated from the HBCU just over 20 years before and returned to the “yard” to celebrate what has been an institutional tradition and intergenerational celebration for decades. During Homecoming, we return to our “dear ol’ Morris Brown” to remember—our pasts, our people, and our purpose. For me, homecoming marks an important time of reflection and renewal. Like the mythical Sankofa bird, I look back toward the place where I began my quest to know and where I learned critical examination and patient and intelligent investigation. There were also lots of dancing, good food, and fun times with my MBC family!

NCTE is also a space I look toward for renewal. It has been my professional learning home since 2007, and I am excited to chair this year’s ELATE Summer Conference alongside NCTE’s first Homecoming. We are presented with the opportunity to return to in-person gatherings and celebrate togetherness in ways that we have been unable to in a while. As we converge on the yard (Louisville, KY), it is my hope that we will engage in critical dialogue, participate in collective thinking, and feel at home.

“Home calls us to consider the people, places, foods, languages, artifacts, and customs that remind us of the whens and wheres we feel safe, affirmed, fed, and full” (ELATE CFP, 2022). This year’s theme, “ELA Teaching and Learning as Homeplace,” invites us all to think with *home* in order to consider the ways that texts, practices, curriculum, identities, and experiences, with/ in the English language arts might move us toward happiness, wholeness, and freedom for all. It requires us to go back to fetch what may be at risk of being left behind—to re-call to the center—the purpose of our work and working together so that we may “heal our scars; restore practices that promote racial, social, and personal wellness; and commune for the sake of knowledge exchange, unity, and love” (ELATE CFP, 2022).

Thank you to the ELATE Summer Conference Planning Committee, the ELATE Executive Committee, and NCTE staff for your role in shaping the Conference. To the literacy scholars who proposed dynamic and developing research, the ELATE program is a result of your thoughtful response to the call home.

Latrise P. Johnson
ELATE Chair

LLA Homecoming Welcome



It is with great joy and love that I welcome you to the LLA Summer Institute.

Our theme, “Love in Action: A Commitment to Freedom and Justice,” is so timely given all the atrocities that we have witnessed across these last few months. We have witnessed the senseless shooting of children and elders in schools, grocery stores, and places of worship. We have witnessed censorship of teachers and the banning of books. Given this current context, I know that this may be very daunting and overwhelming at times; however, I also know that as holistic educators, you have a commitment and passion for the profession, your students, and the community at large, and because of your commitment to freedom, justice, and literacy education, you are compelled to act. I believe that our actions must be steeped in love.

To move our collective actions forward, this year’s Institute is intentionally designed for us to learn with and from holistic educators who are experts in cultivating the types of ecosystems where love and justice abound. This year’s Institute provides a space for you to share how this work is taken up in your local contexts, your research, and your scholarship. It also offers participants literacy practices that affirm and celebrate students’ identities, languages, and cultures—building a community of engaged, valued, and thoughtful learners. Finally, this space provides a time for you to network with others who are doing similar work so that we can forge stronger connections and make greater impact.

Finally, I would be remiss if I did not share that I support NCTE’s *Remaining in Solidarity with Teachers* statement. I stand in solidarity with teachers. Like NCTE, LLA will continue to provide relevant learning experiences and advocacy support as needed. LLA will remain a safe space for you to thrive. In closing, I draw on the words of bell hooks, who reminds us, “Without justice there can be no love.” Welcome home! It’s been a while, but I sure am glad you are here.

Regards,

Michele Myers, PhD
LLA President





GENERAL

Sessions will be held in the Kentucky International Convention Center and in the adjoining Louisville Marriott Downtown.

Registration and NCTE Central Hours

The Registration Desk and NCTE Central are located in the Convention Center, Ballroom C Foyer (main concourse).

Friday, July 29..... 7:30 a.m.–6:00 p.m.
Saturday, July 30..... 7:30 a.m.–5:00 p.m.
Sunday, July 31..... 8:30 a.m.–10:30 a.m.

Admission Statement and Name Badges

Attendance at Homecoming requires credentials. Admittance to all sessions, workshops, and social events is limited to registered attendees and presenters with Convention badges. Visit the Registration Desk to pick up your badge.

Photography and Videography

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

Audio or Video Recording/Live Streaming

As a courtesy to speakers, please request permission before recording any presentations. Speakers reserve the right to refuse permission.

Services

Nearest Hospital: University of Louisville Hospital, 530 S. Jackson Street

In case of emergency, contact the closest facility staff member for assistance or call 911.

Nearest Pharmacy: CVS/pharmacy, 340 W. Muhammad Ali Boulevard

Wi-Fi

The Kentucky International Convention Center offers free public Wi-Fi in all common areas.

Lost and Found

Found items should be turned in to the NCTE Registration Desk. At the end of the event, any belongings not claimed will be turned in to the Convention Center Security Office. To look for an item or to file a claim, visit <https://kyconvention.com/attend/lost-and-found/>.

Child Care

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

Lactation/Breastfeeding Room

For the privacy and comfort of nursing people, a Lactation Room will be provided in Room L025 (lower concourse of the Convention Center).

Sign Language Interpreters

NCTE provides American Sign Language (ASL) at the following NCTE sessions:

- Friday Welcome Keynote
- Saturday Keynote
- Sunday Closing Keynote

Beyond the sessions above, attendees who noted sign language as a need while registering will be contacted directly by an NCTE staff member.

INFORMATION

Gender-Inclusive Restrooms

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

Health & Safety Policy

NCTE takes the health and safety of its personnel and all guests at events very seriously. In light of ongoing concerns regarding COVID-19 and communicable health risks more generally, NCTE is requiring all attendees to be fully vaccinated against COVID-19 to attend NCTE Homecoming 2022. Prior to the event you will be asked to submit proof of vaccination using the Crowdpass digital health-clearance program. In addition to the vaccine verification, NCTE may implement additional appropriate health and safety protocols in light of the public health circumstances existing at the time of each NCTE event. NCTE will follow protocols that comply with any then-applicable local public health requirements and are consistent with then-prevailing public health standards, as issued by the CDC (or other relevant public health authorities). Those protocols may include some or all of the following: self-monitoring, symptom screening, contact tracing, use of face coverings, social distancing, or other safety measures. Additional or enhanced measures may apply to certain events or activities in light of the particular circumstances and risks. Compliance with the protocols adopted by NCTE may be mandatory for in-person attendance and participation at the event. Additional information regarding the specific health and safety measures, and any necessary consents by you, will be communicated to attendees before the event as well as found on signage around the Convention Center.

After patiently, eagerly waiting for the opportunity to meet in person once again, we are all working together to make this a rewarding, enjoyable, and safe event. Accordingly, you agree that you will not attend the event if within ten (10) days preceding the event, you have tested positive or been diagnosed with COVID-19 or other communicable disease; or experienced any new or unexplained symptoms commonly associated with COVID-19 or other

communicable disease. Further, you understand and agree that NCTE may share any COVID-related information about you that NCTE receives as part of such health and safety protocols with public health authorities or other regulatory agencies, as required by applicable law.

Mutual Respect & Anti-Harassment Policy

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of safety and mutual respect. Therefore, some behaviors are expressly prohibited, including but not limited to harassment or intimidation related to sex, gender, identity, and/or expression, sexual orientation, disability, race, color, national origin, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate physical contact and unwelcome sexual attention. Participants are expected to comply with this policy at all times throughout the event. If you have observed or experienced a harassing behavior, please contact any NCTE staff member to intervene and address the matter. All reports will be directed immediately to NCTE leadership, and venue security and/or local law enforcement may become involved if deemed necessary.

Demonstrations Policy

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

FRIDAY JULY 29

Keynote speakers will sign books in the Convention Center, Ballroom C foyer (main concourse).

9:00-10:00 A.M.

NCTE Welcome & Opening Keynote: CELESTE NG

Ballroom C (Convention Center)

Celeste Ng is the #1 *New York Times* bestselling author of *Everything I Never Told You* and *Little Fires Everywhere*. Her third novel, *Our Missing Hearts*, will be published in October 2022. Ng is the recipient of fellowships from the National Endowment for the Arts and the Guggenheim Foundation, and her work has been published in over 30 languages. Her most recent book, *Our Missing Hearts*, is an old story made new, of the ways supposedly civilized communities can ignore the most searing injustice, including censorship. It's a story about the power—and limitations—of art to create change, the lessons and legacies we pass on to our children, and how any of us can survive a broken world with our hearts intact.



Photo: Kieran Kesner



10:15-11:15 A.M.

LLA Welcome & Opening Keynote: YOLANDA SEALEY-RUIZ

Ballroom D (Convention Center)

Yolanda Sealey-Ruiz is an award-winning associate professor at Teachers College, Columbia University. Her research focuses on racial literacy in teacher education, Black girl literacies, and Black and Latinx male high school students. A sought-after speaker on issues of race, culturally responsive pedagogy, and diversity, Sealey-Ruiz works with K-12 and higher education school communities to increase their racial literacy knowledge and move toward more equitable school experiences for their Black and Latinx students. Sealey-Ruiz appeared in Spike Lee's *2 Fists Up: We Gon' Be Alright*, a documentary about the Black Lives Matter movement and the campus protests at Mizzou. Her first full-length book of poems, *Love from the Vortex & Other Poems*, was published in March 2020. Her sophomore book of poetry, *The Peace Chronicles*, was published in July 2021.

KEYNOTE SPEAKERS

10:15–11:15 A.M.

ELATE Welcome & Opening Keynote: FRANK X WALKER

Ballroom E (Convention Center)

The first African American writer to be named Kentucky poet laureate, **Frank X Walker** is professor of English and African American and Africana Studies and director of the MFA in Creative Writing program at the University of Kentucky in Lexington, where he founded *pluck!: The Journal of Affrilachian Arts & Culture*. He has published eleven collections of poetry, including his latest, *Masked Man, Black: Pandemic & Protest Poems*, and *Turn Me Loose: The Unghosting of Medgar Evers*, which was awarded an NAACP Image Award and the Black Caucus American Library Association Honor Award. Walker is also the author of *Buffalo Dance: The Journey of York*, winner of a Lillian Smith Book Award, and *Isaac Murphy: I Dedicate This Ride*. He coined the term “Affrilachia” and co-founded the Affrilachian Poets group. A Cave Canem fellow, his honors also include a Lannan Literary Fellowship for Poetry.



Photo: Chris Richards

12:45–2:15 P.M.

NCTE Lunch & Keynote: NEH & INDIGENOUS AUTHORS

Ballroom C (Convention Center)

This lunch is included in your registration.

Shelly C. Lowe, Chair of the National Endowment for the Humanities (NEH), will deliver a keynote address at this summer’s inaugural Homecoming event. Lowe is a citizen of the Navajo Nation and is the first Native American woman selected to lead the federal cultural agency as chair, a position appointed by President Biden and confirmed by the US Senate. Previously, Lowe had served from 2015 to 2022 as a member of the National Council on the Humanities, an appointment by President Obama. Lowe’s career in higher education includes roles as executive director of the Harvard University Native American Program, assistant dean in the Yale College Dean’s Office, and director of the Native American Cultural Center at Yale University. Prior to holding these positions, she spent six years as the graduate education program facilitator for the American Indian Studies Programs at the University of Arizona.

SATURDAY JULY 30



9:00–10:00 A.M.

LLA Keynote: *Revolutionary Love*

L010/L014 (Convention Center)

Eliza G. Braden is an associate professor in the Department of Instruction and Teacher Education at the University of South Carolina. Her work is published in the *Journal of Children's Literature*, the *Teachers College Record*, *Children's Literature in Education*, and the *International Journal of Qualitative Studies in Education*. Braden is the recipient of NCTE's Early Career Educator of Color Leadership Award and the Early Literacy Educator of the Year Award from the Early Childhood Education Assembly.

Michele Myers is an assistant professor of elementary literacy education at Wake Forest University with over 28 years of experience in education. Currently she teaches embedded literacy methods courses. Myers is an NCTE Executive Committee member and president of Literacies and Languages for All (LLA). She is the recipient of the 2019 Black Faculty and Staff Association Award for Community Advocacy and the 2018 Martin Luther King Jr. Social Justice Award from the University of South Carolina.

Sanjuana C. Rodriguez is an associate professor of reading and literacy education in the Department of Elementary and Early Childhood at Kennesaw State University. She also serves as the co-director of the Academy for Language and Literacy and is the current chair of the NCTE Orbis Pictus Book Award Committee. She has published in various journals including the *Journal of Children's Literature*, *Teachers and Teaching*, and *Race Ethnicity and Education*. Rodriguez received the Kennesaw State University Bagwell College of Education Early Career Award in 2018 and the Teaching Award in 2019.

Natasha Thornton is founder of Thornton Educational Consulting and co-developer of Black Education is Lit(eracy), an online resource that highlights Black history and excellence. Her work centers on developing professional learning and curricular materials that foster culturally responsive beliefs and practices. She has published in *Race Ethnicity and Education* and *Multicultural Perspectives*. Thornton is also an adjunct professor of literacy education at Kennesaw State University and serves on the executive board of Literacies and Languages for All.

Kamania Wynter-Hoyte is an associate professor in the Department of Instruction and Teacher Education at the University of South Carolina. She has published in the *International Critical Childhood Policy Studies Journal*, the *Journal of Negro Education*, the *Journal of Literacy Research*, and the *International Journal of Qualitative Studies in Education* and has presented her research at national and international conferences. She is the recipient of the NCTE 2018 Early Literacy Educator of the Year Award.



Eliza G. Braden



Michele Myers



Sanjuana C. Rodriguez



Natasha Thornton



Kamania Wynter-Hoyte

KEYNOTE SPEAKERS

9:00–10:00 A.M.

ELATE Keynote: Real Talk: Black and Latina Feminisms in English Teacher Education

Kentucky Ballroom E (Marriott)

In this Real Talk session, we imagine Black and Latina feminist futures in English education. As an intergenerational group of Black and Latina feminist teachers and scholars, we will explore how women of color feminisms can be the homeplace of curriculum and pedagogy in both English teacher education and K-12 classrooms.

Presenters: Tracey Flores, The University of Texas at Austin

Ileana Jiménez, Teachers College, Columbia University

Latrise Johnson, University of Alabama

Detra Price-Dennis, Teachers College, Columbia University

Stephanie Robillard, Stanford University

Yolanda Sealey-Ruiz, Teachers College, Columbia University



Tracey Flores



Ileana Jiménez



Latrise Johnson



Detra Price-Dennis



Stephanie Robillard



Yolanda Sealey-Ruiz

ELATE

SATURDAY JULY 30

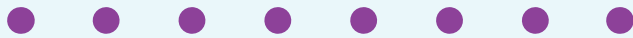
11:30 A.M.-12:30 P.M.

NCTE Keynote: RUTA SEPETYS

Ballroom C (Convention Center)

Ruta Sepetys is an internationally acclaimed, #1 *New York Times* bestselling author of historical fiction published in over 60 countries and 40 languages. Her novels *Between Shades of Gray*, *Out of the Easy*, *Salt to the Sea*, and *The Fountains of Silence* have won or been shortlisted for more than 40 book prizes, and are included on more than 60 state award lists. *Between Shades of Gray* was adapted into the film *Ashes in the Snow*, and her other novels are currently in development for TV and film. Winner of the Carnegie Medal, Sepetys is passionate about the power of history and literature to foster global awareness and connectivity. Sepetys has engaged with NCTE and literacy educators during the pandemic, most recently in a professional learning session discussing the Ukraine crisis.

KEYNOTE SPEAKERS



SUNDAY JULY 31

9:00-10:00 A.M.

NCTE Closing Keynote: MATT DE LA PEÑA

Ballroom C (Convention Center)

Matt de la Peña is the author of the Newbery Medal-winning *Last Stop on Market Street*, *Milo Imagines the World*, *Carmela Full of Wishes*, *Love*, and *A Nation's Hope: The Story of Boxing Legend Joe Louis*, as well as a number of critically acclaimed young adult novels. In 2016 de la Peña received NCTE's Intellectual Freedom Award, given for his efforts to fight censorship not only through his words but also through his actions.

FRIDAY NIGHT CELEBRATION

6:00-10:00 P.M., FRIDAY, JULY 29

Reception & Social Event

Room to be announced (Convention Center)

Homecoming features a dinner and music event to celebrate the common bonds among literacy educators. Originally formed as a collection of musicians and singers in December 1999, Unlimited Show Band has performed electrifying stage shows at significant festivals, including Louisville's Waterfront Soul and Funk Fest and the Kentucky Derby Black & White Gala. The band features LeRonda Thompson, a recently retired elementary school teacher of 33 years, on keyboard and vocals! This event is open to all registrants at no additional charge.





**Homecoming
SESSIONS**



FRIDAY JULY 29

9:00–10:00 A.M.

NCTE Welcome & Opening Keynote: CELESTE NG

Ballroom C (Convention Center)

Celeste Ng is the #1 *New York Times* bestselling author of *Everything I Never Told You* and *Little Fires Everywhere*. Her third novel, *Our Missing Hearts*, will be published in October 2022. Ng is the recipient of fellowships from the National Endowment for the Arts and the Guggenheim Foundation, and her work has been published in over 30 languages. Her most recent book, *Our Missing Hearts*, is an old story made new, of the ways supposedly civilized communities can ignore the most searing injustice, including censorship. It's a story about the power—and limitations—of art to create change, the lessons and legacies we pass on to our children, and how any of us can survive a broken world with our hearts intact.



Photo: Kieran Kesner

LLA Welcome & Opening Keynote: YOLANDA SEALEY-RUIZ

Ballroom D (Convention Center)

Yolanda Sealey-Ruiz is an award-winning associate professor at Teachers College, Columbia University. Her research focuses on racial literacy in teacher education, Black girl literacies, and Black and Latinx male high school students. A sought-after speaker on issues of race, culturally responsive pedagogy, and diversity, Sealey-Ruiz works with K-12 and higher education school communities to increase their racial literacy knowledge and move toward more equitable school experiences for their Black and Latinx students. Sealey-Ruiz appeared in Spike Lee's *2 Fists Up: We Gon' Be Alright*, a documentary about the Black Lives Matter movement and the campus protests at Mizzou. Her first full-length book of poems, *Love from the Vortex & Other Poems*, was published in March 2020. Her sophomore book of poetry, *The Peace Chronicles*, was published in July 2021.



ELATE Welcome & Opening Keynote: FRANK X WALKER

Ballroom E (Convention Center)

The first African American writer to be named Kentucky poet laureate, **Frank X Walker** is professor of English and African American and Africana Studies and director of the MFA in Creative Writing program at the University of Kentucky in Lexington, where he founded *pluck!: The Journal of Affrilachian Arts & Culture*. He has published eleven collections of poetry, including his latest, *Masked Man*, *Black: Pandemic & Protest Poems*, and *Turn Me Loose: The Unghosting of Medgar Evers*, which was awarded an NAACP Image Award and the Black Caucus American Library Association Honor Award. Walker is also the author of *Buffalo Dance: The Journey of York*, winner of a Lillian Smith Book Award, and *Isaac Murphy: I Dedicate This Ride*. He coined the term "Affrilachia" and co-founded the Affrilachian Poets group. A Cave Canem fellow, his honors also include a Lannan Literary Fellowship for Poetry.

Cultivating a Deep Culture of Reading and Writing in Your Curriculum with Diverse Children’s Literature—NCTE Track

Ballroom C (Convention Center)

Choosing the books we read throughout the school day with our students is one of our most important roles. Children’s literature, when chosen and shared intentionally, has the power to transform our curriculum and our classroom communities. In this learning session, we draw on our classroom experiences working with children, youth, and young adults in K-20 settings and the ways we intentionally select diverse children’s literature to build comunidad, cultivate readers and writers, and amplify our students’ voices and identities across the school day.

Presenters: Tracey Flores, The University of Texas at Austin
 Roberta Price-Gardner, Kennesaw State University
 Franki Sibberson, literacy leader and consultant, former elementary school teacher



Tracey Flores



Roberta Price-Gardner



Franki Sibberson



We Welcome Louisville’s Carmichael’s Bookstore to the NCTE Homecoming!

Where Is the Justice? Creative Responses to Teaching, Learning, and Engagement—NCTE Track

Ballroom C (Convention Center)

Building on ideas from the 2021 book, *Where Is the Justice? Engaged Pedagogies in Schools and Communities*, and from the 2021 NCTE Annual Convention (“Equity, Justice, and Antiracist Teaching”), this session features uptakes of justice-work from students, teachers, researchers, and community advocates. Focus is on collectively, critically, and creatively implementing sustainable approaches to justice in schools, universities, and communities through equitable teaching and learning. Interactive discussions will include engaged pedagogies, poetry, art, music, and policy recommendations. Attendees will be encouraged to take up the question, “Where Is the Justice?” while designing possibilities for teaching, learning, and engagement.

Chairs/Discussants: Tamara Butler, Avery Research Center

Valerie Kinloch, University of Pittsburgh

Participants: Janice Baines, Bradley Elementary/University of South Carolina

Tamara Butler, Avery Research Center

Aletha Fields, Iroquois High School

Valerie Kinloch, University of Pittsburgh

Susi Long, University of South Carolina

Detra Price-Dennis, Teachers College, Columbia University

LaMar Timmons-Long, New York City Department of Education

Taylor Young, Fern Creek High School

a high school student will be added

What’s New in Journals—NCTE Track

Ballroom E (Convention Center)

Every month, NCTE’s journals are full of compelling, cutting-edge approaches to teaching literacy in preK–College classrooms. Each journal takes a different approach to bring engaging content to readers. Come listen to these four editors share the exciting new things that are coming in their NCTE journals. We’ll also have an opportunity for a Q&A.

Presenters: Henry Cody Miller, editor of *English Leadership Quarterly*

Sandra L. Osorio, coeditor of *Language Arts*

Sherry Sanden, coeditor of *Talking Points*

Matt Skillen, coeditor of *Voices from the Middle*

Multiple Languages and Literacies

“I Never Even Thought of That”: Translanguaging Pedagogies as a Site of Possibility in the English Language Arts Classroom—LLA Track

L017/L018 (Convention Center)

In this workshop, participants will explore translanguaging pedagogies and ways in which they can take on a translanguaging stance in their language arts classrooms. Participants will develop a toolkit of instructional moves that support translanguaging for multilingual learners and will identify opportunities to incorporate translanguaging pedagogies into their instruction.

Presenter: Laurie Ganser, University of Minnesota–Twin Cities

Social Justice and Political Action

Literacy for Liberation: A Community’s Story of Love through Power—LLA Track

L010/L014 (Convention Center)

Take a journey with a community in the southwest suburbs of Illinois that is working to come together as a collective. Listen to the role of classroom teachers, instructional coaches, district administrators, and most importantly students and parents as they describe the work in different spheres of influence to promote equity through storytelling.

Presenters: Mayra Carrera, East Leyden High School
 Sawsan Jaber, Leyden High School, Education Unfiltered Consulting
 Michael Manderino, Leyden High Schools
 Dominic Manola, East Leyden High School
 Taneesha Thomas, District 84

Multiple Languages and Literacies

Exploring Diverse Elementary Students’ Literacy Development in a Literacy Club—LLA Track

L015/L019 (Convention Center)

This session will focus on findings from my dissertation research study in which I explored diverse students’ literacy development in grades 3–5 in a literacy club. Findings from this study suggest that students benefited from co-constructing the socioculturally relevant curriculum, peer collaboration, and the application of multimodal literacies.

Presenter: Beth Leibu, Georgetown Elementary

Social Justice and Political Action

YOU Can Be the Change: How English Teachers Can Lead the Way to Inclusion—LLA Track

L016 (Convention Center)

Feeling accepted opens people to learning. A culture of belonging begins with adults being clear about their own identity and learning to discuss differences with candor, courage, curiosity, and compassion. In this interactive workshop, participants will explore identity and biases and how literature can be used to create greater inclusion.

Presenter: Allison Mahaley, Alamance Burlington School District

The Classic: Panel Discussions

Centering Literacy Learning as Homeplace: Engaging Teacher Candidates to Connect to Communities Served through Community Literacy Activities—ELATE Track

Filly Room (Marriott)

This approach to creating culturally responsive, community-based family literacy projects and programs explores how to promote social justice action and create an equitable literacy experience for all students. Attendees will walk away with ideas about how they might introduce and incorporate community-based family literacy projects and programs as a means to promote social justice action.

Presenter: Shaylyn Marks, California State University, Bakersfield

The Classic: Panel Discussions

Framing for Success: Metaliteracies, Information Literacy, and the ELA Classroom—ELATE Track

Kentucky Ballroom D (Marriott)

Drawing upon the concept of metaliteracies, we will explore the *Framework for Information for Higher Education* and the intersections with other foundational NCTE standards and frameworks as central to the preparation of future ELA teachers and learners in the secondary education classroom.

Presenters: Melissa Gross, Florida State University
Don Latham, Florida State University
Shelbie Witte, Oklahoma State University

The Classic: Panel Discussions

We Are the Autonomous Ones: Agency and Inquiry in English Teachers' Online Professional Development—ELATE Track

Kentucky Ballroom A (Marriott)

This presentation examines middle school English teachers' experiences in a semester-long, online professional development sequence explicitly designed to center teachers' agency and promote their own learning goals. The presenter discusses the teachers' experiences in relation to an asset-based unit they designed for their English classrooms, and considers implications for teacher educators.

Presenter: Brady Nash, The University of Texas at Austin

The Classic: Panel Discussions

Mode-Switching as Face-Saving Resource in a Synchronous Online Class about Linguistic Racism—ELATE Track

Bluegrass 2 Room (Marriott)

Why did teachers in an online synchronous course opt for simultaneous chat, rather than audiovisual participation, during a discussion of linguistic racism? We found that white participants "mode-switched" from oral to written communication to express newfound awareness about inclusive language pedagogies and to seek solidarity with others experiencing white fragility.

Presenters: Mandie Dunn, University of South Florida
Jessica O'Brien, University of South Florida
Michael Sherry, University of South Florida

The Classic: Panel Discussions

Exploring Stories through Intergenerational Storytelling and YA Nonfiction to Inform Teacher Education—ELATE Track

Kentucky Ballroom C (Marriott)

The presenters share how stories can invite teacher educators and preservice teachers to explore the ways in which stories about homeplace create opportunities to examine our communities, cultures, and knowledges. Through stories, we invite critical reflection of past experiences in service to culturally and linguistically diverse communities.

Presenter: Jason Griffith, Penn State University

The Classic: Panel Discussions

Co-Constructing a Language-in-Action Framework: Homeplace for Nurturing ELA Teacher Candidates' Ability to Find Inroads for Cultivating Social Justice—ELATE Track

Thoroughbred Room (Marriott)

Data from a three-year qualitative study illustrates how co-constructing and revising a language-in-use framework with teacher candidates through coursework and fieldwork offers a transferrable process for them to read, analyze, and then decide whether (or not) to act when tensions emerge in their efforts to enact socially just ELA instruction.

Presenter: Danielle Lillge, Illinois State University

The Classic: Panel Discussions

Fostering Healing and Restorative Spaces for Black and Latinx Youth—ELATE Track

Rose Room (Marriott)

This panel will share three approaches to fostering healing and restorative spaces for Black and Latinx youth through culturally relevant texts, culturally and linguistically affirming writing practices, and community-based transformative action.

Presenters: Sybil Durand, Arizona State University

Tracey Flores, The University of Texas at Austin

Sandra Saco, Arizona State University

ELATE-ABLE: Roundtable Talks

Critical Possibilities of Homeplace—ELATE Track

Ballroom D (Convention Center)

This series of roundtables will feature scholars who work with/in diverse communities to address sociopolitical issues related to anti-CRT legislation, trauma, and critical engagement, as well as the modes of inquiry that lead to critical scholarship in these issues and related areas.

Presenters: James Chisholm, University of Louisville, "I failed to reach them': Emotion and PST's Reflections on Critical Incidents in Student Teaching"

Mike Cook, Auburn University, "I failed to reach them': Emotion and PST's Reflections on Critical Incidents in Student Teaching"

Haidy Díaz, University of South Carolina, "A Trio-Ethnography Feat: Three Cross-National Scholars Who Provide Three Unique Experiences and Perspectives Navigating Higher Education"

Hector L. Díaz, University of South Carolina, "A Trio-Ethnography Feat: Three Cross-National Scholars Who Provide Three Unique Experiences and Perspectives Navigating Higher Education"

Meg Grizzle, University of Arkansas, "Online Reading Communities: Examining Joy and Play in 'Bookstagram' Accounts"

Tara Johnson, Purdue University, "Homeplace as a Site of Resistance to Anti-CRT Legislation"

Benjamin Lathrop, Purdue University, "A Homeplace for Healing: Integrating Trauma-Informed Instruction into the Student Teaching Experience"

Mark A. Lewis, James Madison University, "Sports-Related Graphic Nonfiction: Advancing Exploration of Sociopolitical Issues Using Nontraditional Texts"

Luke Rodesiler, Purdue University Fort Wayne, "Sports-Related Graphic Nonfiction: Advancing Exploration of Sociopolitical Issues Using Nontraditional Texts"

Taylor Rose-Dougherty, University of Louisville, "I failed to reach them': Emotion and PSTs' Reflections on Critical Incidents in Student Teaching"

11:30 A.M.-12:30 P.M.

The Classic: Panel Discussions

ELA Practice and Praxis for Homeplacemaking and Social Justice—ELATE Track

Bluegrass 1 Room (Marriott)

This panel considers criticality as central to just practice/praxis when working with diverse youth within English language arts.

Presenters: Plymouth-Ann Cook, Florida International University, “Homeplace for the Figuratively Homeless in the ELA Classroom”

Ana Cowo, Florida International University, “Homeplace for the Figuratively Homeless in the ELA Classroom”

Keisha McIntyre-McCullough, Florida International University, “Homeplace for the Figuratively Homeless in the ELA Classroom”

Aimee Hendrix Soto, Texas Woman’s University, “Engaging Friendship, Joy, and Freedom to Create a Home for Adolescent Critical Literacies”

Karla Zaccor, University of North Carolina-Wilmington, “Critical Conversations Matter: Discussing Sociopolitical Issues in a Sixth-Grade English/Language Arts Classroom”

The Classic: Panel Discussions

There’s No Place Like Home: Place-Based Pedagogies of Resistance and Change—ELATE Track

Kentucky Ballroom B (Marriott)

In this dynamic panel, three educators discuss their use of texts and place-based pedagogies to help transform their classrooms (and communities at large) into spaces of student-led activism, art, and community change. Participants will leave fired up and ready to enact change in their own backyards!

Presenters: Shea Martin, The Ohio State University

Jessyca Mathews, Carman-Ainsworth High School

Carrie Mattern, Carman-Ainsworth High School



**We Welcome Louisville’s Carmichael’s Bookstore
to the NCTE Homecoming!**

12:45–2:15 P.M.

NCTE Lunch & Keynote: NEH & INDIGENOUS AUTHORS

Ballroom C (Convention Center)

This lunch is included in your registration.

Shelly C. Lowe, Chair of the National Endowment for the Humanities (NEH), will deliver a keynote address at this summer's inaugural Homecoming event. Lowe is a citizen of the Navajo Nation and is the first Native American woman selected to lead the federal cultural agency as chair, a position appointed by President Biden and confirmed by the US Senate. Previously, Lowe had served from 2015 to 2022 as a member of the National Council on the Humanities, an appointment by President Obama.

"English and writing classes are both important entryways through which so many young learners get a glimpse of the power of the humanities to inspire and inform," said NEH Chair Lowe. "NEH applauds the work of NCTE and teachers everywhere who are helping awaken a love of language and learning in students, especially those who have prevailed in this vitally important profession amidst the immense challenges of the pandemic. I look forward to the opportunity to meet and speak to NCTE-member educators this July."

Lowe's career in higher education includes roles as executive director of the Harvard University Native American Program, assistant dean in the Yale College Dean's Office, and director of the Native American Cultural Center at Yale University. Prior to holding these positions, she spent six years as the graduate education program facilitator for the American Indian Studies Programs at the University of Arizona.



Photo: Chris Richards

Reading and Miscue Analysis

Honoring the Children’s Cultures and Languages: Supporting the Literacy Efforts of Multilingual Children through Retrospective Miscue Analysis—LLA Track

L010/L014 (Convention Center)

This panel showcases multiple case studies of Retrospective Miscue Analysis (RMA) as a culturally relevant assessment and instructional tool with readers from culturally and linguistically diverse backgrounds. The RMA practice respects African American, Latinx, and Asian American children’s cultures and languages and supports their literacy needs under a lens of equity and social justice.

Presenters: Eliana Agudelo, University of South Carolina
Shuang Du, University of South Carolina
Celina-Maria Espinosa, University of South Carolina
Jingru Wang, University of South Carolina
Yang Wang, University of South Carolina
Salondra Wigfall, University of South Carolina

Social Justice and Political Action

Teaching the Rainbow: GSAs and Advocacy in Classroom Spaces—LLA Track

L015/L019 (Convention Center)

This creative session focuses on the power of Gender and Sexuality Alliances in schools, and how teachers can transform spaces to be LGBTQ+IA sustaining communities for all students! Participants will craft zines, explore resources and texts, and discuss classroom best practices for teachers.

Presenter: Glenn Rhoades, Georgia State University/Central Gwinnett High School

Digital and Visual Literacies

Cuentos: Discovering Our Creative Process by Listening Intently, Learning from, and Creating Art with Community Artists—LLA Track

L016 (Convention Center)

Cuentos (stories) and art provide unique opportunities for students to experience love, joy, and happiness in their classrooms. We worked with some diverse artists who shared their creative process and cuentos with elementary students and encouraged them to do the same. In this session, we will share the experiences, lessons, and strategies used, along with some of the participants’ cuentos and art.

Presenters: Aurelia Dávila de Silva, San Antonio Public Schools
Roxanne Henkin, The University of Texas at San Antonio Emerita

Real Talk: Problems of Practice

Teacher Preparation as Homeplace: Moving from Fear, Anger, Guilt, and Shame to Critical Consciousness and Action—ELATE Track

Thoroughbred Room (Marriott)

How could we co-create with preservice teachers homeplaces in teacher preparation where they are nurtured and supported, but also productively challenged to be more critical and open toward justice-oriented teaching? Come real talk and actively engage with us as we share successes, challenges, and aspirations.

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

The Classic: Panel Discussions

The Cohort Model as Homeplace—ELATE Track

Kentucky Ballroom B (Marriott)

This panel discussion focuses upon an English education program’s transition to a cohort model to enhance a sense of community among preservice teachers and to make connections across the program and over time to enact a social justice framework, preparing them to enact the framework in their future classrooms.

Presenters: Cathie English, Missouri State University
 Heidi Hadley, Missouri State University
 Amy Knowles, Missouri State University

Real Talk: Problems of Practice

Supporting Preservice Teachers to Frame Dilemmatic Pedagogical and Curricular Decisions—ELATE Track

Bluegrass 1 Room (Marriott)

How can we support preservice teachers who want to enact social justice teaching in secondary ELA classrooms that don’t regularly engage in such practices? Come discuss how we might support ways of talking about (framing) pedagogical reasoning that attends to the values of our/their classroom communities.

Presenter: Christopher Kingsland, University of Michigan

Real Talk: Problems of Practice

When Home Is Many Voiced: Creating Homespace in Culturally Diverse Classrooms—ELATE Track

Kentucky Ballroom D (Marriott)

This presentation will engage attendees in a discussion of tools, strategies, and skills that ELA teachers need to foster a classroom homespace for all students while still encouraging them to authentically voice a multiplicity of competing perspectives. Together, we will identify tools for this particular toolbox in the ELA classroom.

Presenter: Neisha Terry Young, Drexel University

Real Talk: Problems of Practice

Working toward Queer and Trans Liberation in and through English Education—ELATE Track

Kentucky Ballroom C (Marriott)

We invite people to a conversation about how English educators can work toward queer and trans liberation, focusing on our teaching. We focus on two questions: 1) teaching about intersectional queer and trans literacies, and 2) responding to current homophobic, transphobic, and racist legislative and cultural attacks, including on curricula.

Presenters: Gabriel Acevedo, Arizona State University
Adam Crawley, The University of Texas at Austin
Brandon Haskey-Valerius, University of Missouri
Ileana Jiménez, Teachers College, Columbia University
Laura Jiménez, Boston University
Daris McInnis, West Chester University
Shea Martin, The Ohio State University
Rae Oviatt, Eastern Michigan University
Ryan Schey, University of Iowa
Jon Wargo, Boston College

The Classic: Panel Discussions

Practice and Policy: Supporting ELA Teachers in a Polarized Environment—ELATE Track

Kentucky Ballroom A (Marriott)

While the new NCTE standards focus on antiracist/antibias instruction, several states have passed laws banning material that deals with racism and sexism. Our panel discusses how equity-based English teacher education can support teachers/teacher candidates as they strive to make their classes a homeplace in the current political climate.

Presenters: Merideth Garcia, University of Wisconsin-La Crosse
Heather Gigliello, Monadnock Regional Middle High School
Christopher Parsons, Keene State College

The Classic: Panel Discussions

PSTs, Power, and Positionality in Today's Politicized Classroom—ELATE Track

Bluegrass 2 Room (Marriott)

I call for the inclusion of current socio-political realities in ELA preservice teacher preparation and the encouragement of self-investigation into positionalities and notions of power, authority, and compliance. This session will examine the Louisville Teacher Residency program and ask: how do we prepare PSTs for success in today's politicized classroom?

Presenter: Sara Butryn, University of Louisville/Jefferson County Public Schools

*The Classic: Panel Discussions***Exploring Effective Practice with Teacher and Preservice Teachers—ELATE Track****Rose Room (Marriott)**

This panel considers ways to engage with teachers and preservice teachers in order to promote effective ELA teaching and practice.

Presenters: Lindsey Allen, University of Maryland, College Park, “Centering Identity as a Pedagogy in Teacher Education”

Shelby Boehm, University of Florida, “Stance over Strategies: Reflections on a Preservice Teacher’s Village”

John Chi, University of Maryland, College Park, “Centering Identity as a Pedagogy in Teacher Education”

Jessica Gallo, University of Nevada, Reno, “Tales from a Virtual Writing Tutor Experience”

Evelyn Nikooyooyo, University of Maryland, College Park, “Centering Identity as a Pedagogy in Teacher Education”

Workshop

Leaning into Leadership: Strategies, Moves, and Protocols to Impact Change—NCTE Track

Ballroom C (Convention Center)

Join the Conference on English Leadership for this highly interactive workshop in which participants will be taken on a journey towards improved problem solving, more purposeful leadership, and ways to impact change. Come prepared to be immersed in discussion and collaboration as we share collectively and immerse you in protocols to improve leadership to impact change. You will leave this session having reflected on your own leadership, having made progress on improving your leadership, and having had the time, space, and support to workshop a current problem of practice with which you are looking for a change. Leaders at any/all levels, with or without titles, will both enjoy and benefit from this workshop. Here with a team? Come as a team!

Presenter: Chris Bronke, Downers Grove North High School; Chair, Conference on English Leadership



Workshop

A Time for (Self) Love & Healing—NCTE Track

Ballroom D (Convention Center)

The past two years have shown all of us that self-care is no longer a luxury. Teachers, in particular, are in need of relief, encouragement, and healing from the impact of the COVID-19 pandemic on their lives in and out of school.

Current challenges to K-12 education, as represented in recent federal policies, also begs the need for teachers to tend to their well-being and remember what inspired them to become teachers.

This workshop seeks to activate personal healing practices for educators, and provide a space for them to unpack and release the stress and sadness of the past two years and the current challenges to our profession. By bearing witness to each other's stories, reading and writing poetry, reflecting and meditating on special moments in their lives, this workshop invites teachers to make a serious commitment to finding joy and peace in teaching, and practice self-care in the moment and for the school year ahead.

Presenter: Yolanda Sealey-Ruiz, Teachers College, Columbia University



Workshop**The Role of Literature in Troubling Times—
NCTE Track****Ballroom E (Convention Center)**

In *Read Dangerously: The Subversive Power of Literature in Troubled Times*, Azar Nafisi (*Reading Lolita in Tehran*) writes about literature as resistance. Nafisi explains how literature and art resist power—not only that of kings and tyrants, but the tyrant within us as well. In this workshop participants will read dangerously, exploring texts that employ imagination as tool of resistance. We will discuss contemporary poems and stories that pose more questions than answers and think about how to inspire this kind of engaged reading in students. By many accounts, young people’s mental health is deteriorating. Could books offer balm for their pain?

Presenter: Carol Jago, Associate Director, California Reading and Literature Project at UCLA

**WORKSHOPS**

Multiple Languages and Literacies

My Word! Cultivating Ownership of Vocabulary Development with Independent Reading in the Multilingual Mainstream Classroom—LLA Track

L017/L018 (Convention Center)

Learn strategies for differentiating vocabulary instruction for multilingual students and native English speakers with a range of literacy levels through independent reading. The presenters will share strategies for encouraging student ownership of vocabulary development and creating equitable opportunities that honor adolescents' languages, cultures, and interests.

Presenters: Ashley Liao, Dekalb County School District
Janet Turner, Dekalb County School District

Social Justice and Political Action

Love Your Students Enough to Give Up Your Power: Conversations on Equity and Building Student Capacity for Leadership—LLA Track

L015/L019 (Convention Center)

Every student should feel empowered. By seeing their stories reflected accurately in curriculum, teachers amplify voices of diverse students. Be empowered to integrate culturally expansive practices using research-based strategies that create community between diverse students, engaging them in conversations about equity while building their capacity to lead: shifting the power and giving it back.

Presenter: Sawsan Jaber, Leyden High School, Education Unfiltered Consulting

Language and Culture

In the Age of Essentialness, Talking about Race Is E S S E N T I A L—LLA Track

L016 (Convention Center)

This individual presentation will include practices of love, reflection, and cited literature to examine how teachers teach race. There is a misconception that talking about race leads to racism. A call for teachers to talk about race respectfully and responsibly as a demonstration of their love is underway.

Presenter: Haidy Díaz, University of South Carolina

Writing Instruction

Empowering Kindergarten Writers: Putting THEIR Voice on the Page—LLA Track

L010/L014 (Convention Center)

In an effort to outgrow ourselves, we, a kindergarten teacher and instructional coach, partner to help kindergarten students get their voice on the page. We consider Dyson's question of what is writing? And...why do we write? Writing is an intention-driven symbolic tool, through which we participate in kinds of social events (Dyson, 2016).

Presenters: Trina Hill, University of Iowa
Becci McCleary, Muscatine Community Schools

*The Re-Make: Other Format***Language as Homeplace—ELATE Track****Kentucky Ballroom B (Marriott)**

“#34 Luk Lao” is a poem about a Southeast Asian refugee mother’s struggle to keep her language alive through her child despite a monolingual schooling system and society. It challenges dominant practices of excluding and suppressing children’s home languages in the classroom and instead puts forth the stance that home languages have a place in school, that language itself is a homeplace.

Presenter: Victoria Gill, University of Pennsylvania

*The Classic: Panel Discussions***Making Meaning, Making Home in High School Literature Classrooms—ELATE Track****Bluegrass 2 Room (Marriott)**

While the Common Core State Standards for reading literary text suggest that literature contains a fixed meaning that students must accurately detect, this interpretation is both limiting and alienating. This paper will explore alternative possibilities for supporting students in making meaning and a homeplace for themselves in the literature classroom.

Presenter: Hannah Edber, Dunwoody High School

*The Re-Make: Other Format***Homeplace and Belonging in the Classroom Library: Celebrating Black Joy in Literature—ELATE Track****Kentucky Ballroom A (Marriott)**

Join us as we share our favorite books that center and celebrate Black joy in literature! We will highlight joyful, identity-affirming literature that spans all ages in a fast-paced jubilee. Links to purchase books from Black-owned independent book stores will be provided! Books will be onsite to explore! Door prizes will be given! Come and make a new TBR list for your classroom with us!

Presenters: Jennifer Brooks, University of Illinois at Urbana-Champaign
Julie Hoffman, Springfield Public Schools
Melissa Wheeler, Dr. Howard Elementary School

*The Re-Make: Other Format***The Ozarks Is Our Home: Writing the Ecology of Place—ELATE Track****Rose Room (Marriott)**

This narrative poem teaches the ecology of the Ozarks through highlighting naturalist writers of the region to understand the ecosystem. It weaves writing by both undergraduate and graduate students elicited from field trips into the natural world. Attendees will consider their own places and practices through freewriting and shared discussion.

Presenter: Cathie English, Missouri State University

The Re-Make: Other Format

Radical Love and Collective Healing: Choosing Communities within the Margins—ELATE Track

Kentucky Ballroom D (Marriott)

During this re-make presentation, we will engage the audience in thinking about radical healing communities that use a critical love ethic to (re)create homeplace. Three secondary educator-researchers share about their respective communities through original music, poetry, photography, and student artwork that explore issues of identity, home, healing, and community.

Presenters: Diana Liu, Teachers College, Columbia University
Brian Mooney, Teachers College, Columbia University
Eddie Ortiz, Teachers College, Columbia University/North Bergen Public Schools

HomeWorkshop Sessions

Layered Voices: (Re)imagining Reading Experiences through a Multiliteracies and Translanguaging Stance—ELATE Track

Thoroughbred Room (Marriott)

Join us as we (re)imagine literacy experiences of preservice teachers and their students by engaging theories of historically responsive literacy, multiliteracies, and translanguaging. In this session we (re)construct course assignments to invite multiple ways of knowing and emotional vulnerability and healing to disrupt restrictive legislation and standards.

Presenters: Kelsie Corriston, The University of Texas at Austin
Katie Trautman, The University of Texas at Austin

The Classic: Panel Discussions

Verse Novels as Mentor Texts—ELATE Track

Bluegrass 1 Room (Marriott)

ELA teachers can use diverse young adult novels in verse as mentor texts to help students develop as writers, readers, and thinkers. We will offer strategies for and examples of student writing including poetry, short stories, essays, videos, and memoirs as well as materials, book lists, and other resources for using verse novels as mentor texts.

Presenters: Melanie Hundley, Vanderbilt University
Brian Kissel, Vanderbilt University
Emily Pendergrass, Vanderbilt University

The Re-Make: Other Format

Making a Homeplace: A Collaborative of ELA Educators across (Precarious) Contexts—ELATE Track

Kentucky Ballroom C (Marriott)

We rethink traditional “mentoring” by focusing on collective-building that allows for affinity, agency, and action in response to critical issues. As a new and necessary direction for professional connections and growth, we re-vision “the conference” as something smaller, more intimate, more focused, and more personal than our large professional conferences.

Presenters: James Chisholm, University of Louisville
 Caroline Clark, The Ohio State University
 Mike Cook, Auburn University
 Mandie Dunn, University of South Florida
 Charles Gonzalez, Austin Peay State University
 Charlotte Land, Penn State University
 Cori McKenzie, SUNY-Cortland
 Chea Parton, The University of Texas at Austin

HomeWorkshop Sessions

When I Think of Home: Creating Homespace through Alternative Literacy Practices—ELATE Track

Filly Room (Marriott)

Through the centering of literacy practices that cater to eurocentric epistemologies, Black students can sometimes feel othered in ELA classrooms. This alternative workshop will model the creation of a homespace where Black lived experiences are centered, and poetry and music are used as strategies to create text and facilitate healing.

Presenters: Tajma A. Cameron, Drexel University
 Monét Harbison, Drexel University
 Tiffani Hurst, Drexel University
 Turea Hutson, Drexel University
 London Thomas, Drexel University
 Davie C.W. Yarborough, University of Hawai’i at Mānoa
 Neisha Terry Young, Drexel University

The Classic: Panel Discussions

Professional Development for the Soul: A Freeing Space for Black Linguistic Celebration, Healing, and Curricula (Re)Imagining—ELATE Track

Kentucky Ballroom E (Marriott)

This presentation will reveal what happens when professional learning and development for a diverse group of Black women, K-12 teachers in a southern state of the US, is centered on Black language and literacy practices and prioritizes wellness by raising critical consciousness vs. standardized test scores, which could be the crux of liberatory education for Black students and their teachers.

Presenter: Teaira McMurtry, University of Alabama at Birmingham

6:00-10:00 P.M.

Reception & Social Event

Room to be announced (Convention Center)

Homecoming features a dinner and music event to celebrate the common bonds among literacy educators. Originally formed as a collection of musicians and singers in December 1999, Unlimited Show Band has performed electrifying stage shows at significant festivals, including Louisville's Waterfront Soul and Funk Fest and the Kentucky Derby Black & White Gala. The band features LeRonda Thompson, a recently retired elementary school teacher of 33 years, on keyboard and vocals! This event is open to all registrants at no additional charge.



SATURDAY

JULY 30

9:00-10:00 A.M.

LLA Keynote: *Revolutionary Love*

L010/L014 (Convention Center)

The authors of the book *Revolutionary Love* will speak.

Presenters: Eliza G. Braden, University of South Carolina
Michele Myers, Wake Forest University
Sanjuana C. Rodriguez, Kennesaw State University
Natasha Thornton, Thornton Educational Consulting
Kamania Wynter-Hoyte, University of South Carolina



Eliza G. Braden



Michele Myers



Sanjuana C. Rodriguez



Natasha Thornton



Kamania Wynter-Hoyte

Real Talk: Problems of Practice

**ELATE Keynote:
Real Talk: Black and Latina
Feminisms in English Teacher
Education**

Kentucky Ballroom E (Marriott)

In this Real Talk session, we imagine Black and Latina feminist futures in English education. As an intergenerational group of Black and Latina feminist teachers and scholars, we will explore how women of color feminisms can be the homeplace of curriculum and pedagogy in both English teacher education and K-12 classrooms.

Presenters: Tracey Flores, The University of Texas at Austin
Ileana Jiménez, Teachers College, Columbia University
Latrise Johnson, University of Alabama
Detra Price-Dennis, Teachers College, Columbia University
Stephanie Robillard, Stanford University
Yolanda Sealey-Ruiz, Teachers College, Columbia University



Tracey Flores



Ileana Jiménez



Latrise Johnson



Detra Price-Dennis



Stephanie Robillard



Yolanda Sealey-Ruiz



Love, Literacy, and Light in Pursuit of Racial Justice—NCTE Track

Ballroom C (Convention Center)

In this session, featuring 2020–2022 Cultivating New Voices among Scholars of Color (CNV) fellows, we will have four parts: 1) Adornments as Affirmation—We will discuss how a student teacher used adornments (hair beads and clothing) to not only (re)center Blackness in a whitewashed curriculum, but to also affirm Black students in the ELA classroom; 2) Youth Identity Constructions through Popular Media—Western media continues to construct distorted narratives about nondominant, especially Black, youth; as globalization and technology rapidly increase, however, popular media has become a medium through which youth “talk back” and narrate who they are in digital spaces; 3) Building Racial Literacies through Culturally Sustaining Pedagogies—Teachers are uniquely positioned to act as “racial justice advocates” (Guinier, 2004); grounded in culturally sustaining pedagogy (Paris, 2012), this research investigated ways that exposure to critical texts written by diverse authors influenced racially and linguistically diverse youths’ perceptions about so-called “standard English” and their non-dominant English languages-of-the-heart, such as the Ebonics (AAL), Spanglish, and Hmonglish that they use within—and beyond—the school; and 4) Collective Healing: Literacies of Community Activism—This paper discusses how a high school student, community organization, and English classroom engaged in reciprocal and sustaining relationships to nurture collective healing, activism, and literacy development.

Presenters: BernNadette Best-Green, San Joaquin Delta College
Hui-Ling Malone, University of California, Santa Barbara
Jenell Penn, The Ohio State University

Strengthening through Story: Maintaining the Humanity in Leadership—ALM Track

Kentucky Ballroom F/G (Marriott)

In this interactive keynote, participants will be invited to reflect upon the stories of their past, who made them the leaders they are today, and what that means for the future. This look back will empower all involved to think about what is next as we explore leadership in these crazy times. With a focus on empathy building, the power of relationships, and the value of adult SEL, participants will look back in order to look forward in ways that strengthen both their leadership skills and commitment to the humanity that is education as a calling.

Presenter: Chris Bronke, Downers Grove North High School; Chair, Conference on English Leadership (CEL)



**We Welcome Louisville’s Carmichael’s Bookstore
to the NCTE Homecoming!**

9:00–10:00 A.M.

Post-Traumatic Growth after COVID—NCTE Track

Ballroom E (Convention Center)

Educators have learned a tremendous amount about the impact of trauma on students and ways to help children build resilience in the face of adversity. Perhaps less recognized are the unique opportunities for post-traumatic growth that can follow trauma. Researchers at the Yale Child Study Center have partnered with Scholastic to help identify implications for supporting teachers as they emerge from the pandemic with new strengths. As First Lady of NYC, Chirlane McCray championed policies that supported the mental health of children, families, and teachers. Along with McCray, Dr. Linda Mayes will present the latest developments in the field of post-traumatic growth and how educators can create a climate in their classrooms that fosters strength, resilience, and optimism.

Join us as we explore:

- The science and physiology behind PTG
- Strategies for teachers to emerge from the pandemic with PTG
- Strategies for helping students and families achieve PTG

Presenters: Dr. Linda Mayes, Director of the Yale Child Study Center

Chirlane McCray, Former First Lady of New York City



Dr. Linda Mayes



Chirlane McCray

9:00–11:15 A.M.

Copyright, Fair Use, and Open Educational Resources: How to Create and Adapt Open Teaching Materials for Flexible, Localized, and Culturally Responsive Teaching—NCTE Track

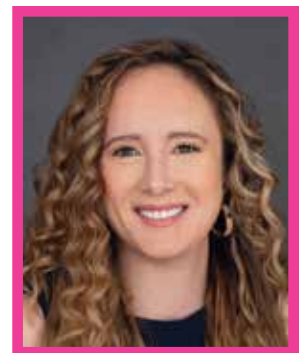
L005/L009 (Convention Center)

Students learn better, are more engaged, and are better served by education when the teaching materials take into account their experiences, identity, and cultural perspectives. Educators who are invested in culturally responsive education often find that commercial offerings either do not exist or are not adaptable to their needs. A toolkit of copyright and open licensing knowledge can be useful in creating Open Educational Resources that can be authored centering specific student populations and adapted when needed. Open Educational Resources (OER) are free resources, including textbooks, activities, and supplemental resources.

This session will cover:

- What Open Educational Resources are; where to find OER;
- How Creative Commons licenses and fair use make OER free to use, adapt, and share
- What new opportunities can come out of utilizing OER to tailor teaching resources to students needs and experience
- Specific hypotheticals and fair use cases where educators are creating culturally responsive learning materials that represent diverse student populations

Presenter: Meredith Jacob, director, Project on Copyright and Open Licensing at the Program on Information Justice and Intellectual Property at American University's Washington College of Law; public lead for Creative Commons USA



Meredith Jacob

Workshop

Build Your Stack® with Books That Open Doors—NCTE Track

Ballroom D (Convention Center)

Powerful forces are gathering to demand control over what is taught, what students read, and what can and cannot be spoken. In this session sponsored by the NCTE Build Your Stack committee, participants will explore how reading widely makes young people both less vulnerable and more empathetic. How? With relevant and responsive books that engage students in their own learning! Specific titles and authors will be featured throughout the workshop. Leaders will provide culturally responsive tools and methods that attendees can use as they create and evaluate their own classroom libraries.

Presenters: Shannon Griffin, Olentangy Local Schools, Ohio; founder, Lit•erally Cultured™
Carol Jago, associate director, California Reading and Literature Project, UCLA



Shannon Griffin



Carol Jago



WORKSHOP

10:15–11:15 A.M.

**Racial Literacies and Dual Language Immersion: Bringing and Shining Light—NCTE Track
Ballroom C (Convention Center)**

In this session, featuring 2020–2022 Cultivating New Voices among Scholars of Color (CNV) fellows, the first speaker will present a continuum of racial literacies, which differentiates between hegemonic and counterhegemonic racial literacies. The continuum’s exposure of hegemonic racial literacies encourages scholars to capture the hidden ideologies in literacy practices that may not exhibit an explicit racial focus but nevertheless perpetuate racism. The author also suggests eschewing “racially illiterate/literate” labels, and she submits critical-racial consciousness as a more apt term. The second speaker’s presentation focuses on the examination of the physical and constructed spaces in which dual language immersion programs operate bringing to light the processes that foreclose opportunities for true integration in these contexts and highlighting opportunities to resist and (re)shape social relationships.

Presenters: Laura Chávez-Moreno, University of California Los Angeles
Giselle Martinez Negrette, University of California Los Angeles

**Transition + Movement + Friction—NCTE Track
Ballroom E (Convention Center)**

This presentation, featuring 2020–2022 Cultivating New Voices among Scholars of Color (CNV) fellows, discusses how our transitions and movements are being asked to re-engage body, mind, and spirit when we shift in unprecedented ways. We invoke the gifts of reflection that CNV gave us to sit with the friction, the ruptures, and the energies accompanying our transitions and movements re-defining our scholarly identities, institutions, and research. In doing this, we ask what ways can this disjointed friction be generative.

Presenters: Hui-Ling Malone, Michigan State University
Alexis McGee, University of British Columbia, Vancouver
Giselle Martinez Negrette, University of Illinois at Urbana-Champaign
Josephine Pham, University of California Santa Cruz

**Presentation from the National Humanities
Alliance—ALM Track**

Kentucky Ballroom F/G (Marriott)

The National Humanities Alliance (NHA) will join us for conversation set to enrich relationships between NCTE state and regional affiliates and humanities organizations. Participate in a dialogue around the value of English language arts teachers in the humanities movement and learn how to make the case for the value of a broad humanities-based education. Learn how you can elevate stories of teachers and students, including their writing, to be part of the growing community of practice centered in the humanities.

Presenters: Mariel Aquino, Research Fellow, NHA
Cecily Hill, Director of Communities Initiatives, NHA



Mariel Aquino



Cecily Hill

Social Justice and Political Action

Love Your Students by Meeting Students' SEL Needs through Instruction—LLA Track

L017/L018 (Convention Center)

This session will provide teachers with tools/strategies to cultivate educational spaces rooted in best practice, equity work, and meeting students' social-emotional needs to build their communication, collaboration, and advocacy skills. It will provide participants with ways to integrate technology to support the work of cultivating student students' skills to communicate and interact effectively.

Presenters: Leticia Citizen, Hawthorne School
Sawsan Jaber, Leyden High School, Education Unfiltered Consulting

Writing Instruction

Both of Us Together: Insights into Multimodal Writing Conferences—LLA Track

L015/L019 (Convention Center)

In this presentation, we share insights from elementary-aged students on their multimodal composing processes that provided a way forward in reframing writing conference. Such conferences may illuminate how students negotiate and construct meaning of the various modes and what it means to collaborate on such endeavors.

Presenters: Amy Seely Flint, University of Louisville
Rebecca Rohloff, Georgia State University
Sarah Williams, University of North Georgia

Social Justice and Political Action

Integrating Literacy and Science for a Sustainable, Environmentally Just Future—LLA Track

L010/L014 (Convention Center)

In this session, three educators across elementary, middle school, and college settings describe using multiple literacies to conduct inquiries leading to a shared responsibility toward a more equitable, sustainable future. The audience will consider how literacy and science each serve the other as they engage in a carbon footprint activity.

Sponsored by the Center for Expansion of Language and Thinking

Presenters: Heidi Bacon, Southern Illinois University
Caryl Crowell, retired, Tucson Unified School District
Kerry Teeple, University of Findlay

Community Literacies

Building Bridges of Love and Connections through Popular Culture—LLA Track

L016 (Convention Center)

Integrating students' out-of-school popular culture knowledge into reading, writing, and other content areas honors students' schema, and bridging out-of-school and in-school literacies often invites critical classroom discussions about social justice. We'll share research, stories, and strategies for popular culture integration.

Presenters: Nadine Bravo, University of Southern Maine
Melinda Butler, University of Southern Maine

Language and Culture

Languageing without Borders: Creating Loving and Equitable Classroom Ecosystems of Bilingual and Multilingual Learners—LLA Track

L020 (Convention Center)

Teacher's deficit mindsets, inequitable assessments, and uncritical language practices hamper the trajectories of bilingual/multilingual learners (BMLs). By imagining loving, just classroom ecosystems for BMLs, this panel calls on teacher educators to foster raciolinguistic orientations in preservice teachers and to support their development of asset-based pedagogies and informed assessment practices.

Presenters: Jessica Crawford, University of Maryland
Astrid Mariel Sierra Meija, University of Maryland
Faith Sears, University of Maryland

Real Talk: Problems of Practice

Future Autobiography: Imagined Dispositions That Build Resilience—ELATE Track

Filly Room (Marriott)

This session focuses on imagining a future teaching self. A future-based disposition autobiography could help more than writing the typical reflective teaching disposition assignment. We will discuss methods that can help envision a future that adequately navigates preservice teacher concerns and has potential to develop a resilient teacher as well as give guidance to course development.

Presenter: Caleb Hood, Lamar University

The Classic: Panel Discussions

Supports and Challenges in Enacting Humanizing Pedagogies: An Analysis of a Gay Teacher's Attempts to Move toward Criticality—ELATE Track

Kentucky Ballroom D (Marriott)

To explore obstacles and supports for enacting humanizing pedagogies, we explore how one gay, gender-nonconforming white teacher's feelings, beliefs, teaching practices, and contextual factors shifted during student teaching and a year of full-time teaching at two different suburban schools. We also discuss how queering ELA methods could support enactment of humanizing pedagogies.

Presenters: Caroline Bedingfield, Georgia State University
Nadia Behizadeh, Georgia State University

The Classic: Panel Discussions

How'd You Like That Album/Meal/Game? Review Writing as Community- and Skill-Building—ELATE Track

Bluegrass 1 Room (Marriott)

Review writing presents an opportunity not only to sharpen transferable noticing and writing skills but also to affirm diverse identities and build classroom homeplaces. The presenter will describe engaging composition and English ed students in review-writing workshops that invite students to eat, listen, watch, write, and grow together.

Presenter: Kate Sjostrom, University of Illinois at Chicago

*Real Talk: Problems of Practice***Reimagining Culturally Relevant Critical Race English Education Shown through Aesthetic Lived Experiences—ELATE Track****Bluegrass 2 Room (Marriott)**

This collaborative presentation will combine research practices and the creative process to examine ways in which students in English classrooms can engage with their lived experiences. Through the aesthetic experience, students can meaningfully engage with their lived experiences while in conjunction with bigger social justice issues.

Presenters: Haidy Díaz, University of South Carolina
Sheetal Prasad, York University

*Real Talk: Problems of Practice***When Home Isn't Safe: How Do We Protect and Support BIPOC, Trans, and Queer Teacher Education Students?—ELATE Track****Thoroughbred Room (Marriott)**

This session will address struggles with attracting, supporting, and retaining BIPOC, trans, and queer teacher education students. We will discuss students' struggles with racist and queerphobic language, attitudes, and school practices that discourage them from pursuing education. Let's brainstorm innovative ways to change teacher education to allow a new demographic of future teachers to thrive.

Presenter: Rebekah Buchanan, Western Illinois University

*The Classic: Panel Discussions***Belonging and Relating: Critical Engagement with Youth—ELATE Track****Kentucky Ballroom C (Marriott)**

The panel will present research done with youth placed at the margins and with Latinx youth.

Presenters: Sara Cooper, Murray State University, "We Belong Here: Positioning the Self through Student-Generated Podcasting and Digital Storytelling"

Lisa Cox, Murray State University, "We Belong Here: Positioning the Self through Student-Generated Podcasting and Digital Storytelling"

Theresa Burruel Stone, Sonoma State University, "Engaging Place-Based Inquiry to Move toward Relation: Uncovering the Settler Literacies Embedded within English Language Arts"

*ELATE-ABLE: Roundtable Talks***Homeplace as Sites: Resistance, Community, and Humanizing Practice—ELATE Track****Kentucky Ballroom E (Marriott)**

This series of roundtables will feature scholarship on the critical reading, writing, and engaging with text with/in diverse communities of learners.

Presenters: Suzanne Knezek, University of Michigan-Flint, "Exploring STEM Fields as Inclusive Professional Homes: Gender and Representation in Children's Nonfiction"

Kelli Rushek, Miami University, "Improvisational Texts-of-Self as Humanizing, Disruptive, and Affirmative ELA Teaching Practice"

Kristie Smith, Kennesaw State University, "Where We Are From: Reading and Writing Our Homeplaces to Create Classroom Community"

Gail Harper Yeilding, Auburn University, "Discussing Racial Literacy with Preservice Teachers (PSTs) during Civil Unrest and a Global Pandemic"

The Classic: Panel Discussions

Looking within for Homeplace: Building ELA Homeplaces for Students and Teachers—ELATE Track

Kentucky Ballroom B (Marriott)

This panel explores the ways teachers might engage youth, provide spaces to center lived experiences, and build on reflective and embodied ways of knowing and being in order to build intellectual and critical communities among youth.

Presenters: Susan Chenelle, “You Can’t Build a Homeplace If You Don’t Know Who or Where You Are: The Importance of Critical Self-Reflection in ELA Classrooms”

Jennifer Ervin, University of Georgia, “Reflections on Success: Placing Teachers’ Goals for Cultivating Literacy at the Heart of the Work”

Christine Ann Feliciano-Barrett, Teachers College, Columbia University/New York City Department of Education, “Testimonios as Homeplace: How the Literacies of the Body Tell Stories and Create Communities of Love and Healing between Teachers and Their Students”

Eddie Ortiz, Teachers College, Columbia University/North Bergen Public Schools, “Testimonios as Homeplace: How the Literacies of the Body Tell Stories and Create Communities of Love and Healing between Teachers and Their Students”

Susan Suarez, New Jersey City University, “You Can’t Build a Homeplace If You Don’t Know Who or Where You Are: The Importance of Critical Self-Reflection in ELA Classrooms”

The Classic: Panel Discussions

Supporting Preservice Teachers’ Literacy Development, Practice, and Pedagogies—ELATE Track

Rose Room (Marriott)

This panel presents ways to engage with preservice teachers in ways that support their literacy development, practice, and pedagogies.

Presenters: Heidi Hadley, Missouri State University, “The Individual Literacy Plan Project: Preservice Teachers, Reading Assessment, and Micro-Practicum Experiences”

Elizabeth Thackeray Nelson, University of Utah, “The Evolution from Mentor Texts to Critical Mentor Text Sets”

The Classic: Panel Discussions

When “Homeplace” and “Schoolplace” Collide: Navigating Race and Post-Truth Discourse—ELATE Track

Kentucky Ballroom A (Marriott)

This panel focuses on contexts that center the discussion of race and confronts issues related to post-truth discourse.

Presenters: Amy Knowles, Missouri State University, “Border Crossing: Engaging Students’ Critical Thinking Skills in Homogeneous Spaces”

Benjamin Lathrop, Purdue University, “When ‘Homeplace’ and ‘Schoolplace’ Collide: A Critical Analysis of Post-Truth ‘Parental Rights’ Discourses”

Tonya Perry, University of Alabama at Birmingham, “Talking about Race in Difficult Times”

11:30 A.M.-12:30 P.M.

NCTE Keynote:
RUTA SEPETYS

Ballroom C (Convention Center)

Ruta Sepetys is an internationally acclaimed, #1 *New York Times* bestselling author of historical fiction published in over 60 countries and 40 languages. Her novels *Between Shades of Gray*, *Out of the Easy*, *Salt to the Sea*, and *The Fountains of Silence* have won or been shortlisted for more than 40 book prizes, and are included on more than 60 state award lists. *Between Shades of Gray* was adapted into the film *Ashes in the Snow*, and her other novels are currently in development for TV and film. Winner of the Carnegie Medal, Sepetys is passionate about the power of history and literature to foster global awareness and connectivity. Sepetys has engaged with NCTE and literacy educators during the pandemic, most recently in a professional learning session discussing the Ukraine crisis.



12:30-2:00 P.M.

Lunch on your own.



**We Welcome Louisville's Carmichael's Bookstore
to the NCTE Homecoming!**

Reading and Miscue Analysis

Enhancing Literacy Assessment Competencies through Action Inquiry—LLA Track

L020 (Convention Center)

In this presentation, we describe an inquiry into our own teaching practices to support preservice teachers' use of literacy assessments to understand what it means to be literate across varied languages, cultures, and lived experiences. We will share our ongoing reflections and pedagogical practices when engaging preservice teachers in action inquiry.

Presenters: Lijun Jin, Towson University
Xiaoming Liu, Towson University
Maria Perpetua Liwanag, Towson University

Multiple Languages and Literacies

Preparing Preservice Teachers to Create Multilingual Spaces through Family Engagement Practices—LLA Track

L010/L014 (Convention Center)

This presentation explores preservice teachers employing a variety of family engagement practices with a focus on valuing students' home languages, culture, and identity. The university professors and doctoral students will share practices on how to support monolingual preservice future educators in building partnerships with multilingual families.

Presenters: Kelly Hill, University of Alabama at Birmingham
Julie Paul, University of Alabama at Birmingham
Catrice Pruitt, University of Alabama at Birmingham
Melissa Sudduth, University of Alabama at Birmingham
Mary Woodard, University of Alabama at Birmingham

Social Justice and Political Action

Queering Elementary Literacy Curriculum: Supporting Preservice Teachers in Disruption through Anti-Oppressive Pedagogy—LLA Track

L015/L019 (Convention Center)

In this workshop, teachers will explore ways in which existing literacy curricula can be queered through anti-oppressive pedagogy. Participants will develop their own definition of "queering" and will identify opportunities to queer curriculum and instruction within their own classrooms and in the classrooms of teachers they support.

Presenters: Laurie Ganser, University of Minnesota-Twin Cities
Scott Sundstrom, University of Minnesota-Twin Cities

*Language and Culture***We Begin Here: Literacies and Land Education in Early Elementary Classrooms—LLA Track****L017/L018 (Convention Center)**

This presentation shares teacher candidates' inquiries that introduced Kindergarten and grade 1 children to tribal sovereignty, storytelling, and to relationships with the more than human world. These teachers' projects shine a light on what is possible when nonnative teachers begin to engage land-centered pedagogies with young children.

Presenters: Amy Seely Flint, University of Louisville
Tasha Laman, Western Washington University

*Real Talk: Problems of Practice***Exploring the Culture of Writing in Our Classrooms—ELATE Track****Bluegrass 2 Room (Marriott)**

Over the years, the importance of writing has gained more attention due to changes in standardized testing and writing instruction policies, but writing instruction is still an issue. This session seeks to explore the writing culture and its effects on writing instruction in schools, how we can improve writing identities, and what we can do to reduce the stigma surrounding writing instruction.

Presenter: Misha Zaidi, University of Central Florida

*Real Talk: Problems of Practice***Creating Community and Conversations during COVID—ELATE Track****Bluegrass 1 Room (Marriott)**

In their Real Talk session, a mentor teacher and a student teacher will address how to create community and connections, highlighting skills that deteriorated during remote learning and suggesting ideas to rebuild them. They will discuss the problems of putting theory into practice with students now unaccustomed to the classroom setting.

Presenters: Rachel Woo, University of Georgia
Lisa York, Gwinnett County Public Schools

*Real Talk: Problems of Practice***Critical Media Literacy Education in a Complex and Shifting Information Terrain—ELATE Track****Rose Room (Marriott)**

In this Real Talk session, three teacher educators will facilitate a conversation about critical media literacy in the "post-truth era." How do future literacy teachers support their students in navigating seemingly endless information, including disinformation, in a context where there are deep epistemological divisions over what counts as valid knowledge?

Presenters: Benjamin Lathrop, Purdue University
Brady Nash, The University of Texas at Austin
Aimee Hendrix Soto, Texas Woman's University

Real Talk: Problems of Practice

Cultivating Social Justice Pedagogies in Unjust Social and Political Climates—ELATE Track

Kentucky Ballroom D (Marriott)

English educators must act as change agents by implementing social justice pedagogies in their classrooms. But how can English educators promote social justice and critical literacy skills in climates that ban critical race theory and critical books?

Presenters: Shimikqua Ellis, Murray State University
Tonya Perry, University of Alabama at Birmingham

Real Talk: Problems of Practice

Making Homeplaces with, among, and in Spite of Bad Feelings—ELATE Track

Thoroughbred Room (Marriott)

Bad feelings abound in schools today. The pandemic and oppressive curriculum legislation, for example, has fomented rage, disappointment, and anxiety. This dialogue invites participants to explore ways for teacher education scholarship and coursework to cultivate pedagogical homeplaces with, among, and in spite of the bad feelings circulating in schools today.

Presenters: Scott Jarvie, San Jose State University
Cori McKenzie, SUNY Cortland

Real Talk: Problems of Practice

Time to Teach about Climate Change Denial!—ELATE Track

Filly Room (Marriott)

Discover how to help your students identify and engage with climate change denial. You will learn to recognize climate change denial across a diverse array of texts and apply critical media literacy skills to detect different techniques of climate change denial. With students across age levels in mind, clear sets of investigative questions and lesson plan ideas will also be explored.

Presenter: James Damico, Indiana University

The Classic: Panel Discussions

The New Teachable Moment for Advancing Educational Equity: Cultivating Our Critical Pips—ELATE Track

Kentucky Ballroom C (Marriott)

After examining how early career ELA teachers applied their sociocultural knowledge about race to their teaching, one of the overarching findings across cases was that teachers were dropping “critical pips.” This presentation explains the critical pip and frames these discursive seeds as places to engage in race-direct teachable moments in ELA instruction.

Presenter: Kelli Rushek, Miami University

*The Classic: Panel Discussions***“Is he gay? That’s like, all I want to know”: Queer and Trans Youth Searching for a Homeplace in a Young Adult Literature Book Club—ELATE Track****Kentucky Ballroom E (Marriott)**

Drawing on a yearlong literacy ethnography at a high school, this presentation explores how queer and trans youth in a GSA book club worked to determine if and how young adult texts could be homeplaces for them, specifically if they could function as sites of affirmation, trust, and community.

Presenter: Ryan Schey, University of Iowa

*HomeWorkshop Sessions***We All Have Origin Stories: Leveraging Comics, Storytelling, and Multimedia in Literacy Instruction—ELATE Track****Kentucky Ballroom B (Marriott)**

For DC fans, Marvel lovers, and non-comics enthusiasts alike, this workshop invites educators to rethink our approach to literacy through origin story pedagogy, a culturally responsive lens centering comics, media, and storytelling. Come for the comics; stay for the dialogue, collaborative analysis, and time to create in community!

Presenters: Christian Hines, The Ohio State University
Shea Martin, The Ohio State University
Henry Cody Miller, SUNY Brockport

2:00–5:00 P.M.

Workshop

Intellectual Freedom, Censorship, and Preparing for the Year Ahead—NCTE Track

Ballroom C (Convention Center)

The first part of the session is an overview of the censorship landscape, how to prepare for challenges, and how to respond to challenges. After the overview, participants will have the opportunity to work in affinity groups to engage in work important for their context. This work could include planning to write rationales, developing challenge policies for a district, or sharing how to teach preservice teachers about censorship and intellectual freedom. Finally, participants will have time to think and plan for the academic year ahead, particularly identifying and communicating with intellectual freedom allies. This session is cosponsored by the Standing Committee Against Censorship and ALAN.

Presenters: Ann D. David, University of the Incarnate Word; member, Standing Committee Against Censorship

Mark Letcher, Lewis University; member, Standing Committee Against Censorship; executive director, Assembly on Literature for Adolescents of NCTE (ALAN)

Joshua McIntyre, director, Policy and Advocacy, NCTE Intellectual Freedom Center

Sarah Miller, senior program coordinator, NCTE Intellectual Freedom Center



Ann D. David



Mark Letcher



Joshua McIntyre



Sarah Miller



WORKSHOPS

Workshop

Red Bike Moment: A Story-Writing Experience—NCTE Track

Ballroom D (Convention Center)

Each of us has had at least one adversarial “Red Bike Moment” from which our lives pivoted. From the experience, we found purpose. Muhammad Ali’s moment was when he, as Cassius Clay, had his red bicycle stolen. He needed to find and “‘whup’ the thief” (<https://alicenter.org/red-bike-moment/>). Instead of “whupping,” he was advised to learn how to box, and he did.

Our individual Red Bike Moments may have taken many different forms—a single event, or multiple events that changed our lives, our visions, our destinies. In this session, we will virtually visit the Muhammad Ali Center in Louisville and witness a young Muhammad Ali realize his destiny through adversity. Then we will read, write, listen to, and explore. Be sure to bring writing devices (paper, writing utensils, tablet/laptop, etc.) and be ready to possibly share your reflections with others.

Presenters: Valerie Kinloch, University of Pittsburgh, president of NCTE
Alfredo Celedón Luján, Monte del Sol Charter School, past president of NCTE



Valerie Kinloch



Alfredo Celedón Luján

Workshop

Teaching through Healing: Culturally Inclusive Literacy Practices to Heal and Restore—NCTE Track

Ballroom E (Convention Center)

Over the past two years, both teachers and teacher educators have been heavily taxed by the burdens of the pandemic. Despite this unexpected shift, educators have found ways to be in community with families, connect students with necessary resources, and find healing in safe spaces. In this workshop, the current NCTE Professional Dyads and Culturally Relevant Teaching (PDCRT) cohort will describe their methods to build culturally inclusive literacy practices that heal, restore, and serve as a foundation of love for teachers, students, and families. Attendees will learn about methods to build upon the collective knowledge and voices of their students through arts-based pedagogies, children’s literature, and journal writing.

Presenters: Paty Abril-Gonzalez, The University of Texas at Austin
Maggie Beneke, University of Washington, Seattle
Eliza G. Braden, University of South Carolina
Bridgette Dainty, Milwaukee Public Schools
Brittany L. Frieson, University of North Texas, Denton
Rosalba Garcia-Rodriguez, San Antonio Independent School District
Valente’ Gibson, Jackson Creek Elementary, Columbia, SC
Alanna Harris, University of Wisconsin-Milwaukee
María Leija, The University of Texas at San Antonio
Karisma Morton, University of North Texas, Denton
Nicole Sorensen, Seattle Public Schools
Marin Woodard, Denton Independent School District, TX

Language and Culture

**I Talk Normal: Attending to Raciolinguistics in Early Learning Environments—LLA Track
L016 (Convention Center)**

Early learning environments provide an opportunity for children to explore linguistic and racial diversity. How children come to embrace such differences, however, is shaped by ideologies embedded within the classroom. Participants of this session will explore how young children co-construct race and language, brainstorming ways to disrupt normative views.

Presenter: Erin Quast, Illinois State University

Social Justice and Political Action

Censorship in Early Childhood: How to Support Our Youngest Learners in Reading and Discussing Banned Books—LLA Track

L010/L014 (Convention Center)

This session will focus on the use of banned books in early childhood classrooms. We begin with books that are currently being banned across the country. Two early childhood teachers will also share their experiences in selecting and using banned books in their classroom. The session will end with an open space for questions and dialogue about the importance of using these books in ECE classrooms.

Presenters: Erica Cooper-Peyton, Urbana School District #116

Jeanette Delgado, Urbana School District #116

Sandra L. Osorio, Illinois State University

Sanjuana C. Rodriguez, Kennesaw State University

Social Justice and Political Action

Using Labor-Based Single-Point Rubrics to Love Ourselves and Our Students—LLA Track

L015/L019 (Convention Center)

Labor-based single-point rubrics are one way to promote equitable assessment in literacy classrooms. In this workshop I will share some data on a study of student perceptions of labor-based, single-point rubrics in online writing courses and engage participants in designing labor-based, single-point rubrics based on their own assignments.

Presenter: Rochelle (Shelley) Rodrigo, University of Arizona, Tucson

HomeWorkshop Sessions

Belonging and Welcome: Lessons from Greek Philotimo—ELATE Track

Rose Room (Marriott)

Explore the elements of homeplace in Greek culture and learn from Hellenic education challenges and successes. Investigate strategies for “philotimo,” cultivating connected student leaders, repairing/strengthening community, and empowering through global collaboration. Reflect, connect, and walk away with strategies to cultivate social justice in an ecosystem of welcome and belonging.

Presenter: Erin McCarthy, Greendale Middle School

HomeWorkshop Sessions

Making Zines, Democratic Multiples, and Radical Road Maps: Using DIY Crafts in the ELA Methods Classroom—ELATE Track

Kentucky Ballroom A (Marriott)

In this workshop, we draw on Piepmeier's (2009) study of feminist zine culture to discuss this form of writing and communication, paying particular attention to how teacher educators can leverage this tool to bridge university research with local school concerns. Participants will leave this workshop with a self-made zine.

Presenters: Nicole Amato, University of Iowa
Katie Priske, University of Iowa

HomeWorkshop Sessions

Catalyzing Epistemic Friction across Homeplaces: Antiracist Texts, Conversations, and Teaching at PWIs—ELATE Track

Thoroughbred Room (Marriott)

This HomeWorkshop session examines a collaboration among faculty at geographic-diverse PWIs. Grounded in theories of epistemic injustice, Critical Whiteness Studies (CWS), and abolitionist teaching, participants will explore how texts and talk, as part of antiracist teaching, can support racial literacy, unmask racial ignorance, and engender self-critical awareness through epistemic friction.

Presenters: Caroline Clark, The Ohio State University
Mike Cook, Auburn University
Adam Crawley, The University of Texas at Austin
Rachel Skrlac Lo, Villanova University
Ryan Rish, University at Buffalo, SUNY

HomeWorkshop Sessions

Embodied Racial Healing as a Pathway toward Homeplace—ELATE Track

Bluegrass 1 Room (Marriott)

A multimodal home workshop engagement for all educators to move toward racial healing as a pathway toward homeplace. Foregrounding the work of Resmaa Menakem, we invite participants to join us in moving inward to healing as a part of the continuing journey to center racial justice.

Presenters: Sharon Hopkins, Doctoral Student
Kat Naish, Doctoral Candidate
Rae Oviatt, Eastern Michigan University

HomeWorkshop Sessions

A Writing Group for YOU: Building and Sustaining Writing Communities to Support Your Academic Writing Life—ELATE Track

Kentucky Ballroom E (Marriott)

Building and sustaining an academic writing life is challenging in the best of times, and pandemic life has only created more barriers. Join us as we share our experiences, swap tips, and create action steps for generating restorative writing communities. Leave with a plan or potentially a writing partner or ten!

Presenters: Mandie Dunn, University of South Florida
Amber Jensen, Brigham Young University
Kelsey Jones-Greer, Penn State University
Charlotte Land, Penn State University

HomeWorkshop Sessions

Ain't Is a Word: Rural Students' Home Languages in the ELA Classroom—ELATE Track

Kentucky Ballroom C (Marriott)

Aiming to develop rural linguistic literacy, presenters will engage attendees with place-connected home languages through situated pedagogical practices for use with preservice teachers. Through young adult literature and language study, teacher educators will explore rural US linguistic variety while conceptualizing and discussing the integration of place-connected linguistic variation.

Presenters: Leslie Cook, Appalachian State University
Chea Parton, The University of Texas at Austin

HomeWorkshop Sessions

Identifying and Naming Diversity Erasure in Standardized English Language Arts Curricular Materials—ELATE Track

Bluegrass 2 Room (Marriott)

What opportunities exist for diverse students to engage with literature granting access to “homeplaces” (hooks, 2015) in standardized ELA materials? Drawing on a critical multicultural content analysis of a first-grade read-aloud curriculum, we illustrate how limited opportunities are for students to encounter literature reflecting their histories/experiences and share key pedagogical implications.

Presenters: Dorian Harrison, The Ohio State University at Newark
Stacey Korson, Eastern Kentucky University
Rebecca Linares, University of Colorado Boulder

*HomeWorkshop Sessions***Body Biographies: Analyzing Characters Inside and Out—ELATE Track****Filly Room (Marriott)**

Take character analysis out of a traditional essay format and remix it into body biographies. In this HomeWorkshop session, the presenter will share an assignment from a graduate young adult literature course that teachers use with their students. Participants will create a body biography for a character they choose.

Presenter: Julie Bell, University of Nebraska at Omaha

*HomeWorkshop Sessions***All of One Blood: Reconstructing a Literary Homeplace—ELATE Track****Kentucky Ballroom D (Marriott)**

Participants attending this workshop will engage in activities to develop their classroom as a homeplace that affirms all identities. The work will be made individually relevant, with participants reflecting on their personal positionality, considering the identities in their own classrooms, and leaving with next steps to reimagine their existing curriculum as a homeplace.

Presenters: Dani Rimbach-Jones
Jessica Schwind, University of Tennessee

*Real Talk: Problems of Practice***Between Homeplaces: Real Talk on the Transition from Teacher to Teacher Educator—ELATE Track****Kentucky Ballroom B (Marriott)**

Doctoral students will participate in an engaging discussion on the transition between being a teacher and a teacher educator, focusing on how the space can be used to lead to knowledge, dialogue, and wellness. Participants will consider how this space can be used to grow in theory and practice.

Presenters: Jennifer Ervin, University of Georgia
Benjamin Lathrop, Purdue University
Stephanie Robillard, Stanford University
Elisabeth Spinner, Western Michigan University/Alma College (Fall 2022)

4:30–5:00 P.M

ELATE Social Gathering

Kentucky Ballroom E (Marriott)

All those interested in shaping English language arts teacher education are invited to attend this social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates.

5:15–6:15 P.M

Member Gathering with Detra Price-Dennis & Antero Garcia

Ballroom C (Convention Center)

Hosts: Antero Garcia, Stanford University
Detra Price-Dennis, Teachers College, Columbia University



Antero Garcia



Detra Price-Dennis

6:30–7:15 P.M.

LLA Membership and Delegates Meeting

Ballroom D (Convention Center)

All LLA members are welcome to the annual meeting of the LLA membership. Please join us for a discussion about the future and the evolution of Literacies and Languages for All.

6:30–7:30 P.M.

ELATE Commission Meetings

Ballroom E (Convention Center)

All interested ELATE and NCTE members are invited to attend the ELATE commissions of their choice. See <https://ncte.org/groups/elate/elate-commissions/> for a list of commissions and more information.

SUNDAY

JULY 31

9:00–10:00 A.M.

NCTE Closing Keynote:
MATT DE LA PEÑA
Ballroom C (Convention Center)

Matt de la Peña is the author of the Newbery Medal-winning *Last Stop on Market Street*, *Milo Imagines the World*, *Carmela Full of Wishes*, *Love*, and *A Nation's Hope: The Story of Boxing Legend Joe Louis*, as well as a number of critically acclaimed young adult novels. In 2016 de la Peña received NCTE's Intellectual Freedom Award, given for his efforts to fight censorship not only through his words but also through his actions.





Ann D. David



Sarah Miller



Jennifer Warner



Jeremy Young

Workshop

**Teachers Need to Know:
Educational Gag Orders,
Censorship, and Resources—
NCTE & ALM Tracks**

Ballroom C (Convention Center)

As educators experience increasing pressure from educational gag orders and other challenges to free expression in the classroom, it's more important than ever to understand what is going on and explore the tools you need to effectively teach and advocate in these environments. NCTE, PEN America, and Stand for Children will be providing a two-hour workshop to present information and resources for K-12 educators.

Presenters: Ann D. David, University of the Incarnate Word; member, Standing Committee Against Censorship

Sarah Miller, senior program coordinator,

NCTE Intellectual Freedom Center

Jennifer Warner, executive-organizing and campaigns, Stand for Children

Jeremy Young, senior manager, Free Expression and Education, PEN America





Sanjuana C. Rodriguez



Barbara Binns



Candace Fleming

Workshop

**The Power of Story: Examining Nonfiction in Library Collections and Classrooms—
NCTE Track**

Ballroom D (Convention Center)

Nonfiction books provide children with information, new perspectives, and life skills that can be used to address challenges in their lives and further expand their horizons beyond the familiar. Join us for a conversation about American history with authors Barbara Binns (*Unlawful Orders: A Portrait of Dr. James B. Williams, Tuskegee Airman, Surgeon*) and Candace Fleming (*The Curse of the Mummy, Uncovering Tutankhamun's Tomb*). These engaging stories will leave readers filled with a greater understanding of the world we live in and deliver the message in a way that speaks profoundly to why it is important for children to read nonfiction. Sponsored by Scholastic.

Moderator: Sanjuana C. Rodriguez, chair, NCTE's Orbis Pictus Award for Outstanding Nonfiction and coauthor of *Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom*

Presenters: Barbara Binns, author
Candace Fleming, author



WORKSHOPS

Multiple Languages and Literacies

Bubbles of Joy: A True Love of Reading—LLA Track

L016 (Convention Center)

This presentation synthesizes several years of research with emergent bilinguals (ages 5–9) to highlight “bubbles of joy” or instances where the children fell in love with reading and books. The presentation will offer practical strategies for creating an environment where these bubbles can erupt and continue to flow.

Presenter: Sally Brown, Georgia Southern University

Community Literacies

“Cuando tenía siete años..”: Family Storytelling in Early Years Online Bilingual Classrooms—LLA Track

L015/L019 (Convention Center)

This presentation outlines work three Bay Area Writing Project (BAWP) fellows carried out in their online classrooms with families. Their central theme was family storytelling based on what life was like for the parents “Cuando tenía siete años..” or whatever age their child was. Practical components will be addressed, and it is hoped the teachers will be able to join.

Presenter: Liz Murray, Bay Area Writing Project

Multiple Languages and Literacies

Monolingual Teachers–Multilingual Children: Creating Supportive Spaces for All to Discover Their Value and Find Their Voices—LLA Track

L010/L014 (Convention Center)

Come fall in love with linguistically inclusive classrooms! Through carefully created learning environments for teachers and children together, monolingual educators discovered their abilities in creating and sustaining multilingual spaces. Children saw their language valued and their multilingual voices emerged throughout the curriculum.

Presenters: Kelly Hill, University of Alabama at Birmingham
Julie Paul, University of Alabama at Birmingham
Catrice Pruitt, University of Alabama at Birmingham
Melissa Sudduth, University of Alabama at Birmingham
Mariah Weber, Auburn University

HomeWorkshop Sessions

The Story So Far: Finding Our Stories through Inquiry—ELATE Track

Bluegrass 1 Room (Marriott)

Whose voices are being silenced in students’ communities? How can we access these voices and make them heard? In this workshop, we will share an Inquiry Design Model activity that invites students to examine perspectives through the use of young adult literature. Learn how this inquiry provides an entry point for students to find, develop, and produce their own narratives.

Presenter: Amy Vujaklija, Governors State University

The Classic: Panel Discussions

Envisioning the Classroom as Studio Space and Homeplace—ELATE Track

Filly Room (Marriott)

In this session, panelists reimagine the ELA classroom as artist’s studio and creative homeplace. Drawing examples from the worlds of visual and performing arts, participants are challenged to design environments that make space—“physically and metaphorically”—for creative, inclusive, and brave learning.

Presenters: Timothy Duggan, Northeastern Illinois University
Hung Pham, University of Arkansas

HomeWorkshop Sessions

Literacy That Hits Home: Using the Content-Driven Integration Model for Developing Interdisciplinary Units That Connect to Students’ Lives—ELATE Track

Kentucky Ballroom C (Marriott)

How can we connect what students are experiencing outside of classroom walls to something more meaningful than simply “finding the main idea of a text?” In this session, participants will learn how to teach preservice teachers to craft integrated units that “hit home,” studying issues important to students’ communities, by using the Content-Driven Integration Model.

Presenter: Christine Hardigree

HomeWorkshop Sessions

Imagining ELA as Homeplace: Remixing the Discipline through Mixed Media—ELATE Track

Kentucky Ballroom B (Marriott)

In this demonstration-oriented session, participants will create mixed media to remix dominant ideologies in the ELA discipline that privilege certain texts, literacies, identities, and modes. This inclusive arts-integrated approach positions preservice teachers and students to (re)imagine the discipline as a homeplace of affirmation, resistance, participation, and joy for all.

Presenters: Meg Grizzle, University of Arkansas
Katie Hackett-Hill, University of Arkansas

The Classic: Panel Discussions

Taking Up Archaeology of Self in the ELA Methods Classroom—ELATE Track

Kentucky Ballroom E (Marriott)

In this panel, three doctoral candidates draw on methods of autoethnography (Adams, Jones, & Ellis, 2022) to illuminate how their practices, both personally and as teacher educators, have supported their development of racial literacies (Mentor & Sealey-Ruiz, 2021).

Presenters: Nicole Amato, University of Iowa
Tasha Lindo, University of Iowa
Katie Priske, University of Iowa

HomeWorkshop Sessions

Racial Literacy in Action: Transforming the ELA Classroom and Our Homeplace—ELATE Track

Thoroughbred Room (Marriott)

How can we transform all homeplaces to be centers of restoration, resistance, and reclamation? Using the ideas that Rebecca Rogers (2018) posits in *Reclaiming Powerful Literacies: New Horizons for Critical Discourse Analysis*, I argue that English educators can employ critical literacy studies to transform their classrooms, their schools, and ultimately their homeplaces.

Presenter: Melissa Zipper, University of Louisville

HomeWorkshop Sessions

Humanizing Your Syllabus—ELATE Track

Kentucky Ballroom A (Marriott)

This workshop hosted by ELATE-GS offers guidance, suggestions, and opportunities for feedback on crafting a syllabus that models humanizing pedagogy and supports the needs of diverse classrooms.

Presenters: Arianna Banack, University of Tennessee
Jennifer Ervin, University of Georgia
Kelsey Jones-Greer, Penn State University
Darius Phelps, Teachers College, Columbia University
Stephanie Robillard, Stanford University

NCTE Early Career Educator of Color (EC-EOC) Leadership Award Program: Voices, Visions, and Promising Horizons—NCTE Track

L010/L014 (Convention Center)

The Early Career Educator of Color (EC-EOC) Leadership Award Program is at the heart of why and how we are a professional community. In this session, we celebrate our EC-EOC award winners as they close the 2022 Summer Institute. We invite you to hear the voices of cohort members share their educational leadership project statements. These statements will lay the groundwork for their year-long cohort projects, which will be presented at the 2023 NCTE Annual Convention.

Presenters: Adedoyin Ogunfeyimi, University of Pittsburgh at Bradford
 N’Kengé Robertson, Detroit International Academy
 Hiawatha Smith, University of Wisconsin—River Falls
 Kim Tate, Prep Academy
 Karen Tellez-Trujillo, Cal Poly Pomona
 Curtis Wu, Prospect Hill Academy

Social Justice and Political Action

The Centering Moment: Preparing Their Hearts for the Work—LLA Track

L015/L019 (Convention Center)

This session examines the role of literacy in preparing the hearts of students for justice work—for no justice work can happen without the inner work taking place. Grounded in the life, and work, of Howard Thurman, this presentation will aid educators in cultivating deeper meaning within themselves and their students.

Presenter: Jairus Hallums, Atlanta Public Schools

Language and Culture

Serving the Tea: Transgressive Teaching to Reimagine Literacy for All Students—LLA Track

L016 (Convention Center)

When we bring our whole selves as educators to our work, we provide opportunities for students to bring their whole selves as they develop their academic identities. This engaging workshop shares how vital it is to provide all students with enticing instruction to help students realize their infinite possibilities while also exposing how to build a content leader initiative in your own district via the perspectives of current classroom teachers!

Presenters: Shanae Herron, Neville High School
 Justin Overacker, Wossman High School
 Karen Rogers

Real Talk: Problems of Practice

Where's the Academia Instruction Manual? Navigating the Ranks of Academia—ELATE Track

Rose Room (Marriott)

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

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

Real Talk: Problems of Practice

Cycle of Writing Quality in Education: Where Can the Greatest Impact Be Inserted?—ELATE Track

Kentucky Ballroom B (Marriott)

The extent to which writing quality migrates through the educational system is vital. Teacher educators help improve preserve teachers' abilities to teach quality writing. This is important because inadequate writing instruction can impair K-12 students' writing quality, producing less than adequate adult writers. Where can we insert writing intervention to produce the most impactful improvement?

Presenter: Marci Clark, University of Arizona Global Campus

HomeWorkshop Sessions

Weeding Out Suspect Bias Using the Greek Rhetorical Styles of KLEMP in Social Media and News Stories—ELATE Track

Kentucky Ballroom A (Marriott)

Teens discover who they are in many different ways. One of the ways they form their identity is via the media. What they ingest in the media influences who they are, who they want to be, and who they believe in. Let's give them a tool so they can't easily be influenced. In this 60-minute workshop, a technique using the Greek rhetorical styles the presenter calls KLEMP can allow teens to sort fact from fiction.

Presenter: Erik Bean, American Public University

Real Talk: Problems of Practice

Problem of Practice: Course Sequencing—ELATE Track

Thoroughbred Room (Marriott)

This session will discuss how coursework sequence is often an obstacle to candidates having authentic and responsive opportunities to reflect and collaborate. Often, there is a disconnect in student learning due to course sequencing that happens sporadically or generally. Participants will be asked to share and discuss their program degree plans.

Presenter: Lara Searcy, Northeastern State University

Real Talk: Problems of Practice

Teacher Recruitment, Renewal, and Restoration: A Rescue Mission to Save Our Home Place—ELATE Track

Filly Room (Marriott)

How can we recruit new teachers when we ourselves want out? How can we renew and restore ourselves and the freedom to teach authentically, critically, creatively, and truthfully? How can we inspire others to embrace the humanities that our world so desperately needs right now? Drawing on the principles of teacher formation and renewal, this session seeks to find meaningful ways to save our home.

Presenter: Amy Maupin, Transylvania University

HomeWorkshop Sessions

Finding Your Career Homeplace: Navigating the Job Market—ELATE Track

Kentucky Ballroom E (Marriott)

This session hosted by ELATE-GS offers practical advice on navigating various aspects of the job market from graduate students and early career scholars who have recently gone through the process. ELATE-GS aims to provide space to support graduate students through the differing and/or challenging stages of the PhD journey.

Presenters: Laura Jacobs, North Carolina State University
 Trevor Joensen, University of South Florida
 Kelsey Jones-Greer, Penn State University
 Brady Nash, The University of Texas at Austin
 Elisabeth Spinner, Western Michigan University/Alma College (Fall 2022)

Real Talk: Problems of Practice

Mentoring PhD Students into Their English Education Homespace: Developing Professional Identities by Teaching, Supervising, and Researching Together—ELATE Track

Bluegrass 1 Room (Marriott)

How do PhD students in English education connect with and learn from experienced mentors? We share a model of mentored internships, then invite ideas about how mentoring through co-teaching, shared student teaching supervision, and collaborative research, for example, can become a sort of “clinical experience” in which pre-professional English educators may find their “homespace” in our field.

Presenters: Jenny Goransson, George Mason University
 Amber Jensen, Brigham Young University

INDEX

- Abril-Gonzalez, Paty: 51
Acevedo, Gabriel: 26
Agudelo, Eliana: 24
Allen, Lindsey: 27
Amato, Nicole: 53, 61
Aquino, Mariel: 40
Bacon, Heidi: 41
Baines, Janice: 18
Banack, Arianna: 62
Bean, Erik: 64
Bedingfield, Caroline: 42
Behizadeh, Nadia: 42
Bell, Julie: 55
Beneke, Maggie: 51
Best-Green, BernNadette: 37
Binns, Barbara: 59
Boehm, Shelby: 27
Braden, Eliza G.: 10, 35, 51
Bravo, Nadine: 41
Bronke, Chris: 28, 37
Brooks, Jennifer: 31
Brown, Sally: 60
Buchanan, Rebekah: 43
Butler, Melinda: 41
Butler, Tamara: 18
Butryn, Sara: 26
Cameron, Tajma A.: 33
Carrera, Mayra: 19
Chávez-Moreno, Laura: 40
Chenelle, Susan: 44
Chi, John: 27
Chisholm, James: 21, 33
Citizen, Leticia: 41
Clark, Caroline: 33, 53
Clark, Marci: 64
Cook, Leslie: 54
Cook, Mike: 21, 33, 53
Cook, Plymouth-Ann: 22
Cooper, Sara: 43
Cooper-Peyton, Erica: 52
Corriston, Kelsie: 32
Cowo, Ana: 22
Cox, Lisa: 43
Crawford, Jessica: 42
Crawley, Adam: 26, 53
Crowell, Caryl: 41
Dainty, Bridgette: 51
Damico, James: 49
David, Ann D.: 50, 58
Dávila de Silva, Aurelia: 24
Delgado, Jeanette: 52
de la Peña, Matt: 12, 57
Díaz, Haidy: 21, 30, 43
Díaz, Hector L.: 21
Du, Shuang: 24
Duggan, Timothy: 61
Dunn, Mandie: 20, 33, 54
Durand, Sybil: 21
Edber, Hannah: 31
Ellis, Shimikqua: 48
English, Cathie: 25, 31
Ervin, Jennifer: 44, 55, 62
Espinosa, Celina-Maria: 24
Feliciano-Barrett, Christine Ann: 44
Fields, Aletha: 18
Fleming, Candace: 59
Flint, Amy Seely: 41, 47
Flores, Tracey: 11, 17, 21, 36
Frieson, Brittany L.: 51
Gallo, Jessica: 27
Ganser, Laurie: 18, 46
Garcia, Antero: 56
Garcia, Merideth: 26
Garcia-Rodriguez, Rosalba: 51
Gibson, Valente: 51
Gigliello, Heather: 26
Gill, Victoria: 31
Gonzalez, Charles: 33
Goransson, Jenny: 65
Griffith, Jason: 20
Griffin, Shannon: 39
Grizzle, Meg: 21, 61
Gross, Melissa: 20
Hackett-Hill, Katie: 61
Hadley, Heidi: 25, 44
Hallums, Jairus: 63
Harbison, Monét: 33
Hardigree, Christine: 61
Harris, Alanna: 51
Harrison, Dorian: 54
Haskey-Valerius, Brandon: 26
Henkin, Roxanne: 24
Herron, Shanae: 63
Hill, Cecily: 40
Hill, Trina: 30
Hill, Kelly: 46, 60
Hines, Christian: 49
Hoffman, Julie: 31
Hood, Caleb: 42
Hopkins, Sharon: 53
Hundley, Melanie: 32
Hurst, Tiffani: 33
Hutson, Turea: 33
Jaber, Sawsan: 19, 30, 41
Jacob, Meredith: 38
Jacobs, Laura: 65
Jago, Carol: 29, 39
Jarvie, Scott: 48
Jensen, Amber: 54, 65
Jiménez, Ileana: 11, 26, 36
Jiménez, Laura: 26
Jin, Lijun: 46
Joensen, Trevor: 65
Johnson, Latrise: 4, 11, 36
Johnson, Tara: 21
Jones-Greer, Kelsey: 54, 62, 65
Kingsland, Christopher: 25
Kinloch, Valerie: 3, 18, 51
Kirkpatrick, Emily: 2
Kissel, Brian: 32
Knezek, Suzanne: 43
Knowles, Amy: 25, 44
Korson, Stacey: 54
Laman, Tasha: 47
Land, Charlotte: 33, 54
Latham, Don: 20

Lathrop, Benjamin: 21, 44, 48, 55
 Leibu, Beth: 19
 Leija, Maria: 51
 Letcher, Mark: 50
 Lewis, Mark A.: 21
 Liao, Ashley: 30
 Lillge, Danielle: 21
 Limlamai, Naitnaphit: 25
 Linares, Rebecca: 54
 Lindo, Tasha: 61
 Liu, Diana: 32
 Liu, Xiaoming: 46
 Liwanag, Maria Perpetua: 46
 Lo, Rachel Skrlac: 53
 Long, Susi: 18
 Lowe, Shelly C.: 9, 23
 Luján, Alfredo Celedón: 3, 51
 Mahaley, Allison: 19
 Malone, Hui-Ling: 37, 40
 Manderino, Michael: 19
 Manola, Dominic: 19
 Marks, Shaylyn: 19
 Martin, Shea: 22, 26, 49
 Mathews, Jessyca: 22
 Mattern, Carrie: 22
 Mayes, Dr. Linda: 38
 Maupin, Amy: 65
 McCarthy, Erin: 52
 McCleary, Becci: 30
 McCray, Chirlane: 38
 McGee, Alexis: 40
 McInnis, Daris: 26
 McIntyre, Joshua: 50
 McIntyre-McCullough, Keisha: 22
 McKenzie, Cori: 33, 48
 McMurtry, Teaira: 33
 Meija, Astrid Mariel Sierra: 42
 Miller, Henry Cody: 18, 49
 Miller, Sarah: 50, 58
 Mooney, Brian: 32
 Morton, Karisma: 51
 Murray, Liz: 60
 Myers, Michele: 5, 10, 35
 Naish, Kat: 53
 Nash, Brady: 20, 48, 65
 Negrette, Giselle Martinez: 40
 Nelson, Elizabeth Thackeray: 44
 Ng, Celeste: 8, 15
 Nikooyooyo, Evelyn: 27
 O'Brien, Jessica: 20
 Ogunfeyimi, Adedoyin: 63
 Ortiz, Eddie: 32, 44
 Osorio, Sandra L.: 18, 52
 Overacker, Justin: 63
 Oviatt, Rae: 26, 53
 Parsons, Christopher: 26
 Parton, Chea: 33, 54
 Paul, Julie: 46, 60
 Pendergrass, Emily: 32
 Penn, Jenell: 37
 Perry, Tonya: 44, 48, 64
 Pham, Hung: 61
 Pham, Josephine: 40
 Phelps, Darius: 62
 Prasad, Sheetal: 43
 Price-Dennis, Detra: 11, 18, 36, 56
 Price-Gardner, Roberta: 17
 Priske, Katie: 53, 61
 Pruitt, Catrice: 46, 60
 Quast, Erin: 52
 Rhoades, Glenn: 24
 Rimbach-Jones, Dani: 55
 Rish, Ryan: 53
 Robertson, N'Kenge: 63
 Robillard, Stephanie: 11, 36, 55, 62
 Rodesiler, Luke: 21
 Rodrigo, Rochelle (Shelley): 52
 Rodriguez, Sanjuana C.: 10, 35, 52, 59
 Rogers, Karen: 63
 Rohloff, Rebecca: 41
 Rose-Dougherty, Taylor: 21
 Rushek, Kelli: 43, 49
 Saco, Sandra: 21
 Sanden, Sherry: 18
 Schey, Ryan: 26, 49
 Schwind, Jessica: 55
 Sealey-Ruiz, Yolanda: 8, 11, 16, 28, 36
 Searcy, Lara: 64
 Sears, Faith: 42
 Sepetys, Ruta: 12, 45
 Sherry, Michael: 20
 Sibberson, Franki: 17
 Sjostrom, Kate: 42
 Skillen, Matt: 18
 Smith, Hiawatha: 63
 Smith, Kristie: 43
 Sorensen, Nicole: 51
 Soto, Aimee Hendrix: 22, 48
 Spinner, Elisabeth: 25, 55, 65
 Stone, Theresa Burruel: 43
 Suarez, Susan: 44
 Sudduth, Melissa: 46, 60
 Sundstrom, Scott: 46
 Tate, Kim: 63
 Teeple, Kerry: 41
 Tellez-Trujillo, Karen: 63
 Thomas, London: 33
 Thomas, Taneesha: 19
 Thornton, Natasha: 10, 35
 Timmons-Long, LaMar: 18
 Trautman, Katie: 32
 Turner, Janet: 30
 Vujaklija, Amy: 60
 Walker, Frank X: 9, 16
 Wang, Yang: 24
 Wang, Jingru: 24
 Wargo, Jon: 26
 Warner, Jennifer: 58
 Weber, Mariah: 60
 Wheeler, Melissa: 31
 Wigfall, Salondra: 24
 Williams, Sarah: 41
 Witte, Shelbie: 20, 64
 Woo, Rachel: 47
 Woodard, Marin: 51
 Woodard, Mary: 46
 Wu, Curtis: 63
 Wynter-Hoyte, Kamania: 10, 35
 Yarborough, Davie C.W.: 33
 Yeilding, Gail Harper: 43
 York, Lisa: 47
 Young, Jeremy: 58
 Young, Neisha Terry: 25, 33
 Young, Taylor: 18
 Zaccor, Karla: 22
 Zaidi, Misha: 47
 Zipper, Melissa: 62

CHECK OUT OUR NEW BOOKS FROM NCTE

NCTE



ABOUT THE SPECIAL ISSUES SERIES

Teachers and students across the country are grappling with several important issues. Almost daily, we hear from educators who are looking for practical and engaging approaches to racial literacy, critical media literacy, and trauma-informed teaching. NCTE is responding to these needs with our new Special Issues series designed to directly address these pressing topics in K–12 and college classrooms today.

SPECIAL ISSUES, VOLUME 1: TRAUMA-INFORMED TEACHING

Cultivating Healing-Centered
ELA Classrooms

Sakeena Everett, Editor

SPECIAL ISSUES, VOLUME 1: RACIAL LITERACY

Implications for Curriculum,
Pedagogy, and Policy

Detra Price-Dennis, Editor

SPECIAL ISSUES, VOLUME 1: CRITICAL MEDIA LITERACY

Bringing Lives to Texts

Tom Liam Lynch, Editor



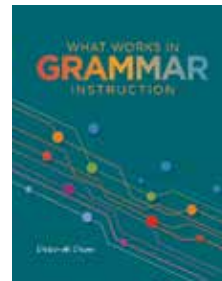
ON THE CASE IN THE ENGLISH LANGUAGE ARTS CLASSROOM

Situations for the Teaching of English
Thomas M. McCann, Elizabeth A. Kahn, Sarah Hochstetler, and Dianne Chambers
Foreword by Peter Smagorinsky



ENGLISH STUDIES REIMAGINED

A New Context for Linguistics, Rhetoric and Composition, Creative Writing, Literature, Cultural Studies, and English Education
Bruce McComiskey, editor



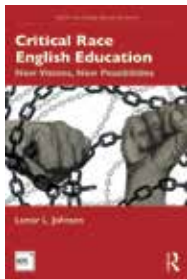
WHAT WORKS IN GRAMMAR INSTRUCTION

Deborah Dean



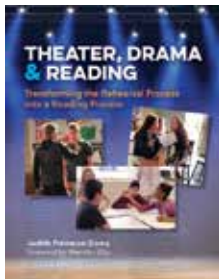
MATERIALITY AND WRITING STUDIES

Aligning Labor, Scholarship, and Teaching
Holly Hassel and Cassandra Phillips
CCCC Studies in Writing & Rhetoric (SWR) Series



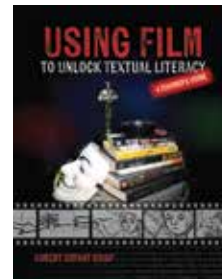
CRITICAL RACE ENGLISH EDUCATION

New Visions, New Possibilities
Lamar L. Johnson
Foreword by Gloria Boutte
Afterword by David Stovall
NCTE-Routledge Research Series



THEATER, DRAMA, AND READING

Transforming the Rehearsal Process into a Reading Process
Judith Freeman Garey
Foreword by Sheridan Blau



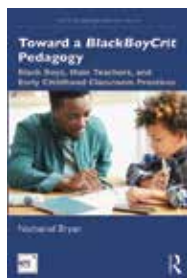
USING FILM TO UNLOCK TEXTUAL LITERACY

A Teacher's Guide
Robert Bryant Crisp



WHERE IS THE JUSTICE?

Engaged Pedagogies in Schools and Communities
Valerie Kinloch, Emily A. Nemeth, Tamara T. Butler, and Grace D. Player
Copublished by Teachers College Press and NCTE



TOWARD A BLACKBOYCRIT PEDAGOGY

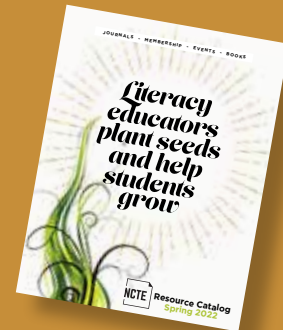
Black Boys, Male Teachers, and Early Childhood Classroom Practices
Nathaniel Bryan
NCTE-Routledge Research Series



ANTIBIAS AND ANTIRACIST TEACHING QRG

The Time Is Always Now
Damián Baca, Kathleen Colantonio-Yurko, Lorena Germán, Richard Gorham, Patrick Harris, Keisha Rembert, and Holly Spinelli

CHECK OUT THE FULL **SPRING 2022 CATALOG** FOR MORE TITLES



¡Sueños!

Pursuing the Light!

**2022 NCTE
Annual
Convention**

November 17-20
ANAHEIM, CALIFORNIA
convention.ncte.org

