



## Homecoming Program

Updated June 15, 2022

Registrants may attend any session they are interested in regardless of track.  
See the draft of the Homecoming Program below for the current session offerings.

This document will be updated weekly each Wednesday.

All sessions will take place in the Kentucky International Convention Center and the adjoining Louisville Marriott Downtown.

### Friday, July 29

Friday, July 29, 9:00–10:00 a.m.

#### **NCTE Welcome & Opening Keynote: Celeste Ng**

Ballroom ABC (Convention Center)

**Celeste Ng** is the number one *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.

Friday, July 29, 10:15–11:15 a.m.

#### **LLA Welcome & Opening Keynote: Yolanda Sealey-Ruiz**

L010/L014 (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**

Kentucky Ballroom E (Marriott)

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 ABC (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:** Ann Marie Corgill

Tracey T. Flores, The University of Texas at Austin

Roberta Price-Gardner, Kennesaw State University

Franki Sibberson, literacy leader and consultant, former elementary school teacher

**Friday, July 29, 11:30 a.m.–12:30 p.m.**

**“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

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

L010/L014 (Convention Center)

**Presenters:** Mayra Carrera, East Leyden HS

Sawsan Jaber, Leyden HS, Education Unfiltered Consulting

Michael Manderino, Leyden High Schools

Dominic Manola, East Leyden HS

Taneesha Thomas, District 84

**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

**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 Socially 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**

Kentucky Ballroom E (Marriott)

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"

*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:** 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”

Amy Plymouth-Cook, Florida International University, “Homeplace for the Figuratively Homeless in the ELA Classroom”  
Luke Rodesiler, Purdue University, “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”

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”

### Friday, July 29, 12:45–2:15 p.m.

**NCTE Lunch & Keynote:** NEH & Indigenous Authors  
Ballroom ABC (Convention Center)

### Friday, July 29, 2:30–6:00 p.m.

#### *Workshop*

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

Ballroom ABC (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

#### *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

### Friday, July 29, 2:30-3:30 p.m.

**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

**Teaching the Rainbow: How and Why GSAs Matter in Schools and How to Do Advocacy and Change-Work in Classroom Spaces—LLA Track**

L015/L019 (Convention Center)

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

**Our Daughters' Voices: Sustaining the Cultural Identities and Literacies of Black Girls in the Classroom—LLA Track**

L017/L018 (Convention Center)

Our Daughters' Voices is a seminar-style workshop that will help participants to understand the importance of culturally sustaining pedagogy in the classroom. Participants will learn the importance of sustaining the identities and literacies of Black girls. This workshop will afford participants the opportunity to engage in active learning via collective discussions and planning.

**Presenter:** Jendayi Mbalia, University of Wisconsin-Milwaukee

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

L016 (Convention Center)

**Presenters:** Aurelia Davila de Silva, San Antonio Public Schools

Roxanne Henkin, The University of Texas at San Antonio Emeritus

*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 towards 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*

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

Kentucky Ballroom E (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

*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"

**Friday, July 29, 4:45–5:45 p.m.**

**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.

**Presenter:** Janet Turner, Dekalb County School District

**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

**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 Diaz, University of South Carolina

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

L010/L014 (Convention Center)

**Presenter(s):** Trina Hill, University of Iowa

Becci McCleary, Muscatine Community Schools

**Friday, July 29, 4:45–5:45 p.m.**

*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 Corrison, 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:** Ashley Boyd, Washington State University

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 euro-centric 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

## **Saturday, July 30**

### **Saturday, July 30, 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

Chirlane McCray, First Lady of New York City

#### **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

*Real Talk: Problems of Practice*

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

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

**Saturday, July 30, 10:15–11:15 a.m.**

**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 HS, Education Unfiltered Consulting

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

L015/L019 (Convention Center)

**Presenters:** Amy Seely Flint, University of Louisville

Rebecca Rohloff, Georgia State University

Sarah Williams, University of North Georgia

**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

Tiffany Sulser, Marion Junior High School

Kerry Teeple, University of Findlay

**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

**Languaging 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 towards 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/M Meal/Game? Review Writing as Community- and Skill-Building**

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 Towards 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 Yielding, Auburn University, "Discussing Racial Literacy with Preservice Teachers (PST's) 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”

**Saturday, July 30, 11:30 a.m.–12:30 p.m.**

**NCTE Keynote: Ruta Sepetys**

Ballroom ABC (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.

**Saturday, July 30, 2:00–5:00 p.m.**

*Workshop*

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

Ballroom ABC

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)  
Sarah Miller, program coordinator, NCTE Intellectual Freedom Center

#### *Workshop*

#### **Red Bicycle 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

#### *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 School  
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



**Saturday, July 30, 2:00–3:00 p.m.**

**Enhancing Literacy Assessment Competencies through Action Inquiry—LLA Track**

L020 (Convention Center)

**Presenters:** Lijun Jin, Towson University

Xiaoming Liu, Towson University

Maria Perpetua Liwanag, Towson University

**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

**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 curriculum 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

**We Begin Here: Literacies and Land Education in Early Elementary Classrooms—LLA Track**

L017/L018 (Convention Center)

**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

*HomeWorkshop Sessions*

**Looking Back and Beyond: A Freedom-Dreaming Workshop for Literacy Educators, Teacher Educators, and Support Staff—ELATE Track**

Kentucky Ballroom A (Marriott)

This workshop invites participants to make themselves at home—to spend an hour breathing, reflecting on how we frame pedagogies, and dreaming in community. In this abolitionist session, participants will engage in critical analysis,

freedom-dreaming, and community dialogue focused on making our literacy spaces more imaginative, dialogic, and liberatory for all.

**Presenter:** Shea Martin, The Ohio State University

*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 denial across a diverse array of texts and apply critical media literacy skills to detect different techniques of climate

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*

**Locating Homeplace within Text: Critical Engagement for Identity Development—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 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, “‘Is he gay? That’s like, all I want to know’: Queer and Trans Youth Searching for a Homeplace in a Young Adult Literature”

**Saturday, July 30, 3:15-4:15 p.m.**

**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

**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 Rodriguez, Kennesaw State University

**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.

**Presenters:** Rochelle Rodrigo, University of Arizona, Tucson

*HomeWorkshop Sessions*

**Belonging and Welcome: Lessons from Greek Philotimo—ELATE Track**

Rose Room (Marriott)

Explore the elements of homeplace means 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 Piske, 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:** Ashley Boyd, Washington State University  
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

*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 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 and taught texts 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 D (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)

## Sunday, July 31

### Sunday, July 31, 9:00–10:00 a.m.

**NCTE Closing Keynote: Matt de la Peña**

Ballroom ABC (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.

### Sunday, July 31, 10:15 a.m.–12:15 p.m.

*Workshop*

**Teachers Need to Know: Educational Gag Orders, Censorship, and Resources—NCTE Track**

Ballroom ABC (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:** Sarah Miller, 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

*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 Candy 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 non-fiction. Sponsored by Scholastic.

**Moderator:** Sanjuana Carrillo Rodriguez, chair, NCTE's Orbis Pictus Award for Outstanding Nonfiction and co-author of *Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom*

**Presenters:** Barbara Binns, author

Candy Fleming, author

### **Build Your Stack with Books that Open Doors—NCTE Track**

Ballroom E (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

**Sunday, July 31, 10:15-11:15 a.m.**

### **Bubbles of Joy: Emergent Bilinguals Falling in Love with Reading—LLA Track**

L016 (Convention Center)

**Presenter:** Sally Brown, Georgia Southern University

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

L017/L018 (Convention Center)

**Presenter:** Liz Murray, Bay Area Writing Project

### **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 use 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 Piske, University of Iowa

*HomeWorkshop Sessions*

**We All Have Origin Stories: Leveraging Comics, Storytelling, and Multimedia in Literacy Instruction—ELATE Track**

Bluegrass 2 Room (Marriott)

For DC fans, Marvel lovers, and non-comic 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

*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 her text, *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

### **Sunday, July 31, 11:30 a.m.–12:30 p.m.**

#### **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, Gwinnett County Public Schools

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

L010/L014 (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

Michelle Manuel

Justin Overacker, Wossman High School

Karen Rogers

#### **Walk-n-Talk: Growing Student Writing Communities through Conversation—LLA Track**

L017/L018 (Convention Center)

Separation, both physical and emotional, is a struggle for most college students, particularly for first generation students, non-traditional and ELL students. Cultural bifurcation takes place, regardless of how greatly college is desired. The Walk-n-Talk bridges the gap between home and academy, growing connections and conversations centered on student course content.

**Presenter:** Ann Kendall, Heritage University

### *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