

Texas Council of Teachers of English Language Arts
Conference Program



59TH ANNUAL TCTELA CONFERENCE & EXPOSITION
KALAHARI RESORTS & CONVENTIONS | ROUND ROCK | JANUARY 26-28, 2024



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Charles Moore

TCTELA President

My mom taught ELA for 33 years, passing away a few years back. I had hoped that she would be here with us as we honor Texas educators and fulfill our obligation to literacy learners across our state. Her dedication to our work profession and to students across three decades mirrors work that has happened throughout our past and is reflected in the work that continues to this day. She was a tiny woman whose impact was mighty. Dad was a football coach and, later, an administrator whose influence extended across decades. It's no wonder that Mom's passion for literacy and Dad's drive to guide informed and responsible students led me to a career teaching English and coaching. It has been my honor to support more than two decades' worth of students in Galveston County and now a new generation in Brazoria County.

Serving the members of the Texas Council of Teachers of English Language Arts has been an incredible experience. Learning from other literacy leaders, digging in when the work got tough, and supporting teachers through an extremely challenging time in our organization's existence taught me so much about leadership and collaboration.

There may be lines drawn on maps that delineate where one town or district ends and the other begins, but that is not true about the crucial needs of students with regards to learning how to read and write. Our task, literacy growth, is urgent and demands that we work together in developing both in the pedagogy of our teaching craft and in the efficacy that we so desperately need.

#TCTELA24



Alissa Crabtree

TCTELA President-Elect

Fifty-nine years of forging connections among the human experience. Fifty-nine years of forging equitable learning experiences inside and outside of the classroom. Fifty-nine years of promoting the epic power of literacy.

It is with immense joy and anticipation that I extend a warm Texas-sized welcome to each and every one of you to the 59th Texas Council of Teachers of English Language Arts Conference 2024. As we embark on this literary journey

together, our theme, "Forging the Future of Literacy," couldn't be more fitting. Get ready for a literary adventure like no other!

Our breakout sessions are not just sessions but transformative experiences waiting to happen. Picture this: educators from all corners of the Lone Star State converging to share ideas, strategies, and a laugh or two. We've curated a lineup that is as diverse as the great state of Texas itself, featuring sessions that will leave you inspired, informed, and possibly even questioning the definition of a run-on sentence.

Speaking of exceptional lineups, have you heard about our keynote speakers? Prepare to be awestruck, amused, and enlightened as we welcome luminaries who are not only experts in their fields but also have a knack for turning even the most complex literary theories into engaging narratives. Trust me, you won't want to miss these keynotes—consider them the literary rock stars of our conference.

In a world that seems more tumultuous by the day, the importance of literacy cannot be overstated. Literacy isn't just about decoding words on a page; it's about forging connections, understanding diverse perspectives, and navigating the complexities of the modern world. As educators, we are the torchbearers, guiding the way for the next generation of readers, writers, and critical thinkers.

So, let's come together not only to celebrate the power of literacy but also to laugh, learn, and create memories that will last a lifetime. After all, who said educators can't have a little fun while shaping the future? I look forward to learning and collaborating with you, ready to forge ahead into the future of literacy with Texas-sized enthusiasm.

ENGLISH IN TEXAS, VOL. 54.1

Spring/Summer 2024

Theme: **Forge the Future of Literacy**

Manuscript Deadline: April 1, 2024

Call for Submissions: *"First, it is important to recognize what guides the decisions teachers make. It begins with the simple question: What do I believe as a teacher?"* —Michael J. Young

TCTELA President Charles Moore's 2024 conference theme, **"Forge the Future of Literacy,"** calls on teachers to take charge of our future and to "reclaim the narrative of literacy learning" (Moore, 2023). As Young (2021) indicates, this reclamation must start with teachers contemplating their own beliefs. As teachers and sculptors of the future, it is essential that we determine what is important to us and forge the future by letting our beliefs about literacy learning craft the way.

For the Spring/Summer 2024 issue of *English in Texas*, we invite you to consider how you are forging the future and how you plan to do so going forward. Some pedagogical questions to consider for manuscript submissions are any of the following, any fusion of the following, or any extension beyond the following:

- What do you believe is essential for the future of literacy education?
- What literacy practices do you believe are ineffective and not beneficial for the future growth of our students?
- What must teachers do to protect the future of literacy education?
- What literacy skills will our students need in order to be successful in the future?
- How can we embolden teachers to advocate for the future of literacy education?
- How can we embolden students to advocate for their own future literacy needs?

More broadly, you may also consider the following:

- What does it mean to forge the future of literacy education?
- What stance and/or perspective are you planning to take as you forge the future of literacy education?

FOCUS ON THE THEME: We invite interested individuals to submit manuscripts, conceptual, creative, reflective, student-authored, pedagogical, research-based, and/or theoretical, as related to this topic of **Forge the Future of Literacy**.

INQUIRIES AND INNOVATIONS: Additionally, we welcome educational research relevant to the work of ELAR educators. These submissions could either be theme-dependent or could be more generally relevant to the ELAR education community.

ENGLISH IN TEXAS, VOL. 54.2

Fall/Winter 2024

Theme: **The Changing Sounds of Literacy: Teaching and Learning in the Many Languages of Our Classrooms**

Manuscript Deadline: September 3, 2024

Call for Submissions: *"Ignoring the languages that learners bring to school is ignoring their prior knowledge and experiences in literacy, simply because they are not in English. Learners' linguistic capabilities and experiences across languages provide a fuller picture of their literacy skills and are valuable resources from which to draw or on which the learner can build literacy skills."*

—Naomi Wilks-Smith

The Fall/Winter 2024 issue of *English in Texas* focuses on the linguistic capabilities and experiences students bring to the classroom, as well as the changing sounds in our classrooms. Our classrooms, grades PK-16+, share linguistic space between monolingual and bilingual students. This growing and talented population—students versed in multiple languages—holds the power to cross academic borders each day, multiple times a day, bringing "valuable resources from which to draw" (Wilks-Smith, 2017, p. 27).

Both Wilks-Smith and author Goldy Muhammad argue that these qualities create an important and skilled base for learning. Muhammad discusses the idea that "our children are already genius [sic] when they come to us in schools and classrooms. We only need to cultivate [these assets]" (Muhammad & Twal, 202, 3:07-3:14). Teachers today are working to grow both the genius and skills of students in our classrooms with more than one language at their disposal. This new, skilled learner creates an exciting sound in ELAR. Some pedagogical questions to consider for manuscript submissions are any of the following, any fusion of the following, or any extension beyond the following:

- What does a rewarding, shared linguistic space look like?
- How have the sounds of literacy changed in your classroom?
- How are both monolingual and bilingual students thriving in classrooms together?
- How are teachers utilizing thinking that relies on cultural and experiential funds of knowledge?
- How do classrooms honor space for both home languages and learned languages in academic discourses?

More broadly, you may also consider the following:

- What tools or pedagogies do you use to address the needs of many languages in your classroom?
- How have you seen linguistic capabilities develop across languages?

FOCUS ON THE THEME: We invite interested individuals to submit manuscripts, conceptual, creative, reflective, student-authored, pedagogical, research-based, and/or theoretical, as related to this topic of **The Changing Sounds of Literacy: Teaching and Learning in the Many Languages of Our Classrooms**.

INQUIRIES AND INNOVATIONS: Additionally, we welcome educational research relevant to the work of ELAR educators. These submissions could either be theme-dependent or could be more generally relevant to the ELAR education community.

Continued on next page.

STANDING COLUMNS: We also encourage brief contributions in the form of standing columns. These center on topics that interest you but do not necessarily align to an issue’s theme or full-length manuscript requirements. To submit any of these standing columns for publication consideration, please contact the editorial team at EnglishinTexas@uhd.edu with a 100-150 word summary of your idea **BEFORE** submitting.

References:

Moore, C. (2023, February 4). *Presidential conference theme address* [Written speech shared by Charles Moore]. 58th Annual Texas Council of Teachers of English Language Arts Conference & Exhibition.

Young, M. J. (2021). Not allowed: Power and practice in literacy teaching as defined by the state. *Language Arts*, 99(2), 113-125. See p. 123.

Muhammad, G. (Guest), & Twal, N. (Host). (2021, April 11). *Equity thought leader* [Audio podcast]. myPDUnplugged. <https://podcasts.apple.com/us/podcast/4-3-cultivating-genius-an-equity-framework-for/id1345000344?i=1000516707408>

Wilks-Smith, N. (2017). The place of learners’ languages in literacy programs: Bringing learners’ home languages in through the school gate. *Babel*, 52(1), 27-34. See p. 27.

A Seat and a Voice at the Table	Keeping Your Wits About You	Teaching Outtakes
<p>This column focuses on supporting diversity, equity, and inclusion to empower groups that are too often marginalized in the ELAR classroom.</p> <p>What does your seat at the table look like day-to-day? How are you striving to bring diverse texts, methods, and instructional design to the forefront of 21st century instruction?</p> <p><i>“Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.”</i></p> <p>—Liz Fosslien</p>	<p>This column focuses on teacher self-care in today’s often challenging educational environment.</p> <p>How do you keep your wits while the world spins—often wildly—on its axis each day? What are your personal and professional approaches to bringing hope and balance to the world of teaching?</p> <p><i>“If you can keep your wits about you while all others are losing theirs, and blaming you. ... The world will be yours and everything in it ...”</i></p> <p>—Rudyard Kipling</p>	<p>This column focuses on sharing the “aha” lessons from the “uh-oh” moments in your classroom.</p> <p>As educators, we often talk about “what works,” but how has the “not working” turned you into a more knowledgeable practitioner and a more streetwise professional? How did the “not working” inform you in your teaching and help you to grow?</p> <p><i>“Mistakes are a fact of life. It is the response to error that counts.”</i></p> <p>—Nikki Giovanni</p>

SUBMISSION GUIDELINES, 2023-2025: Please refer to the Texas Council of Teachers of English Language Arts-*English in Texas* website, https://www.tctela.org/english_in_texas, for manuscript submission guidelines. Do not hesitate to contact the editorial team at EnglishinTexas@uhd.edu should you have any questions.

Furthur Information: Send manuscripts and questions regarding publishing in *English in Texas* to: TCTELA Headquarters/*English in Texas*, 919 Congress Avenue, Suite 1400, Austin, Texas 78701, 512.617.3200, EnglishinTexas@uhd.edu (subject line: “*English in Texas* Submission or Query”)

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Co-Chair 2024
Leander ISD

The Local Arrangements Committee heartily welcomes you all to the 2024 TCTELA Conference at the incredible Kalahari Resorts & Conventions in Round Rock, Texas, for a weekend of excitement and learning.

Round Rock is a vibrant and growing city located just north of Austin, Texas. It is home to a diverse population of over 100,000 people, and it is known for its excellent schools, safe neighborhoods, and family-friendly amenities. During your stay, be sure to check out some of the following things to do:

- **Enjoy all that downtown Round Rock has to offer:** Quaint downtown Round Rock is home to numerous shops, restaurants, bars, wineries, and live music events.
- **Explore the Old Settlers Park:** The Old Settlers Park is a living history museum that tells the story of Round Rock's early settlers. The park features a variety of historic buildings, including a log cabin, a schoolhouse, and a blacksmith shop.
- **Seek adventure at Kalahari's waterpark and enjoy its amenities:** Whether staying at the Kalahari Resort or just visiting as a local, you will find adventure around every corner. Submerge in the massive indoor waterpark with a wave pool, a lazy river, and multiple water slides. Get your heart racing at Tom Foolery's, an 80,000 square foot indoor amusement park. Pamper yourself with treatments in the serene spa. Indulge in multiple restaurants and bars. Stretch your mind and body in the escape room or bowling alley. Teaching is tough, and our teachers deserve some fun. So, we encourage you to choose your own adventure and enjoy all that the Kalahari Resort has to offer.

Our profession continues to face unprecedented challenges and criticisms. In these difficult times, it is a blessing to have the opportunity to come together, to share and learn from one another, to strengthen our resolve, and to "Forge the Future of Literacy."

The Local Arrangements Committee would like to thank the TCTELA board for their guidance and support throughout the planning process. We also extend our gratitude to the many volunteers and local area businesses who have helped make this conference a reality.

In purpose there is direction. In unity there is strength. So, together, hand in hand, let us learn from one another. Welcome and enjoy your stay.

With sincere appreciation,

Jenn, Jenny, and Cody

2024 TCTELA Local Arrangements Committee



**Donate your gently used
books to Education
Connection to be
distributed to Central
Texas schools!**

**Drop them off at TCTELA's
exhibit in Registration 5
(outside of Kilimanjaro 5).**



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Enough Materials for 6 Students

Visit our booth at TCTELA and Register to WIN!

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SCHEDULE AT A GLANCE

THURSDAY, JANUARY 25, 2024

6:00pm-10:00pm	Novel & Essay Level Sponsor Exhibits Open	Crown Palm, Prefunction 4-7
6:00pm-10:00pm	Registration	Registration 4

FRIDAY, JANUARY 26, 2024

7:30am-5:15pm	Registration	Registration 4
8:00am-4:30pm	Bookstore	Crown Palm
8:00am-4:30pm	Exhibits	Prefunction 4-7
8:30am-10:45am	Welcome & Workshop With Penny Kittle	Kilimanjaro 5
10:45am-11:20am	Book Signing With Penny Kittle & Visit Exhibits	Crown Palm, Prefunction 4-7
11:30am-12:45pm	Professional Development Luncheon With Juana Martinez-Neal and Edmund J. Farrell Distinguished Service and Achievement Award (Ticketed Event)	Kilimanjaro 5
12:45pm-1:10pm	Book Signing With Juana Martinez-Neal & Visit Exhibits	Crown Palm, Prefunction 4-7
1:15pm-2:15pm	Concurrent Session A	
	Bridging the Texas Reading Academies Content to Practical Application: Engaging and Interactive Methods for Classroom Success	Kilimanjaro 2
	Teacher Voice in Action: Strategies for Effective Advocacy in Education	Kilimanjaro 3
	Engaging With Graphic Novels: The Guide to Growth	Kilimanjaro 4
	The Power Wrapped Inside of Wordless Picture Books	Acacia
	Real Writing in the AI World	Banyan
	Empowering Tomorrow's Leaders: Forging Literacy and Heritage Preservation Among Indigenous Students From Latin America	Bamboo
2:30pm-3:45pm	General Session With Travis Leech and Dr. Roni Dean-Burren Literacy Leader Award (TCTELA Officer Elections Conducted)	Kilimanjaro 5
3:45pm-4:10pm	Book Signing With Travis Leech & Visit Exhibits	Crown Palm, Prefunction 4-7
4:15-5:15pm	Concurrent Session B	
	Structured Biliteracy Grounded in the Science of Reading	Kilimanjaro 2
	TEA: Reading and Language Arts Curriculum Update	Kilimanjaro 3
	Forging the Future of Literacy With Ancient Tools: Rhetoric and the Redesigned STAAR	Kilimanjaro 4
	Mastering the Small Group in Secondary RLA	Acacia
	SEL & The TEKS: Reaching the Depth of the Learning Standards Through the Lens of the Social-Emotional Learning Competencies	Banyan
	Forging Our Future Through Writing: Teachers, <i>English in Texas</i> Wants to Hear from YOU!	Bamboo
5:30pm-7:00pm	Membership Celebration and Section Connection	Event Barn

SCHEDULE AT A GLANCE (CONTINUED)

SATURDAY, JANUARY 27, 2024

8:00am-4:45pm	Registration	Registration 4
8:00am-4:15pm	Bookstore	Crown Palm
8:00am-4:15pm	Exhibits	Prefunction 4-7
8:30am-10:00am	General Session With Kimberly Garza and Mercedes Bonner Leadership Award (Annual Business Meeting - Election Results Announced)	Kilimanjaro 5
10:00am-10:25am	Book Signing With Kimberly Garza & Visit Exhibits	Crown Palm, Prefunction 4-7
10:30am-11:30am	Concurrent Session C	
	Breaking Through the Noise: What Nurtures Literacy in Multilingual Learners?	Kilimanjaro 2
	Fostering Connections and Community Through Racial and Social Justice Literacy	Kilimanjaro 3
	Get It, Got It, Good: Comprehension—Literacy and Learning Beyond Foundational Skills	Kilimanjaro 4
	Word Play: Sentence Manipulation With Diverse Mentor Texts	Acacia
	TCTELA Dream Cohort X TAFE: Forging the Future of Education	Banyan
	Free Your Mind and the Poetry Will Follow	Bamboo
11:45am-1:00pm	Professional Development Luncheon With Kwame Alexander and Teacher of the Year Awards (Ticketed Event)	Kilimanjaro 5
1:00pm-1:25pm	Book Signing With Kwame Alexander & Visit Exhibits	Crown Palm, Prefunction 4-7
1:30pm-2:30pm	Concurrent Session D	
	The Heavy Hitters of Intermediate Literacy: Multisyllabic Decoding and Morphology	Kilimanjaro 2
	It's Here; Let's Embrace It: AI in the RLA Classroom	Kilimanjaro 3
	Achieving Authentic Writing in Title I Rural and Urban Schools	Kilimanjaro 4
	Categorizing Commas and Other Ways to Workshop Grammar	Acacia
	Cultivating and Forging Multilingual Literacy: Nurturing the Voices of Emergent Bilingual Students	Banyan
	Concurrent Session D Roundtables:	Portia
	Navigating AI-Assisted Writing Instruction	
	Understanding Emergent Learners' Phonemic Awareness and Phonics Knowledge Through the Hearing and Recording Sounds in Words Task	
	Interactive Read-Aloud in the Primary Grades	
	Enhancing Literacy Skills From Bilingual Homes: Blending and Word Building Routines	
	Effective Writing Feedback for Reluctant Elementary Writers	
	A Layered Approach to Advocacy	

Continued on next page.

SCHEDULE AT A GLANCE (CONTINUED)

2:45pm-3:45pm	Concurrent Session E	
	TEA STAAR RLA Update (2:45pm-4:15pm)	Kilimanjaro 3
	Is AI the Enemy? Making Space for New Innovation in the ELAR classroom	Kilimanjaro 4
	Powered by Picture Books: Using a Time-Tested Tool to Forge the Future of Literacy	Acacia
	Prevent Self-Censoring: What Do These Laws Really Say and What Can You Really Do With The Books In Your Classroom?	Banyan
	Forging the Fun in Literacy: Showing Students That Reading, Writing, Thinking, and Speaking in the Classroom Can Still Be Fun!	Bamboo
	Concurrent Session E Roundtables:	Portia
	Building a Strong Foundation for Literacy Leaders	
	Give Us Liberty and Give Us Literacy!	
	Kākau-Mea-Nui Culturally Responsive Writing Strategies for Students in Grades K-8	
	In the Same Boat: Navigating the Rough Waters of Change Through the Community Cultural Wealth Model	
	Meaningful SEL and Asset Building to Improve Literacy	
	Writing for High Stakes and Beyond	
3:45pm-3:55pm	Book Signing with Stephen and Kayla Briseño & Visit Exhibits	Crown Palm, Prefunction 4-7
4:00pm-5:00pm	Concurrent Session F	
	Forging Shared Literary Experiences for Your Students	Kilimanjaro 2
	Making the Match: Love and Learning	Kilimanjaro 4
	Arm Students With Choice to Fight for Literacy	Acacia
	Let's Give Them Something to Talk About: Forging Connections Through Meaningful Discourse	Banyan
	Analyze and Apply: Using Mentors to Teach Craft at Every Stage of the Writing Process	Bamboo
5:30pm-6:30pm	Poetry Reading	Red's Piano Bar
6:30pm-7:30pm	Rising Leaders Meet & Greet (Invitation Only)	Sortino's

SUNDAY, JANUARY 28, 2024

9:00am-12:00pm	Kameron Keller, TAFE President & Workshop With Dr. Kausalai Wijekumar and Dr. Debra McKeown	Kilimanjaro 5
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#TCTELA24

RISING LEADERS

2022-2024 Cohort

Aisha Atkinson
Christopher Duke
Kathleen Ferguson
Jordan James

2023-2025 Cohort

Elizabeth Castillo-Guajardo
Esmeralda Cartagena Collazo
Jacob Pineda
Lucinda Zamora-Wiley

WHO ARE TCTELA RISING LEADERS?

Rising Leaders:

- Demonstrate a passion for teaching, learning, and leadership in English language arts
- Collectively exhibit a broad range of diversity in position, location, cultural background, and perspective
- Hold promise as leaders
- Are committed to TCTELA’s mission and to pursuing leadership opportunities in the organization

How do I apply for the Rising Leaders program?

Applications will be accepted January 26 through April 1, 2024.

How are Rising Leaders selected?

Anyone can nominate candidates for the Rising Leaders program. Self-nominations are welcome.

Completed applications are scored by a selection panel of TCTELA board members using a rubric focused on the program goals. Finalists are forwarded to the executive committee for approval.

The sixth cohort of Rising Leaders will be announced May 3, 2024.

How many Rising Leaders are accepted to the program each year?

The selection committee will select four leaders each year from across Texas who represent diversity in multiple dimensions. Rising leaders will participate in the program for two years.

AMBASSADORS

2022-2024 Cohort

Renae Rose Anderson Regions 1-5	Jeff Downs Regions 6-10	Elizabeth Moll Regions 11-15	Danika Jaster Regions 16-20
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2023-2025 Cohort

Kimberly Lawson-Belonwu Regions 1-5	Tanesha Yusuf Regions 6-10	Tosh McGaughy Regions 11-15	Sonja Ezell Regions 16-20
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WHO ARE TCTELA AMBASSADORS?

The TCTELA Ambassadors program was established to assist in advancing the literacy growth of all Texas students by developing a network of diverse professionals and by providing access to professional development based on best practices in education. TCTELA exists as an ally for Texas RLA teachers, instructional coaches, and administrators.

Currently, there are eight Ambassadors who serve all 20 regions of Texas. Ambassadors are appointed for a two-year term. TCTELA Ambassador applications for our third cohort will be available online May 3 through June 7, 2024.

PENNY KITTLE 8:30AM-10:45AM KILIMANJARO 5

Micro Mentor Texts: Using Short Passages From Great Books to Teach Writer's Craft

We all want students who write clearly and powerfully. We can teach this through daily practice with passages from books and a close look at the decisions authors make to craft those texts. We lead students to see a book as a treasure chest of writing craft moves—the moves that skilled writers use. Students will learn and practice a wide range of writing skills from grammar in context, varied sentence patterns—both the art and feel of cohesion and style—as well as all the ways a writer is an artist of words. We have the power to fundamentally change the way students understand writing. Come to study and write together.

Penny Kittle teaches first year writers at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years. She is the author of nine books including *Book Love*, *Write Beside Them* (for which she received the James N. Britton award in 2009), and two books co-authored with Kelly Gallagher: *4 Essential Studies* and *180 Days*. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves' work, *Children Want to Write*. Penny works beside teachers and leaders across the world to empower young readers and writers. She believes in curiosity, engagement, and deep thinking in schools for both students and their teachers. Penny stands on the shoulders of her mentors—the Dons (Murray & Graves) and the Toms (Newkirk & Romano)—in her belief that intentional teaching in a reading and writing workshop brings the greatest student investment and learning in a classroom.

In 2012, Penny and her husband founded the Book Love Foundation, a 5013c non-profit foundation with one goal: to put books in the hands of teenagers. She is the president of the Book Love Foundation and was given the Exemplary Leader Award from NCTE's Conference on English Leadership. The Book Love Foundation is passionately committed to teachers who aim instruction towards increasing volume, stamina, and joy in reading in middle and high school. Every classroom should be a celebration of reading. We need a book for every reader, recommended by readers, and shelved by interests to invite browsing. Each year the Board of Directors funds as many starter libraries of 500 highly engaging books for teenagers as possible. The foundation's partners, Heinemann Publishing and Book Source, have each agreed to fund one library each year. Since 2013, the Book Love Foundation has funded 120 classroom libraries. Its vision is to change the story of reading. We have to.

Every child. Every year. Every classroom.



—Book signing to follow in Prefunction 5 near Crown Palm (conference bookstore).—

EDMUND J. FARRELL DISTINGUISHED SERVICE & ACHIEVEMENT AWARD

JEFF ANDERSON AWARD PRESENTED DURING FRIDAY LUNCHEON 11:30AM-12:45PM KILIMANJARO 5

Jeff Anderson, also known as the Write Guy, has spent over 30 years working in literacy, first as a teacher and then as a writer of both professional books and the *Zach Delacruz* middle-grade fiction series. A lifelong Texan, Jeff's career has spanned Texas and across the United States. He spent time with students in the classroom in Houston, Austin, and San Antonio. Jeff also worked with TEA in the Special Education Division and as a staff developer with the Region 20 ESC. His professional writing and public speaking reached teachers across Texas and the United States as districts and conferences clamored for the ideas shared in his writing and his engaging, entertaining presentation style.

In 2007, his second book, *Everyday Editing*, was released two years after *Mechanically Inclined*. These ideas worked in tandem to fill an instructional void. "Jeff's invitations to notice and celebrate grammar through real literature and student writing brought real joy to something challenging, making it accessible, meaningful, and fun," said Dr. Michelle Becwar, Aldine ISD Program Director. His workshops attracted teachers because he never forgot the needs of the classroom. His focus is consistently on engaging the learners through interest and relevance. He understands his audience and that teachers have limited time. His books always provide ready samples to help teachers quickly make meaning and begin planning implementation.

His latest writing, the *Patterns of Power* series, was born from the need for additional support for teachers and students. Realizing that the intricacies of writing instruction shift with age and skill, Jeff partnered with fellow literacy experts from other grade bands to produce a wealth of resources for pre-k, elementary, middle school, and high school, including their POPcast podcast.

Although his accomplishments are many, those who have worked with Jeff would want it clarified that it's the person, not the writer, who is most deserving of the Edmund J. Farrell Award. He is warm and genuine with an incredible sense of humor and a giving, generous spirit. Former TCTELA President Kelly Tummy shared, "While Jeff's books on grammar and writing have had me hooked from the beginning, seeing Jeff in person in a workshop made me love him as well. His wealth of knowledge, boundless energy, kind spirit, and wicked sense of humor have drawn a crowd since day one. His love of music and playing with language always have teachers up on their feet and digging into their writing, creating precisely the same learning environment as he advocates for children."

Jeff has and expresses a genuine appreciation for teachers and their love of learning. Despite health issues that required him to focus on personal wellness, he remains committed to literacy and excellence in grammar instruction and is, overall, just an amazing guy, the "write guy" who reminds us always to celebrate early and often. It is the right time for the literacy community to celebrate him. He is a Texas leader in the field of English language arts, and his quality leadership and his body of work have and most definitely continue to "advance the growth of all Texas students," just as the Edmund J. Farrell Award embodies.



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JUANA MARTINEZ-NEAL 11:30AM-12:45PM KILIMANJARO 5

Juana and How She Got Her Caldecott

Follow Caldecott Honor Winner Juana Martinez-Neal on the artistic journey that led her to create *Alma and How She Got Her Name* as well as the joy-filled bilingual board books *Alma and Her Family/Alma y su familia* and *Alma, Head to Toe/Alma, de pies a cabeza*. Through her gentle illustrations exuding whimsy, warmth, and words in English and Spanish, little ones and big ones alike will love getting to know Alma—and Juana too.

Juana Martinez-Neal is the recipient of the 2020 Sibert Medal for *Fry Bread: A Native American Family Story* written by Kevin Noble Maillard, the 2019 Caldecott Honor for *Alma and How She Got Her Name*, and the 2018 Pura Belpré Medal for Illustration for *La Princesa and the Pea* written by Susan Middleton Elya. She is the *New York Times*-bestselling illustrator of *Tomatoes for Neela* written by Padma Lakshmi.

Juana is also the illustrator of *I Don't Care* (written by Julie Fogliano and co-illustrated with Molly Idle, Neal Porter Books), *A Perfect Fit: How Lena "Lane" Bryant Changed the Shape of Fashion* (written by Mara Rockliff, Clarion), *Babymoon*, and *Swashby and the Sea*. Her second picture book as author and illustrator—*Zonia's Rain Forest*—is also available in Spanish as *La Selva de Zonia* (Candlewick Press). *Alma, From Head to Toe/Alma, de pies a cabeza* and *Alma and Her Family/Alma y su familia* are two forthcoming bilingual board books.

Juana was born and raised in Lima, Peru. She is a daughter and granddaughter of artists now living in the woods in Connecticut.



—Book signing to follow in Prefunction 5 near Crown Palm (conference bookstore).—

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SESSION CODES

INTENDED AUDIENCE

P	Pre-Kindergarten
E	Elementary
M	Middle School
H	High School
C	College/University
G	General

TOPICS

ADV	AP/Pre-AP
CMR	College/Career/Military Readiness
EL	EL/Bilingual Education
GT	Gifted & Talented*
S	Learners with Special Needs
TD	Teacher Development
T	Technology

*See page 41 for a list of all GT sessions.

Kilimanjaro 2

Bridging the Texas Reading Academies Content to Practical Application: Engaging and Interactive Methods for Classroom Success

Intended Audience:
P, E

Vicki Reynolds, Region 10 ESC

Miranda Blount, hand2mind

Topics:
TD



Explore engaging techniques designed to captivate students' interest and foster a love for reading as we focus on innovative, interactive techniques that not only align with Texas Reading Academies but also actively engage students in the learning process. These techniques will range from creating learning experiences with multidimensional activities to interactive make and take lessons all aimed at reinforcing reading skills in an enjoyable and effective manner. Each technique will be demonstrated with clear, actionable steps, ensuring that educators can easily apply them in their classrooms. Each person who attends the session will receive a component of hand2mind's new Texas Reading Toolkit to implement in their classroom!

Kilimanjaro 3

Teacher Voice in Action: Strategies for Effective Advocacy in Education

Intended Audience:
G

Eva Goins, Northwest ISD

JoLisa Hoover, Raise Your Hand Texas

Topics:
TD

Discover how to become an effective advocate for your students and public education. In this session led by Teacher Specialist JoLisa Hoover from Raise Your Hand Texas and educator Eva Goins, you will leave with a deeper understanding of opportunities to impact the policymaking process and the tools you need to make your voice heard in advocating for public education. Don't miss out on this chance to make a difference in your classroom and beyond.

Kilimanjaro 4

Engaging With Graphic Novels: The Guide to Growth

Intended Audience:
E, M, H

Cailyn Dougherty, Sam Houston State University

Michelle Parker, Sam Houston State University

Topics:
TD, GT

Graphic novels are rising in popularity among readers, creating opportunities to engage with these materials that directly link to the TEKS, foster lifelong skills, and offer cross-curricular opportunities. A graphic novel requires readers to delve between the lines, quite literally, connecting images and panels to incorporate more inferencing and comprehension than either a picture book or a traditional chapter book. Inviting readers into the world of graphic novels not only increases visual engagement but also encourages creative and critical thinking, fostering an adaptive classroom capable of meeting all students' learning differences.

Continued on next page.

SESSION CODES

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G General

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EL EL/Bilingual Education

GT Gifted & Talented*

S Learners with Special Needs

TD Teacher Development

T Technology

*See page 41 for a list of all GT sessions.

Acacia

The Power Wrapped Inside of Wordless Picture Books

Intended Audience:
P, E

Topics:
TD

Angela House, University of Texas at Austin

Wordless picture books provide opportunities for every reader to have access to story, characters, and joy while reading. These books grant readers the possibility of seeing themselves and others across the pages. Teachers can wrap phonological awareness, phonics, and oral language inside the pages of wordless picture books to connect picture books to the kinds of stories that children write. This allows children to take on the identity as a reader and a writer.

Banyon

Real Writing in the AI World

Intended Audience:
M, H, C

Topics:
CMR, TD, T

Jennifer Gunn, Region 10 ESC

Christopher Gray, Region 10 ESC

The effects of artificial intelligence (AI) on our future cannot be ignored. As teachers of writing, we have a responsibility to understand the implications of large language models behind programs such as ChatGPT. And we have a responsibility to our students to discuss benefits and drawbacks of utilizing AI. Participants will build a general awareness of writing-related AI and explore strategies for designing and evaluating writing assignments that honor human thought and voice over AI-generations.

Bamboo

Empowering Tomorrow's Leaders: Forging Literacy and Heritage Preservation Among Indigenous Students From Latin America

Intended Audience:
P, E, M, H

Topics:
EL, TD

Esmeralda Cartagena Collazo, Texas Woman's University

Acknowledging Indigenous stories and culture through literacy and heritage preservation can profoundly impact Indigenous students from Latin America. In this session, participants will explore the creation of a meaningful curriculum that taps into students' funds of knowledge by integrating their home cultures and languages into daily instruction via culturally and linguistically relevant texts. By identifying culture as a means for personal and academic motivation, students can develop a sense of belonging and value their expertise. These practices help educators create a classroom that adapts to all learners' needs, especially those who are often marginalized and erased from the curriculum, resulting in inclusive and empowering learning spaces.

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PRESIDENT-ELECT

Literacy is the foundation that every student must be exposed to in order to have an exceptionally solid educational edifice. Every student deserves the opportunity to have a teacher in their lives who will nurture their abilities to critically read, write, think, and speak. This teacher will guide them beyond passing a test, and guide them to cultivating the dreams and goals that burn fire-red within their heart.

Twenty-three years in the classroom, and counting, have formed my belief that all students regardless of gender, ethnicity, religious beliefs, socioeconomic status, labels, etc., deserve the best critical literacy instruction possible. In order for this to happen, educators must never stop learning themselves.

Students have a story that should be shared and acknowledged. Students have culture, language, and funds of knowledge that need to be leveraged in the classroom. Students have a voice that should be used to speak up against injustices. Students have the right to read books in which they see themselves represented. Students have the right to believe in their opinions while not degrading opposing thoughts. During this turbulent politically driven era, educators must know that with TCTELA, they never walk alone.



Eva Goins

Northwest ISD
(Uncontested)

VP-ELECT FOR MEMBERSHIP AND AFFILIATES

Literacy educators know the power and necessity of a literate society. Learning to read and reading to learn is the foundation, which leads to reading to empathize, to analyze, and to inspire. We do not want our students only to exist as readers, but also as writers. We hope for texts to inspire their own thoughts to the point that they must share their thoughts. As literacy educators, we want this for all students, and not every student must follow the same path. Equity in literacy education demands that we provide all our students with opportunities to read and write what they choose. In addition, it requires us to provide them with complex texts and guide them through those texts.

I believe in literacy education. I believe it is critical for a true democracy to function and flourish. Many leaders may fear a literate society, which is why so many want to villainize our work in our state (and in our country). While this makes our work harder, it does not diminish its necessity. Organizations such as TCTELA are actively working to dispel the misinformation about literacy and to focus on the core needs of our students in Texas. Having an organization that supports English teachers in Texas is necessary for teachers, for students, for families, for our state.

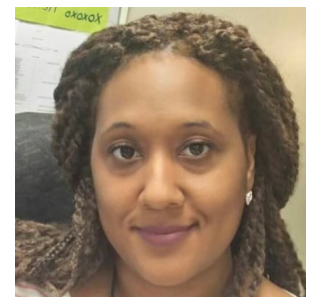


Doug Frank

Dallas ISD
(Uncontested)

RECORDING SECRETARY

My core teaching belief is that lifelong learning is important; we just switch roles as teachers and students depending on the situation we are in. Reading and writing are the foundation to everything as we evolve. We explore the depths and complexity of our own foundations. With that, we share our learning processes with others.



Quevetta Frank

Houston ISD
(Uncontested)

DR. RONI DEAN-BURREN LITERACY LEADER OF THE YEAR AWARD

DAMICO BARTLEY AWARD PRESENTED DURING FRIDAY GENERAL SESSION 2:30PM-3:45PM KILIMANJARO 5

Damico Bartley has served for eight years as the principal at Ross Sterling Middle School where he has demonstrated exceptional leadership, dedication, and a profound commitment to literacy instruction and the growth of students in both reading and writing. He has proven himself to be an inspirational leader, capable of not only envisioning but also implementing innovative literacy practices to enhance students’ educational experiences. He was the first to pilot and embed a program that assisted his students reading on lower levels, resulting in student gains that led to district acknowledgement. He further pursues this notion by embarking on large Hispanic Heritage Festivals and Black History Live Museum and Plays.

He is not only an advocate of reading books but also for students seeing themselves within the pages of those books. Damico uses his campus motto of *Kids First* to make his vision a reality, putting students’ literacy needs at the forefront of decision-making and aligning resources to the literacy needs of students.

Damico Bartley possesses a profound understanding of educational trends, best practices, and the ever-evolving needs of learners. He has successfully implemented a literacy program built to bridge gaps for struggling readers and writers. Damico’s commitment to literacy instruction inspires his staff, establishing a growth mindset, encouraging professional development, and nurturing a culture of continuous improvement.



THANK YOU TO OUR VOLUNTEERS!

Student Volunteers:

Abigail Benavidez	Kaitlynn Garza	Davon McLean	Coleman Riggins
Karla Cardenas	Kathy Hunter	Sheila Mwangi	Camille Smith
Cyndol Davis	Andrew Martin	Elisa Ramirez	Rebekah Sommers

Volunteers:

Shauna Allen	Amber Funderburgh	Katie Leyendecker	Kelly Sells
Tracey Bleakley	Andrea Greene	Kellie Marino	Deborah Simmons
Victoria Crow	Meg Green	Nicole Mize	Noelle Thiering
Lacey Delgado	Alexis Huddleston	Caitlin Palmer	Karen Turner
Angelia Diamond	LaShanda Johnson	Courtney Pepe	Sheila Weathers
Holly Dorsey	Teresa La Bianco	Allison Ponce	Tanya Wilkinson
Laurel Dunn	Monica Lasky	Araceli Salinas	

YOUR SUPPORT IS APPRECIATED!

TRAVIS LEECH 2:30PM-3:45PM KILIMANJARO 5

Grammar on the Rise: Baking Brilliance Into Language Instruction

Just as a skilled chef carefully selects and combines ingredients to create a culinary masterpiece, educators can strategically employ grammar and language conventions to craft compelling pieces of writing. Join Travis Leech, co-author of *Patterns of Power*, to explore how we can knead grammar patterns seamlessly into our classroom or whip up a literary feast by sprinkling grammar into our instructional repertoire.

Travis Leech is an educator, presenter, and author who is known not only for his ability to reach items off the top shelf at the grocery store but also for his expertise in empowering adolescent writers. From an early age, Travis had a deep love for reading and writing, often immersing himself in tales of adventure that filled the pages of countless spiral notebooks. While he didn't particularly enjoy traditional grammar instruction during his school years, he discovered a transformative approach that reshaped his teaching career.

Embarking on his journey as a middle school English language arts teacher, Travis had the good fortune of encountering Jeff Anderson's influential works *Mechanically Inclined* and *Everyday Editing*. These books introduced him to a fresh perspective on grammar instruction, emphasizing the importance of students observing, discussing, and applying grammar concepts found in exemplary writing by young adult authors. Inspired by Anderson's innovative approach, Travis has seamlessly integrated these grammar invitations into his roles as a middle school teacher, gifted and talented specialist, instructional coach, and as a co-author of the *Patterns of Power* resources for secondary classrooms.

Outside of the classroom, Travis spends his free time experimenting with new recipes, getting lost in media of all kinds, connecting with family, and exploring the vast expanse of Texas and beyond, accompanied by his wife, Keri, and their beloved dogs. Currently residing in San Antonio, Texas, Travis Leech brings his unwavering passion and expertise to empower both educators and students alike.



—Book signing to follow in Prefunction 5 near Crown Palm (conference bookstore).—

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SESSION CODES

INTENDED AUDIENCE

P Pre-Kindergarten

E Elementary

M Middle School

H High School

C College/University

G General

TOPICS

ADV AP/Pre-AP

CMR College/Career/Military Readiness

EL EL/Bilingual Education

GT Gifted & Talented*

S Learners with Special Needs

TD Teacher Development

T Technology

*See page 41 for a list of all GT sessions.

Kilimanjaro 2

Structured Biliteracy Grounded in the Science of Reading

Intended Audience:

G

Topics:

EL

Amplify.

Carla Small, Amplify

¡La ciencia de la lectura es para todos! The Science of Reading is for everyone, but how can we best support our emergent bilinguals? Attendees will learn why celebrating bilingualism and biliteracy as assets and cognitive strengths in assessment and instruction can propel emergent bilinguals to reading success in English and Spanish. An overview of Amplify's comprehensive biliteracy suite of products will be shared.

Attend for a chance to win a signature Amplify biliteracy t-shirt!

Kilimanjaro 3

TEA: Reading and Language Arts Curriculum Update

Intended Audience:

G

Topics:

TD

Guiomar Andújar, TEA

Tamara Robert, TEA

Staff from TEA's Curriculum Standards and Student Support Division will present informational updates on reading language arts topics, recent legislation, and resources related to instruction and learning of the Texas Essential Knowledge and Skills (TEKS) for English and Spanish Language Arts. Attendees will have the opportunity to ask questions.

Kilimanjaro 4

Forging the Future of Literacy With Ancient Tools: Rhetoric and the Redesigned STAAR

Intended Audience:

E, M, H, C

Topics:

CMR, TD

Staci Hammer, Aledo ISD

Tiffany Stokes, Aledo ISD

Elizabeth Kuhns, Aledo ISD

Sarah Endsley, Aledo ISD

Jim Warren, University of Texas at Arlington

The 2017 TEKS revision and 2023 STAAR redesign call for greater integration of reading and writing and closer attention to analysis of author's purpose and craft. These changes return us to rhetoric, the dominant approach to literacy instruction for 2,000 years. In this session, elementary and middle school teachers, a district coordinator, and a university professor share a transferable strategy that fosters rhetorical literacy across grade levels and improves performance on new STAAR question types.

Acacia

Mastering the Small Group in Secondary RLA

Intended Audience:

M, H

Topics:

CMR, GT

Lisa Meyer, Deer Park ISD

Targeted small group instruction is the key to moving students forward with their reading and writing skills, but small groups in secondary RLA do not operate in the same way as they do in other content areas. In this session, we will focus on how to use data to intentionally form small groups around specific reading and writing skills and how to ensure engagement throughout the classroom in the way that works best for RLA.

Continued on next page.

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- CMR** College/Career/Military Readiness
- EL** EL/Bilingual Education
- GT** Gifted & Talented*
- S** Learners with Special Needs
- TD** Teacher Development
- T** Technology

*See page 41 for a list of all GT sessions.

Banyan

SEL & The TEKS: Reaching the Depth of the Learning Standards Through the Lens of the Social-Emotional Learning Competencies

Intended Audience:
M, H

Aleisha Reid, Northwest ISD
Brittnie Bragg, Northwest ISD

Topics:
CMR, EL, S, TD

Meagan Davisk, Northwest ISD
Shawna Mitchell, Northwest ISD

The future of literacy is getting kids to connect to texts on a personal level. Using the Social-Emotional Learning competencies, we will explore how to leverage grade level learning standards to create questions that will facilitate improved relationships, deeper engagement, and a love of reading.

Bamboo

Forging Our Future Through Writing: Teachers, *English in Texas* Wants to Hear from YOU!

Intended Audience:
G

Kelly Tummy, TCTELA
Stephen Winton, University of Houston–Downtown

Topics:
TD

Diane M. Miller, University of Houston–Downtown
When discussing today's classrooms, foregrounding teacher voices is critical. Sharing YOUR story highlights YOUR experience-informed expertise. Furthermore, contributing to *English in Texas (EiT)* means you are joining a community that prioritizes writing growth, coaches professional writing processes, and facilitates publication journeys. The editors of *EiT* invite you to write for TCTELA's award-winning, peer-reviewed journal! Come ready to exercise your professional voice, and leave equipped to forge your contribution to the conversation.

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KIMBERLY GARZA 8:30AM-10:00AM KILIMANJARO 5

Writing Home: Telling and Uplifting Our Places on the Margins

Whether it's the eerie marshes of Charles Dickens' Kent or the storm-ravaged bayous of Jesmyn Ward's Mississippi, books have the power to steep us in places foreign and familiar. And for many marginalized writers and readers, we have just begun to see our geographical and cultural places—our homes—celebrated in literature. Author and professor Kimberly Garza, a native Texan, discusses the importance of place in books, and the continued vital need of place-driven narratives from unsung communities.

Kimberly Garza is a graduate of the University of Texas at Austin and the University of North Texas, where she earned a PhD in 2019. Her fiction and nonfiction have appeared in *Copper Nickel*, *DIAGRAM*, *Creative Nonfiction*, *TriQuarterly*, and elsewhere. A native Texan—born in Galveston, raised in Uvalde—she is an assistant professor of creative writing and literature at the University of Texas at San Antonio. *The Last Karankawas* is her first novel.



—Book signing to follow in Prefunction 5 near Crown Palm (conference bookstore).—



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MERCEDES BONNER LEADERSHIP AWARD

TAMIKA BARTLEY AWARD PRESENTED DURING SATURDAY GENERAL SESSION 8:30AM-10:00AM KILIMANJARO 5

There are many buzzwords in education. Unfortunately, the idea of multiculturalism has now become a buzzword due to hyper-political lenses often applied to education. But in truth and practice, it is a framework and a belief system in which diverse cultures are acknowledged, honored, and woven into the instructional fabric, creating equitable, safe, liberated learning spaces.

The Mercedes Bonner Leadership Award recognizes and celebrates the work of an educator who understands this belief system, practices multiculturalism, and fights for students, especially BIPOC students, to be seen, heard, and given space in school systems to grow. Tamika Bartley is not only a champion for multiculturalism and solving multicultural issues in our school systems but also a living testimony of why understanding cultures and making space for culture and diversity in the curriculum matters.

Tamika served as a Teacher Development Specialist in Houston ISD working primarily with middle schools, and she immediately noticed the inequities in the curriculum and literacy initiatives when it came to serving Black and Hispanic students in the district. She realized that predominantly Black and Hispanic schools did not have access to rich, diverse texts in the district-supplied classroom libraries compared to predominantly White schools and those schools in affluent communities. She worked with literacy leaders to address her concerns.

She also revamped her team's approach to designing and delivering professional development to middle school teachers. She started the practice of featuring book talks at the start of each session. This quickly became a common practice in many sessions and even in the classrooms of the teachers who frequently attended her sessions. After Houston ISD, Tamika continued to expand on her work in multiculturalism and equity. She started Books and Brushes Literacy, a business dedicated to spreading a love of literacy through picture books and to encouraging reader responses via illustration. This practice was incorporated in her professional development with teachers improving student engagement and literacy outcomes.

Tamika leads book clubs with teachers and students in her community. She continues to have a positive impact on multiculturalism in Texas as a Secondary ELA Coordinator at Sheldon ISD. There, she works with teachers to build rich, diverse libraries and texts to support the curriculum. She is a member of several professional organizations like HAABSE, TCTELA, TCEA, and NCTE. She has presented sessions exploring multiculturalism, the importance of diverse texts, employing Talk Read Talk Write to improve comprehension, and incorporating other content in the ELA classroom at conferences including NCTE, HAABSE, HCDE, and Region 4. She is a phenomenal educator and deserving recipient of the Mercedes Bonner Award.



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- T** Technology

*See page 41 for a list of all GT sessions.

Kilimanjaro 2

Breaking Through the Noise: What Nurtures Literacy in Multilingual Learners?

Intended Audience:

E

Topics:

EL



Amelia Larson, Summit K12
Where do the principles of the Science of Reading overlap, and where do they diverge when it comes to multilingual learners? What are the instructional implications for supporting multilingual learners on their path to becoming proficient and confident readers? Come explore the answers to these questions—and more.

Kilimanjaro 3

Fostering Connections and Community Through Racial and Social Justice Literacy

Intended Audience:

M

Topics:

TD

Dana Johnson, Round Rock ISD

Sidonie Chhetri, Round Rock ISD

This session will demonstrate how implementing a reading and writing for social justice unit with middle schoolers fostered community, collaboration, and racial awareness among the diverse young people in those classrooms. Attendees will leave with tools to implement a curriculum that embraces inquiry and empowers students to tackle injustice both in their own communities and in the world.

Kilimanjaro 4

Get It, Got It, Good: Comprehension—Literacy and Learning Beyond Foundational Skills

Intended Audience:

E

Topics:

TD

Bernadette Booker, Pasadena ISD

Kenya Coffey, Goose Creek CISD

“You can not assume learners understand what you have told them, you have to prove they understand.” Join us to examine teaching, learning, and how small shifts in our professional practices can result in big changes in student achievement beyond foundational skills. Activating metacognition requires more than teaching comprehension skills. Let’s explore high-yield evidenced practices that teach students how to process information efficiently and effectively to be productive learners within and outside of the classroom.

Acacia

Word Play: Sentence Manipulation With Diverse Mentor Texts

Intended Audience:

E, M, H

Topics:

TD

Tosh McGaughy, TCTELA Ambassador

Come explore multiple ways to invite students to play with diverse mentor text sentences that showcase the craft of writing while also providing students with practice for those new Writing short constructed responses. Leave with resources for all grade bands, in multiple formats: digital and hands-on.

Continued on next page.

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Banyan	TCTELA Dream Cohort X TAFE: Forging the Future of Education
Intended Audience: E, M, H, G	Karla Cardenas, University of Texas Elisa Hernandez, University of Houston–Downtown
Topics: TD	Kameron Keller, TAFE State President Anastasia Camden, TAFE State Vice President Peyton Crabill, TAFE State Secretary Jacqueline Serrano, TAFE State Historian Zainab Jabak, TCTELA Lois Marshall-Barker, TCTELA
	Launching TCTELA’s Dream program with its very first cohort comes a collaboration with the Texas Association of Future Educators (TAFE). Drawing from their own schooling experiences, their TAFE journeys, and the ultimate goal of the Dream program initiative, the TAFE state officers and TCTELA Dream Cohort members will pave a new lens for attendees. Join us for a panel discussion as we embark on the hopes and aspirations our future educators have.

Bamboo	Free Your Mind and the Poetry Will Follow
Intended Audience: E, M, H, G	LaWanda Williams, Dickinson ISD Isabel Tuliao, Texas Woman’s University
Topics: TD, GT	Donna Herrera, Mercedes ISD Eva Goins, Northwest ISD
	Walk away with poetic forms to try and challenge your students in your classroom. Show your students how the art of painting with words will show them how to use the strength and resilience of their voice to face any challenge in their lives. Take the opportunity to have the time to create your own poem to share at the poetry reading.

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KWAME ALEXANDER 11:45AM-1:00PM KILIMANJARO 5

Kwame Alexander is a poet, educator, publisher, and *New York Times* bestselling author of 39 books, including *Swing*; *Becoming Muhammad Ali*, co-authored with James Patterson; *Rebound*, which was shortlisted for prestigious UK Carnegie Medal, The Caldecott Medal, and Newbery Honor-winning picture book; *The Undeclared*, illustrated by Kadir Nelson; and his Newbery medal-winning middle grade novel, *The Crossover*. His newest releases are *The Door of No Return*, book one of a new trilogy that is destined to be a game changer, and *An American Story*. His memoir, *Why Fathers Cry at Night*, was released in May 2023. A regular contributor to NPR’s Morning Edition, Kwame is the recipient of numerous awards, including The Lee Bennett Hopkins Poetry Award, The Coretta Scott King Author Honor, three NAACP Image Award Nominations, and the 2017 Inaugural Pat Conroy Legacy Award. In 2018, he opened the Barbara E. Alexander Memorial Library and Health Clinic in Ghana, as a part of LEAP for Ghana, an international literacy program he co-founded. He is the writer and executive producer of *The Crossover* TV series on Disney+.










— Book signing to follow in Prefunction 5 near Crown Palm (conference bookstore).—

Putting the Science of Reading into Action in Texas

Lexia Learning’s solutions for pre-k–12 are grounded in the science of reading to accelerate literacy skills of all learners.

LEARN MORE





ELEMENTARY SCHOOL TEACHER OF THE YEAR



Vonthisha DeFriend

Vonthisha DeFriend is a truly outstanding elementary teacher, and through her dedication to our profession, she clearly exemplifies TCTELA's core values. In her continued effort to share the joys of the interconnected nature of reading and writing, Vonthisha advocates for her students, never ceasing to put their needs first.

Vonthisha was a nonreader who found the joy of reading through her college professor. She has since been on a quest to find and share with her own classroom the best that children's literature has to offer. Her passion has positively impacted her young readers for the past seven years. She has also shared her story about learning to love books beyond her classroom, having been interviewed for a podcast and professional presentation and having contributed to a piece on teacher retention in *English in Texas*.

Vonthisha has taught kindergarten, first grade, and third grade in both Galena Park ISD and Houston ISD. She is currently a third grade teacher at Sam Houston Elementary in Galena Park where she serves as her team lead. Last year, Vonthisha was selected as the Campus Teacher of the Year, her team was honored with the Team of the Year award, and she even earned the School Spirit Award. Her infectious passion and spirit are obvious beyond her campus as well, as she is active on X (formerly Twitter) where she is forever lauding the efforts of her students. It is always about her students, and it is this commitment to our youngest learners that makes Vonthisha DeFriend the TCTELA Elementary Teacher of the Year.

MIDDLE SCHOOL TEACHER OF THE YEAR



Jordan James

Jordan James makes her students and fellow colleagues feel valued, accepted, and worthy. As a classroom teacher, she manages to make each student feel like an individual, adapting to fit each student's needs, and holding each student accountable for meeting expectations. She does all of these things while also making them feel accepted, welcomed, loved, and challenged. Many teachers work decades before being able to come close to what Jordan James naturally does as an educator. She has managed to find that elusive balance between caregiver, coach, and champion.

As a department chair and literacy lead on her campus, she welcomes and supports new teachers, assisting them as they learn a new system and collaborating to hone teaching skills along the way. Her positivity is infectious, making school an exciting destination.

Jordan is an education advocate and active TCTELA member. She was named a TCTELA Rising Leader in 2022 and presented at the annual conference in January 2023.

Continued on next page.

HIGH SCHOOL TEACHER OF THE YEAR



Amber Funderburgh

Amber Funderburgh is a standout educator worthy of distinction. She possesses a wealth of knowledge and experience from a career that has spanned seventh grade ELA to English II. She has served as a PLC team lead, a district curriculum design team member, and a teacher mentor for her district's inaugural Learning Leaders program. Amber regularly volunteers to share her knowledge with her peers by presenting at district meetings, institutes, and the NCTE national conference.

A large part of her students' success is due to her passion for writing pedagogy. Amber has co-directed UT Austin's Heart of Texas Writing Project for many years. She also runs the Leander Writes Institute for teachers of Leander ISD, where she leads two cohorts per year.

More important than Amber's leadership roles, she creates a classroom environment that welcomes all students. Her room is filled with books, anchor charts, and student work. She honors her classroom of readers and writers by providing engaging learning experiences within a workshop structure.

Her unwavering belief in students and their learning draws like-minded colleagues to her. At every school, she has advocated for the professional development of her colleagues, for administrators to give decision-making power to the classroom teachers who know students best, and for teachers' knowledge and experience to be recognized.

UNIVERSITY TEACHER OF THE YEAR



Alexandra (Ale) Babino

Dr. Alexandra Babino consistently demonstrates an unwavering commitment to her students, fostering an environment that is both intellectually stimulating and personally enriching. She exudes a remarkable blend of kindness, approachability, and genuine passion for teaching.

What distinguishes Dr. Babino is her innate ability to inspire and motivate others. She goes beyond the conventional role of an educator, extending her support and mentorship, encouraging students to explore beyond the confines of the syllabus. Her classes are not merely about disseminating information but also extend to nurturing critical thinking, creativity, and a profound understanding of the subject matter.

Her teaching methodology, characterized by innovative and interactive approaches, has consistently captivated students' attention, creating an effective and enjoyable learning process. Dr. Babino has a remarkable talent for making complex concepts comprehensible and relatable.

Moreover, her inspiring demeanor and passion for her field have not only influenced students within the classroom but have also left a lasting impact on the broader academic community. Her dedication, kindness, and inspiring nature have not only made a significant impact on students but also contributed immensely to the academic environment at Texas Woman's University.

#TCTELA24

SESSION CODES

INTENDED AUDIENCE

P Pre-Kindergarten

E Elementary

M Middle School

H High School

C College/University

G General

TOPICS

ADV AP/Pre-AP

CMR College/Career/Military Readiness

EL EL/Bilingual Education

GT Gifted & Talented*

S Learners with Special Needs

TD Teacher Development

T Technology

*See page 41 for a list of all GT sessions.

Kilimanjaro 2

The Heavy Hitters of Intermediate Literacy: Multisyllabic Decoding and Morphology

Intended Audience:
M, H

Topics:
TD



Jennifer Thomas, 95 Percent Group

To equip our students with the rigorous demands of complex text in upper grades, we need to bring out the “heavy hitters” of intermediate word work: multisyllabic decoding routines and morphology. This session will showcase efficient instruction to get the job done: replicable, reliable routines to teach our students to fearlessly attack big words while building morphological understandings to accelerate vocabulary growth.

Kilimanjaro 3

It's Here; Let's Embrace It: AI in the RLA Classroom

Intended Audience:
M, H

Topics:
TD, T, GT

Nicole Calleros, Galena Park ISD

Carmen McWilliams, Galena Park ISD

Join us to discuss integrating artificial intelligence (AI) in the RLA classroom. Our goal is to discuss ways to harness AI's potential while maintaining a student-centered approach as we continue the conversation of technology's role in the classroom. Let's look at leveraging AI tools and platforms to enhance student learning while navigating and acknowledging important ethical considerations. What practical strategies exist for integrating AI into personalized instruction, and assessment, in an effective and meaningful way?

Kilimanjaro 4

Achieving Authentic Writing in Title I Rural and Urban Schools

Intended Audience:
E, M, H

Topics:
EL, TD

Christopher Duke, Dublin ISD

As RLA educators, it is essential for our students' success to create spaces in our classrooms and school buildings where they can write authentically about themselves and the world around them. This is indispensable in Title I schools where students rarely get to have a voice in their own lives. To forge the future of literacy, we must create stronger spaces for them to be able to create and write in their own voice.

Acacia

Categorizing Commas and Other Ways to Workshop Grammar

Intended Audience:
M, H

Topics:
EL, S, TD

Megan Thompson, Clear Creek ISD

Kenna Pharmakis, Clear Creek ISD

Are you ready to move on from teaching grammar in isolation? Come to engage in an authentic grammar model lesson rooted in Jeff Anderson's instructional strategy of noticing patterns in sentences structures and punctuation usage. This session will help you rethink the way you teach grammar, specifically commas. We will utilize our own reading and writing to learn about how commas function and create meaning. Don't forget to bring the book you are currently reading!

Continued on next page.

CONCURRENT SESSION D & ROUNDTABLES (CONTINUED)

SESSION CODES

INTENDED AUDIENCE

P	Pre-Kindergarten
E	Elementary
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*See page 41 for a list of all GT sessions.

Banyan

Cultivating and Forging Multilingual Literacy: Nurturing the Voices of Emergent Bilingual Students

Intended Audience:
P, E, M

Topics:
EL, TD

Esmeralda Cartagena Collazo, Texas Woman's University

While recent strides have been made in teaching emergent bilinguals, many newcomer students struggle with biliteracy due to English-centric education. This focus on English neglects the richness of students' home languages. By incorporating multilingual teaching, this talk advocates for improved learning outcomes, emotional well-being, and literacy growth. The session covers embracing multilingualism's significance, leveraging home languages, creating inclusive classrooms, fostering belonging, integrating multicultural literature, and highlighting the holistic benefits of nurturing newcomer students' languages.

Portia - Roundtable

Navigating AI-Assisted Writing Instruction

Intended Audience:
G

Topics:
T

noredink

Brian Owen, NoRedInk

This engaging event, designed for district administrators in Texas, will address the current trends and attitudes towards AI in education with a focus on writing instruction. We'll examine ethical considerations and biases associated with AI tools and share practical strategies for districts and teachers to implement these technologies effectively. We will also offer a forward-looking perspective on the future of AI-assisted writing instruction, emphasizing its potential to enhance personalized learning and educational outcomes. This is a unique opportunity to learn from the experts at NoRedInk and equip yourself with the knowledge to integrate AI into your educational practices.

Portia - Roundtable

Understanding Emergent Learners' Phonemic Awareness and Phonics Knowledge Through the Hearing and Recording Sounds in Words Task

Intended Audience:
E

Topics:
S

Kimberly Hughes, Texas Woman's University

Katherine Mitchell, Texas Woman's University

Lisa Steward, Texas Woman's University

Participants will learn more about the phonemic awareness and phonics knowledge of students with and without characteristics of dyslexia. The focus will be on first grade students with initial reading difficulties who received a 20-week early reading intervention. The Hearing and Recording Sounds in Words task was given before and after the intervention, and their responses were analyzed to learn about their knowledge of phonemic awareness and phonics.

Portia - Roundtable

Interactive Read-Aloud in the Primary Grades

Intended Audience:
P

Topics:
TD

Lisa Edwards, University of Houston-Downtown

In prekindergarten and kindergarten, children are exposed to new and unknown words daily through exploration and read-aloud. Reading picture books aloud provides children with a rich context to gain an understanding of a word or text. The word meanings are reinforced through conversations when these words are used in a meaningful way. Yes, even in prekindergarten, students can turn and talk with a peer.

Continued on next page.

CONCURRENT SESSION D & ROUNDTABLES (CONTINUED)

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T Technology

*See page 41 for a list of all GT sessions.

Portia - Roundtable

Enhancing Literacy Skills From Bilingual Homes: Blending and Word Building Routines

Intended Audience:

E

Topics:

EL, TD

Elisa Holcomb, University of Houston
Phonological instruction at school might be supplemented with phoneme practices at home. Parents can provide phonics tasks with guidance from teachers. Thus, parents might be trained by teachers on phonic strategies to facilitate these routines for their children at home. This practice session will present strategies that teachers can use to train linguistically diverse parents on basic systematic phonics routines which can be mirrored at home with their children as early readers.

Portia - Roundtable

Effective Writing Feedback for Reluctant Elementary Writers

Intended Audience:

E

Topics:

TD

Jean Hikida, Meridian World School
Kayla Flores, Meridian World School
Leigh Trusler, Meridian World School
Reluctant writers need more support. Elementary students sometimes receive ineffective feedback. Effective writing conferences can help. When teachers notice students' writing strengths and provide specific positive feedback, students are more open to discuss how to improve their writing. This roundtable discussion will describe an ongoing action research project of two classes and the impact of effective feedback in a writing conference approach. Research has shown that students' writing self-efficacy grows as they receive effective positive feedback.

Portia - Roundtable

A Layered Approach to Advocacy

Intended Audience:

G

Topics:

TD

Lois Marshall-Barker, TCTELA
Jeff Downs, TCTELA Ambassador
Tosh McGaughey, TCTELA Ambassador
Elizabeth Moll, TCTELA Ambassador
Tanesha Yusuf, TCTELA Ambassador
Round table participants will learn about the role of TCTELA Ambassadors, the importance of advocacy, and the varied forms advocacy can take. They will also explore tools created by TCTELA to kick-start their advocacy journey.

FOCUS ON SOCIAL MEDIA!



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Kilimanjaro 3

TEA STAAR RLA Update (2:45pm-4:15pm)

Intended Audience:
G

Catherine Pummill, TEA

Topics:
TD

Ange Wilkins, TEA

Chelaine Marion, TEA

This session provides the most up-to-date information on the STAAR RLA assessments, assessing writing, and the resources available to support implementation of the STAAR assessment program. TEA presenters will discuss the anchor approval process, the scoring of short and extended constructed response items, STAAR data takeaways, and opportunities for educator involvement in the assessment program.

Kilimanjaro 4

Is AI the Enemy? Making Space for New Innovation in the ELAR Classroom

Intended Audience:
M, H, C, G

Lois Marshall-Barker, TCTELA

Topics:
TD, T

AI is truly not a novelty. However, with more and more advancements in the field of AI and the hysteria created around the capabilities of AI, we are left wondering what will happen to students' ability to grow as writers and develop their critical thinking skills. Tools such as ChatGPT will not go away but will continue to evolve and grow, and as such, we must think about how to adapt our writing instruction.

Acacia

Powered by Picture Books: Using a Time-Tested Tool to Forge the Future of Literacy

Intended Audience:
E, M, H

Stephen Briseño, St. George Episcopal School

Kayla Briseño, San Antonio Academy

Topics:
EL, GT

In such challenging times, the picture book read aloud is a practice to be protected. Future literacy depends on it. Picture books are rich literary works that wrestle with big ideas that beg for discussion and build empathy in students of all ages. Presented by two teacher-authors, this session will provide practical lessons for using picture books to weave together reading and writing, develop analysis skills, and explore craft in any classroom.

Banyan

Prevent Self-Censoring: What Do These Laws Really Say and What Can You Really Do With The Books In Your Classroom?

Intended Audience:
P, E, M, H, G

Tiffany Larson, University of Central Oklahoma

Katie Loomis, Texas Woman's University

Topics:
S, TD

Texas, along with several other states, has enacted laws and policies that have had a chilling effect on which books teachers include in their classrooms. This has led many K-12 literacy educators to self-censor the materials they use in an attempt to avoid running afoul of the law. Presenters will focus on what these policies and laws actually say to both direct and empower teachers to make the best choice of materials for their classrooms.

Continued on next page.

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S Learners with Special Needs

TD Teacher Development

T Technology

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Bamboo

Forging the Fun in Literacy: Showing Students That Reading, Writing, Thinking, and Speaking in the Classroom Can Still Be Fun!

Intended Audience:
E, M, H

Helen Read, Northwest ISD
Eva Goins, Northwest ISD

Topics:
S

Remember when you were in kindergarten and learning was so much fun? This is because learning took place through play. Learn how you can turn almost any skill-building lesson into a game and engage your students to success.

Portia – Roundtable

Building a Strong Foundation for Literacy Leaders

Intended Audience:
G

Krystle Marcis, Klein ISD

Topics:
TD



Join Lexia Learning and Krystle Marcis, the HB3 Reading Academy Specialist at Klein ISD, in a roundtable discussion focused on Fostering a Robust Foundation for Literacy Leaders. This roundtable promises to be an enriching forum, providing attendees with strategies, perspectives, and actionable insights to enhance literacy leadership, leveraging blended learning, and celebrating student progress.

Lexia Learning is committed to helping all students become proficient readers and confident learners. Lexia empowers the literacy educators who are essential to student success.

Portia – Roundtable

Give Us Liberty and Give Us Literacy!

Intended Audience:
M, H

Gena Herrera, Bay City ISD
Lacy Woods, Bay City ISD

Topics:
EL

Becky Morris, Bay City ISD

Emerging Bilinguals (EB) are typically stigmatized as being lesser than their classroom peers due to their lack of English proficiency and their communication difficulty. As a result, the learner tends to feel ostracized by their teachers and classmates, hindering their confidence and progress in literacy. Creating an impartial classroom climate from the first day to the last is crucial to conducting a cohesive learning environment. Literacy liberates EB students to pursue the American Dream.

Portia – Roundtable

Kākau-Mea-Nui Culturally Responsive Writing Strategies for Students in Grades K-8

Intended Audience:
E, M

Holly Manaseri, University of Hawaii at Manoa Center on Disability Studies

Topics:
TD

The KMN 2.0 Writing Matters project for Advancing Academic Success of Native Hawaiian Students provides teachers with job-embedded professional development that addresses effective, inclusive, culturally responsive instructional strategies to increase the writing performance of Native Hawaiian and all students. Students are given meaningful, structured experiences to develop competency in core writing abilities in ways that benefit students' educational experience across subject areas.

Continued on next page.

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Portia – Roundtable

In the Same Boat: Navigating the Rough Waters of Change Through the Community Cultural Wealth Model

Intended Audience: M, H, C
Aimée Myers, Texas Woman's University
Gage Jeter, Texas Woman's University

Topics: TD
Recent legislation including HB 1605 and HB 900 furthers ongoing sociopolitical influences on what and how teachers teach. More specifically, the censoring of curricular and instructional materials poses a challenge to educators committed to enacting culturally responsive literacy practices. To navigate constraints in our current realities, the community cultural wealth model is a vessel to promote educator agency and empowerment and student identity and growth.

Portia - Roundtable

Meaningful SEL and Asset Building to Improve Literacy

Intended Audience: M, H
Brittney Hennigh, Mesquite ISD

Topics: TD
Relationship building and incorporation of SEL remain hot topics for educators. RLA naturally has an opening to build empathy, critical thinking, and emotional well-being through texts read. Research has proven the importance of SEL and asset building in our youth to grow students academically and emotionally. Let's explore the integration of teacher mindframes and literacy best practices to create meaningful learning experiences to forge the future of literacy and address educator well-being.

Portia - Roundtable

Writing for High Stakes and Beyond

Intended Audience: G
Lucinda Zamora-Wiley, Brownsville ISD
Esmeralda Cartagena Collazo, Texas Woman's University

Topics: ADV, EL, S, TD
Jacob Pineda, San Elizario ISD
Elizabeth Castillo-Guajardo, Houston ISD
Take the fear out of teaching sound writing pedagogy to your students by learning proven techniques that allow students to experience success in tested formats and authentic writing. TCTELA Rising Leaders will share strategies for high-stakes writing instruction; and we don't mean only for STAAR.

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TD Teacher Development

T Technology

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Kilimanjaro 2

Forging Shared Literary Experiences for Your Students

Intended Audience:
G

Jordan James, TCTELA Rising Leader

Kathleen Ferguson, TCTELA Rising Leader

Topics:
TD

Christopher Duke, TCTELA Rising Leader

Markesha Tisby, TCTELA

Join TCTELA Rising Leaders as they explore opportunities to help students grow their shared experiences and connect to authentic literature.

Kilimanjaro 4

Making the Match: Love and Learning

Intended Audience:
G

Margaret Hale, University of Houston

Topics:
EL, S, TD

Educators today deal with myriad attacks and questions about so many things—including their teaching methods. Now, more than ever, it is critical that we, as educators, remain mindful of the love we have for the profession. In this session, participants will explore their passionate pedagogies and determine how to use them in our daily teaching to promote and increase the literacy of our students. These articulations will help sustain us through the turmoil.

Acacia

Arm Students With Choice to Fight for Literacy

Intended Audience:
M, H

Nicole Mize, Leander ISD

Amber Funderburgh, Leander ISD

Topics:
TD

Student choice is one of the most powerful ways to fight for literacy. When teachers relinquish control and empower students to choose their own books, write about topics that interest them, and lead peer discussions, students grow exponentially as critical thinkers and doers. Fostering a collaborative classroom where learners take risks to explore and dig deep into the topics they care about will create a citizenry that will use literacy to change the world.

Continued on next page.

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Banyan	Let's Give Them Something to Talk About: Forging Connections Through Meaningful Discourse
Intended Audience: M, H	Elizabeth Walls, Katy ISD Rebecca Barrett, Katy ISD
Topics: TD	Our students have a lot to talk about, but it's not always focused on content or supported with evidence. Since the pandemic, meaningful discourse has become a skill that is harder for them to develop. By giving them opportunities to learn how to communicate effectively, students will become better at academic conversations while forging stronger connections with their peers and with the texts they are reading and writing.

Bamboo	Analyze and Apply: Using Mentors to Teach Craft at Every Stage of the Writing Process
Intended Audience: M, H	Maggie Johnson, Clear Creek ISD
Topics: TD, GT	Our students create their best, most authentic writing not when we give them prescriptive formulas but when we teach them to read like writers—noticing, analyzing, and then experimenting with the craft moves of others. Come experience the magic of writing with mentors and learn how to find and use mentor texts in your own classroom to help students generate ideas, develop their drafts, and revise and edit for publication.

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Kameron Keller is a junior at Alief Taylor High School in Alief ISD. He serves as the state president of the Texas Association of Future Educators (TAFE). He is a thespian representing his high school in many state and national competitions. Kameron aspires to be a secondary humanities teacher.



Kameron Keller

A Team Effort to Transform Reading and Writing

Momentum is growing for sustainable changes to reading and writing instruction for all children in our schools. Attendees will learn about the Knowledge Acquisition and Transformation (KAT) and We Write frameworks that promote systematic and structured change from the curricula scope and sequence to instructional practices and leadership for implementing change. The research evidence with quantitative and qualitative data will be presented along with actionable change that can be made by every school. The frameworks presented address the needs of all children in K-12 classrooms including monolingual, bilingual, special education, and striving students.

Dr. Kausalai (Kay) Wijekumar is Houston Endowment Chair, Chancellor's EDGES Fellow, and Director for the Center for Urban School Partnerships at Texas A&M University. She is a passionate advocate for all children and dedicates her research, development, and dissemination efforts to eradicating illiteracy. She has developed web-based intelligent tutoring systems for reading and writing in English and Spanish. She has further developed and integrated teacher professional development systems using the web-based tools. Dr. Wijekumar's efforts have secured over \$80 million in funding to improve reading and writing for all children. Her recent work integrates podcasts for families to encourage reading and writing at home. She is a musician, avid gardener, and world traveler.



Dr. Kausalai Wijekumar

Dr. Debra McKeown is an Associate Professor of Literacy and Associate Department Head for Graduate Studies in the Department of Teaching, Learning, and Culture at Texas A&M University. Her research is focused on evidence-based literacy interventions for inclusive classrooms and effective professional development to support the use of these practices. Dr. McKeown believes writing and writing well leads to opportunity and achievement. She received her doctorate in Special Education from Vanderbilt University. Dr. McKeown also has ten years of classroom teaching in various settings including charter, urban, and international schools. She is widely published and her work is frequently cited. Dr. McKeown is currently completing a randomized controlled trial to test the impact of professional development for writing and an intelligent tutor on student writing outcomes.

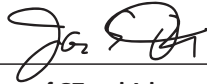


Dr. Debra McKeown

GIFTED AND TALENTED STRAND SUMMARY

Texas Board of Education Certification Verification
TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS
 TCTELA is an approved CPE Provider: ID 500444
 59th Annual Conference:
 January 26-28, 2024

The online app or conference program provides a complete listing of the session descriptions.



Dr. Joan Otten, Director of GT and Advanced Academics, Katy ISD

DATE	SESSION TIME	TITLE	STAMP
Friday January 26	1:15pm-2:15pm	Engaging With Graphic Novels: The Guide to Growth Cailyn Dougherty, Sam Houston State University Michelle Parker, Sam Houston State University	
Friday January 26	4:15pm-5:15pm	Mastering the Small Group in Secondary RLA Lisa Meyer, Deer Park ISD	
Saturday January 27	10:30am-11:30am	Free Your Mind and the Poetry Will Follow LaWanda Williams, Dickinson ISD Isabel Tuliao, Consultant Donna Herrera, Mercedes ISD Eva Goins, Northwest ISD	
Saturday January 27	1:30pm-2:30pm	It's Here; Let's Embrace It: AI in the RLA Classroom Nicole Calleros, Galena Park ISD Carmen McWilliams, Galena Park ISD	
Saturday January 27	2:45pm-3:45pm	Powered by Picture Books: Using a Time-Tested Tool to Forge the Future of Literacy Stephen Briseño, St. George Episcopal School Kayla Briseño, San Antonio Academy	
Saturday January 27	4:00pm-5:00pm	Analyze and Apply: Using Mentors to Teach Craft at Every Stage of the Writing Process Maggie Johnson, Clear Creek ISD	

TEXAS BOARD OF EDUCATION CERTIFICATION VERIFICATION FORM

TCTELA is an approved CPE Provider
Provider ID 500444
TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS
January 26-28, 2024
Forge the Future of Literacy

This is to certify that

_____ has attended each checked session. Sessions are equivalent to one or two hours of continuing education.



Charles Moore, TCTELA President

FRIDAY WORKSHOP (2 HOUR CPE)

___ Workshop With Penny Kittle

FRIDAY LUNCHEON (1 HOUR CPE)

___ Professional Development Luncheon With Juana Martinez-Neal

CONCURRENT SESSION A (1 HOUR CPE)

- ___ Bridging the Texas Reading Academies Content to Practical Application: Engaging and Interactive Methods for Classroom Success
- ___ Teacher Voice in Action: Strategies for Effective Advocacy in Education
- ___ Engaging With Graphic Novels: The Guide to Growth
- ___ The Power Wrapped Inside of Wordless Picture Books
- ___ Real Writing in the AI World
- ___ Empowering Tomorrow's Leaders: Forging Literacy and Heritage Preservation Among Indigenous Students From Latin America

FRIDAY GENERAL SESSION (1 HOUR CPE)

___ General Session With Travis Leech

CONCURRENT SESSION B (1 HOUR CPE)

- ___ Structured Biliteracy Grounded in the Science of Reading
- ___ TEA: Reading and Language Arts Curriculum Update
- ___ Forging the Future of Literacy With Ancient Tools: Rhetoric and the Redesigned STAAR
- ___ Mastering the Small Group in Secondary RLA
- ___ SEL & The TEKS: Reaching the Depth of the Learning Standards Through the Lens of the Social-Emotional Learning Competencies
- ___ Forging Our Future Through Writing: Teachers, *English in Texas* Wants to Hear from YOU!

SATURDAY GENERAL SESSION (1 HOUR CPE)

___ General Session With Kimberly Garza

CONCURRENT SESSION C (1 HOUR CPE)

- ___ Breaking Through the Noise: What Nurtures Literacy in Multilingual Learners?
- ___ Fostering Connections and Community Through Racial and Social Justice Literacy
- ___ Get It, Got It, Good: Comprehension—Literacy and Learning Beyond Foundational Skills
- ___ Word Play: Sentence Manipulation With Diverse Mentor Texts
- ___ TCTELA Dream Cohort X TAFE: Forging the Future of Education
- ___ Free Your Mind and the Poetry Will Follow

SATURDAY LUNCHEON (1 HOUR CPE)

___ Professional Development Luncheon With Kwame Alexander

CONCURRENT SESSION D (1 HOUR CPE)

- ___ The Heavy Hitters of Intermediate Literacy: Multisyllabic Decoding and Morphology
- ___ It's Here; Let's Embrace It: AI in the RLA Classroom
- ___ Achieving Authentic Writing in Title I Rural and Urban Schools
- ___ Categorizing Commas and Other Ways to Workshop Grammar
- ___ Cultivating and Forging Multilingual Literacy: Nurturing the Voices of Emergent Bilingual Students
- ___ Roundtables

Continued on next page.

TEXAS BOARD OF EDUCATION CERTIFICATION VERIFICATION FORM (CONTINUED)

TCTELA is an approved CPE Provider
Provider ID 500444
TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS
January 26-28, 2024
Forge the Future of Literacy

This is to certify that

has attended each checked session. Sessions are equivalent to one or two hours of continuing education.



Charles Moore, TCTELA President

CONCURRENT SESSION E (1 HOUR CPE)

- TEA STAAR RLA Update
- Is AI the Enemy? Making Space for New Innovation in the ELAR Classroom
- Powered by Picture Books: Using a Time-Tested Tool to Forge the Future of Literacy
- Prevent Self-Censoring: What Do These Laws Really Say and What Can You Really Do With the Books In Your Classroom?
- Forging the Fun in Literacy: Showing Students That Reading, Writing, Thinking, and Speaking in the Classroom Can Still Be Fun!
- Roundtables

EVENING EVENT (1 HOUR CPE)

- Poetry Reading

SUNDAY GENERAL SESSION (2.5 HOUR CPE)

- Workshop With Dr. Kausalai Wijekumar and Dr. Debra McKeown

CONCURRENT SESSION F (1 HOUR CPE)

- Forging Shared Literary Experiences for Your Students
- Making the Match: Love and Learning
- Arm Students With Choice to Fight for Literacy
- Let's Give Them Something to Talk About: Forging Connections Through Meaningful Discourse
- Analyze and Apply: Using Mentors to Teach Craft at Every Stage of the Writing Process

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Friday 8am-4:30pm & Saturday 8am-4:15pm

Company	Description	Website
95 Percent Group	95 Percent Groups mission is to help educators identify and address the needs of struggling readers. Using a Structured Literacy approach, the company focuses on providing whole-class and small-group literacy solutions as well as developing foundational knowledge about the Science of Reading to deliver evidence and research-based instructional strategies. Our PD, diagnostic assessments, and instructional materials strengthen MTSS/RTI frameworks and ensure that students receive targeted intervention instruction to close gaps.	https://www.95percentgroup.com
AKJ Education	As a national wholesaler for schools, libraries, literacy programs, nonprofit programs, and book donation programs, AKJ Education serves educators of all grades, from the earliest stages of reading through high school. We offer thousands of turnkey collections, custom collection curation tailored to your student and curriculum needs, exclusive author partnerships, and competitive pricing. Our mission is to reduce the barriers—namely time and money—between you and the best quality supplemental materials for your classroom.	https://www.akjeducation.com
Amplify	A pioneer in K-12 education since 2000, Amplify is leading the way in next-generation curriculum and assessment. Our programs provide Texas teachers with powerful tools that respond to the needs of today's students.	https://texas.amplify.com
BookWoman	Austin's premiere feminist bookstore serving Austin and Central Texas since 1975. "Support Your Local feminist Bookstore, She Supports You!"	https://www.ebookwoman.com
Curriculum Associates	Bringing our research-based, award-winning products to your classroom to help all of your students succeed. i-Ready®, i-Ready Classroom Mathematics®, Ready®, and the brand-new supplemental reading program Magnetic Reading® provide flexible and culturally relevant resources that deliver meaningful assessment and data-driven, differentiated instruction for children. Curriculum Associates serves millions of students with a laser focus on educators' needs and the belief that thoughtful, continuous innovation leads to positive impact on classrooms and measurable growth for students.	https://www.curriculumassociates.com
Don't mess with Texas	For over 35 years, the Don't mess with Texas® campaign (along with a lot of our very famous friends) has taught Texans the real cost of littering. Don't mess with Texas has learning materials available on its website for use by educators in classroom curriculum.	https://www.dontmesswithtexas.org
Downes Education Solutions LLC	K-5 Educational Resources	www.benchmarkeducation.com
Follett Content Solutions	Follett is a single, go-to, do-more source for the classroom. We've partnered with teachers to create a universe of materials that connect imagination to possibility in ways that work for every student. We've reimaged book orders, created classroom libraries that spark meaningful connections, fast-tracked remote learning tools to help you adapt to evolving classroom situations, and more. Follett brings to life each teacher's vision of the classroom experience through an extensive selection of print and digital resources and helps educators unlock potential in more than 45 million students worldwide. We are your partner in discovery.	https://www.folletlearning.com

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GF Educators	Our focus and mission is to develop the best products we can for the teachers and students of Texas. We began developing products for Texas teachers and students over 30 years ago when the TABS test was first introduced. As the standards and testing have continued to evolve in Texas, we have been there the entire way through the Essential Elements and TEAMS testing, through the transition to the TEKS with the TAKS test and now the STAAR assessment. We are dedicated to developing materials focused on the TEKS and the TEKS only. We do not develop materials for use outside Texas. This focus on the TEKS gives us a unique insight into the intricacies of the standards used within Texas classrooms and the struggles our teachers and students face as they try to implement these standards. Everyone who develops materials for GF Educators has had extensive experience within a Texas classroom, and most have developed district-wide resources or worked within TEA.	http://www.stepupteks.com
hand2mind, Inc.	Hand2mind is an industry leader in the educational manipulative market. We manufacture and sell more than 8,000 math, science, and reading manipulatives, supplies, and custom kits. We offer a variety of staff development programs in these areas.	https://www.hand2mind.com
Heinemann	Heinemann is a leading provider of professional resources and educational services for educators, kindergarten through college. We support the professionalism of teachers as they help children become literate, compassionate, engaged citizens of the world. With our authors being exemplary educators eager to support teachers, this guidance can be found in our professional books and explicit teaching materials, streaming videos, podcasts and blogs, as well as professional learning experiences, both live and online. Heinemann is dedicated to teachers and the modernization of the teaching profession. Visit Heinemann.com to learn more.	https://www.heinemann.com
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt is a learning technology company committed to delivering connected solutions that engage learners, empower educators, and improve student outcomes. As a leading provider of K-12 core curriculum, supplemental and intervention solutions and professional learning services, HMH partners with educators and school districts to uncover solutions that unlock students' potential and extend teachers' capabilities. HMH serves more than 50 million students and 4 million educators in 150 countries.	http://www.hmhco.com
K & H Solutions	We are an apparel decorator that customizes items. We have shirts, tumblers, sweatshirts, and more.	https://www.etsy.com/shop/KHSolutions
Lexia	Lexia, a Cambium Learning® Group company, is the structured literacy expert. For more than 30 years, the company has focused solely on literacy, and today provides a full spectrum of solutions for both students and teachers. With robust offerings for differentiated instruction, personalized learning, assessment, and professional learning, Lexia helps more learners read, write, and speak with confidence. For more information, visit https://www.lexialearning.com/lexia-by-state/texas .	https://www.lexialearning.com/lexia-by-state/texas
Lowman Education LLC	Simple and effective educational materials that make teachers' lives easier and improve state test scores.	https://lowmaneducation.com
Marco Learning	Marco Learning partners with schools and teachers to help every student become a great writer. Our scoring and feedback service provides detailed, personalized feedback to more than 250,000 students every year. Our lesson plans and teaching resources help students prepare for AP Exams and state assessments.	www.marcolearning.com

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Membean, Inc.	We know the transformative effect a strong vocabulary has on student reading, writing, and academic confidence. Membean is an online multimodal vocabulary program that meets students at their unique ability level, from GT to ELL. Students can access Membean from any device for differentiated, personalized vocabulary instruction that saves teachers time. The teacher dashboard offers detailed usage reports and differentiated assessments, saving teachers valuable planning and instruction time. Come check out a demo, say hello, and learn how students in 40,000+ classrooms develop long-term word retention with Membean.	www.membean.com
NoRedInk Corp	NoRedInk builds stronger writers for grades 3-12 through interest-based curriculum, adaptive exercises, and actionable data. Over 60% of U.S. school districts uses NoRedInk.	www.noredink.com
Okapi Educational Publishing	Okapi provides flexible literacy solutions based on best practices. Our products include fiction, informational, and argumentative text sets with connected vocabulary and big ideas, content-based literacy, and an explicit systematic phonics resource.	www.myokapi.com
Penguin Random House Education	Home to award-winning, classroom-favorite authors, Penguin Random House Education offers an array of classic and contemporary titles. Visit our booth to browse books by grade level and subject area, and learn about our classroom collections.	www.PRHEducation.com
Perfection Learning	Perfection Learning is a leading publisher of curriculum materials. A growing line of popular and award-winning programs cover literature, writing and grammar, vocabulary, speech, debate, drama, and test preparation.	www.perfectionlearning.com
Prime Health and Wellness	We provide electrical stimulation, TENS and EMS, for stress, tension, aches, and pain—technology for those in hectic industries.	www.hidow.com
QEP Professional Books	Your one source for professional and classroom books from popular publishers, such as Corwin Press, Scholastic, Stenhouse, Heinemann Professional, ASCD, and more. QEP has been in business over 35 years as a one-stop shopping source of professional and classroom books for educators in Texas.	www.qepbooks.com
Reading Horizons	Reading Horizons offers a foundational reading program that can help all students reach proficiency by the end of third grade.	https://readinghorizons.com
Riveting Results	Riveting Results' (rr.tools) 9th and 10th grade comprehensive ELA program prepares all students to succeed in advanced classes (such as AP classes) by 11th grade. We unlock advanced texts by getting our students to practice reading complex sentences aloud. In just 10 minutes of practice every other day, with the support of their teacher and our online remote scorers, students gain access to advanced text. Then, students dive deeper and deeper into fiction and nonfiction literature, working with their peers and their teacher to analyze text closely. Riveting Results students improve their scores on standardized tests at three times the rate of the national average.	www.rr.tools
Savvas Learning Company	At Savvas, we believe learning should inspire. By combining new ideas, new ways of thinking, and new ways of interacting, we design next-generation K-12 learning solutions that help all students discover their greatness. Our award-winning, standards-aligned programs developed by leading authors and educators and used by more than 40 million students leverage the power of adaptive learning and advanced technology to deliver immersive, personalized and engaging content that maximizes learning, anytime, anywhere. To learn more, visit Savvas Learning Company.	www.savvas.com

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Shurley Instructional Material	Shurley Instructional Material offers print and digital English curriculum for K-8 grades.	www.shurley.com
Sirius Education Solutions	Sirius Education Solutions is a Texas-based publisher of innovative and effective supplementary resources. Sirius provides scaffolded TEKS instruction and authentic STAAR practice to help schools better align their taught curriculum with how the TEKS are tested in STAAR tests. Sirius sells STAAR 2.0 updated print, digital, and blended learning solutions for ALL STAAR-tested courses in grades 3-8 and EOC.	https://siriuseducationsolutions.com
Spring Independent School District	The Spring Independent School District serves over 34,000 prekindergarten through 12th-grade students in a diverse district located 20 miles north of central Houston.	https://www.springisd.org/domain/89
Summit K12	Accelerate learning and elevate TEKS Writing skills development as we prepare students and teachers for the new R/LA STAAR that integrates revision and editing skills into the 3rd-8th STAAR assessments. Enable students to master the Writing TEKS each week as grammar and writing skills are taught. Provide differentiated instruction and scaffolds to lower grade-level lessons enabling all students to engage in on grade-level, rigorous TEKS content.	https://www.summitk12.com
Texas Poetry Out Loud	Texas Poetry Out Loud is part of a free national poetry memorization and recitation contest for high school students, ideal to help students become closer readers and interpreters of poetry. The national winner receives a \$20,000 scholarship. The program is conducted in Texas by the Texas Commission on the Arts. If you're interested in participating in any of our programs, or want more information about them, please fill out our contact form.	http://www.arts.texas.gov/initiatives/poetry-out-loud
Texas State University	As a premier professional school, we're dedicated to enhancing human potential for all through excellent teaching, relevant scholarship, and community engagement. We host a variety of graduate programs for the working education professional: Reading Education, Reading Specialist M.Ed. (online), Reading Education, M.Ed. (without RS certification, online), Secondary Education, Teaching Advanced Academics Concentration M.Ed. (for teaching dual credit and college/university level coursework, hybrid), Developmental Education, M.A. (for supporting students who struggle, due to a variety of factors, in their first year, and beyond, of a 2- or 4-year college, online for Literacy concentration) Special Education, M.Ed. (Autism/Applied Behavior Analysis, Behavior Disorders/Positive Behavior Interventions and Supports, and Learning Disabilities/Inclusion)	https://www.education.txst.edu/ci.html
Texas Woman's University	Department of Literacy & Learning	https://twu.edu/literacy-and-learning

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Company	Description	Website
The University of Texas at Tyler	<p>The University of Texas at Tyler is part of the prestigious University of Texas System that includes 13 institutions located throughout the state. Founded in 1971, UT Tyler today enrolls 10,000 students and consists of five colleges and three schools. With more than 80 bachelor's, master's and doctoral degree programs offered, UT Tyler provides a wealth of learning opportunities and dynamic programs.</p> <p>Most UT Tyler classes are taught by professors, not teaching assistants, and our average student-professor ratio of 22:1 is a definite advantage over larger, less intimate campuses. Our learning environment is truly student-centered: We offer private university quality at affordable public university prices.</p>	https://www.uttyler.edu
The University of Texas at Tyler Department of Literature and Languages	Department of Literature and Languages	www.uttyler.edu/litlang
The Writing Academy	Teach BIG is home to The Writing Academy and Tap and Think Reading. We provide tactile, kinesthetic reading and writing curriculum that is TEKS and assessment aligned. Through professional development, student camps, and daily curriculum students, teachers, and administrators will journey through ELAR like never before.	www.teachbig.com
ThinkCERCA	ThinkCERCA is literacy instruction built for future leaders, creators, dowers, and innovators. One platform can support every student through a Core ELA program, supplemental writing across curricula, foundational reading and writing, benchmark assessment services, and AP program supports by nurturing critical thinking and literacy skills in a blended learning environment.	www.thinkcerca.com
Vocabulary.com	Vocabulary.com's smart, award-winning adaptive engine helps learners master new words, not just memorize them. Offering customizable activities for instruction, review, and assessment, Vocabulary.com boosts students' reading comprehension and systematically improves their vocabulary. With over 13,000 ready-made resources, Vocabulary.com can align with any teacher's existing curriculum.	https://www.vocabulary.com
W. W. Norton and Company	Since 2012, W. W. Norton has offered versions of our market-leading college textbooks for your honors and AP® courses.	https://wwnorton.com/high-school
Warren Instructional Network	Professional Learning Services	www.warreninpd.com
WordFlight	WordFlight moves students to proficiency in key foundational reading skills. WordFlight is the only online literacy assessment and intervention solution for grades 2+ that targets automatic word recognition, an often-overlooked foundational reading skill that is an essential prerequisite for students to reach fluency. It uses a proven, research-based learning model that diagnoses and provides targeted instruction to improve automatic word recognition and decoding, creating a path to reading fluency and comprehension.	www.wordflight.com



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- **mCLASS® Texas and mCLASS Lectora:** K–6 assessment with dual language reporting
- **Amplify ELAR K–8/SLAR K–5:** Comprehensive literacy curriculum built for the Science of Teaching Reading
- **Boost Reading K–8/Boost Lectora K–2:** Supplemental digital literacy program
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booth #42
and get our
guide to using
ChatGPT
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classroom

DREAM Program

Research suggests that children benefit in many ways from having a teacher of the same race or ethnicity. According to research by the National Center for Education Statistics (NCES), there are 49.5 million students in classrooms—55 percent are students of color, and 45 percent are white. As student diversity increases, teacher diversity has yet to. Black and brown educators contribute most to high teacher turnover rates. As such, programs like this are essential to ensuring students have educators who look like them and share similar cultural beliefs and practices.

TCTELA's Dream Program is a two-year mentorship program designed to build community with future ELAR educators of color. This program connects future educators to professional development, career opportunities, and a growing community of diverse educators and instructional leaders across Texas.

Program participants will:

- receive free TCTELA student membership, swag, professional resources, and paid registration to two annual conferences.
- participate in professional learning opportunities, quarterly mentor meetings, job preparation roundtables, and two book studies.
- present at the annual conference at the end of their cohort about their experience in the Dream Program.

As an organization, we want to be a part of growing future Texas teachers who feel supported and included during their late high school years and through their college experience. As such, we have recently partnered with the Texas Association of Future Educators (TAFE). This opportunity allows Dream Program leaders to help support high school juniors and seniors interested in pursuing a career in ELAR education. TAFE members, upon entering college, will automatically enter the Dream Program. These future educators will have an opportunity to be in community with their peers and current classroom educators, as well as receive continued support, a vital piece in professional growth and longevity in the field.

2022-2024 Cohort:

Karla Cardenas, University of Texas

Elisa Ramirez, University of Houston–Downtown

2023-2025 Cohort:

Davon McLean, University of Houston–Downtown

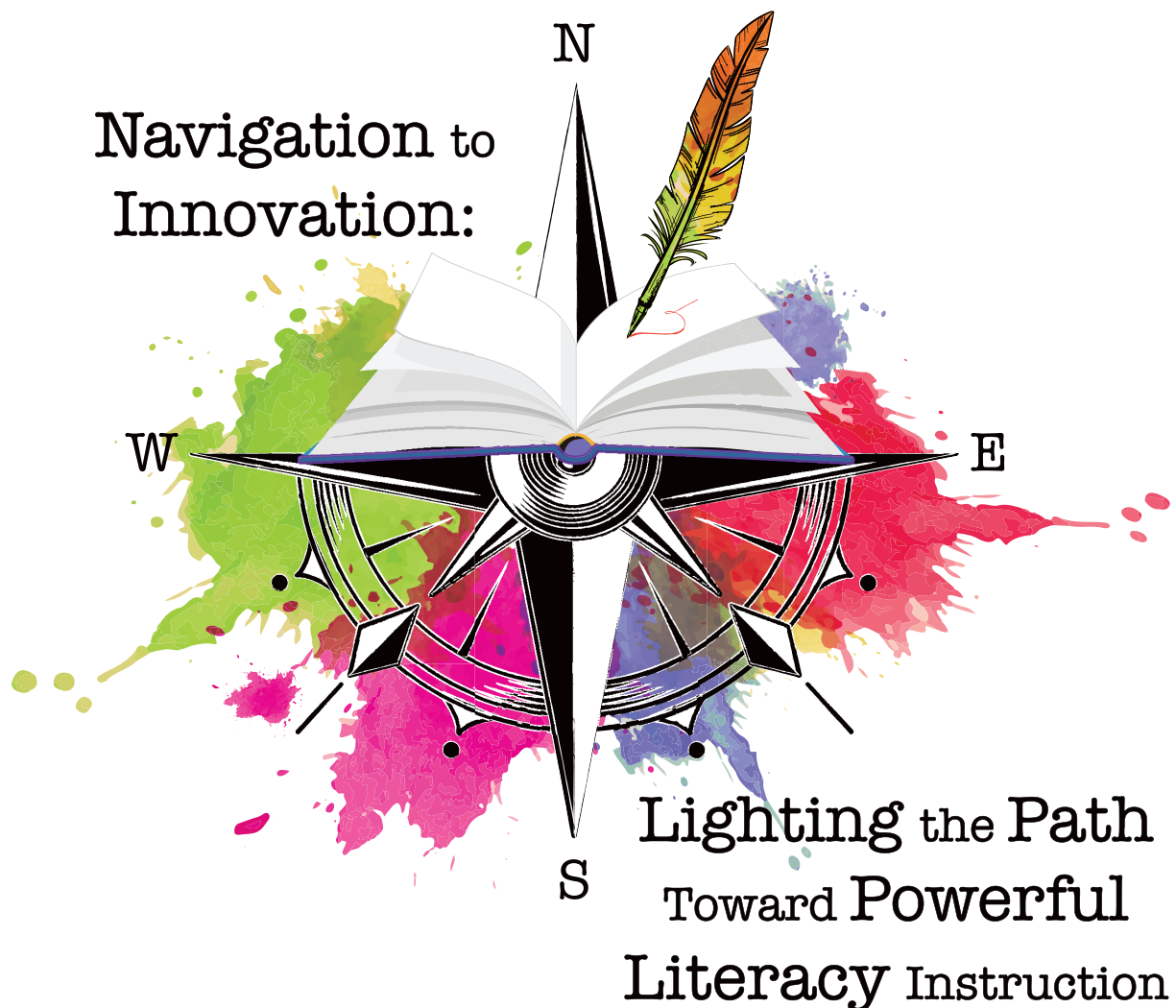
Cyndol Davis, Sam Houston State University

Andrew Martin, Sam Houston State University

Applications for the 2024-2026 cohort will be available in November. To learn more, please email dream.tctela@gmail.com.

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For the 60th Annual TCTELA Conference!



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