

Texas Council of Teachers of English Language Arts

CONFERENCE
PROGRAM



2023

Embracing
Boldness

An Exploration
of the Power
of Language

58TH ANNUAL CONFERENCE & EXPOSITION
EMBASSY SUITES BY HILTON | DENTON CONVENTION CENTER

FEBRUARY 3-5, 2023



THANK YOU TO OUR SPONSORS!

NOVEL:



ESSAY:



BLOG:





Roni Dean-Burren, Ph.D.
TCTELA President

Welcome to the 58th Annual TCTELA Conference. This year's theme, Embracing Boldness: An Exploration of the Power of Language, is near and dear to my heart. I've sought to make boldness a part of my career and overall leadership within our illustrious organization.

We all saw bravery personified as the city of Uvalde faced unthinkable tragedy. Teachers and students lost their precious lives to gun violence—and we will never forget those twenty-one souls. In the fall of 2022, the entire state, and country, witnessed the

ultimate act of boldness as teachers and students from Robb Elementary bravely returned to their campus. We honor them this weekend.

I'm excited about the boldness that Texas ELAR teachers have exhibited in 2022. Across the state, teachers have boldly embraced linguistically inclusive classrooms by bravely leading conversations about language inclusion and equity. Additionally, teachers have used language to unite their campuses, used writing to teach their students to be brave, and chose texts that used language in a profound way. Thus, I am beyond excited about the engaging sessions a TCTELA conference weekend is sure to deliver.

Presenters will engage and inspire us in a variety of breakout sessions. I'm about more than sure a great deal of learning will take place this weekend. Furthermore, our keynote speakers—who include two classroom teachers, a poet laureate, a rapper, a slam poet, a filmmaker, a professor, a bestselling author and illustrator, an activist, and a National Book Award Finalist—will equip, encourage, and empower teachers to embrace boldness.

While I won't get a chance to personally thank each presenter and attendee, please know that my heart is full of gratitude. I'm honored that you're joining us this weekend and I look forward to learning with you.



Charles Moore
TCTELA President-Elect

February is an amazing month in north Texas. Chilly temperatures foretell the coming warmth of spring. For teachers, this section of the calendar reminds us of the speed by which our year moves. Faster and faster, it seems, we cover the road between August and June, planning for learning, moving readers and writers, pouring our hearts into our work. I don't know exactly what it is about the past few years, but it seems the world speeds by at an unrealistic pace.

While I've grown to love the Gulf Coast over the past twenty or so years, my soul continues to cling to the Dallas-Fort Worth metroplex and the north Texas area as a whole. Growing up in Arlington, I found myself frequenting neighboring cities for one reason or another as I explored the boundaries both social and geographic.

Once again, we have the opportunity to come together, learning from one another and growing our capacity to change the course of kids' lives. Our concurrent sessions were chosen from a list of over 120 submissions. Our submission review team meticulously reviewed each proposal and spent hours sorting out the sessions that would coalesce into the best possible learning experience for our attendees. We sought to represent learning that would reach a diverse audience of literacy educators, and I believe we hit the mark.

This conference offers high quality concurrent sessions, but also provides an incredible opportunity to learn through powerful keynotes and the return of roundtable presentations. I would be remiss to leave out our poetry session, which has grown in strength and power over the past few years, slamming our Galveston attendees with the force of a hurricane. In Galveston, our readers and writers came together for a truly transcendent poetry sharing experience.

Our conference in Denton also brings us back together to bring together our Rising Leaders—past, present, and future. This will be the first chance for most of us to meet our newly introduced TCTELA Ambassadors, whom we hope will continue the work of connecting the people of our organization across the state of Texas. Our board has done an incredible job building these leadership opportunities into our work, and we are all excited to see them evolve to meet the needs of our membership.

The conference serves to ground our literacy work through a time of constant evolution. It is in our shared spaces and experiences that we renew our purpose, refill our emotional vessels, and collectively forge our path forward. I'm so excited to see old friends and make new ones at the annual TCTELA Conference in 2023.

#TCTELA23

ENGLISH IN TEXAS, VOL. 53.1

Spring/Summer 2023

Theme: Embracing Boldness: An Exploration of the Power of Language

Manuscript Deadline: April 1, 2023

“Words are to be taken seriously. I try to take seriously the acts of language. Words set things in motion. I’ve seen them doing it. Words set up atmospheres, electrical fields, charges. I’ve felt them doing it. Words conjure. I try not to be careless about what I utter, write, sing. I’m careful about what I give voice to.” —Toni Cade Bambara

With this reference, TCTELA President Dr. Roni Dean-Burren announced the 2023 conference theme: **Embracing Boldness: An Exploration of the Power of Language**. Language has the ability to pull us apart, but it also has the profound power to name common understandings. Words can be politicized, divisive, and marginalizing, yet they can also be restorative, connective, and universal.

For the Spring/Summer 2023 issue of *English in Texas*, we invite you to consider the role language plays in every aspect of our classrooms. Some pedagogical questions to consider for manuscript submissions are any of the following, any fusion of the following, or any extension beyond the following:

- How does written and spoken language impact classroom instruction? How do we teach students about the intricacies of language?
- Which texts, characters, or real-life heroes exemplify what it means to use language in a profound way?
- How do we teach writers to write boldly and bravely?
- How has the language of the current political climate, nationally and/or in the state of Texas, positively or negatively impacted the ELAR classroom?
- How are we positioning multiple languages and dialects within our classrooms? Why does this matter?

More broadly, you may also consider the following:

- How can we cultivate more linguistically inclusive schools?
- How does language bring us together?
- What does it mean to teach literacy in a bold fashion?

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 **Embracing Boldness: An Exploration of the Power of Language**.

INQUIRIES AND INNOVATIONS: Additionally, we welcome educational research relevant to the work of ELAR educators.

ENGLISH IN TEXAS, VOL. 53.2

Fall/Winter 2023

Theme: Pandemic Panacea: Enacting & Extending Lessons Learned About ELAR Instruction

Manuscript Deadline: September 1, 2023

“As literacy education professionals, we must reject the notion of ‘behindness,’ expecting instead that children come to us rich with experiences, new knowledge, and multiple ways of speaking, writing, and drawing that we can learn about and teach into going forward.” —Katherine Bomer

The Fall/Winter 2023 issue of *English in Texas* is focused on lessons learned (and those that we are still learning) about what ELAR instruction looks like when the world is beset by a global pandemic. The last three years brought many challenges to the doorsteps of ELAR classrooms. In the spring of 2022, The New York Times reported on significant reading losses for early childhood and high-poverty students (2022, March 9). It did not take long for those outside of our classrooms to characterize negatively the impact of online, hybrid, and other nontraditional learning environments in regard to literacy.

Rather than being driven by deficits, let us be guided by Bomer’s image of teaching “into” what comes next. For the Fall/Winter 2023 issue of *English in Texas*, we invite you to consider how you met and are still meeting the challenges that have been swirling about our classrooms since March 2020. 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 happened in your classroom and in your pedagogy when you opened the door beyond the physical walls?

- Did you learn something new about online literacy education?
- Upon our return, what did you learn about face-to-face interactions with students as they read, write, and talk?
- How did the pandemic expand or shrink literacy learning?
- What new perspectives and experiences did your students bring into your classroom?

More broadly, you may also consider the following:

- How did you “teach into” the new?
- How did you collaborate with colleagues and professional organizations in new and unexplored ways?
- **pan·a·ce·a** /panəˈsēə/ *noun* A solution or remedy for difficulties.

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 **Pandemic Panacea: Enacting & Extending Lessons Learned About ELAR Instruction**.

INQUIRIES AND INNOVATIONS: Additionally, we welcome educational research relevant to the work of ELAR educators.

Continued on next page.

ENGLISH IN TEXAS – CALL FOR MANUSCRIPTS (CONTINUED)

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.

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> —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> —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> —Nikki Giovanni</p>

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.

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.

NCTE AWARDS



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TCTELA

#TCTELA23



Calyha Brown
Local Arrangements
Co-Chair 2023
University of Texas
at Arlington



Temitoro Edun
Local Arrangements
Co-Chair 2023
University of Texas
at Arlington

Welcome to Denton!

Our Local Arrangement Committee welcomes you to the 2023 TCTELA Conference in the ever-growing city of Denton. We look forward to an exciting weekend of learning with you.

Our theme this year is Embracing Boldness: An Exploration of the Power of Language. Both students and educators have shown tremendous boldness and bravery. Most of us have finally fully returned to campuses following the obstacles of COVID-19. That return has ushered in a new normal and we boldly embrace the new challenges it entails.

This year's conference promises to be filled with exciting sessions, powerful keynote speakers, and meaningful collaborations. We invite you to meet new people and embrace the new teaching strategies that you will learn. You will leave this conference renewed, refreshed, and ready to tackle the challenges you face on your campus.

Denton is famous for its small-town feel paired with big-city amenities. Spend your evenings enjoying live music, exploring outdoor sculptures at the University of North Texas or strolling Lewisville Lake. Whatever you choose to do, we invite you do it with friends—both old and new.

During our time in Denton, we are honored to be able to partner with and support Denton Freedom House Food Pantry, a non-profit organization that caters to those in need and supplies food and other resources to the local community. Donations are accepted and highly appreciated.

Our committee would like to thank the TCTELA board and our Executive Director, Amy Laine, for their continued guidance and support throughout the planning process. Special thanks to the many volunteers and local area businesses who have helped make this conference possible. We hope that your experience at the TCTELA 2023 conference is your best yet!

With sincere appreciation,
The TCTELA Local Arrangements Team



The 2023 TCTELA Conference is pleased to support the Denton Freedom House. Freedom House creates a safe environment for men and women working out their sobriety. They also work to eliminate the fear of hunger by operating a community food pantry. The food pantry supports individuals and families in need and services are at no cost.

**Drop your nonperishable food donations in the bins in the foyer.
A door prize will be awarded to the top three donors!**




SCHEDULE AT A GLANCE

THURSDAY, FEBRUARY 2, 2023



6:00pm-10:00pm	Registration	Registration
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FRIDAY, FEBRUARY 3, 2023

7:30am-5:30pm	Registration	Registration
8:00am-5:30pm	Bookstore	Arabian 1
8:00am-5:30pm	Exhibits	Pioneer 1-2
8:45am-11:00am	Everything Is Uncomfortable Now: Writing + Teaching in Today's Texas Classroom, Lupe Mendez	Palomino/Quarter
8:45am-11:00am	Engaging the Students For Real For Real, Sammy Rigaud	Pioneer 3-4
8:45am-11:00am	TEA Reading and Language Arts Curriculum and Assessment Updates	Dallas/Fort Worth
11:00am-11:20am	Visit Exhibits	Pioneer 1-2
11:30am-12:45pm	Professional Development Luncheon With Jerry Craft and Edmund J. Farrell Distinguished Service and Achievement Award (Ticketed Event)	Eagles/Chilton/Kincaid
12:45pm-1:10pm	Book Signing With Jerry Craft/Visit Exhibits	Arabian 1/Pioneer 1-2
1:15pm-2:15pm	Concurrent Session A	
	A Roadmap to Multisensory Literacy Instruction: Accelerate Growth for All Students—Grades PreK-5	Pioneer 3
	The Wonder of Words: The Power of Poetry	Pioneer 4
	TEA Reading Language Arts Assessment Update	Dallas/Fort Worth
	Author's Craft: Student Agency and Lifting Language in a Writing Conference	Palomino
	Embracing a Bold Writing Life: Collaborative Support for Publishing in <i>English in Texas</i> and Beyond	Quarter
	Beyond Media Literacy: Navigating a Post-Truth World	Appaloosa
2:30pm-3:45pm	General Session With Dr. Sawsan Jaber	Eagles/Chilton/Kincaid
3:45pm-4:10pm	Visit Exhibits	Pioneer 1-2
4:15-5:15pm	Workshop/Concurrent Session B Roundtables	
	Workshop With e.E. Charlton-Trujillo - All the Way to the Back: Engaging Every Kid in the Room	Eagles/Chilton
	Remembering Your Spark: Adopting Strategies to Restore Your Love of Teaching	Kincaid
	Be Bold: Join the Discourse of Building a Literacy Community	Kincaid
	CTE Business English: A More Practical Approach to Senior English—Business Power in Language, Real-World Skills, and a Portfolio	Kincaid
	Changing the Narrative: Stories From Justice-Involved Youth	Kincaid
	The Word Collector	Kincaid
5:15pm-5:30pm	Book Signing With e.E. Charlton-Trujillo	Arabian 1
5:30pm-6:30pm	Membership Celebration	Lobby Bar/Universities Grand Foyer


SCHEDULE AT A GLANCE (CONTINUED)

SATURDAY, FEBRUARY 4, 2023

8:00am-5:00pm	Registration	Registration
8:00am-4:15pm	Bookstore	Arabian 1
8:00am-4:15pm	Exhibits	Pioneer 1-2
8:00am-11:30am	hand2mind Sponsor Hosted Room	Arabian 3
8:30am-10:00am	General Session With Matthew Kay and Mercedes Bonner Leadership Award	Eagles/Chilton/Kincaid
10:00am-10:25am	Book Signing With Matthew Kay / Visit Exhibits	Arabian 1/Pioneer 1-2
10:30am-11:30am	Concurrent Session C	
	Researched and Evidence-Based Best Practices and Implementation Strategies That Accelerate Learning Focused on the New Integrated Reading-Writing STAAR Assessments	Pioneer 3
	Fostering Linguistically Inclusive Classrooms With Culturally Relevant Literature	Pioneer 4
	Speak Boldly and Bravely: Building a Platform So Language Minority Students Can Have a Seat at the Table	Dallas/Fort Worth
	Activate Voice and Critical Thinking Through the Power of Poetry	Palomino
	Back That Thang Up!: Teaching Evidence-Based Writing Through Academic Language Development	Quarter
	Micro-Writing for Macro Effect: Engaging Students in Low Stakes Writing to Embrace the Power of Language	Appaloosa
11:45am-1:00pm	Professional Development Luncheon With Ibi Zoboi and Teacher of the Year Awards (Ticketed Event)	Eagles/Chilton/Kincaid
1:00pm-1:25pm	Book Signing With Ibi Zoboi / Visit Exhibits	Arabian 1/Pioneer 1-2
1:00pm-5:30pm	bulb Digital Portfolios Sponsor Hosted Room	Arabian 3
1:30pm-2:30pm	Concurrent Session D	
	The Death of the Paper Writing Portfolio	Pioneer 3
	The Discourse Around Our Reading and Writing Lives	Pioneer 4
	Firing at The Canon	Dallas/Fort Worth
	Boldly Going Where We Haven't Gone Before: Exploring Language by Boldly Reading and Bravely Writing Our Way to Deeper Thinking	Palomino
	Making Space for Mother Tongues	Quarter
	SMALL But MIGHTY: Utilizing Secondary Strategies in Elementary Book Clubs	Appaloosa
2:30pm-2:40pm	Book Signing With Stephen Briseño / Visit Exhibits	Arabian 1/Pioneer 1-2

Continued on next page.

SCHEDULE AT A GLANCE (CONTINUED)

2:45pm-3:45pm		
Concurrent Session E		
	Empower Middle School Students to Write Boldly and Bravely While Preparing Them for the New STAAR 2.0 Constructed Response Questions	Pioneer 3
	Bold Music That Shaped a Nation: Researching Protests Through the Lens of Music, Art, and Poetry	Pioneer 4
	Evolving the Language of Change: Facilitating Thriving PLCs Through Change and Challenge	Dallas/Fort Worth
	Be Bold ... Be Brave ... Be You: Instructional Practices That Give Value to Every Student's Voice	Palomino
	Can You See Me? Recognizing Students With Unique Abilities Through Children's Literature	Quarter
	This Story Matters: Writing Book Rationales to Support Book Selection Decisions	Appaloosa
4:00pm-5:00pm		
Concurrent Session F		
	Read. Write. Discuss. Repeat: The MacMillan Institute and Education as the Cultivation of Language	Pioneer 3
	Teaching Students to Ask Bold, Complex, Nuanced Questions in Research and in Life	Pioneer 4
	A Rainbow in the Dark: Implementing Radiant Coaching Practices at Resilient Campuses	Dallas/Fort Worth
	The Writefully Empowered Workshop—Applying Powerful Workshop Practices	Palomino
	La Expresion Through Poeme	Quarter
	The Power of Oral Language for Fostering Writing in Young Learners	Appaloosa
5:30pm-6:30pm	Rising Leaders Meet and Greet	Lobby Bar/Universities Grand Foyer
6:30pm-7:30pm	Poetry Reading	Lobby Bar/Universities Grand Foyer

SUNDAY, FEBRUARY 5, 2023

7:30am-9:00am	Registration	Registration
8:00am-8:45am	Section Breakfast	Dallas/Fort Worth
9:00am-12:00pm	Workshop With Cornelius Minor	Eagles/Chilton/Kincaid
12:00pm-12:20pm	Book Signing With Cornelius Minor	Eagles/Chilton/Kincaid

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Amy Laine
Executive Director

#TCTELA23

THANK YOU FOR YOUR SUPPORT!

RISING LEADERS

2022-2024 Cohort

Aisha Atkinson
Christopher Duke
Kathleen Ferguson
Jordan James

2021-2023 Cohort

Ivy Gowdy
Lucila Lopez
Roxanna Massey

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; and
- 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 February 4 through April 3, 2023.

How are Rising Leaders selected?

Anyone can nominate candidates for the Rising Leaders program.

Self-nominations are welcome. Candidates are then invited to complete an application.

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 fourth class of Rising Leaders will be announced on May 1, 2023.

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

Rena Rose-Anderson
Regions 1-5

Jeff Downs
Regions 6-10

Elizabeth Moll
Regions 11-15

Danika Jaster
Regions 16-20

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 four Ambassadors who serve all 20 regions of Texas. Ambassadors are appointed for a two year term. TCTELA Ambassador applications for our second cohort will be available online beginning Monday, June 12. The deadline to apply will be Monday, July 10.

VOLUNTEERS

Mia Armstrong
Connor Colburn
Sandra Arredondo
Dathon DeVauil

Jenni Johnson
Tonya Moreland
Patrice Pierre
Nora Ramirez

Rebekah Sommers
Jordan Stafford
Naia Williams

YOUR SUPPORT IS APPRECIATED!

MORNING WORKSHOPS

Everything Is Uncomfortable Now: Writing + Teaching in Today's Texas Classroom

8:45am-11:00AM
Palomino/Quarter

Join Poet/Educator/Activist Lupe Mendez, the Texas Poet Laureate for 2022-2023, as he presents a workshop about how to engage in writing and reading in the face of laws that limit teachers' and students' ability to connect with history and literary works. He will look at ways teachers can guide students through the use of sample texts and writing strategies that empower teachers and students to explore generative writing as a tool of liberation.

Originally from Galveston, Lupe Mendez (Writer/Educator/Activist) is the author of *Why Am I Like Tequila* (Willow Books, 2019), winner of the 2019 John A. Robertson Award for Best First Book of Poetry from the Texas Institute of Letters. He is the founder of Tintero Projects, which works with emerging Latinx writers and other writers of color within the Texas Gulf Coast Region, with Houston as its hub. Mendez earned a master's degree in Fine Arts from the University of Houston at El Paso. Mendez's work can be seen in print and online formats including the *Kenyon Review*, *Gulf Coast Journal*, *Texas Review*, *Los Angeles Review of Books*, *Split This Rock*, *Poetry Magazine*, and *Poem-a-Day* from the Academy of American Poets. Follow Lupe on Twitter at @thepoetmendez and on Instagram at @ellupis.



Lupe Mendez

Engaging the Students For Real For Real

8:45am-11:00AM
Pioneer 3-4

Engaging students can be difficult with all the distractions presented by today's world. This workshop presents real-life examples of how to increase test scores, make learning fun, and engage students using your Creator-given gifts.

Sammy Rigaud (re-go) is a teacher, rapper, and author who lives in Atlanta, Georgia. He earned his bachelor's degree from Florida Atlantic University and his master's degree from The American College of Education. Sammy uses unorthodox methods to keep his students engaged. He is unashamed about his love for his students and his passion for seeing students thrive. He has been teaching for the last nine years. Sammy has been featured on various news outlets such as ABC World News, CNN, The Kelly Clarkson Show, The Cube, The Shade Room, and many more. His favorite sports team is the Miami Heat and he loves to eat pizza and Reese's. Rihanna is his friend, by the way.



Sammy Rigaud

TEA Reading and Language Arts Updates

8:45am-11:00AM
Dallas/Fort Worth

Reading and Language Arts Curriculum Update

Guiomar Andújar, Reading Language Arts Specialist

In this session, staff from TEA's Curriculum Standards and Student Support Division will present the most up-to-date information on topics such as Early Childhood Education, the Reading Academies, and instructional resources available for the English and Spanish Language Arts TEKS. Attendees will be given the opportunity to ask questions.

STAAR Reading Language Arts Assessment Update

Chelaine Marion, Reading Language Arts Director

This session provides the most up-to-date information on the upcoming redesign of the Reading STAAR assessments, assessing writing, and the resources available to support implementation of the STAAR assessment program. TEA presenters will discuss timelines, notable changes, and specific item types and how they will be scored. Attendees will be given the opportunity to ask questions.



Cynthia Tyroff Keystone School

Cynthia Tyroff has served as a teacher, a district coordinator of English and Language Arts, President Elect of the San Antonio Area Council of Teachers English, *English in Texas* Editor, TCTELA Board Member and President and trained hundreds of teachers as a Diamond level trainer for Abydos Literacy. Additionally, she received the Intellectual Freedom Award from the National Council of Teachers of English for her bold efforts challenging the State Board of Education in the creation of new ELAR standards in 2008.

As a District Coordinator of English and Language Arts, Cynthia was responsible for setting the vision and direction for all Northside ISD middle schools and high schools. In this role, she not only excelled in creating a systematic implementation of initiatives to meet the needs of close to forty middle and high school campuses, but she also fostered professional learning communities with her campus department coordinators and built robust offerings of professional development sessions throughout the school year and summer months for all secondary ELAR teachers.



She consistently inspires those around her to get involved whether to testify before the school board of education on behalf of students or volunteer time for adoption committees when it is time for new state standards. She encourages teachers to join local chapters, celebrates extended learning opportunities, and networks across districts within and around the Bexar County area.

Her incredible initiative and strong community building skills extends beyond teachers and coordinators as the students we serve are always at the center of her work. Cynthia used her time and skill set to help students seeking alternate degree plans. For many years, she worked at the NISD Community Education GED program designed to help students build capacity in critical areas related to ELAR in an effort to help students find success who otherwise may not have received a high school certification.

Upon retiring from NISD, she went on to work as a middle school teacher at Keystone School where she continues to work with students, community members, and local and state educational organizations.

Cynthia is a highly intellectual and well-read educator. She has a love for teaching that goes beyond the classroom, campus, and district where she works. Her projects, initiatives, and experiences speak for themselves. It is clear that she sees herself as a lifelong learner and advocate for teachers and students alike. As an educator, this translates into teachers and students having a greater awareness and understanding of their potential.

Cynthia Tyroff has spent her career enriching the lives of others through the world of reading and writing. She has lent her leadership and insight to the Texas Council of Teachers of English Language Arts, the National Council of Teachers of English, and is more than deserving of the Edmund J. Farrell Distinguished Service & Achievement Award.

Jerry Craft

Embracing My Own Boldness (In a World That Demands That I Be Humble)

How does a reluctant reader who was told that comics would rot his brain grow up to create the graphic that won the Newbery medal? Jerry Craft takes you on his journey.

Jerry Craft is the New York Times bestselling author and illustrator of the graphic novels *New Kid* and *Class Act*. *New Kid* is the only book in history to win the John Newbery Medal for the most outstanding contribution to children's literature (2020), the Kirkus Prize for Young Readers' Literature (2019), and the Coretta Scott King Author Award for the most outstanding work by an African American writer (2020). Jerry was born in Harlem and grew up in the Washington Heights section of New York City.

— Book signing to follow in *Arabian 1*. —



#TCTELA23

Amplify proudly supports TCTELA!



Amplify has TEA-sponsored resources for Texas classrooms—and many are free to your district!

- mCLASS® Texas and mCLASS Lectura: K–6 assessment
- Amplify ELAR/SLAR K–8: Comprehensive literacy curriculum
- Amplify Reading K–8: Supplemental digital literacy program (K–2 Spanish coming soon!)
- Amplify Tutoring: Digital tutoring program based on mCLASS and mCLASS Intervention

Learn more about how Amplify can partner with your school or district!
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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 39 for a list of all GT sessions.

CONCURRENT SESSION A 1:15PM-2:15PM

PIONEER 3	A Roadmap to Multisensory Literacy Instruction: Accelerate Growth for All Students—Grades PreK-5
Intended Audience: P, E	Jennifer Burchfiel, Dallas ISD
Topics: S, EL, TD	Literacy is widely known as the ability to read and write, but additionally, it is the gateway for all other learning. Developing and mastering key literacy skills in the elementary grades is critical to students' mastering other skills. So, what is the best approach to this when your classroom has a diverse range of learners? Join us to learn strategies and tools you can implement into your classroom to reach all of your students!
	
PIONEER 4	The Wonder of Words: The Power of Poetry
Intended Audience: H	Valerie Taylor, University of Texas at Austin
Topics: ADV, GT	William Carlos Williams wrote, "It is difficult / to get the news from poems / yet men die miserably every day / for lack / of what is found there." This session will explore this bold claim, considering how to embed reading and writing poetry throughout the year, how to explore the power of language to "knock down the fences in [our] lives," (Jacqueline Woodson), and how to inspire students to write poetry "out of wonder, not out of knowing" (Lucille Clifton).
Dallas/Fort Worth	TEA Reading Language Arts Assessment Update
Intended Audience: G	Chelaine Marion, TEA
Topics: TD	This session provides the most up-to-date information on the upcoming redesign of the Reading STAAR assessments, assessing writing, and the resources available to support implementation of the STAAR assessment program. TEA presenters will discuss timelines, notable changes, and specific item types and how they will be scored. Attendees will be given the opportunity to ask questions.
Palomino	Author's Craft: Student Agency and Lifting Language in a Writing Conference
Intended Audience: G	Shona Rose, TCTELA
Topics: TD	After generating some writing, we'll conduct three live writing conferences that model how teachers empower writers and build their craft and self-assessment capabilities that transfer to current and future processes and products. We'll debrief to notice and name the moves in the conference and establish replicable routines and resources for your classroom.

Continued on next page.

FRIDAY CONCURRENT SESSIONS (CONTINUED)

SESSION CODES

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Quarter Embracing a Bold Writing Life: Collaborative Support for Publishing in English in Texas and Beyond

Intended Audience: Diane Miller, University of Houston–Downtown
G Kim Pinkerton, University of Houston–Downtown

Topics: TD
The printed word carries power that persists. When educators explore academic writing lives that result in publication, they make permanent marks on teaching and learning. However, voices silence themselves if the task of writing for publication seems too daunting. Join the *English in Texas* editors to discover how publishing with EiT is buoyed by purposeful feedback and supportive collaboration. Glean tips for finding time, topics, and mentors, all necessary for making your mark in print.

Appaloosa Beyond Media Literacy: Navigating a Post-Truth World

Intended Audience: Amy Burke, Texas Woman’s University
E, M, H, C Aimee Hendrix, Texas Woman’s University

Topics: GT, TD, T
How can media literacy education address our complex information landscape in 2023? What are English teachers’ responsibilities, and what tools can they use? Two literacy teacher educators will provide an overview of current dilemmas in media literacy education and instructional activities for investigating the “post-truth” media landscape, in addition to facilitating a conversation with audience members. Topics will include the role of emotionality, the co-opting of media literacy strategies, and algorithm-mediated communication.

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PRESIDENT-ELECT

Teachers and students, now more than ever before, need literacy leaders who will honor their very important work. Reading, writing, thinking, and speaking continue to facilitate learners as they investigate themselves and the world around them. Factors outside of our control have changed our reality, and this change demands responsiveness and empathy from those to whom our educators look in times of need. The need for leadership rooted in a reliance upon authenticity, dedication, and commitment cannot be understated. For this generation of learners and all who follow, it is our duty to provide the most effective learning experiences possible, enabling our citizens to analyze and interpret, as well as respond, as need dictates.



Alissa Crabtree
Independent Consultant
(Uncontested)

VP-ELECT FOR MEMBERSHIP AND AFFILIATES

Contrary to what society would have us believe, it is an honor and a privilege to be an educator. Our work disrupts social systems that perpetuate the idea that only some students are worth investing in. That derogatory thinking puts the futures of our students in jeopardy. All students deserve an excellent and equitable education. They deserve literacy experiences that are joyous, effective, and rooted in meaning and expression.

I love that TCTELA provides safe spaces for educators like myself to increase our capacity while also leading in our areas of strength. The opportunity to continue working toward lifting the elementary voice within the organization with a focus on foundational literacy and simultaneously supporting our secondary colleagues excites me.



Markesha Tisby
Independent Consultant
(Uncontested)

RECORDING SECRETARY

Literacy is a fundamental right for all people, and it is our duty to provide equitable literacy for all students in the state of Texas. While our work may be challenged, questioned, and villainized, there is no doubt that the power of literacy is a foundation for a true democracy. Our work is grounded in the ongoing research of best practices, and organizations such as TCTELA support educators during tumultuous times for educators in Texas. The ongoing work of TCTELA empowers teachers and students. I believe that all students should have access to books that inspire them and lead them to find their voices as readers and writers. My hope to rejoin the TCTELA board is to continue to serve educators as a way to continue to work towards equitable literacy for our students.



Doug Frank
Dallas ISD

RECORDING SECRETARY

When I migrated to the United States, my first assignment was to support special education students in a reading class, but the cultural and language difference made it all but simple. I had to learn their ways and lingo fast! I had to establish myself as someone they could trust, and I had to learn the curriculum as it changes dramatically. It took years for me to gain full confidence as an educator in a foreign country, but it took only one performance coach to make me find my place in the field of education. This special place is literacy, and hearing a child utter their first CVC word is sunrise at the top of the mountain, clear proof of how teaching unlocks a world of possibilities for a child. The most important resource is human resources, and that has been a belief I carried with me since my teenage years. Much of my decisions and success were greatly influenced by people who believed in me and who saw me more than I saw myself. I see a lot of seasoned teachers walk away from the profession because they are expected to do more with less, and that is a set up for failure. If we want effective teachers, we need to provide them not just with resources but with job-embedded support as well. Coaching is a necessity for teachers and teams of teachers.



Isabel Tuliao
Independent Consultant

Dr. Sawsan Jaber

Living Equity: Beyond the *Italics*, Harnessing the **Bold**

The *weaponization* of equity work on state and national levels has worked like a double-edged sword, it has attracted so many newcomers to the conversation, and it has pushed people away from the work out of *fear* of reprimand, or worse. As new laws emerge in an attempt to *censor* and *prohibit* this work from impactfully and effectively happening in classrooms, **equity advocates** in schools across the country struggle to engage in **liberatory instruction** (Love, 2000).

The reality was captured by Juliet in Shakespeare’s play *Romeo and Juliet*, “That which we call a rose / By any other name would smell as sweet.” This session will tackle the challenges of being equitable in English classrooms by unpacking equity through action. Equity work is **meeting students’ social emotional needs**, building **criticality** (Mohammed, 2020), getting to know students beyond a surface level (Singleton & Hays, 2008), integrating **holism** (Safir & Dugan, 2021) in our views of students and the **funds of learning** they bring into the classroom (Jaber, 2020), **differentiation**, trauma informed practices, restorative practices, creating direct **conduits to action** through instruction (Jaber, 2022), **co-designing** with students (Jaber, 2023) and building students’ repertoire to **read the world** and engage with it impactfully (Jaber, 2022). How do we manage to do all of that with **integrity, authenticity**, and with **impact** on our students and their communities?



Dr. Jaber will address the following:

- Why is not doing this work divisive to our local and national communities?
- What shifts and reframes must take place in order to be equitable?
- What does equity in action look like?
- What shared understandings and terminology must educators partaking in building scholar activists have?
- What are the real time impacts of being equitable on students?
- How is counter-storytelling integral to this process and the process of making space for all students?

Dr. Sawsan Jaber is a global educator, presenter, equity strategist, and keynote speaker of 20+ years. She has held a variety of leadership positions both in the U.S. and abroad. Dr. Jaber is currently a high school English teacher and a District Equity Leader at East Leyden High School in Franklin Park, IL. Dr. Jaber founded Education Unfiltered Consulting and works with schools nationally and internationally. She completed her Ph.D. in Curriculum and Instruction with a focus on inclusion and belonging of students from marginalized communities. She was awarded the IDEA Teacher of the Year in 2022 and has been nominated as the Illinois Teacher of the Year for 2023 and the ISTE 20 to Watch Award for 2023 as well. Dr. Jaber is a Board Director of Our Voice Alliance (OVA) charged with amplifying the voices of teachers of color to create more equity for students of color. Additionally, she is one of the founders of the Arab American Education Network (AAEN). She is a member of the International Society for Technology in Education’s (ISTE) Community Leader Network. Dr. Jaber is a National Board Certified teacher and focuses most of her research on engaging students in equity work and advocating for Arab and Muslim students. Among other projects, she is currently working on national and international equity centered projects with Google and the National Board Association. Sawsan is a Pulitzer Teacher Fellow. She has been featured in several conferences and podcasts, and written several blogs, journals, and newsletter publications with the hopes to continue working with educators to empower students to work towards global equity and justice. She has published several scholarly works and her first co-written book, *Navigating Precarity in Educational Contexts: Reflection, Pedagogy, and Activism for Change*. However, her favorite work is being an Activist Scholar and co-conspirator for justice alongside her students. Sawsan brings the perspective of being the daughter of refugees from Deir Yasin, Palestine. She can be reached at educationunfiltered@gmail.com and on Twitter @SJEducate.

FRIDAY WORKSHOP 4:15PM-5:15PM EAGLES/CHILTON

e.E. Charlton-Trujillo

All the Way to the Back: Engaging Every Kid in the Room

Award-winning author, filmmaker, and youth literacy activist e.E. Charlton-Trujillo shares their rationale and methods for motivating creativity, curiosity, and critical thinking in every kind of student—by meeting them exactly where they are.

Mexican American award-winning author, filmmaker, and youth literacy activist e.E. Charlton-Trujillo has written several books for teens and children, most notably the ALA Winning *Fat Angie* series. Their debut picture book, co-authored with New York Times bestselling author Pat Zietlow Miller and illustrated by Joe Cepeda, *Lupe Lopez: Rock Star Rules* was an Amazon Reviews 2022 Editor’s Pick and an MSNBC Top 10 Back to School Book. Charlton-Trujillo is the co-founder of the nonprofit Never Counted Out, a member of the Las Musas collective, and co-host of the Instagram Live series Off The Cuff. Follow them on all things social @pinatadirector.



— Book signing to follow in Arabian 1. —

ROUNDTABLES IN PRACTICE 4:15PM-5:15PM

SESSION CODES

INTENDED AUDIENCE

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- G General

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Kincaid Remembering Your Spark: Adopting Strategies to Restore Your Love of Teaching

Intended Audience: G
Topics: TD
Aisha Atkinson, Stafford MSD
Christopher Duke, Dublin ISD
Kathleen Ferguson, Hays CISD
Jordan James, Pflugerville ISD

Texas, we have a problem! We are experiencing a crisis of self-compassion. During this round table, session participants will review strategies for restoring their energy in the field and boldly take a stance for their own mental well-being. Session attendees will walk away with four different tools that any educator can use or share to derive meaning from their work again.

Kincaid Be Bold: Join the Discourse of Building a Literacy Community

Intended Audience: G
Topics: TD
Jeff Downs, Tyler ISD
Danika Jaster, Northside ISD
Elizabeth Moll, Hutto ISD
Rena Rose, West Hardin CCISD

Have an opportunity to meet with your area’s TCTELA Ambassador to discuss how to spread the love of literacy in your region and classroom. Join the conversation on how to best build a literacy community that will impact your students while allowing you to become a literacy leader on your campus or district. Walk away with the tools and resources to spread the love of literacy.

Continued on next page.

ROUNDTABLES IN PRACTICE (CONTINUED)

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Kincaid

CTE Business English: A More Practical Approach to Senior English—Business Power in Language, Real-World Skills, and a Portfolio

Intended Audience:

Deb Pritchard, Winters ISD

H

Topics:

CMR

Senior English is more than Beowulf or Shakespeare. Texas offers a CTE Business English course that concentrates on business writing skills as well as public speaking and research skills. My curriculum applies what is learned to real-world experiences. Students practice resume writing, interview skills, business letter/memo writing, email etiquette, dressing for success, dining etiquette, communication, and application skills. Seniors boldly use language to engage in activities to become involved, productive members of society following graduation.

Kincaid

Changing the Narrative: Stories From Justice-Involved Youth

Intended Audience:

Elizabeth Norris, University of Houston/Kings County Office of Education

M, H

Topics:

TD

Michelle Wright, Fort Bend ISD

Participants will learn about project-based learning programs at J.C. Montgomery (JCM), a school housed inside a juvenile detention center. Students work with teaching artists as they are empowered in their personal identity and called to community action through creative writing, recording arts, and visual arts. These projects include *Stories With Style*, a hip hop-based lesson series developed at JCM that is being taught at alternative schools and juvenile court schools across the country.

Kincaid

The Word Collector

Intended Audience:

Sonja Ezell, University of Texas at Arlington

P, E, M, H, C, G

Topics:

CMR, EL, S, TD, T

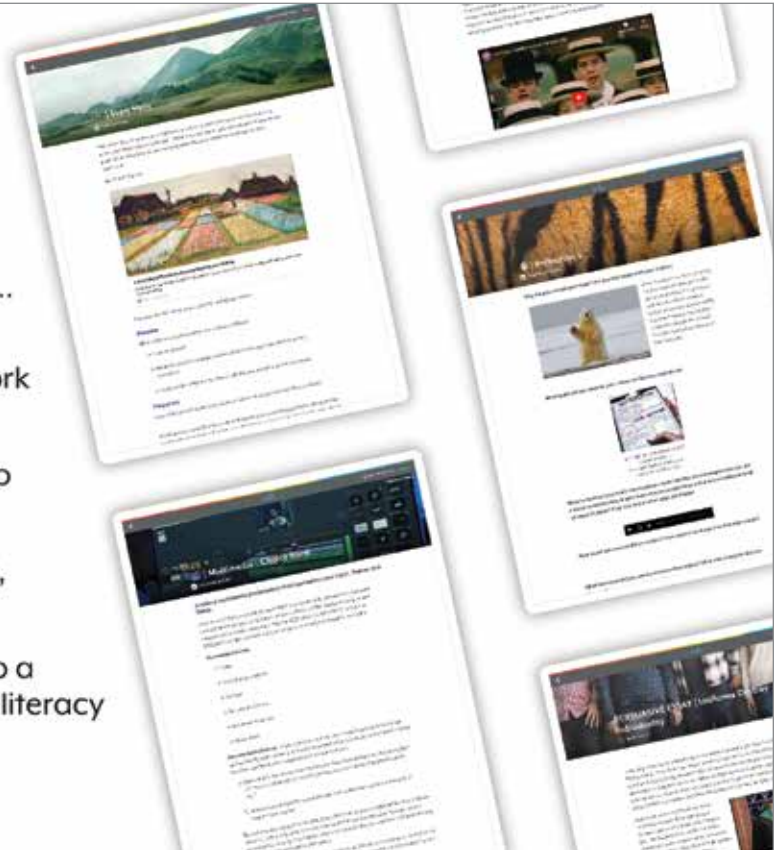
This session is based on the book *The Word Collector* by Peter H. Reynolds. In this tale, Jerome collects all kinds of words around him—short and sweet words, two-syllable treats, and multi-syllable words. Inspired by his adventures, this session will discuss how Jerome captured the joy of learning and the power of kindness through the beauty of words. Participants will gain resources, strategies, and ideas for immediate implementation in their classrooms and schoolwide community.

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Matthew Kay

Not Light, But Fire

Matt Kay will discuss how to prepare a classroom environment that is ready for meaningful conversations about race. He shares concrete strategies that have worked for him, and then pushes forward to ways to create supportive and rich classroom relationships. Teachers will be encouraged to reflect upon their interpersonal strengths and weaknesses, specifically as it impacts their classroom discussions with students. Matt will show teachers how they can make school one of the best venues for young people to discuss race.

Matthew Kay is a proud product of Philadelphia's public schools and a founding teacher at Science Leadership Academy (SLA). He is a graduate of West Chester University and holds a master's degree in Educational Leadership with a Principals' Certificate from California University of Pennsylvania.



At SLA, he teaches an innovative inquiry-driven, project-based curriculum. He is also the Founder and Executive Director of Philly Slam League (PSL), a non-profit organization that shows young people the power of their voices through weekly spoken word competitions. The PSL is the only season-long, school-based slam poetry league in the United States.

He deeply believes in the importance of earnest and mindful classroom conversations about race. Furthermore, he believes that any teacher who is willing to put in the hard work of reflection can, through the practice of discrete skills, become a better discussion leader. Driven by these convictions, he is passionate about designing professional development that teachers find valuable.

Matthew lives in Philadelphia with his wife, Cait, and his daughters, Adia Sherrill and Bennu Jane.

— Book signing to follow in Arabian 1. —

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Georgina Castilleja

Raul Yzaguirre Schools for Success

Georgina Castilleja is a servant leader. She is not only a champion for multiculturalism and solving multicultural issues in our school systems, but she is a living testimony of why understanding cultures and making space for culture and diversity in the curriculum matters. She had a vision for a department that centered on amplifying BIPOC voices and honoring our district's diverse voices and cultures. She also wanted to ensure that Language Learners received quality instruction and that their native tongues were viewed as assets and not deficits. Georgina migrated to the United States from Mexico. She quickly understood the stigma of being a language learner in the U.S. school system. Georgina knew the importance of learning English, but she also knew that Spanish was a strong part of her identity and culture. With that understanding, Georgina saw the value of creating multilingual spaces.

Those experiences motivated her to stretch her professional toolkit and knowledge base around multicultural education, anti-multicultural policies and practices, and sheltered instruction. As she became more steeped in work, she called out issues around the lack of representation in ELAR curriculum and poor instructional practices to ensure English acquisition without the deficit lenses. In her role as Manager of Teacher Development, she co-authored the Everyday Excellence Literacy Routines, Routine Coaching Guides, and Learning Institutes to address the district's lack of having practices or systems to help teachers engage in effective literacy practices across all contents and meet the needs of all students, especially language learners. These literacy routines became a staple in district classrooms and professional development experiences.

Georgina is now the founding principal of North East Stem Academy, a part of the Raul Yzaguirre Schools for Success. Georgina has written articles about her work for TCTELA publications and ASCD. She has presented at multiple regional and national conferences on multicultural education and leadership frameworks. She is an active member of the Teacher Development Section.

She truly embodies what it means to be a leader who champions the needs of her students and their families, and her educators. She is an advocate for diversity and equity. Georgina Castilleja is indeed a great gift to this field.



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Pioneer 3

Researched and Evidence-Based Best Practices and Implementation Strategies That Accelerate Learning Focused on the New Integrated Reading-Writing STAAR Assessments

Intended Audience: E, M, H

Topics: EL



Edna Carter, Summit K12

This session is interactive and focuses on mitigating the risk of falling behind in Domains 1 and 2 and widening the gap in Domain 3 as you transition to the new rigorous integrated Reading-Writing STAAR assessments in grades 3-8, English I, and English II. Explore successful instructional implementation strategies that accelerate student learning and impact student achievement.

Pioneer 4

Fostering Linguistically Inclusive Classrooms With Culturally Relevant Literature

Intended Audience: E

Topics: GT, TD

**Codi Freeman, Galena Park ISD
Judith Rodriguez, Galena Park ISD**

According to the 2020 Census data, Texas is the second-most diverse state, and educators are charged with educating students on the multicultural composition of our state through relevant and equitable literature. State reading standards require educators to teach the influence of historical and cultural settings. One way to achieve this is through culturally relevant literature, which, when used properly, can assist students to become aware and accept the diversity of others and themselves.

Dallas/Fort Worth

Speak Boldly and Bravely: Building a Platform So Language Minority Students Can Have a Seat at the Table

Intended Audience: M, H

Topics: EL

**Katharine Garcia, Alief ISD
Lenora Leatherwood, Alief ISD**

This session will offer teachers strategies they can implement in their classrooms to help support language minority students as they navigate the English language. It will include texts that represent traditionally marginalized students along with strategies that meaningfully engage students in reading, writing, speaking, and listening so that they may discover how to boldly and bravely use their voices.

Palomino

Activate Voice and Critical Thinking Through the Power of Poetry

Intended Audience: H

Topics: CMR, GT, TD

**Sandrella Bush, Carrollton-Farmers Branch ISD
Jennifer Gunn, Region 10 ESC**

Poetry, according to Rita Dove, is language at its most distilled and most powerful. Poetry empowers students to process language more fully across genres. Spoken word poetry, specifically, bridges the connection between a student's actual voice and writing craft. Both student engagement and academic achievement can increase when students bravely write to grapple with and transform life. Participants will experience sample lessons and explore strategies to integrate opportunities for spoken word poetry in classrooms.

Continued on next page.

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Quarter **Back That Thang Up!: Teaching Evidence-Based Writing Through Academic Language Development**

Intended Audience: **Chandra Shaw, Region 10 ESC**
E, M, H
Topics: ADV, EL, GT, S, TD
Developing students’ abilities to clearly answer constructed response questions by selecting the best text evidence to support their thinking DOES NOT begin with a cute acronym! It begins by developing students’ oral language skills and moves along a continuum of teaching questioning, analysis, and response skills. The number and quality of opportunities students must have to practice these vital skills is crucial to their success in evidence-based writing.

Appaloosa **Micro-Writing for Macro Effect: Engaging Students in Low Stakes Writing to Embrace the Power of Language**

Intended Audience: **Travis Leech, Northside ISD**
Tony Perez, Northside ISD
M, H
Topics: EL, S, TD
Teaching writing can be intimidating, and the changes to the STAAR test make it feel more daunting than ever. These changes mean teachers must remix how we teach writing by not spending weeks laboring through the traditional writing process. Join us for a look at how low-stakes micro-writing can generate multiple writings in multiple genres, which leads to purposeful feedback and revision that will amplify student voices.

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Ibi Zoboi

Remixing the Canon: How We Do Language

The canon is still being taught in English classrooms populated by children of color. However, if we do not pair these classics with stories that are reflective of the lived experiences of these children, then their understanding of the classics will be without context and relevancy. Remixing the classics with new stories, new words, and new rhythms is imperative to a future where language is alive and flourishing.

“I write for young people to pour into their nascent and wild imaginations culture that needs to be preserved, stories that ought to be remembered, and inner truths that can liberate minds and change the world.” —Ibi Zoboi

Ibi Zoboi was born in Haiti. When she was four, she immigrated to New York with her mother. Zoboi is the author of numerous titles including *American Street* (2017), which was a finalist for the 2017 National Book Award in Young Adult’s Literature, a Time Magazine Best YA Book Of All Time, and a Kirkus Best Book of the Year; *Pride* (2018), a contemporary remix of Jane Austen’s *Pride and Prejudice*; and *My Life as an Ice Cream Sandwich* (2020), a moving middle-grade debut of a girl finding her place in a world that’s changing at warp speed.

Zoboi is also the co-author of the Walter Award and L.A. Times Book Prize-winning *Punching the Air* (2021) with prison reform activist Dr. Yusef Salaam, an Exonerated Five member, which was also shortlisted for the U.K.’s Yoto Carnegie Medal. She is the editor of *Black Enough: Stories of Being Young & Black in America* (2020), an essential collection of captivating stories about what it’s like to be young and Black in America. Her debut picture book, *The People Remember* (2021), received a Coretta Scott King Book Honor Award. Her other recent titles include *Star Child: A Biographical Constellation of Octavia Estelle Butler* (2022), and *Okoye to the People: A Black Panther Novel* (2022) for Marvel.

Zoboi has appeared on CBS This Morning and The Reid Out alongside Yusef Salaam, and on PBS’s Book View Now. Her writing has been published in The New York Times Book Review, *Horn Book Magazine*, and *The Rumpus*, among others.

She was the recipient of several grants from the Brooklyn Arts Council for her community-based programs for teen girls in both Brooklyn and Haiti. She’s worked for arts organizations such as Teachers & Writers Collaborative and Community Word Project as a writer-in-residence and teaching artist in New York City public schools.

Zoboi currently lives in Maplewood, New Jersey, with her husband and their three children.

— Book signing to follow in Arabian 1. —



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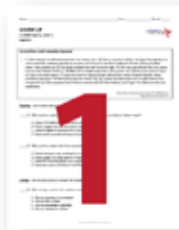


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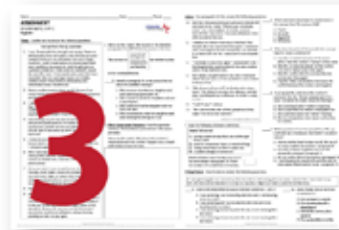
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ELEMENTARY SCHOOL TEACHER OF THE YEAR



Arjaunese Williams

Stafford MSD

Arjaunese Williams exemplifies what it means to hold high expectations in the classroom for her young students while also affording them with the intentional and compassionate interventions necessary to help them succeed. When entering her classroom, you will find not only a language-rich classroom that meets the needs of growing readers across the demographics, but a learning environment that is student-centered with roles and routines colorfully depicted, student and class accomplishments regularly updated, and accessible mnemonic resources all throughout the classroom. Further evidence of her attention to care can also be found within the personalized intervention binders she has initiated and holds students accountable for in support of meeting the needs of all learners within the classroom.

When guests enter the room, students remain engaged by Arjaunese's instructional delivery and assist in upholding a positive learning environment through their own kindness and willingness to learn. But the light of Arjaunese does not stop within the walls of her classroom. In fact, it expands far beyond it. Arjaunese has found a means to leverage the learning outcomes within the curriculum along with her own knowledge and creativity to enrich the teaching and learning experiences for our first-graders. She is a passionate educator who deserves to be recognized not only for her excellence in instruction, but for her commitments to helping others achieve their own excellence as well.

MIDDLE SCHOOL TEACHER OF THE YEAR



Sheri Strickland

Dickinson ISD

Sheri Strickland is a collaborative change agent. She is a strong advocate for doing "whatever it takes" to ensure student success. She possesses the ability to listen deeply to all points of view, question and clarify for true understanding, reflect, and then articulately summarize for the group. She skillfully takes in lots of information, clears the clutter, and then shares it in a way that makes sense to her colleagues. This leads to meaningful problem-solving and effective decision-making.

During collaborative team meetings, Sheri demonstrates excellent collaboration skills. She provides guidance to help her fellow teachers actively engage in shared and valuable work. She gently probes and questions in a way that pushes the team to higher levels of thinking. She has helped to lead her fellow teachers in the work of developing and designing aligned instructional lessons and material with student success as the guiding principle.

Sheri's interpersonal skills are a huge asset to her district. She is highly skilled at building relationships with students and adults. She cares deeply about the people she works with, and has high expectations for herself and the students and teachers whom she works with. She is a game changer for children.

Continued on next page.

HIGH SCHOOL TEACHER OF THE YEAR



Jacob Pineda

San Elizario ISD

Whether it's showing up early to coach his athletes for football, dragging himself back to his classroom after hours on the practice field to set up stations for his students, or stepping up to run various field day activities for the campus Eagle Success Initiative, one thing is for certain, Jacob puts his entire heart—and sweat and sometimes actual blood—into all of it.

After completing high school, Jacob enlisted in the U.S. Navy where he was a Master at Arms and was deployed to Operation Enduring Freedom in 2009. When he came back, he knew he wanted to continue paying it forward by helping students just like him, students who others give up on because they struggle or don't immediately see the value of school.

Jacob teaches English 1, a difficult course during a rough year for many students, but the campus instructional coach says that when students see they have Mr. Pineda, they react with excitement not even fully understanding how fortunate they are to have him as their teacher. Whether it's engaging students through digital storytelling or connecting them to books they can and want to read, Jacob integrates relevant and engaging topics into his teaching all while preparing his students for the end of course state exams, and—more importantly—life. His passion and dedication towards making students succeed are palpable, fervent, and admirable.

UNIVERSITY TEACHER OF THE YEAR



Dr. Kausalai Wijekumar

Texas A&M University

Dr. Kausalai Wijekumar has served as a professor at Texas A&M University since 2014. She is the Director of the Center for Urban School Partnerships and the Principal Investigator for multiple grants in both reading and writing. Students in her courses can expect to be fully immersed in reading theory and challenged to make positive contributions to literacy education. Dr. Kausalai understands that change for children begins by supporting educators. She has brought her evidence-based reading comprehension framework to tens of thousands of students world-wide by training and supporting their teachers. Her work with educators has led to high levels of reading achievement for students, which leads not only to academic success in other content areas, but also positively impacts students' affect.

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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 39 for a list of all GT sessions.

<p>Pioneer 3</p> <p>Intended Audience: G</p> <p>Topics: TD, S, T, ADV</p> 	<p>The Death of the Paper Writing Portfolio</p> <p>Sam Neal, bulb</p> <p>How do you leverage writing portfolios in your classroom to capture student growth, empower students to own their learning, and improve learning outcomes—all while encouraging 21st century skills? This session focuses on strategies for multimodal digital writing portfolio implementation that enhance existing classroom practice, dive into best practices and practical tips and tricks, and grant you access to exclusive writing portfolio templates through bulb digital portfolios.</p>
<p>Pioneer 4</p> <p>Intended Audience: M, H</p> <p>Topics: ADV, GT, S</p>	<p>The Discourse Around Our Reading and Writing Lives</p> <p>Doug Frank, Dallas ISD</p> <p>Using primarily nonfiction mentor texts, participants will generate low-stakes writing that will connect to current, relevant topics. These texts and writings will lead into how to facilitate meaningful conversations about students' reading and writing life. The intentional, frequent conversations in class will build the capacity for students to feel confident and willing to share their writing with peers. Attendees will leave with texts to bring to their class and tools to support discourse.</p>
<p>Dallas/Fort Worth</p> <p>Intended Audience: M, H</p> <p>Topics: TD</p>	<p>Firing at the Canon</p> <p>Lauren Tamayo, Katy ISD Catherine Trimble, Katy ISD</p> <p>Like previous generations, middle and high school students have continued to spend English class reading from a similar and familiar list from the English and American literature canon: Steinbeck, Dickens, Fitzgerald, Alcott, and, of course, Shakespeare. As social attitudes and demographics rapidly diversify in American schools, the selection of texts our students read needs to reflect experiences and characters who look, think, and talk like them.</p>
<p>Palomino</p> <p>Intended Audience: M, H</p> <p>Topics: ADV, GT</p>	<p>Boldly Going Where We Haven't Gone Before: Exploring Language by Boldly Reading and Bravely Writing Our Way to Deeper Thinking</p> <p>Heather Dodson, Northwest ISD Andrea Folse, Northwest ISD Eva Goins, Northwest ISD Nico Pauly, Northwest ISD Helen Read, Northwest ISD</p> <p>Our "crew" is on a mission to embrace boldness in our classrooms and allow our students to discover how powerful their language can be. This session will include teaching students to communicate boldly and bravely, teaching students about the intricacies of language, and analyzing how characters/heroes use language boldly. These activities build communities that allow students to embrace boldness, increase learning, and inspire deeper thinking.</p>

Continued on next page.

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Quarter	Making Space for Mother Tongues
Intended Audience: G	Lois Marshall-Barker, TCTELA
Topics: EL	We live in a time where BIPOC students' identities are being interrogated and stripped away. Language is a huge part of one's identity and when systems evolve over time to keep oppressing languages other than English, we must pause and ask ourselves about the message we are sending to our students. Mother tongues are treated as deficits when, in fact, they are assets. We must learn to tap into the richness of languages.
Appaloosa	SMALL But MIGHTY: Utilizing Secondary Strategies in Elementary Book Clubs
Intended Audience: E, M	Olivia Myers, Northwest ISD
Topics: TD	While there has always been a clear path on how to have secondary students engage with a diverse range of stories, how can we incorporate this into our elementary classrooms? In this session, teachers will learn how to engage elementary students in book clubs while utilizing strategies that engage in higher-order thinking and giving students the tools they need to engage with the ever-changing world around them.

CONCURRENT SESSION E 2:45PM-3:45PM

Pioneer 3	Empower Middle School Students to Write Boldly and Bravely While Preparing Them for the New STAAR 2.0 Constructed Response Questions
Intended Audience: M	Michele Hart, Amplify
Topics: TD	Participants in this session will learn strategies and tips for preparing middle school students for the newly designed STAAR assessment. With the shift from a standalone prompt to writing in response to a reading selection, the focus of the session will be on the new extended-constructed response questions. Participants will leave with new strategies as well as free access to digital resources to use in their classrooms right away.
	
Pioneer 4	Bold Music That Shaped a Nation: Researching Protests Through the Lens of Music, Art, and Poetry
Intended Audience: H	Ivy Gowdy, Amarillo ISD
Topics: CMR, GT	The research unit is a place to promote inquiry and critical thinking. This unit plan will help you promote vital skills on topics that students have a vested interest in. Using Chuck D's audiobook "Songs That Shook the Planet" as a mentor text, students will identify a historical or current protest that is important to them and research the music, art, and poetry that helped to shape the protest and ignite their followers towards action.

Continued on next page.

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Dallas/Fort Worth **Evolving the Language of Change: Facilitating Thriving PLCs Through Change and Challenge**

Intended Audience: M, H
Topics: TD
Stephanie Culver, Midlothian ISD
Caty Dearing, Midlothian ISD
Bethany Dowd, Midlothian ISD
Amberly Reynolds, Midlothian ISD

In the current educational climate affected by COVID-19, polarizing views, and endless educational initiatives, how is it possible to plan effectively for student success? We will engage in answering this question through the lens of professional learning communities, or PLCs. Participants will receive strategies for building collaborative processes/culture as well as ways to keep student success at the forefront of the work. Join us as we shift our collective language from culture-killing to culture-building.

Palomino **Be Bold ... Be Brave ... Be You: Instructional Practices That Give Value to Every Student's Voice**

Intended Audience: E, M, H
Topics: EL, S, TD
Kimberly Lawson-Belonwu, Channelview ISD
Lesli Taylor, Channelview ISD
Ashley Flores, Channelview ISD

Students face many situations during their adolescent years and sometimes struggle with ways to express themselves effectively. Through strategic small group instruction and literature, teachers have the opportunity to help students discover their voice while building connections to others around them. Creating a space where students are able to connect with rich text through shared experiences and ideas lead to a more powerful learning experience that expands beyond the classroom.

Quarter **Can You See Me? Recognizing Students With Unique Abilities Through Children's Literature**

Intended Audience: P, E, M
Topics: EL, S
Sharon Amador, Channelview ISD
Monique Boone, Channelview ISD

Neurodiversity and physical disability representation are important in children's picture books. It's essential for children's well-being and health as a society and culture as a whole that they are exposed to the positive language and illustrations of characters with surface- and deep-level differences. It's powerful when children have authentic text shared and read to them in which they can relate and identify with the main characters.

Continued on next page.

SATURDAY CONCURRENT SESSIONS (CONTINUED)

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Appaloosa

This Story Matters: Writing Book Rationales to Support Book Selection Decisions

Intended Audience:
E, M, H

Annamary Consalvo, University of Texas at Tyler
Ann David, University of Incarnate Word
Katrina Jansky, Texas State University

Topics:
TD

In this era of books bans and challenges, the National Council of Teachers of English has launched a book rationale database as a resource for its members to support book selection decisions. This session will explore the book rationale database and show participants how to write a rationale using the template. Participants will leave with the knowledge to develop rationales with their colleagues and participate in the database.

CONCURRENT SESSION F 4:00PM-5:00PM

Pioneer 3

Read. Write. Discuss. Repeat: The MacMillan Institute and Education as the Cultivation of Language

Intended Audience:
G

Claudia MacMillan, MacMillan Institute
Onyema Nweze, MacMillan Institute

Topics:
TD



We believe that the cultivation of language is the real task, the real power of education—from what Dr. Annette Gordon-Reed calls “exalted language” to the surety of the common tongue. In this session, we will introduce features of The MacMillan Institute that have been inspiring educators since 1984 and will experience together the power of the imagination in language using an exercise that can be applied to every lesson and subject. At the end of the hour, a MacMillan Institute “Read. Write. Discuss. Repeat.” t-shirt will be available to every attendee.

Pioneer 4

Teaching Students to Ask Bold, Complex, Nuanced Questions in Research and in Life

Intended Audience:
H

Sheryl Quelhorst, Los Fresnos CISD
Sten Samuelson, Los Fresnos CISD

Topics:
CMR, GT, TD

In research and in life, safe inquiry yields uninspired thinking. We have all encountered this problem in the classroom and in students’ research. The answers students provide may feel trite. Our students miss the chance to stretch the boundaries of their learning, both in research and in their ability to perceive their world. This session will help you teach your students to ask deep questions and become bold learners and writers.

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Continued on next page.

SATURDAY CONCURRENT SESSIONS (CONTINUED)

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Dallas/Fort Worth

A Rainbow in the Dark: Implementing Radiant Coaching Practices at Resilient Campuses

Intended Audience:

E, M, H

Topics:

TD

Aisha Christa Atkinson, Stafford MSD

Pairing the principles of trauma-informed leadership and best practices of instructional coaching with the impact player mindset, one can establish an instructional leadership legacy that is conducive to the needs of educators at resilient campuses. Through the implementation of high-yielding, luminating interventions, this blending of three guiding principles can help instructional leaders bridge the equity gaps that exist for the educators they serve.

Palomino

The Writefully Empowered Workshop—Applying Powerful Workshop Practices

Intended Audience:

M, H

Topics:

TD

Jacob Chastain, Birdville ISD

Writing has become a bridge to content rather than the content itself. It's time to bring writing workshop back to the young people in our classes, focusing on creation as a door to mechanics, rather than the other way around. Using his experience in the classroom and highlighting student work to demonstrate what rightfully empowering students can do, the presenter will cover not just how to build a workshop but how to empower the young people within it.

Palomino

La Expresion Through Poeme

Intended Audience:

P, E, M, H, C, G

Topics:

CMR, EL, S, TD, T

Roni Dean-Burren, TCTELA

Eva Goins, TCTELA

Donna Herrera, TCTELA

Zainab Jabak, TCTELA

Lois Marshall-Barker, TCTELA

Isabel Tuliao, TCTELA

LaWanda Williams, TCTELA

Walk away with various poetic ideas that will challenge your students in your classroom. Show your students how the art of painting with words will show them how to demonstrate their boldness in using their voice to deal with the challenges in their lives. Take the opportunity to have the time to create your own poem to share at the annual poetry reading.

Appaloosa

The Power of Oral Language for Fostering Writing in Young Learners

Intended Audience:

E

Topics:

EL, S

Elizabeth Kaye, Texas Woman's University

Annette Torres Elías, Texas Woman's University

Oral language is foundational for literacy learning. All children have language strengths, whether they are English speakers or emergent bilinguals. Participants will explore how to expand oral language through conversation to foster the complexity in writing that supports early literacy learning. Participants will discuss video clips of teaching interactions that support language expansion and writing in English and/or Spanish.



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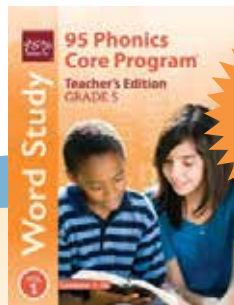
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Cornelius Minor

We Act on What We See: Literacy in the Age of Impossible

The experiences we have shared over the last few years have made the nuanced challenges of our work visible. Ensuring that all children read and communicate powerfully is complicated. Doing so in a social, political, and economic ecosystem that does not value all children and families feels overwhelming and beyond our reach. What do we do when the view from here reveals truths that feel impossible? What happens when there is no recipe for what must come next. In this workshop, Cornelius will explore ways that teachers can and must act on what we see.

Cornelius Minor is a Brooklyn-based educator. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. His latest book, *We Got This*, explores how the work of creating more equitable school spaces is embedded in our everyday choices, specifically in the choice to really listen to kids. He has been featured in *Education Week*, *Brooklyn Magazine*, and *Teaching Tolerance Magazine*. He has partnered with The Teachers College Reading and Writing Project, The New York City Department of Education, The International Literacy Association, and Lesley University's Center for Reading Recovery and Literacy Collaborative. *Out of Print*, a documentary featuring Cornelius, made its way around the film festival circuit, and he has been a featured speaker at conferences all over the world. Most recently, along with his partner and wife, Kass Minor, he has established The Minor Collective, a community-based movement designed to foster sustainable change in schools. Whether working with educators and kids in Los Angeles, Seattle, or New York City, Cornelius uses his love for technology, hip hop, and social media to bring communities together. As a teacher, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people. You can connect with him at Kass and Corn, or on Twitter at @MisterMinor.



— Book signing to follow. —

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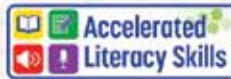
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GIFTED AND TALENTED STRAND SUMMARY

Texas Board of Education Certification Verification
TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS
 TCTELA is an approved CPE Provider: ID 500444
 58th Annual Conference:
 February 3-5, 2023

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



Roni Dean-Burren, Director of Gifted and Talented, Houston ISD

DATE	SESSION TIME	TITLE	STAMP
Friday February 3	1:15pm-2:15pm	The Wonder of Words: The Power of Poetry Valerie Taylor, University of Texas at Austin	
Friday February 3	1:15pm-2:15pm	Beyond Media Literacy: Navigating a Post-Truth World Amy Burke, Texas Woman's University Amy Burke, Texas Woman's University Aimee Hendrix, Texas Woman's University	
Saturday February 4	10:30am-11:30am	Fostering Linguistically Inclusive Classrooms With Culturally Relevant Literature Codi Freeman, Galena Park ISD Judith Rodriguez, Galena Park ISD	
Saturday February 4	10:30am-11:30am	Activate Voice and Critical Thinking Through the Power of Poetry Sandrella Bush, Carrollton-Farmers Branch ISD Jennifer Gunn, Region 10 ESC	
Saturday February 4	10:30am-11:30am	Back That Thang Up!: Teaching Evidence-Based Writing Through Academic Language Development Chandra Shaw, Region 10 ESC	
Saturday February 4	1:30pm-2:30pm	Boldly Going Where We Haven't Gone Before: Exploring Language by Boldly Reading and Bravely Writing Our Way to Deeper Thinking Heather Dodson, Northwest ISD Andrea Folse, Northwest ISD Eva Goins, Northwest ISD Nico Pauly, Northwest ISD Helen Read, Northwest ISD	
Saturday February 4	1:30pm-2:30pm	The Discourse Around Our Reading and Writing Lives Doug Frank, Dallas ISD	
Saturday February 4	2:45pm-3:45pm	Bold Music That Shaped a Nation: Researching Protests Through the Lens of Music, Art, and Poetry Ivy Gowdy, Amarillo ISD	
Saturday February 4	4:00pm-5:00pm	Teaching Students to Ask Bold, Complex, Nuanced Questions in Research and in Life Sheryl Quelhorst, Los Fresnos CISD Sten Samuelson, Los Fresnos CISD	



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TEXAS COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS
February 3-5, 2023
Embracing Boldness: An Exploration of the Power of Language

This is to certify that

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



Roni Dean-Burren, TCTELA President

FRIDAY WORKSHOPS (2 HOUR CPE)

- Workshop With Lupe Mendez
- Workshop With Sammy Rigaud
- TEA Reading Language Arts Curriculum and Assessment Updates

FRIDAY LUNCHEON (1 HOUR CPE)

- Professional Development Luncheon With Jerry Craft

CONCURRENT SESSION A (1 HOUR CPE)

- A Roadmap to Multisensory Literacy Instruction: Accelerate Growth for All Students—Grades PreK-5
- The Wonder of Words: The Power of Poetry
- TEA Reading Language Arts Assessment Update
- Author’s Craft: Student Agency and Lifting Language in a Writing Conference
- Embracing a Bold Writing Life: Collaborative Support for Publishing in English in Texas and Beyond
- Beyond Media Literacy: Navigating a Post-Truth World

FRIDAY GENERAL SESSION (1 HOUR CPE)

- General Session With Dr. Sawsan Jaber

FRIDAY WORKSHOP & CONCURRENT SESSION B ROUNDTABLES (1 HOUR CPE)

- Workshop With e.E. Charlton-Trujillo
- Roundtable Sessions

SATURDAY GENERAL SESSION (1 HOUR CPE)

- General Session With Matthew Kay

CONCURRENT SESSION C (1 HOUR CPE)

- Researched and Evidence-Based Best Practices and Implementation Strategies that Accelerate Learning Focused on the New Integrated Reading-Writing STAAR Assessments
- Fostering Linguistically Inclusive Classrooms With Culturally Relevant Literature
- Speak Boldly and Bravely: Building a Platform So Language Minority Students Can Have a Seat at the Table
- Activate Voice and Critical Thinking Through the Power of Poetry
- Back That Thang Up!: Teaching Evidence-Based Writing Through Academic Language Development
- Micro-Writing for Macro Effect: Engaging Students in Low Stakes Writing to Embrace the Power of Language

SATURDAY LUNCHEON (1 HOUR CPE)

- Professional Development Luncheon With Ibi Zoboi

CONCURRENT SESSION D (1 HOUR CPE)

- The Death of the Paper Writing Portfolio
- The Discourse Around Our Reading and Writing Lives
- Firing at the Canon
- Boldly Going Where We Haven’t Gone Before: Exploring Language by Boldly Reading and Bravely Writing
- Making Space for Mother Tongues
- SMALL But MIGHTY: Utilizing Secondary Strategies

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TEXAS BOARD OF EDUCATION CERTIFICATION VERIFICATION FORM (CONTINUED)

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Roni Dean-Burren, TCTELA President

CONCURRENT SESSION E (1 HOUR CPE)

- Empower Middle School Students to Write Boldly and Bravely While Preparing Them for the New STAAR 2.0 Constructed Response Questions
- Bold Music That Shaped a Nation: Researching Protests Through the Lens of Music, Art, and Poetry
- Evolving the Language of Change: Facilitating Thriving PLCs Through Change and Challenge
- Be Bold ... Be Brave ... Be You: Instructional Practices That Give Value to Every Student's Voice
- Can You See Me? Recognizing Students With Unique Abilities Through Children's Literature
- This Story Matters: Writing Book Rationales to Support Book Selection Decisions

EVENING EVENT (1 HOUR CPE)

- Poetry Reading

SUNDAY GENERAL SESSION (1 HOUR CPE)

- General Session With Cornelius Minor

CONCURRENT SESSION F (1 HOUR CPE)

- Read. Write. Discuss. Repeat: The MacMillan Institute and Education as the Cultivation of Language
- Teaching Students to Ask Bold, Complex, Nuanced Questions in Research and in Life
- A Rainbow in the Dark: Implementing Radiant Coaching Practices at Resilient Campuses
- The Writefully Empowered Workshop—Applying Powerful Workshop Practices
- La Expresion Through Poeme
- The Power of Oral Language for Fostering Writing in Young Learners

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Friday 8am-5:30pm & Saturday 8am-4:15pm

Company	Description	Website
95 Percent Group	95 Percent Group’s 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
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.	http://amplify.com
Bedford, Freeman & Worth Publishers	At Bedford, Freeman & Worth (BFW) Publishers, we’ve built our reputation on producing the highest quality materials for AP® courses and a variety of electives, and now we’re proud to offer resources for a range of high school courses. With BFW, you’ll find what you need for class today: classroom tools that work, extensive support for teachers, media that adds value to your classes, and the support you need when you need it. Our groundbreaking books and media are based on changes in education, in student populations, and in accepted best practices for the classroom.	https://www.bfwpub.com/high-school/us
bulb Digital Portfolios	bulb is where students and educators curate and create, share and showcase their smarts.	
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
Downes Education Solutions	K-6 Literacy Resources!	
GF Educators		https://StepUpTEKS.com

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Company	Description	Website
hand2mind	At hand2mind® we believe children learn best by doing with high-quality, hands-on supplemental resources from manipulatives to lessons to teacher/parent support materials for Math, Science, STEM, Literacy, and SEL for PreK-8.	https://www.hand2mind.com
Heinemann Publishing	Heinemann is a publisher of professional resources and provider of educational services for K-12 educators, including ELL and dual language/bilingual.	http://Heinemann.com
Houghton Mifflin Harcourt	Houghton Mifflin Harcourt (HMH) is a global learning company, delivering connected solutions that engage learners, empower educators and improve student outcomes. As a leading provider of K-12 core curriculum, supplemental solutions and professional learning services, HMH partners with educators and school districts to unlock students' potential and extend teachers' capabilities.	http://www.hmhco.com
In Between the Lattes, LLC	A Texas-based company dedicated to designing practical materials that equip Texas teachers with purposeful, data-driven, and engaging ELA resources for all students as they prepare for STAAR 2.0. These resources are designed to support existing curriculum or act as stand alone lessons, ready for immediate classroom use. STAAR 2.0 Resources Membership, Professional Development, Countdown to STAAR Virtual Training	http://inbetweentheattes.com
Inquiry By Design	Inquiry By Design is committed to student-centered literacy and language learning marked by the reading, writing about, and discussion of content-rich, complex texts. We firmly believe that all students deserve and even crave real, meaningful, and relevant work. Hence, our motto: No fake work.	
Life is Learning	Life is Learning (LIL) is dedicated to providing STAAR test prep materials in a user-friendly, online platform across multiple content areas for grades 3-8. Our supplemental accelerated programs incorporate both readiness and supporting standards and target the 2023 assessed TEKS as well as the the new question types. Our goal is to provide TEKS focused, user-friendly, test prep materials that promote curiosity, bring a few smiles, and TEACH!	https://lifeislearning.com
Lowman Education LLC	Simple and effective educational materials that make teachers' lives easier and improve state test scores.	https://lowmaneducation.com

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Company	Description	Website
MacMillan Institute	The MacMillan Institute inspires and deepens educators with human-centered learning so that they can carry the torch of learning back into their classrooms.	
Marco Learning	Since 2016, Marco Learning (formerly The Graide Network) has built and sustained great writing programs in elementary, middle, and high schools across Texas and the United States. We provide detailed, personal feedback on student writing, saving teachers countless hours of grading and helping students become great writers. Our programs are comprehensive, and we work closely with school leaders, teachers, and students in every academic subject and type of assessment, including Texas STAAR writing tasks and Advanced Placement Exams.	https://marcolearning.com
Mastery Education	Mastery Education, the creators of Measuring Up, is dedicated to providing rigorous, TEKS-based supplemental instruction to support Texas educators and students.	https://masteryeducation.com
Membean, Inc.	We know the transformative effect a strong vocabulary has on student reading, writing, and academic confidence. Membean is an online multi-modal 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.	
myShakespeare	myShakespeare provides media-rich, digital editions of six Shakespeare plays as a free, online resource. We replace traditional footnotes with interactive media and classroom features including quizzes and note-taking tools.	https://myshakespeare.com
NoRedInk	NoRedInk provides a comprehensive, adaptive, mastery-based writing curriculum for grades 5-12 that is aligned with the TEKS. Our writing platform supports teachers in weaving together the explicit instruction, repeated practice, and targeted feedback necessary to develop students into strong writers. NoRedInk guides students through the entire writing process, from pre-writing to revision. Along the way, students receive just-in-time support with interactive tutorials, model writing, and self-reflection questions. At any point in the process, teachers can reinforce specific writing skills with targeted practice exercises. These engaging exercises incorporate students' interests and give students instant feedback. Teachers can also draw on the NoRedInk library of instructional resources including customizable rubrics, writing prompts, and sample lesson plans.	http://noredink.com

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Company	Description	Website
Penguin Random House	The largest publisher of trade books in the world.	http://penguinrandomhouse.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.	http://perfectionlearning.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.	http://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
Sadlier School	For over 190 years, Sadlier has provided the finest in educational programs and resources for students, teachers and families. We continue this legacy of excellence today with one of our newest programs, From Phonics to Reading, authored by Wiley Blevins. Rated "All Green" by EdReports, From Phonics to Reading is based on the Science of Reading and revolves around decades of Wiley's research on how children most effectively become fluent readers.	http://sadlierschool.com
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 learning solutions that help prepare students to become global citizens in a more interconnected, digital world.	
Sirius Education Solutions		https://siriuseducationsolutions.com
SpringBoard	SpringBoard is the College Board's comprehensive instructional program for all students grades 6-12 in English Language Arts and Mathematics.	http://collegeboard.org/springboard
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 Skills 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 Holocaust, Genocide, and Antisemitism Advisory Commission	The mission of the Texas Holocaust, Genocide, and Antisemitism Advisory Commission is to bring awareness of the Holocaust, genocides, and antisemitism to Texas students, educators, and the general public by ensuring availability of resources and advising on relevant matters.	https://thgaac.texas.gov

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Company	Description	Website
Texas Poetry Out Loud	<p>Learn about free ELA programs offered by Texas State Agencies!</p> <p>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.</p> <p>If you're interested in participating in any of our programs, or want more information about them, please fill out our contact form.</p>	http://www.arts.texas.gov/initiatives/poetry-out-loud
Texas Woman's University	<p>In Literacy and Learning at TWU, we offer programs in early childhood education, multicultural and multilingual studies, reading education and early literacy intervention.</p> <p>Ultimately, our coursework focuses on supporting children, adolescents and adults in homes, schools and communities.</p> <p>Find the program that is right for YOU!</p>	https://twu.edu/literacy-and-learning
The Hybrid MA in English at the University of Houston	<p>The hybrid MA in English at the University of Houston has been newly redesigned to meet the needs of English Language Arts teachers and to be relevant to the social, environmental, and political challenges of the 21st century. Our program provides qualification for teaching Dual Enrollment courses in English, as well as an option for Teaching English as an Additional Language. Courses are offered in an interactive online format or in-person in the evening, to accommodate teachers' schedules. We are offering and developing new courses in Young Adult Latinx Literature, Environmental Literature, Energy Humanities, Rhetorics of Public Culture, and more. We would love to see your application on April 1st!</p>	https://uh.edu/class/english/graduate/ma
W. W. Norton & Company		https://wnorton.com/high-school
Warren Instructional Network	Representing publishers Booksource, Okapi, and Heinemann	http://warreninpd.com

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THANK YOU FOR ATTENDING TCTELA 2023!