

TCTELA

CONFERENCE PROGRAM



51ST ANNUAL CONFERENCE • JANUARY 22-24, 2016 • RENAISSANCE HOTEL AUSTIN

TCTELA.ORG



National Council of Teachers of English

A Professional Association of Educators in English Studies, Literacy, and Language Arts

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November 17, 2015

Cindy Bengé, President
Texas Council of Teachers of English Language Arts

Katrina Gonzales, Executive Secretary
Texas Council of Teachers of English Language Arts

Dear Texas Council of Teachers of English Language Arts:

We send greetings from the National Council of Teachers of English to you and to all conference attendees on January 22-24, 2016! NCTE affirms the creation and offering of this Conference by Texas Council of Teachers of English Language Arts. Equally, we applaud each participant's contribution to the event and to the profession.

Teachers benefit from ongoing learning opportunities as they improve teaching of English, English language arts, and literacy at all grade levels. Research shows that all students can achieve at high levels when their teachers are continuing learners, especially in teams with colleagues across disciplines. At this conference teachers can share new ideas and work together with colleagues to better support their students' learning.

NCTE provides professional learning in multiple ways through professional learning programs; books, journals, and position statements; conventions and meetings; and participation in the National Center for Literacy Education. In addition, NCTE alerts policymakers at the local, state, and national level about effective teaching and learning practices to consider as they institute new policies.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, access to colleagues across the country, and love for your profession. We invite you to join us.

www.ncte.org

Barbara Cambridge
Interim NCTE Executive Director
Director, National Center for
Literacy Education

Millie Davis
Senior Developer, NCTE Affiliates
Director, Intellectual Freedom Center



**Cindy
Bengé**

Welcome to our 2016 conference! We are thrilled that you have chosen to join us in Austin this year as we begin our 52nd year as an organization dedicated to English language arts teachers in Texas. Every effort has been made to provide a lineup of ELA experts and authors that will appeal to the professional needs of teachers at all levels.

Before you begin your conference, take a little time to peruse the online schedule to make your plan so that you can make the most of every minute. From the opening day on Friday until the closing session on Sunday, you won't want to miss one minute. In addition to the workshops and breakout sessions, we encourage you to join a committee and get involved in literacy leadership in the state through participation in TCTELA. Revision work continues on the ELAR and SLAR TEKS this year, and we need your strong voice throughout the process.

After you make your plans for the conference, check out any number of great after-five opportunities. Austin is famous for its culture and food. But whatever you choose to do, top off one of your evenings with a visit to the food truck court on South 1st Street. A doughnut from Gourddough's is literally to die for. Literally.

CINDY BENGE
TCTELA President



**Kim
Pinkerton**

Welcome to Austin, a city that shines with creativity. Austin boasts creative music, creative art, creative culinary fare, and, for these three days, one very large gathering of creative English language arts teachers. Surrounded by creative minds and positioned on the doorsteps of the Texas State Board of Education and the Texas Education Agency, Austin provides the perfect place for teachers to gather to creatively talk the "we can do it" theme.

At this 2016 TCTELA Annual Conference & Exhibition, spend time with colleagues investigating all that we can do to promote innovative classrooms that foster the growth of productive and conscientious citizens. Our hope is that despite all that you face in terms of curricular standards and high-stakes assessment, this conference will feed your mind, heart, and soul with practice-based teaching and learning ideas. Following the 2015 NCTE Education Policy Platform, TCTELA has carefully designed a conference that provides sessions based on "solid research, not merely [on] ideology or political expediency" and that address "the needs and interests of all learners—early childhood through university" (<http://www.ncte.org/positions/statements/2015-policy-platform>). Your time at the conference will be rich in creative learning opportunities, including six workshops, four keynote and author presentations, or over 40 concurrent sessions.

Julia Haug, Katrina Jansky, Valerie Taylor and the whole Local Arrangements Committee have done a fabulous job of engineering a phenomenal conference for 2016. Take some time to thank them when you see them around the venue.

After each day ends, continue burgeoning your creativity and take a stroll around one of Austin's beautiful lakes, through the Bob Bullock Texas State History Museum, or around the SoCo District. End the evening with some Hill Country BBQ or some people-watching on Sixth Street; what could provide better creative inspiration? No matter where you choose to go in Austin at the close of each day, go with colleagues. Talk together, laugh together, and learn together. Be creative about the ways that "we can do" all that we can for our students in Texas.

KIM PINKERTON
TCTELA President-Elect



WELCOME

Greetings, TCTELA Conference Attendees!

On behalf of the Central Texas Council of Teachers of English, we welcome you to Austin. You already know that Austin is the state capital, but did you know that it is the live music capital of Texas? We are also home to the state's largest Tier I university, the world's largest urban bat colony, the original Alamo Drafthouse Theater, annual events such as the O. Henry Pun-off and Eeyore's Birthday Party, and an internationally recognized trailer and brick-and-mortar food scene. We hope you'll find time to get out to see a show or grab a bite one evening while in town. Most of all, Austin is an upbeat, innovative city—the perfect place for educators who can do it!

Your local area hosts are ready to help you navigate the hotel and the conference schedule. You'll see us wearing bright-colored aprons. We can also assist you with finding your way around the Greater Austin area. Have a wonderful conference experience!

Sincerely,

JULIA A. B. HAUG, KATRINA JANSKY, AND VALERIE TAYLOR
Local Arrangements Chairs



JULIA A. B. HAUG



KATRINA JANSKY



VALERIE TAYLOR

SCHEDULE AT A GLANCE

THURSDAY – JANUARY 21, 2016

6:00 pm - 10:00 pm **ATTENDEE REGISTRATION**

The Arbor – Atrium Level (Lobby)

FRIDAY – JANUARY 22, 2016

7:30 am - 5:15 pm **ATTENDEE REGISTRATION**

The Arbor – Atrium Level (Lobby)

8:00 am - 9:00 am **COFFEE WITH EXHIBITORS**

Rio Grande Hall B – Plaza Level (Lower)

8:00 am - 5:15 pm **EXHIBITS OPEN**

Rio Grande Hall B – Plaza Level (Lower)

9:00 am - 11:00 am **FRIDAY MORNING WORKSHOPS**

Page 6

9:00 am - 11:00 am **Using Picture Books as Mentor Texts in the Early Childhood Classroom**

*Wedgewood Ballroom
– Atrium Level (Lobby)*

9:00 am - 11:00 am **Real Characters: Three Children's Book Authors
(Who Are Real Characters Themselves) Share How They Craft Prose**

Grand Ballroom A – Atrium Level (Lobby)

9:00 am - 10:00 am **ELA/Reading Curriculum Update: K-12**

Grand Ballroom B – Atrium Level (Lobby)

10:00 am - 11:00 am **Make Your Voice Heard:
Taking Action & Becoming Involved in the ELAR/SLAR TEKS Revisions**

Grand Ballroom B – Atrium Level (Lobby)

11:30 am - 12:45 pm **LUNCHEON WITH SONIA NAZARIO
AND EDMUND J FARRELL LIFETIME ACHIEVEMENT AWARD PRESENTATION**

Rio Grande Hall A – Plaza Level (Lower)

Pages 7-8

12:50 pm – 1:15 pm **BREAK WITH EXHIBITORS/BOOK SIGNING IN EXHIBIT HALL**

Rio Grande Hall B – Plaza Level (Lower)

1:15pm – 2:30 pm **GENERAL SESSION I –DONNA BAHORICH, KIM PINKERTON, AND LINDA URBAN**

Grand Ballroom – Atrium Level (Lobby)

Pages 9-11

2:30 pm – 3:00 pm **BREAK WITH EXHIBITORS/BOOK SIGNING IN EXHIBIT HALL**

Rio Grande Hall B – Plaza Level (Lower)

3:00 pm - 5:15pm **FRIDAY AFTERNOON WORKSHOP**

Page 12

**Reading Nonfiction:
Strategies That Encourage Close Reading of Nonfiction Texts**

Grand Ballroom A – Atrium Level (Lobby)

SCHEDULE AT A GLANCE

FRIDAY – JANUARY 22, 2016 (Cont.)

3:00 pm - 4:00 pm	CONCURRENT SESSION A		Pages 12-13
	From the Ground Up: Growing Imaginary Civilizations Through Choice, Chance, and Games	Grand Ballroom B – Atrium Level (Lobby)	
	From Loathing It to Loving It: Tools to Help Students With Print Disabilities Embrace Reading	Wedgewood Ballroom – Atrium Level (Lobby)	
	Getting Published and Becoming a Presenter: Developing Conference Presentations and English in Texas Submissions	Brazos – Atrium Level (Lobby)	
	Looking for Change? You Can Do Something About It!	San Antonio – Plaza Level (Lower)	
	Conditions of Applicability: Teaching Readers When, Where, Why, and How to Employ Comprehension Strategies	San Marcos – Plaza Level (Lower)	
	“Tech Up” With Daily Focused Poetry Dialogue	Sabine – Plaza Level (Lower)	
	Oo—ah—oh: Teaching Reading With A Bang!	Pecos – Plaza Level (Lower)	
	TCTELA Financial Meeting	San Saba (Lower)	
4:15 pm – 5:15 pm	CONCURRENT SESSION B		Pages 14-15
	Art Is All About Pushing Boundaries ... Like Age	Grand Ballroom B – Atrium Level (Lobby)	
	We Can Do It By Reading, Writing, and Rising Up	Wedgewood Ballroom – Atrium Level (Lobby)	
	Putting the Balance in Balanced Literacy	Brazos – Atrium Level (Lobby)	
	Cookin’ With Gas: The Power of the Reader’s Notebook for the Transfer of Knowledge	San Antonio – Plaza Level (Lower)	
	#PhotoEssays: Writing in the Age of Instagram	San Marcos – Plaza Level (Lower)	
	Using Images to Increase Reading Comprehension	Sabine – Plaza Level (Lower)	
	Committee Meetings	Pecos – Plaza Level (Lower)	

SATURDAY – JANUARY 23, 2016

7:30 am - 5:15 pm	ATTENDEE REGISTRATION	Plaza Level (Lower)	
8:00 am - 9:00 am	COFFEE WITH EXHIBITORS	Rio Grande Hall B – Plaza Level (Lower)	
8:00 am - 3:00 pm	EXHIBITS OPEN	Rio Grande Hall B – Plaza Level (Lower)	
8:30 am – 10:00 am	GENERAL SESSION II – VARIAN JOHNSON AND MERCEDES BONNER AWARD PRESENTATION	Grand Ballroom — Atrium Level (Lobby)	Page 16
10:00 am – 10:30 am	BREAK WITH EXHIBITORS/BOOK SIGNING IN EXHIBIT HALL	Rio Grande Hall B – Plaza Level (Lower)	
10:30 am – 11:30 am	CONCURRENT SESSION C		Pages 17-18
	Blogging in the Classroom: Authentic Writing for an Authentic Audience	Grand Ballroom A – Atrium Level (Lobby)	
	Our Digital Journey—Using Blogs, Facebook, Twitter, Edublogs, and Other Tools to Enhance Our Literate Lives	Grand Ballroom B – Atrium Level (Lobby)	
	Using Art to Support Close Reading Skills	Wedgewood Ballroom – Atrium Level (Lobby)	
	When I Think of Home	Brazos - Atrium Level (Lobby)	
	We Can Do It: Crafting Authentic Expression in the Writer’s Notebook	San Antonio – Plaza Level (Lower)	
	Yes, You Can Do Writing Workshop!	San Marcos – Plaza Level (Lower)	
	Looking Through a Poet’s Eyes—Visualization and Poetry in Primary Grades	Sabine - Plaza Level (Lower)	
	Bridging Research and Practice: Current Conversations in Our Field (Pecha Kucha)	Pecos – Plaza Level (Lower)	
11:30 am – 11:45 am	BREAK WITH EXHIBITORS/BOOK SIGNING IN EXHIBIT HALL	Rio Grande Hall B – Plaza Level (Lower)	
11:45 am – 1:00 pm	LUNCHEON WITH JACQUELINE WOODSON AND TEACHER OF THE YEAR PRESENTATIONS	Rio Grande Hall A – Plaza Level (Lower)	Pages 18-20
1:00 pm – 1:30 pm	BREAK WITH EXHIBITORS/BOOK SIGNING IN EXHIBIT HALL	Rio Grande Hall B – Plaza Level (Lower)	
1:30 pm – 3:45 pm	SATURDAY AFTERNOON WORKSHOP The Dynamic Pairing of Shared Reading and Close Reading (Grades 1-5)	Grand Ballroom A – Atrium Level (Lobby)	Page 20

SCHEDULE AT A GLANCE (cont.)

SATURDAY – JANUARY 23, 2016 (Cont.)

1:30 pm – 2:30 pm	CONCURRENT SESSION D	Pages 21-23
	Yes They Can (And They Did): Before They Were Famous	Grand Ballroom B – Atrium Level (Lobby)
	Building Better Writing Communities: Small Systemic Changes with Big Results	Wedgewood Ballroom – Atrium Level (Lobby)
	Putting Words to Work: Using Taught Vocabulary to Develop Phonemic Awareness	Brazos – Atrium Level (Lobby)
	Maximizing the Effects of the Feedback Loop: Aligning Teacher Responses Within the Gradual Release of Responsibility Model	San Antonio – Plaza Level (Lower)
	Portfolios: A Pathway to Progress	San Marcos – Plaza Level (Lower)
	Conferring: The Heart of Workshop Instruction in the Secondary Classroom	Sabine – Plaza Level (Lower)
	Roundtables in Practice: Professional Growth	Pecos – Plaza Level (Lower)
2:30 pm – 2:45 pm	BREAK	
2:45 pm – 3:45 pm	CONCURRENT SESSION E	Pages 23-25
	Literacy, Poetry, and the Arts: Listening to the Sound of Your Soul	Grand Ballroom B – Atrium Level (Lobby)
	Growing Readers With Award Winning Books	Wedgewood Ballroom – Atrium Level (Lobby)
	Visual Thinking Strategies: More Than Meets the Eye	Brazos – Atrium Level (Lobby)
	Revision Meets the Road	San Antonio – Plaza Level (Lower)
	Poetry Power! Unleashing a Passion for Poetry in Your Classroom!	San Marcos – Plaza Level (Lower)
	Confer With Confidence: Six Essential Elements for Speaking With Student Writers	Sabine – Plaza Level (Lower)
	Roundtables in Research: Research, We Can Do It	Pecos – Plaza Level (Lower)
3:45 pm – 4:00 pm	BREAK	
4:00 pm – 5:00 pm	CONCURRENT SESSION F	Pages 25-27
	Youth Lens in Action: Using New YA Literature and New Literacies to Re-Think Adolescence	Grand Ballroom A – Atrium Level (Lobby)
	When Gifted Kids Feel Out of Place: Red Polka Dot in a School of Plaid	Grand Ballroom B – Atrium Level (Lobby)
	AP English Worries and Wonderings	Wedgewood Ballroom – Atrium Level (Lobby)
	How to Teach a Poem	Brazos – Atrium Level (Lobby)
	From Close Reading to Brilliant Deduction—Making Wise Inferences Within and Across Texts	San Antonio – Plaza Level (Lower)
	Kinesthetic Storyboarding: Writing Intervention Support for Developing Writers	San Marcos – Plaza Level (Lower)
	Getting the Most Out of Read-Alouds in the Secondary Classroom	Sabine – Plaza Level (Lower)
	Roundtables in Practice: Crossing Cultures and Content	Pecos – Plaza Level (Lower)
5:30 pm – 7:00 pm	MEET AND GREET	Arbor Atrium Level (Lobby)
7:30 pm – 8:30 pm	POETRY READING	Treehouse Kitchen – Atrium Level (Lobby)

SUNDAY - JANUARY 24, 2016

8:00 am – 9:00 am	ATTENDEE REGISTRATION	Plaza Level
9:00 am – 12:00 pm	SUNDAY WORKSHOPS	Page 28
	Close Reading of Complex Texts	Grand Ballroom A – Atrium Level (Lobby)
	Redefining Rigor: Building Classrooms of Joyful, Independent Growth	Grand Ballroom B – Atrium Level (Lobby)
12:00 pm - 12:30 pm	BOOK SIGNING	Grand Ballroom Foyer

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*Committee chairs and
attendees interested
in joining a committee
will be meeting from
4:15-5:15 pm on Friday,
January 22 in Pecos
(Plaza Level).*

THANK YOU FOR EDITING THE ENGLISH IN TEXAS JOURNAL 2013-2015



Gwynne Ash



Jane Saunders



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Carol Delaney



Valerie Taylor

FRIDAY MORNING WORKSHOPS



KARIN PERRY



**VARIAN
JOHNSON**



**LINDA
URBAN**



JEFF ANDERSON



KARIN MILLER



KIM PINKERTON

9:00 - 11:00 AM

WEDGEWOOD

USING PICTURE BOOKS AS MENTOR TEXTS IN THE EARLY CHILDHOOD CLASSROOM

Karin Perry,

Sam Houston State University

Picture books and classrooms go hand in hand. In fact, you could say that the picture book is the teacher's best friend. Not only do picture books provide hours of enjoyment for the students in the classroom, but they also provide countless opportunities to teach the required curriculum. In this workshop, Karin Perry will highlight many picture books (both old and new) and provide examples for ways these books can be used as mentor texts in order to encourage student writing.

9:00 - 11:00 AM

BALLROOM A

REAL CHARACTERS: THREE CHILDREN'S BOOK AUTHORS (WHO ARE REAL CHARACTERS THEMSELVES) SHARE HOW THEY CRAFT PROSE

Varian Johnson

Linda Urban

Jeff Anderson

Varied experiences of three energetic fiction writers—Varian Johnson, Linda Urban, and Jeff Anderson—will be shared in this practical, interactive workshop. Hear about their idiosyncratic writing process approaches to crafting tone, characters, and more. Marinate in revision, inspiration, and author's purpose with real-world writing processes. Ask questions and leave with something you can do in your classroom next week.

9:00 - 10:00 AM

BALLROOM B

ELA/READING CURRICULUM UPDATE – K-12

Karin Miller, *Texas Education Agency*

Participants will be provided with the latest developments related to English language arts and reading education in Texas. This TEA workshop will include the most up-to-date information about resources for students and teachers, including details about the online programs for accelerated instruction available through Texas SUCCESS and the new professional development to aid in identification of students with dyslexia. Information about the SBOE's process to review and revise the ELA/R TEKS will also be included.

10:00 - 11:00 AM

BALLROOM B

MAKE YOUR VOICE HEARD: TAKING ACTION & BECOMING INVOLVED IN THE ELAR/SLAR TEKS REVISIONS

Kim Pinkerton,

University of Houston-Downtown

Have you wanted to be more involved in the ELAR/SLAR TEKS revision process but just did not know how to do it? This workshop provides a platform for participants to express thoughts about the first draft of the revised ELAR/SLAR TEKS. Attendees will get a closer look at the TCTELA TEKS Forum and some of the most repeatedly deliberated discussion threads related to the ELAR/SLAR TEKS revisions. Participants will work in facilitated, grade band focus groups to engage in face-to-face dialogue related to these pivotal thread topics. Facilitators will capture the collaborative dialogue of each group to share with the SBOE and TEA, ensuring that the voices of ELAR/SLAR teachers and professionals are heard.

EDMUND J. FARRELL LIFETIME SERVICE AWARD



**TCTELA WILL HONOR WILLIAM HETRICK
AT THE FRIDAY LUNCHEON
RIO GRANDE A - PLAZA LEVEL (LOWER)**

William Hetrick

In 1969, the Beatles recorded *Abbey Road*, Golda Meier became prime minister of Israel, the Public Broadcasting Service (PBS) was established, and Mr. William Hetrick began his teaching career. Arguably, the most significant of these events is the genesis of a career teacher whose work has affected the lives of decades of students.

His curriculum vita is impressive, as he has supervised student teachers, chaired committees, spoken at conferences, served in leadership roles in professional organizations, and received awards and accolades. He has been an active member of TCTELA and NCTE since 1974. He believes, however, that his true success lies in the connections he has made with individual students over the past half century. In his own eloquent words:

Every morning, I enjoy going to school, absolutely certain that I will enjoy the day. Blessed with a keen sense of humor, a positive attitude, and a level of maturity that promises an interesting, successful day, each of my students is a miracle. I am determined to prepare him or her for the future. While it is true that content is important, I feel that I must respect each student as a person.

Mr. Hetrick credits, by name, his own teachers for his remarkable career: Annie Laurie Wolfrum, Marie Lydia Rodriguez, and Robert Fulton—all former teachers in Mission, Texas. They helped shape his views toward the importance of student talk in the classroom and the damaging nature of formulaic writing. Just as their names are etched on his heart and mind, his own name is etched into the hearts and minds of incalculable numbers of students. He exemplifies the legacy that is teaching. Of his own career, he says this:

I will not apologize. I am in the classroom to stay. I refuse to bow to unfavorable press. I refuse to be degraded by anyone not in—or even in—a position to know my professionalism. I refuse to betray students by leaving the profession. In recognition of new attitudes toward them, true educators—including me—will accept today's challenges, as well as tomorrow's, by staying true to our most prized possessions, our students.

Because this award in its very name honors a lifetime of service and of learning, TCTELA proudly awards the 2016 Ed Farrell Lifetime Achievement Award to Mr. William Hetrick.

FRIDAY LUNCHEON



11:30 AM - 12:45 PM

Sonia Nazario

RIO GRANDE A - PLAZA LEVEL (LOWER)

Sonia Nazario is an award-winning journalist whose stories have tackled some of this country's most intractable problems—hunger, drug addiction, immigration—and has won some of the most prestigious journalism and book awards.

A fluent Spanish speaker of Jewish ancestry whose personal history includes living in Argentina during the so-called dirty war, she is a passionate and dynamic speaker.

She spent 20 years reporting and writing about social issues for U.S. newspapers. She is best known for “Enrique’s Journey,” her story of a Honduran boy’s struggle to find his mother in the U.S. Published as a series in the *Los Angeles Times*, “Enrique’s Journey” won the Pulitzer Prize for feature writing in 2003. The book-length story became a national bestseller and is now required reading at hundreds of high schools and colleges across the country. A young adult version, published in 2013, is aimed at middle schoolers and reluctant readers in high school.

When a national crisis erupted in 2014 over the detention of unaccompanied immigrant children at the border, Nazario returned to Honduras to report an article that was published in *The New York Times*. In her piece, she detailed the violence causing the exodus and argued that it is a refugee crisis, not an immigration crisis. After the article was published, she addressed the U.S. Senate Committee on Foreign Relations and gave many interviews to national media, including *The Daily Show with Jon Stewart*, NBC’s *Meet the Press*, *Anderson Cooper 360*, and *Al Punto with Jorge Ramos* (Spanish).

Her humanitarian efforts led to her selection as the Don and Arvonne Fraser Human Rights Award recipient from the Advocates for Human Rights in 2015. She also was named a 2015 Champion for Children by First Focus, and a 2015 Golden Door winner by HIAS Pennsylvania.

Nazario, who grew up in Kansas and in Argentina, has written extensively from Latin America and about Latinos in the United States. “Enrique’s Journey” won more than a dozen awards, among them the Pulitzer Prize for feature writing, the George Polk Award for International Reporting, the Grand Prize of the Robert F. Kennedy Journalism Award, and the National Association of Hispanic Journalists Guillermo Martínez-Márquez Award for Overall Excellence. In 1998, she was a Pulitzer Prize finalist for a series on children of drug addicted parents. She won a 1994 George Polk Award for Local Reporting for a series about hunger among schoolchildren in California.

She has been named among the most influential Latinos by *Hispanic Business Magazine* and a “trendsetter” by *Hispanic Magazine*. In 2012, *Columbia Journalism Review* named Nazario among “40 women who changed the media business in the past 40.”

She is a graduate of Williams College and has a master’s degree in Latin American studies from the University of California, Berkeley. She has honorary doctorates from Mount St. Mary’s College and Whittier College. She began her career at the *Wall Street Journal* and later joined the *Los Angeles Times*. She is now at work on her second book.

She serves on the advisory boards of the University of North Texas Mayborn Literary Nonfiction Writer’s Conference and of Catch the Next, a nonprofit working to double the number of Latinos enrolling in college. She is also on the board of Kids In Need of Defense, a nonprofit launched by Microsoft and Angelina Jolie to provide pro bono attorneys to unaccompanied immigrant children.

LUNCHEON ENTERTAINMENT PROVIDED BY:

Del Valle High School Jazz Band

DIRECTED BY TOM GUYTON

AND

Del Valle High School Choir

DIRECTED BY NICOLE SCOTT

2016 TCTELA ELECTIONS

*Ballots will be distributed at the beginning of the General Session in the Ballroom (Atrium Level) on Friday.
Ballots will be accepted at the close of the General Session when exiting the room.*



Margaret Hale

PRESIDENT-ELECT CANDIDATE - UNCONTESTED

With the current state of education, teachers need strong advocates in their professional organizations who will make sure their voices and needs are heard. Teachers also need leaders who will provide strong input about programs offered through their professional organizations such as TCTELA.

As President-Elect of TCTELA, my goal is to capitalize on the work that has been done by previous leaders in advocating for English educators with the Texas legislature, with the State Board of Education, and at the national level. I hope to build on that work and continue to propel both the organization and English teachers forward through our publications, our advocacy efforts, our annual conference, and future professional development offerings.



Kristen Stapp

VICE PRESIDENT-ELECT FOR MEMBERSHIP AND AFFILIATES CANDIDATE

TCTELA has a unique role in shaping instruction in literacy instruction in our state, providing a forum for educators from kindergarten to college classes to share their expertise and guide our state leadership to do what is right for children. We must reach out to those who are training to become teachers, encouraging them to participate and become the leaders of the future. We must also bring to the table our colleagues in private and charter schools to broaden our resources. As president of the West Houston affiliate, my goal was to bring growth in size and diversity to our organization. I hope to do the same for TCTELA as we begin our second half century as the literacy leaders of Texas.



Kelly Tummy

VICE PRESIDENT-ELECT FOR MEMBERSHIP AND AFFILIATES CANDIDATE

For the past year I have served TCTELA as the Recording Secretary, and I look forward to continuing my role as a board member. As a classroom teacher for 20 years, I know what struggles teachers are going through as we shift testing constraints and even as we move into a new TEKS era. Having lived the change from EE's to TEKS and having now seen the newest changes being proposed, I am eager to keep TCTELA at the forefront of what is strong, research-based professional development and learning for all ELA educators.

I want to see TCTELA continue to serve all teachers and to reach out to begin new affiliates to better serve smaller districts to encompass all of Texas teachers. I look forward to continued service for and with the ELA teachers of Texas.



Lori Elliot

RECORDING SECRETARY

One of the most important things I have learned as an ELAR educator is that just as students need advocates, so do teachers. Teaching can be a lonely journey, but through collaboration and support, educators find resiliency, hope, strength, and a comradery that is second to none.

Throughout my years as a TCTELA member, I have enjoyed being a part of a collaborative community that works hard not only to do what is best for Texas students, but also for Texas educators. I am proud to be a part of an organization that consistently provides educators opportunities to further develop their practices, network with teachers who share similar interests, and rely on one another for support. I would be honored to serve as Recording Secretary for this great organization and my fellow Texas educators.



Karen Green

RECORDING SECRETARY

It is my belief that closing the literacy gap is critical. In a career spanning 23 years, I have been blessed to work at both the elementary and secondary levels, teaching literacy and a love of reading and writing to students from diverse economic backgrounds. I'm currently an assistant principal at a Title I Bilingual elementary school. Increasing proficiency and raising expectations while providing rigorous and relevant curriculum for student success can be accomplished by using best practices, engaging instructional strategies, and quality professional development opportunities that pique students' interests and promote inquiry.

I am dedicated to helping educators implement hands-on, real-life reading and language applications and plan opportunities for students' academic, social, and emotional progress. My passion continues to drive me. I am deeply appreciative to the members of TCTELA for your consideration.

FRIDAY GENERAL SESSION

1:15 - 2:30 PM

A DISCUSSION WITH DONNA BAHORICH AND KIM PINKERTON

GRAND BALLROOM (LOBBY LEVEL)



DONNA BAHORICH

As chair of the State Board of Education (SBOE), Donna Bahorich is committed to preparing all children to be productive, engaged citizens. She has worked diligently to approve and promote college and career ready courses, including strong career and technical education courses, leading to increased opportunities for students after high school. She brings experience in business, education, and legislation to the position.

Donna was appointed as chair of the State Board of Education in July 2015 after serving most of the western half of Harris County as the District 6 representative. She was also the chair of the Committee on School Initiatives, which oversees State Board for Educator Certification rules, agenda items related to charter schools, long-range plans for K12 education and education technology, and the appointment of school board members for districts located on military bases. Donna served as the board liaison, coordinating with the education commissioner on all charter approvals.

Donna graduated from Virginia Tech University with a Bachelor of Science degree in financial management, and she earned a Master of Arts degree in counseling from Liberty University.



KIM PINKERTON

impact their teaching and future students.

Kim Pinkerton began teaching literacy methods and instruction as an Urban Education faculty member at the University of Houston-Downtown in 2007. Kim has a passion for working with students who have struggled both personally and academically. As a teacher educator, her goal is for all of her students to love learning as much as she does and for those learning experiences to be life changing. She wants this new learning to make a difference in their lives and for it to greatly

Kim earned a doctorate in reading and language arts from the University of Houston. She has experience as a public school teacher at the elementary level and a developmental reading and writing instructor at the community college level. Her primary teaching and research interests include reading comprehension processes and practices, individualized literacy instruction methods, preservice and in-service teacher phonological awareness understandings and misconceptions, and past and present literacy histories of public school teachers. She has presented and written about these topics at the state, national, and international levels.

Kim enjoys serving teachers and the profession. She is the current President-Elect of the Texas Council of Teachers of English and previously served in other TCTELA board capacities, including three years as an *English in Texas* editor. She is currently a special issues editor for the *Journal of Family Strengths* and has served as a consulting editor for *The Advocate* and a reviewer for both *English in Texas* and the *International Journal of Pedagogy and Curriculum*. Some of her most rewarding work has been her service with her teacher candidates at the House of Tiny Treasures, a preschool for homeless or displaced children.

FRIDAY GENERAL SESSION



1:15 - 2:30 PM

Linda Urban

GRAND BALLROOM – ATRIUM LEVEL (LOBBY)

Linda Urban is an award-winning author of novels and picture books for children. Her latest novel, *Milo Speck, Accidental Agent* was published in September by Houghton Mifflin Harcourt. Earlier work includes the middle-grade novels *A Crooked Kind of Perfect*, *Hound Dog True*, and *The Center of Everything*, which earned four starred reviews and was named a New York Public Library Best Book for Reading and Sharing. *The Horn Book* called her most recent picture book *Little Red Henry* “a laugh-out-loud riff on ‘The Little Red Hen.’” Her novels have been featured on more than 25 state children’s choice award lists and her first picture book, *Mouse Was Mad*, was a finalist for the CBC Children’s Choice Award. Before becoming a writer, Urban worked for ten years as marketing director for Vroman’s Bookstore in Pasadena, California. Now she lives in Central Vermont in a red saltbox house with too many books.

BOOK SIGNINGS



**Book Signings will take place in the Rio Grande B.
Author books are for sale through Bookpeople and QEP.**

FRIDAY



Jeff Anderson
11:00-11:30 (Bookpeople and QEP)



Sonia Nazario
12:50-1:15 (Bookpeople)



Linda Urban
2:30-3:00 (Bookpeople)

SATURDAY



Varian Johnson
10:00-10:30 (Bookpeople)



Jacqueline Woodson
1:00-1:30 (Bookpeople)

Terry Thompson
2:30-3:00 (QEP)

SUNDAY



Doug Fisher
12:00-12:30 (QEP)
(Grand Ballroom Foyer)



Kristi Mraz
12:00-12:30 (QEP)
(Grand Ballroom Foyer)

FRIDAY CONCURRENT SESSION A

3:00 - 5:15pm

GRAND BALLROOM A

INTENDED AUDIENCE:

E, M, H

TOPICS:

RC

READING NONFICTION: STRATEGIES THAT ENCOURAGE CLOSE READING OF NONFICTION TEXTS

Kylene Beers, *Teachers College Reading and Writing Project*

Robert Probst, *Georgia State University, Professor Emeritus*

In this session, participants will look at a new suite of strategies that help students read nonfiction texts. Attendees will learn the nonfiction signposts and the ways to encourage students to develop their own text-dependent questions and engage in conversations about texts that deepen understanding.

3:00 PM - 4:00 PM

GRAND BALLROOM B

INTENDED AUDIENCE:

M, H

TOPICS:

RC, AVI, W, GT

FROM THE GROUND UP: GROWING IMAGINARY CIVILIZATIONS THROUGH CHOICE, CHANCE, AND GAMES

Allie McCarron, *Harmony Public Schools*

Project-based learning (PBL) asks students to learn 21st-century skills in a collaborative setting. But what happens when the project is based on students' choices in a game of history, risk, and imagination? Participants will leave this session ready to play an interactive, educational game using a complete set of rules in a TEKS-based, cross-curricular and multigenre PBL unit for secondary English classes.

3:00 PM - 4:00 PM

WEDGEWOOD BALLROOM

INTENDED AUDIENCE:

E, M, H, C, G

TOPICS:

CR, RC, EL, T, F

FROM LOATHING IT TO LOVING IT: TOOLS TO HELP STUDENTS WITH PRINT DISABILITIES EMBRACE READING

Matthew Hattoon, *Bookshare*

Educators now have many technologies available to them to make their classrooms more engaging. However, students who experience barriers to printed text, such as visual impairment or physical or learning disabilities, are too often missing out on these experiences. This session will highlight some accessible tools and their benefits.

SESSION CODES

AUDIENCE

PRE-K Pre-Kindergarten

E Elementary School

M Middle School

H High School

C College

G General Audience

TOPICS

AP Pre-AP/AP/Honors

CR College Readiness

ELL ELL/Bilingual

EM Emergent Literacy

GT Gifted & Talented *

L Literature/Poetry

MC Multicultural Issues

NP New to Profession

RC Reading Comprehension

T Technology

W Writing

F Purposeful Fluency Practice

AVI Authentic Vocabulary Instruction

* See the GT Professional Development Form for all GT approved sessions.

3:00 PM - 4:00 PM

BRAZOS

INTENDED AUDIENCE:

PRE-K, E, M, H, C, G

TOPICS:

MC, CR, NP, RC, AVI, ELL, EM, W, T, AP, L, F

GETTING PUBLISHED AND BECOMING A PRESENTER: DEVELOPING CONFERENCE PRESENTATIONS AND ENGLISH IN TEXAS SUBMISSIONS

Gwynne Ellen Ash, *2013-2015 English in Texas, Editor*

Lori Assaf, *2013-2015 English in Texas, Editor*

Carol Delaney, *2013-2015 English in Texas, Editor*

Valerie Taylor, *2013-2015 English in Texas, Editor*

Nancy Votteler, *2016-2018 English in Texas, Editor*

Benita Brooks, *2016-2018 English in Texas, Editor*

Hannah Gerber, *2016-2018 English in Texas, Editor*

Melinda Miller, *2016-2018 English in Texas, Editor*

Have you ever pondered presenting at a TCTELA conference? Curious about writing an article for our award-winning journal, *English in Texas*? Want to get your students' work published in *English in Texas*? Get your questions answered at this informative session hosted by friendly *English in Texas* editors and authors, as well as TCTELA board members.

3:00 PM - 4:00 PM

SAN ANTONIO

INTENDED AUDIENCE:

E, MS, HS, C

TOPICS:

N, D, ADVOCACY

LOOKING FOR CHANGE? YOU CAN DO SOMETHING ABOUT IT!

Margaret Hale, *University of Houston*

Tracy Kriese, *Eanes ISD*

Angie Kissire, *Sonora ISD*

Join the Legislative Action Committee of TCTELA in this interactive session where we will cover such topics as how to participate at both the state and national levels in discussions about issues impacting ELAR classrooms, the NCLB/ESSA reauthorization, the current ELAR TEKS revisions, and the big picture regarding assessment.

3:00 PM - 4:00 PM

SAN MARCOS

INTENDED AUDIENCE:

E

TOPICS:

RC, ELL, L

CONDITIONS OF APPLICABILITY: TEACHING READERS WHEN, WHERE, WHY, AND HOW TO EMPLOY COMPREHENSION STRATEGIES

Valinda Kimmel, *Hurst-Euless-Bedford ISD*

Melina Wouters, *Hurst-Euless-Bedford ISD*

Is it possible to go overboard with strategy instruction in comprehension? In this session, we will explore apprenticeship in the classroom: showing students how to choose the right tool to promote understanding. Included are ideas for facilitating engaging discussions of texts with examples of formative assessments in mono-lingual and bilingual classrooms.

3:00 PM - 4:00 PM

SABINE

INTENDED AUDIENCE:

M

TOPICS:

RC, AVI, ELL, W, T, AP, L

"TECH UP" WITH DAILY FOCUSED POETRY DIALOGUE

Donna Brown, *Clear Creek ISD*

Staci Weber, *Clear Creek ISD*

Explore ways to support learning in intermediate classrooms with poetry. Use focused poetry to build an understanding of this genre, while also creating a classroom community. See how technology can support poetry instruction and turn it into a way for students to rush to your class to share their ideas.

3:00 PM - 4:00 PM

PECOS

INTENDED AUDIENCE:

PRE-K, E, G

TOPICS:

EM, W

OO—AH—OH: TEACHING READING WITH A BANG!

Karen Durrick, *McKinney ISD*

Julie Pyne, *McKinney ISD*

Any early literacy teacher knows there is program after program teaching the alphabetic principle. We invite early literacy teachers and decision makers to explore the environmental sound approach. Come and learn how to make your classroom pop, fizz, and thump as your students experience early literacy in a whole new way.

MANY THANKS TO OUR SPONSORS



FRIDAY CONCURRENT SESSION B

4:15 PM – 5:15 PM

GRAND BALLROOM B

INTENDED AUDIENCE:

H, G

TOPICS:

CR, GT, AP

ART IS ALL ABOUT PUSHING BOUNDARIES ... LIKE AGE!

Jennifer Ransom Rice, *Texas Cultural Trust Scholarship Recipients of the Young Masters Program*

Gary Gibbs, *Texas Commission on the Arts*

Texas Commission on the Arts/The Young Masters, a joint program of the Texas Cultural Trust and the Texas Commission on the Arts, helps children to expand their unique talents in the performing, visual, and literary arts. Spend an hour getting to know recent scholarship recipients and finding out more about this visionary program. *This session is underwritten by the Texas Cultural Trust.*

4:15 PM – 5:15 PM

WEDGEWOOD BALLROOM

INTENDED AUDIENCE:

E, M

TOPICS:

MC, RC, AVI, ELL, W, L

WE CAN DO IT BY READING, WRITING, AND RISING UP

Sharon O'Neal, *Texas State University*

Laura Lee Stroud, *Region 13 Education Service Center*

Debbie Shepherd, *Meridian School*

Erika Chody, *Harmony Science Academy*

This session will examine how lessons focused on social justice motivate students to read deeply and write with purpose. Participants will take part in a middle grade lesson, examine student work, and discuss the power of studying local social justice history.

4:15 PM – 5:15 PM

BRAZOS

INTENDED AUDIENCE:

E

TOPICS:

NP, EM, W

PUTTING THE BALANCE IN BALANCED LITERACY

Amanda Phillips, *Life Schools*

Many schools and districts across Texas and the country use balanced literacy as their literacy curriculum framework. But how truly balanced is that framework? In this session, participants will be guided in the balanced literacy framework as to what parts have the most impact in school-wide literacy reform, raise sustainable student achievement, can be best aligned with state standards, and most important foster growth in our students to become successful lifelong readers and writers.

4:15 PM – 5:15 PM

SAN ANTONIO

INTENDED AUDIENCE:

E, M

TOPICS:

RC, W, AP, L

COOKIN' WITH GAS: THE POWER OF THE READER'S NOTEBOOK FOR THE TRANSFER OF KNOWLEDGE

Susan Collier, *Klein ISD*

In order for students to transfer new found knowledge, they must have multiple opportunities to practice applying this knowledge in meaningful ways. In this interactive session, participants will learn to utilize the Reader's Notebook to enhance students' comprehension and to aid in the transfer of skills learned during workshop minilessons.

4:15 PM – 5:15 PM

SAN MARCOS

INTENDED AUDIENCE:

M, H, C

TOPICS:

W, T

#PHOTOESSAYS: WRITING IN THE AGE OF INSTAGRAM

Katie Monsour, *University of Pittsburgh at Johnstown*

Lisa Miller, *Texas Christian School*

Capturing the aesthetics of everyday life is commonplace to today's digital natives. Instagram provides learners with a platform for capturing moments. These moments, translated into photo essays, offer opportunities for critical analysis and composition. Participants will review photo essay assignments and lesson plans, view students' products, and learn pedagogical strategies.

4:15 PM – 5:15 PM

SABINE

INTENDED AUDIENCE:

E

TOPICS:

RC

USING IMAGES TO INCREASE READING COMPREHENSION

Jack Bradley, Texas A&M University-Kingsville

Sue Bradley, Texas A&M University-Kingsville

In this session, the presenters will demonstrate a variety of techniques using pictures, photographs, picture books, comics, cartoons, and advertisements that can be used to involve students in the exploration, evaluation, and reflection of images.

4:15 PM – 5:15 PM

PECOS

COMMITTEE CHAIRS AND ATTENDEES

INTERESTED IN JOINING A COMMITTEE

ARE WELCOME TO ATTEND.

COMMITTEE MEETINGS

ADOLESCENT LITERACY COMMITTEE

FUNCTION: To support effective reform in adolescent literacy and to contribute to the reconceptualization of classroom practice, staff development, and assessment as outlined in NCTE's policy research brief on adolescent literacy reform.

Chair: Allie McCarron

LEGISLATIVE ACTION COMMITTEE

FUNCTION: To raise awareness of legislative actions and events of specific concerns to English language arts educators and to work through the TCTELA board to promote and address issues of concern to appropriate agencies and entities.

Co-Chairs: Angie Kissire and Tracy Kriese

STATE OF THE PROFESSION COMMITTEE

FUNCTION: To support the use of high quality, locally designed programs to promote teacher knowledge and expertise; to provide resources for flexible, ongoing professional development, including mentoring, that meet the needs of the individual teachers to ensure effective literacy and teaching; to promote awareness of areas and issues relating to ongoing research and advancements in the state of the teaching English language arts.

Chair: Jessica Riley

SPECIAL NEEDS LEARNER COMMITTEE

FUNCTION: To promote a collaborative educational community that takes into account the improvement of literacy development for all students.

Chair: Maria Webb

EARLY CHILDHOOD COMMITTEE

FUNCTION: To support the early childhood community of teachers, students, and parents and to foster and promote involvement of early childhood teachers in TCTELA affairs.

Co-Chairs: Lynne Glynn and Karin Perry

MULTICULTURAL AWARENESS COMMITTEE

FUNCTION: To raise awareness of multicultural events, books, speakers, authors, and trends to support TCTELA's effort to promote cultural diversity and integrate multicultural perspectives.

Chair: Malaika Easton

BILINGUAL ENGLISH AND SECOND LANGUAGE AWARENESS COMMITTEE

FUNCTION: To raise awareness of issues and special concerns related to bilingual and ESL learners and to promote a collaborative educational community that seeks and promotes excellence in the teaching of bilingual and second language learners.

Chair: Maureen Ucles

TECHNOLOGY COMMITTEE

FUNCTION: To respond in a timely manner to the needs of English language arts educators concerning the use of technology in the classroom and to promote awareness regarding a pedagogical approach to the use of technology in the classroom; to promote a collaboration between English language arts and other disciplines, with an emphasis on technological and scientific writing.

Co-Chairs: Donalyn Miller and Donna Brown

PRESERVICE TEACHER COMMITTEE (AD HOC)

FUNCTION: To involve preservice teachers in professional and leadership development through TCTELA prior to entering the classroom.

Chair: Diane Miller

LOCAL ARRANGEMENTS CONFERENCE COMMITTEE

FUNCTION: To support research-based professional development that reflects the core values and mission of TCTELA.

Co-Chairs: Julia Haug, Katrina Jansky, and Valerie Taylor

SATURDAY GENERAL SESSION

8:30 AM – 10:00 AM

Varian Johnson

GRAND BALLROOM – ATRIUM LEVEL (LOBBY)

Varian Johnson is the author of four novels, including *The Great Greene Heist*, an ALA Notable Children's Book Selection, a *Kirkus Reviews* Best Book of the Year, and a Texas Library Association Lone Star Reading List selection. His novels for older readers include *Saving Maddie* and *My Life as a Rhombus*. Johnson holds an MFA degree from the Vermont College of Fine Arts and currently lives outside of Austin, Texas, with his family. His newest Jackson Greene novel, *To Catch a Cheat*, will be released in spring 2016.



MERCEDES BONNER AWARD



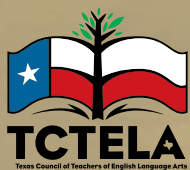
Roni Dean-Burron, UNIVERSITY OF HOUSTON

Roni Dean-Burron is a former high school English teacher and language arts coordinator now pursuing a doctoral degree at the University of Houston, studying curriculum and instruction.

Earlier this fall, her high-school-aged son sent her a text message with a photo he took of his social studies textbook. The picture showed a paragraph in which the textbook authors referred to slaves from Africa as workers. Roni saw this as an opportunity to show not only her children, but also the world that words matter. She created a short video describing and showing the excerpt from the textbook, and then posted it to Facebook. Ultimately, though, the textbook publisher, McGraw-Hill, agreed to change the caption in the digital and print versions of the book to describe the arrival of African slaves in the United States as a "forced migration." David Levin, the president and chief executive of McGraw-Hill Education, also issued an apology. He called the caption "a mistake." He also explained that the company would be increasing its bank of textbook reviewers in an effort to reflect greater diversity.

Roni's efforts showcase her tireless support of the professional community and how she has advanced multicultural issues. Mercedes Bonner would have been proud to have known and worked with Roni.

Texas Council of Teachers
of English Language Arts
52nd Annual Conference
January 20-22, 2017
Worthington Renaissance
Fort Worth Hotel
Ft. Worth, Texas
tctela.org



2017 TCTELA CONFERENCE

Presentation proposal
form is available
online 2/2016.

Reflections
SEEING LIFE THROUGH LITERATURE

SATURDAY CONCURRENT SESSION C

10:30 AM - 11:30 AM

GRAND BALLROOM A

INTENDED AUDIENCE:

G

TOPICS:

W, T, F

BLOGGING IN THE CLASSROOM: AUTHENTIC WRITING FOR AN AUTHENTIC AUDIENCE

Tracy Kriese, Eanes ISD

Lorie Schoch, Eanes ISD

Individual blogs give students a platform for sharing their writing with peers, parents, and the wider world. Revision and editing become relevant and real as students use their own posts to apply classroom instruction. Two teachers share what has worked, what hasn't, and how to get started. Handouts include a parent permission letter, "blogging bootcamp" lessons, and evaluation rubrics.

10:30 AM - 11:30 AM

GRAND BALLROOM B

INTENDED AUDIENCE:

E, M

TOPICS:

NP, RC, ELL, GT, W, T, L

OUR DIGITAL JOURNEY—USING BLOGS, FACEBOOK, TWITTER, EDUBLOGS, AND OTHER TOOLS TO ENHANCE OUR LITERATE LIVES

Maureen Ucles, Spring Branch ISD

Noemi Leon-Garcia, Spring Branch ISD

Penne Irvin, Spring Branch ISD

We have become more confident writers, readers, thinkers, and collaborators because of the use of blogs, connecting with friends, colleagues, and highly respected authors via Facebook, Blogspot, Edublogs, and Twitter. Because of these digital connections, our students, the digital natives, now connect with a wider audience.

10:30 AM - 11:30 AM

WEDGEWOOD BALLROOM

INTENDED AUDIENCE:

M, H, G

TOPICS:

CR, RC, L

USING ART TO SUPPORT CLOSE READING SKILLS

Brady Nash, St. Andrew's Episcopal School

This presentation explores how student-created visual texts can support close reading and comprehension skills, and help students gain ownership over challenging texts. Participants will receive copies of lessons and assignments for classic and contemporary texts and see student examples based on *Paradise Lost*, *Beowulf*, Shakespeare, and contemporary science fiction.

10:30 AM - 11:30 AM

BRAZOS

INTENDED AUDIENCE:

E, M, H

TOPICS:

W

WHEN I THINK OF HOME

Georgia Edwards, Northside ISD

In 1998 at the 33rd TCTELA Conference in San Antonio, I presented this prewriting lesson designed to help students write about the people and places they call home. Since then, teachers across Texas have adapted and used the lesson and have commented on its effectiveness. In this session, I will revisit this prewriting lesson with consideration for its implications for the high-stakes testing environment in which we now work.

10:30 AM - 11:30 AM

SAN ANTONIO

INTENDED AUDIENCE:

M

TOPICS:

W

WE CAN DO IT: CRAFTING AUTHENTIC EXPRESSION IN THE WRITER'S NOTEBOOK

Caron St. Onge, Round Rock ISD

Joyce Tucker, Round Rock ISD

Writer's notebooks can be a source of fear or enthusiasm. Share the experiences of two teachers who collaborated to implement writer's notebooks with students to guide them in developing their written expression. Participants will learn how to engage students as they compose and provide opportunities to craft authentic writing.

(continues on next page)

SATURDAY CONCURRENT SESSION C (cont.)

10:30 AM - 11:30 AM

SAN MARCOS

INTENDED AUDIENCE:

M, H

TOPICS:

MC, C, W

YES, YOU CAN DO WRITING WORKSHOP!

Ann David, *University of the Incarnate Word*

Katrina Jansky, *The University of Texas*

Can writing workshop work in an era of STAAR writing? YES! Participants will learn the top 10 reasons workshop works, discuss key structures and strategies for workshop, and collaborate on how to talk to colleagues and administrators about the research behind workshop.

10:30 AM - 11:30 AM

SABINE

INTENDED AUDIENCE:

PRE-K, E

TOPICS:

EM, W

LOOKING THROUGH A POET'S EYES—VISUALIZATION AND POETRY IN PRIMARY GRADES

Courtney Rimkus, *Eanes ISD*

Hannah Alleman, *Eanes ISD*

Throughout the poetry study, students learn to visualize their thinking and use their visualizations to write poems. In this session, participants will engage in interactive visualization activities as well as learn different crafts and techniques to engage and excite young poets!

10:30 AM - 11:30 AM

PECOS

INTENDED AUDIENCE:

G

TOPICS:

DR, N, PT

BRIDGING RESEARCH AND PRACTICE:

CURRENT CONVERSATIONS IN OUR FIELD (PECHA KUCHA)

Diane Miller, *University of Houston-Downtown*

Melinda Miller, *Sam Houston State University*

Carol Wickstrom, *University of North Texas*

Donna Cox, *Sam Houston State University*

Join us to hear four stories of research shared by TCTELA members. Explore how four current studies in Texas universities can impact your classroom practice. Better yet, discover how you can integrate research into your teaching life and possibly partner with a university in your area.

2016 TEACHER OF THE YEAR AWARDS

AWARDS WILL TAKE PLACE AT THE SATURDAY LUNCHEON

RIO GRANDE A - PLAZA LEVEL (LOWER)



ELEMENTARY TEACHER OF THE YEAR

Deborah Lopez, **SAN ANGELO ISD**

Debbie Lopez sees herself as a typical teacher doing her part to make sure all students achieve to their full potential. Her principal, Lori Barton, offers the following remarks about Debbie, clearly showing that Debbie's teaching is anything but typical:

"Debbie Lopez is a master teacher who expects the 'maximum' from not only her students, but from herself as well. What makes her such a worthy candidate for this award is not that she writes personal notes to all her students each year and until they graduate and sometimes beyond, nor that she has been nominated and won Teacher of the Year for our school and district and has been named Gifted and Talented Teacher of the Year for Texas, but that when students leave fourth grade they tell me things like, 'My teachers next year better not let me lose my writing skills!' or, 'When I grow up I'm going to be a famous author and dedicate all my books to Mrs. Lopez!'"

2016 TEACHER OF THE YEAR AWARDS



MIDDLE SCHOOL TEACHER OF THE YEAR

Tracy Kriese, EANES ISD

Tracy Kriese seeks opportunities for her students to learn from the literature they read--literature that she chooses and that she helps them choose. She seeks opportunities for her students to find audiences in school and out of school. Several years ago she began a blog site for her students where they post their ideas in many genres and also respond to each other's work. In addition to helping her students learn to share their work through the blog, Tracy has helped many other teachers in our district learn to use blogs with their students.

Tracy brings her amazing knowledge of educational policy to TCTELA. She has made knowing about changes in policy one of her priorities, and that is why TCTELA has been fortunate to have her as the Chair of the Legislative Action Committee for the last couple of years. She takes time not only to know about these policies but also to voice her opinion through letters to legislators and editors.

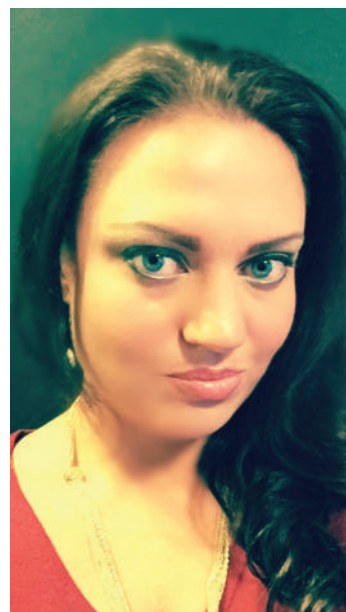
HIGH SCHOOL TEACHER OF THE YEAR

Holly Genova, LEWISVILLE ISD

Although Holly Genova is an early career teacher, her commitment and her expertise with marginalized high school students are remarkable. She has blossomed in her teaching over the last three years as a leader of the North Star of Texas Writing Project.

While she is charged with helping the students pass mandated tests, Holly sees her work much differently. Thus, she works diligently to ensure that her students build the curiosity, stamina, and independence to be lifelong readers and writers. She has served as a mentor to several of her school colleagues. Based on the success of the methods that she has used with her students, she has also been asked to do professional development for her district and for surrounding districts.

Holly enthusiastically takes on leadership roles on her campus, in her district, and within the North Star of Texas Writing Project. Recently, at a small group meeting, she volunteered to lead an initiative to develop a database of North Star Teacher Consultants and their areas of expertise. She is confident that her colleagues have particular areas of expertise to share with others, and that we need some kind of platform to facilitate those connections among North Star colleagues, but also in service to area school districts. Holly sees a need for action, figures out what might work, and volunteers to invest the time and energy to get the job done. That's the kind of dedication, creativity, and energy that makes for an outstanding educator.



HIGHER EDUCATION INSTRUCTOR OF THE YEAR

Bill Martin, AUSTIN COMMUNITY COLLEGE

Bill Martin is an intellectual man who is continually questioning what will work best for his students in his attempts to find for them ways to communicate their ideas and learn more about the world around them. During his classes, students use their observations of the world around them as inspiration for their writing. Bill names these pieces "Occasional Papers." He also listens carefully to his students to learn more about their interests in reading and encourages them to think deeply about themselves, their peers, and the events of their own and others' worlds, as well as to consider that even everyday events are opportunities for learning.

In addition to all of the work that Bill does with his students, he is a professional who continues to learn from others by attending TCTELA, NCTE, and CCC conferences and by reading professional articles and books. He values the conversations that people are having about writing, about teaching writers, and about pedagogy.

SATURDAY LUNCHEON



LUNCHEON ENTERTAINMENT PROVIDED BY:
Westlake High School Harp Ensemble
DIRECTED BY AYREN HUSLIG

11:45 AM - 1:00 PM
Jacqueline Woodson

RIO GRANDE A - PLAZA LEVEL (LOWER)

Jacqueline Woodson is the 2014 National Book Award Winner for her *New York Times* bestselling memoir, *Brown Girl Dreaming*. The author of more than two dozen books for young readers, she is a four-time Newbery Honor winner, a recipient of the NAACP Image Award, a three-time National Book Award finalist, and a two-time Coretta Scott King Award winner.

Woodson loves speaking to groups of all types—from students to educators to book lovers—and gives stirring and interactive lectures that explore the history and inspiration behind her books and her own journey to becoming an award-winning author.

Her books include *The Other Side*, *Each Kindness*, *Beneath a Meth Moon* (which is currently being adapted for the screen by Jonathan Demme), the Caldecott Honor Book *Coming On Home Soon*, *Feathers*, and *Miracle's Boys* (which received the *L.A. Times* Book Prize and was adapted into a miniseries directed by Spike Lee). Woodson has won several lifetime achievement awards, including the Margaret A. Edwards Award in writing for young adults, the St. Katherine Drexel Award, and the 2012 Anne V. Zarrow Award for Young Reader's Literature, as well as being shortlisted for the 2014 Hans Christian Andersen Award. She has received four Newbery Honors for the books *Brown Girl Dreaming*, *After Tupac & D Foster*, *Feathers*, and *Show Way*. Prior to winning the 2014 National Book Award for Young People's Literature for *Brown Girl Dreaming*, Woodson had been a National Book Award finalist twice for *Hush* and *Locomotion*.

Jacqueline Woodson began to consider becoming a writer when she was chosen to be the literary editor of a magazine in the fifth grade. Eventually, three books helped convince her to make writing her career: *The Bluest Eye* by Toni Morrison, *Daddy Was a Number Runner* by Louise Meriwether, and *Ruby* by Rosa Guy. Before reading these books, Woodson thought that only books featuring mainstream, white characters, or works by William Shakespeare constituted valid literature. But in these three books, Woodson saw parts of herself and her life, and realized that books could be about people like her—and she knew she wanted to write them.

Now a critically acclaimed author, Woodson writes about characters from a variety of races, ethnicities, and social classes. Woodson's books also feature strong female characters, and she often writes about friendship between girls. Even though it isn't always easy for her to write about the serious issues she does, she feels she has no other choice: "I can't write about nice, easy topics because that won't change the world. And I do want to change the world—one reader at a time." Changing the world means changing people's attitudes about things like teen pregnancy, racial issues, sexual abuse, and class tension. For this same reason, Woodson travels often to schools and libraries, speaking about her literature and the important issues about which she writes.

SATURDAY AFTERNOON WORKSHOP



1:30 - 3:45 PM
Kathy Collins

GRAND BALLROOM A – ATRIUM LEVEL (LOBBY)

THE DYNAMIC PAIRING OF SHARED READING AND CLOSE READING (GRADES 1-5)

When we think of shared reading, we typically think of Mrs. Wishy-Washy and enthusiastic kindergartners. In this session, Kathy will help to expand our vision of shared reading to include older students in addition to our youngest learners. Kathy will share ideas for a variety of ways to use shared reading to support children as they learn how to understand more deeply, to read more fluently, and to talk more about texts. She'll show some examples of work in classrooms, including work with informational text, and she'll provide many ideas for how to implement a comprehensive shared reading time, characterized by engagement, joy, and ambitious yet fair expectations of children.

SATURDAY CONCURRENT SESSION D

1:30 - 2:30 PM

GRAND BALLROOM B

INTENDED AUDIENCE:

E, M, H

TOPICS:

E, RC, W

YES THEY CAN (AND THEY DID): BEFORE THEY WERE FAMOUS

Teri Lesesne, Sam Houston State University

Karin Perry, Sam Houston State University

Donalyn Miller, Scholastic Ambassador

Before *The Hunger Games*, before *The Chocolate War*, before *Challenger Deep*, Suzanne Collins, Robert Cormier, Neal Shusterman, and many other authors produced incredible books for readers. In this session, presenters will book talk the early books of these talented writers, demonstrating the genius beginnings of their writing. Come and learn about those early, not-to-be-forgotten books.

1:30 - 2:30 PM

WEDGEWOOD BALLROOM

INTENDED AUDIENCE:

H

TOPICS:

W, PRE-AP, AP

BUILDING BETTER WRITING COMMUNITIES: SMALL SYSTEMIC CHANGES WITH BIG RESULTS

Melissa Dupre, Eanes ISD

Michelle Crocker, Eanes ISD

Lee Bergen, Eanes ISD

Valerie Taylor, Eanes ISD

Should we accept late work from students in writing workshop? What penalty, if any, should be assigned to that work? How can we best create systems around grading and assessment that encourage student writers and build trust within our writing communities? Four high school teachers share the work that came as a result of considering these questions, as we evaluate how the systemic policies we implement in writing workshop impact our students as writers and as people.

1:30 - 2:30 PM

BRAZOS

INTENDED AUDIENCE:

PRE-K

TOPICS:

AVI, EM

PUTTING WORDS TO WORK:

USING TAUGHT VOCABULARY TO DEVELOP PHONEMIC AWARENESS

Christina Goss, Houston ISD

Phonemic awareness and vocabulary are key components of effective early reading instruction. In this interactive session, early childhood teachers will learn and practice effective, practical strategies for developing vocabulary and phonemic awareness simultaneously in order to cement student understanding as well as maximize instructional time.

1:30 - 2:30 PM

SAN ANTONIO

INTENDED AUDIENCE:

PRE-K, E, M

TOPICS:

RC, W

MAXIMIZING THE EFFECTS OF THE FEEDBACK LOOP: ALIGNING TEACHER RESPONSES WITHIN THE GRADUAL RELEASE OF RESPONSIBILITY MODEL

Terry Thompson, Northeast ISD

Denise Holland, Northeast ISD

Katie Ecklemann, Northeast ISD

In the feedback loops that drive our instruction, we must be intentional about using specific language to move readers and writers towards independence. But do you ever struggle with the right words at the right time? Come explore how to shift your responses to student efforts and choose feedback that parallels the increasing responsibility you are scaffolding them toward.

1:30 - 2:30 PM

SAN MARCOS

INTENDED AUDIENCE:

M, H, C

TOPICS:

CR, W, T, AP

PORTFOLIOS: A PATHWAY TO PROGRESS

Lynne Dozier, Klein ISD

Frances Ditta, Klein ISD

The words "This year, we will use portfolios" invite frustration in ELA classrooms because portfolios cause teachers to rethink their use of time, instruction, and assessment. This session will provide ideas for organizing, maintaining, and evaluating portfolios; answer frequently asked questions; and discuss examples of the "real world" implications of e-portfolios.

(continues on next page)

1:30 - 2:30 PM

SABINE

INTENDED AUDIENCE:

M, H

TOPICS:

CR, RC, ELL, W, AP, L

CONFERRING: THE HEART OF WORKSHOP INSTRUCTION IN THE SECONDARY CLASSROOM

Libby Bell, Katy ISD

Nina Anderson, Katy ISD

Does the idea of conferring leave you hyperventilating? No brown bag needed! This session focuses on conferring strategies to develop growth and independence for readers and writers in the secondary classroom. Participants will leave with ideas to make conferring manageable using a variety of record-keeping and assessment tools.

ROUNDTABLES IN PRACTICE

1:30 - 2:30 PM

PECOS

INTENDED AUDIENCE:

M, H

TOPICS:

NP, RC, W, T

AUTHENTIC LEARNING FOR US: MAKING ENGLISH PROFESSIONAL LEARNING COMMUNITIES MATTER

Misty Wiberg, Midland ISD

PLC is either another trending buzzword or a living community where the experts—teachers!—move from dreaming to doing. Participants will leave with ways to facilitate effective, informative meetings, so that teachers can use their learning to improve student outcomes.

ROUNDTABLES IN PRACTICE

1:30 - 2:30 PM

PECOS

INTENDED AUDIENCE:

M, H

TOPICS:

RC

MOTIVATING AND ENGAGING STUDENTS TO THINK CRITICALLY THROUGH CLOSE READING OF COMPLEX TEXTS

Leah Ames, Perfection Learning

Increase achievement and meet the challenges of rigorous expectations through genre-specific, close reading strategies. Participants will apply strategies to analyze a rich variety of texts that engage students in multiple readings. Attendees will participate in hands-on strategies to help students consistently gain a deeper understanding of complex texts.

ROUNDTABLES IN PRACTICE

1:30 - 2:30 PM

PECOS

INTENDED AUDIENCE:

G

TOPICS:

W

WRITE TO REFLECT—WRITE TO RENEW: EXPLORING WRITING AS A WAY TO REPLENISH THE ENERGY TO TEACH

Liz Ortiz, Retired Principal

Writing IS a mode of learning; however, writing can also serve as a way to help teachers hold on to their compassion and motivation to teach. In order to be reflective practitioners, teachers must be engaged in writing that inspires them, renews their passion for the craft of teaching, and uses listing as a strategy for time management—all of which will replenish their energy to teach. Participants in this session will leave with writing prompts to use with their teams, departments, and faculties along with a time management strategy that will boost teachers' productivity and performance. As educators, we must encourage and support each other. Writing serves as a way to nurture what's in our hearts for teaching.

ROUNDTABLES IN PRACTICE

1:30 - 2:30 PM

PECOS

INTENDED AUDIENCE:

M, H

TOPICS:

MC, NP, W, PT

USING WRITING TO LESSEN THE ACHIEVEMENT GAP

Lori Elliott, Region 10 Education Service Center

The achievement gap between students of color and white students is well documented. In this interactive session, educators will learn to use writing as a means of providing marginalized students with better opportunities to achieve. We will review the latest research, and participants will leave with ready-to-use classroom strategies.

SATURDAY CONCURRENT SESSION D (cont.)

ROUNDTABLES IN PRACTICE

1:30 - 2:30 PM

PECOS

INTENDED AUDIENCE:

E, M

TOPICS:

RC

REVOLUTIONIZING GUIDED READING THROUGH STRATEGIC GROUPS

Theresa Pollok, Midlothian ISD

Chandler Garcia, Midlothian ISD

How can teachers make administrators, students, and themselves happy? Reading teachers have so many plates they have to juggle. How are you supposed to differentiate, gather and use data effectively, keep students engaged, teach your standards, and teach the reading behaviors students need in their tool box in order to be powerful processors of information?

ROUNDTABLES IN PRACTICE

1:30 - 2:30 PM

PECOS

INTENDED AUDIENCE:

G

TOPICS:

CR, NP, PT

YOU CAN DO IT, TOO: GRADUATE SCHOOL LIFE HACKS AND SURVIVAL TALES

Diane Miller, University of Houston-Downtown

Cathy Roth, Spring Branch ISD

Glen Russell, Pasadena ISD

Jo Johnson, Cypress-Fairbanks ISD

Debbie Perez, Humble ISD

Are you considering a graduate program? Have you always dreamed of pursuing a master's or doctoral degree? Are you a lifelong learner in search of your next challenge? Join us to hear life hacks, survival stories, and personal journeys through graduate school. Q&A time will be provided.

SATURDAY CONCURRENT SESSION E

2:45 - 3:45 PM

GRAND BALLROOM B

INTENDED AUDIENCE:

M, H

TOPICS:

CR, W, GT, AP, L

LITERACY, POETRY, AND THE ARTS: LISTENING TO THE SOUND OF YOUR SOUL

Susan Zachary, Midland ISD

This session explores research-based integration of the arts and literature through close critical reading and sensory observation of visual, auditory, kinesthetic, and textual details in poetry. Participants will explore how textual detail and historical context embody the meaning of the literary and poetic form through the observation of art, music, and dance.

2:45 - 3:45 PM

WEDGEWOOD BALLROOM

INTENDED AUDIENCE:

E, M, H

TOPICS:

MC, CR, RC, ELL, AP, L

GROWING READERS WITH AWARD WINNING BOOKS

Tamara Williams, Greenville ISD

Jennifer Martin, Greenville ISD

How do you jump-start your students into becoming authentic readers? Are life-long readers born or created? This session will provide ideas and strategies to help all of your students become avid readers

2:45 - 3:45 PM

BRAZOS

INTENDED AUDIENCE:

E

TOPICS:

MC, NP, RC, AVI, ELL, EM, W, T, L

VISUAL THINKING STRATEGIES: MORE THAN MEETS THE EYE

Tess Alfonsin, Saint Mary's Hall

Are you looking for new ways to engage the "Eye Generation?" Would you like to learn innovative visual thinking strategies that can easily blend into your language arts curriculum? Come learn how to elevate the dialogue in your classroom, encourage your students to think critically, seamlessly compare texts, and support your learners as they write thoughtful responses. Participants will come away with a wealth of easy-to-implement teaching tools as well as unique sites that will augment visual literacy in their classroom. Please bring a laptop or tablet to this session!

(continues on next page)

SATURDAY CONCURRENT SESSION E (cont.)

2:45 - 3:45 PM

SAN ANTONIO

INTENDED AUDIENCE :

E, M, H

TOPICS:

W

REVISION MEETS THE ROAD

Suzanne Langston, Mesquite ISD

Do your students act as if their writing is etched in stone—lasting, permanent, ready to be handed down through the ages? Do you ever beg to differ? In this interactive session, we will take a conversation-based, hands-on approach to making wise revision decisions.

2:45 - 3:45 PM

SAN MARCOS

INTENDED AUDIENCE:

E

TOPICS:

L, R, C, W

POETRY POWER! UNLEASHING A PASSION FOR POETRY IN YOUR CLASSROOM

Margaret Thomson, Baylor University

Linda Haynes Cox, Baylor University

Barbra Purdum-Cassidy, Baylor University

Throw away your well-worn poetry unit and join us as we explore ways to integrate poetry in all its wonderful forms throughout your school day and year. These research-based and classroom-tested activities will leave your students with a deeper understanding and passion for reading and writing poetry.

2:45 - 3:45 PM

SABINE

INTENDED AUDIENCE:

M, H

TOPICS:

NP, W, PT

CONFER WITH CONFIDENCE: SIX ESSENTIAL ELEMENTS FOR SPEAKING WITH STUDENT WRITERS

Paul Prince, University of Houston

Linda Ellis, Center for Teaching and Learning

Angela Bailey, Center for Teaching and Learning

From letting the writers speak first to the importance of developing rapport, learn from this overview of the recognized experts on the student-teacher writing conference. Discover what they have to say about making those conversations work for both you and your students.

ROUNDTABLES IN RESEARCH

2:45 - 3:45 PM

PECOS

INTENDED AUDIENCE:

H

TOPICS:

RC, AVI

STATE MANDATED SUMMER PROGRAMS IN TEXAS: DETERMINING THE EFFECT ON HIGH SCHOOL STUDENTS' ENGLISH TEST SCORES

Heather Pule, University of Houston

This study focused on whether or not one summer-mandated program in Texas improved student test scores. It also compared the summer program's curriculum and instructional strategies to the best practices of teaching reading and writing.

Interpretation of the results suggested that, although the summer program appeared to help 60 percent of its attendees pass the retest, it was not effective for the 40 percent of attendees who failed the exam a second time. Also, 47 percent of non-attendees passed the exam on their second try without attending the summer program. These results suggest that the summer program had limited educational significance.

ROUNDTABLES IN RESEARCH

2:45 - 3:45 PM

PECOS

INTENDED AUDIENCE:

H, C

TOPICS:

CR

BRIDGING GAPS BETWEEN HIGH SCHOOL ENGLISH AND FIRST-YEAR COMPOSITION: A CASE FOR CREATIVE COLLABORATION

Gabrielle Fletcher, North Central Texas College

Entering college students believe that high school graduation, placement exam scores, and a college acceptance letter guarantee success. These students are unaware of gaps between high school requirements and the demands of college-level writing courses. At North Central Texas College, a quarter of the students who take College Composition earn grades below "C" or withdraw, and 30% of incoming students cannot take Composition I until they complete developmental writing courses. Therefore, high schools and colleges must create interventions. This session offers strategies for establishing partnerships between colleges and high schools so that students can successfully "cross the bridge" into college composition.

SATURDAY CONCURRENT SESSION E (cont.)

ROUNDTABLES IN RESEARCH

2:45 - 3:45 PM

PECOS

INTENDED AUDIENCE:

M, H, C

TOPICS:

MC, CR, NP, RC, AVI, ELL, T, AP, L

USING ELECTRONIC SHAKESPEARE EBOOKS IN THE CLASSROOM TO IMPROVE LEARNING OUTCOMES

Alexander Parker, *The New Book Press, LLC*

Kristen Stapp, *Fort Bend ISD*

Fort Bend ISD has been conducting a large scale pilot of the WordPlay Shakespeare eBook across the district, and across student skill levels. We will present early results and findings, as well as emerging techniques for using eBooks in the classroom.

ROUNDTABLES IN RESEARCH

2:45 - 3:45 PM

PECOS

INTENDED AUDIENCE:

E, M, H, G

TOPICS:

MC, CR, NP, W, AP

GAMIFICATION IN THE CLASSROOM—APPLYING NEUROSCIENCE

Teresa Bowerman, *Eanes ISD*

The writing process is a series of levels—like a video game. The process is the learning experience! Could the principles of gaming work in the classroom? Follow one teacher's attempt to raise motivation by making a "game" out of the writing process. Neuroscience shows how and why games can improve learning.

ROUNDTABLES IN RESEARCH

2:45 - 3:45 PM

PECOS

INTENDED AUDIENCE:

M, H

TOPICS:

NP

PRESERVICE TEACHERS' THINK-ALOUD INSTRUCTION AS A PATHWAY INTO DISCIPLINARY LITERACY FOR ADOLESCENTS

Anna Consalvo, *The University of Texas at Tyler*

The paper described in this session will explore ways in which preservice teachers in a Southern state university, in a required, disciplinary literacy course, conducted a think-aloud assignment, the aim of which was to model and unpack disciplinary literacy approaches.

SATURDAY CONCURRENT SESSION F

4:00 - 5:00 PM

GRAND BALLROOM A

INTENDED AUDIENCE:

H, C

TOPICS:

MC, NP, L

YOUTH LENS IN ACTION:

USING NEW YA LITERATURE AND NEW LITERACIES TO RE-THINK ADOLESCENCE

R. Joseph Rodriguez, *The University of Texas at El Paso*

Amy Cummins, *The University of Texas at Rio Grande Valley*

The presenters will share new children's and young adult literature texts and critique dominant images of adolescence. Based on a synthesis of practicing and preservice teachers' experiences, the presenters will recommend titles for mentor texts with popular culture and new titles and approaches for critical youth studies projects in literacy and teacher education.

4:00 - 5:00 PM

GRAND BALLROOM B

INTENDED AUDIENCE:

E, M, H, C

TOPICS:

GT

WHEN GIFTED KIDS FEEL OUT OF PLACE: RED POLKA DOT IN A SCHOOL OF PLAID

Kay Shurtleff, *ESC Region 10*

This session will draw on the work of Varian Johnson and others to help teachers use literature to address the social and emotional needs of gifted learners. Since literature is a natural reflection of our lives, it serves as an effective way for gifted learners to begin a conversation about issues they face, such as perfectionism, over-excitabilities, and imposter syndrome. This session is appropriate for educators at all grade levels since a variety of examples will be used.

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SATURDAY CONCURRENT SESSION F (cont.)

4:00 - 5:00 PM

WEDGEWOOD BALLROOM

INTENDED AUDIENCE:

H, C

TOPICS:

CR, W, AP, L

AP ENGLISH WORRIES AND WONDERINGS

Brandon Abdon, *The College Board*

Attendees will be presented with the “focus areas” for improvement in the AP English Literature and AP English Language courses. Discussion will include exploration of possible curricular adjustments and pedagogical approaches to these areas as well as data related to the expectations of higher education. Participants will also have the opportunity to ask other questions about the AP program and receive programmatic information from the director of AP English.

4:00 - 5:00 PM

BRAZOS

INTENDED AUDIENCE:

H, C

TOPICS:

T, CR, L, NP

HOW TO TEACH A POEM

Ed Farrell, *The University of Texas Emeritus*

The presenter will describe generic questions that might be asked of any poem before indicating what questions particular poems might call for. For example, he will present specific questions about Wilfred Owen’s “Disabled” and A.E. Housman’s “To an Athlete Dying Young.” He will then distribute copies of John Crowe Ransom’s “Janet Waking” about which to formulate questions in groups before sharing results with all in attendance.

4:00 - 5:00 PM

SAN ANTONIO

INTENDED AUDIENCE:

M, H

TOPICS:

CR, RC, L

FROM CLOSE READING TO BRILLIANT DEDUCTION—MAKING WISE INFERENCES WITHIN AND ACROSS TEXTS

Sandy Emmerson, *ESC Region 18*

Jill Warren, *Midland ISD*

Susan Zachary, *Midland ISD*

Students tend to swim along the surface of text rather than diving into the deep end of meaningful engagement in reading. This session will describe a unique approach to engaging students in the critical thinking process within and across texts and beyond multiple choice into short answer responses.

4:00 - 5:00 PM

SAN MARCOS

INTENDED AUDIENCE:

G

TOPICS:

ELL, EM, W

KINESTHETIC STORYBOARDING: WRITING INTERVENTION SUPPORT FOR DEVELOPING WRITERS

Dana Ellis, *Region 13 Education Service Center*

Kinesthetic storyboarding provides structure for writing while encouraging creative exploration. With a few tools and a gradual release model, teachers can help students master effective narrative, then expository writing techniques. The presenter will explain the technique, then guide attendees through a sample lesson using the technique. At the end of the lesson, the presenter will facilitate a discussion of ideas for differentiation of the technique for different maturity levels and genres.

4:00 - 5:00 PM

SABINE

INTENDED AUDIENCE:

M, H

TOPICS:

RC, W, L

GETTING THE MOST OUT OF READ-ALOUDS IN THE SECONDARY CLASSROOM

Caroline Anderson, *Katy ISD*

Courtney Calfee, *Katy ISD*

Read-alouds have a place in the secondary classroom! This session focuses on effectively planning and using read-alouds for both reading and writing purposes. Participants will leave with ideas on how to tie picture books and excerpts from texts to the TEKS and incorporate them into their teaching.

SATURDAY CONCURRENT SESSION F (cont.)

ROUNDTABLES IN PRACTICE

4:00 - 5:00 PM

PECOS

INTENDED AUDIENCE:

M, H

TOPICS:

MC, CR, NP, RC, W, AP, L

THE TIE THAT BINDS: CREATING INTERDISCIPLINARY THEMATIC UNITS

Karen Otto, Carroll ISD

From essential questions to the final assessment, learn how to build interdisciplinary thematic units. The end result: Students will learn how to synthesize and make connections between and across different genres and disciplines of texts. Participants of this session will leave with fresh ideas on how to create their own interdisciplinary thematic units.

ROUNDTABLES IN PRACTICE

4:00 - 5:00 PM

PECOS

INTENDED AUDIENCE:

E

TOPICS:

MC, NP, ELL, W

CREATING CHANGE IN OUR WORLD: RELEVANT PERSUASIVE WRITING IN AN ELEMENTARY SCHOOL CLASSROOM

Hannah Friedman, Austin ISD

This session will present a series of minilessons that prompt students to discover an issue they would like to change. Students then brainstorm collaboratively, discussing relevant reasons for change. Students then create a letter outlining an issue that is relevant to them and address it to someone they believe will act on this issue.

ROUNDTABLES IN PRACTICE

4:00 - 5:00 PM

PECOS

INTENDED AUDIENCE:

H, C

TOPICS:

RC, EM, AP, L

SHAKESPEAREAN HISTORIES' INFLUENCE ON GEORGE R. R. MARTIN'S "A SONG OF ICE AND FIRE"

Robert MacNeill, Aldine ISD

This session will focus on the relationship between the events of "A Song of Ice and Fire" by George R. R. Martin, and the Histories of William Shakespeare, along with character analysis of the Martin characters but widening the scope to include all of Shakespeare's plays. This helps show how to use current pop culture to teach literature.

ROUNDTABLES IN PRACTICE

4:00 - 5:00 PM

PECOS

INTENDED AUDIENCE:

M, H

TOPICS:

MC

NOT YOUR AVERAGE BROTHA: EXAMINING THE EDUCATIONAL LIVES, LITERACIES, AND MASCULINITIES OF BLACK MALES

Crystal Belle, University of Houston-Downtown

Using a Critical Race Theory epistemology that draws upon sociocultural conceptions of literacy and poetry as research, this study explored how former Black male students (NYC) aged 20-30 remembered their secondary schooling experiences and how their respective literacies impacted their perceptions of Black masculinities and education.

ROUNDTABLES IN PRACTICE

4:00 - 5:00 PM

PECOS

INTENDED AUDIENCE:

M, H, C

TOPICS:

W

WRITE FOR TEXAS—WORKING ON DISCIPLINE-BASED LITERACY INSTRUCTION WITH TEACHER "CUBES" AT SAN MARCOS CISD

Liz Stephens, Texas State University

Lori Assaf, Texas State University

The Central Texas Writing Project is one of several providers who are working with TEA's Write for Texas Initiative. Presenters will describe how CTWP Teacher Consultants are coaching secondary teachers arranged in "cubes"—one ELA, one science, one math, and one social studies teacher—at San Marcos CISD.

ROUNDTABLES IN PRACTICE

4:00 - 5:00 PM

PECOS

INTENDED AUDIENCE:

E, M, H

TOPICS:

P

POETRY AND ARTISTIC EXPRESSION DURING THE HOLOCAUST AND OTHER GENOCIDES

Mary Halback, Holocaust Museum Houston

From children's Holocaust diaries to Rwandan dance troupes, creative expression has played a vital role in survival and resistance during and after genocide. In addition to historical and geographic content, this workshop will empower educators of all age groups to encourage artistic expression as a learning and healing tool.

SUNDAY WORKSHOPS



9:00 AM - 12:00 PM

GRAND BALLROOM A

- ATRIUM LEVEL (LOBBY)

**CLOSE READING OF
COMPLEX TEXTS**

Doug Fisher, sponsored by Achieve 3000

Call it close reading, call it deep reading, call it analytic reading—call it what you like. The point is, it's a level of understanding that students of any age can achieve with the *right kind of*

instruction. In this session, we articulate an instructional plan, squarely built on research, that includes:

1. Purpose & Modeling
2. Close & Scaffolded Reading Instruction
3. Collaborative Conversations
4. An Independent Reading Staircase
5. Performance

Attending to the information presented in the text, while recognizing assumptions, background knowledge, and biases held by the reader, helps the reader deeply understand that which is being read. Close reading is an instructional approach that teaches students to engage in all of these behaviors. As part of close reading, students encounter a text and read that text several times, often for different purposes and based on different questions. As part of close reading, teachers and students ask questions of the text. Some questions can be answered without having read the text; others require a deeper understanding and evidence from the text. In this session, we focus on questions that require repeated close readings in order to be answered. These questions include general understandings, key details, vocabulary and text structure, author's purpose, inferences, and opinions and arguments.

Doug Fisher is Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and is the recipient of an International Literacy Association Celebrate Literacy Award, the Farmer Writing Award from the National Council of Teachers of English, as well as a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on improving student achievement as well as books, such as *Text-Complexity: Raising Rigor in Reading* (with Nancy Frey and Diane Lapp), *Checking for Understanding* (with Nancy Frey) and *Common Core English Language Arts in a PLC at Work* (with Nancy Frey). He is a board member of the International Literacy Association and a past board member of the Literacy Research Association.



9:00 AM - 12:00 PM

GRAND BALLROOM B

- ATRIUM LEVEL (LOBBY)

**REDEFINING RIGOR: BUILDING
CLASSROOMS OF JOYFUL,
INDEPENDENT GROWTH**

Kristi Mraz

In this session, author and teacher Kristi Mraz will empower teachers to reclaim the most important aspects of education: creating independent, motivated,

engaged, and resourceful students. In the world of "college and career ready," rigor is too often interpreted as academic drills, developmentally questionable expectations, and an increased emphasis on academics to the exclusion of all else. It is up to us, the teachers, to redefine rigor in a way that encompasses a whole child's growth, while creating and maintaining joy and independence.

During this session, Mraz will outline the research and studies that support the claim that social emotional growth, play, and interpersonal skills are essential and critical aspects of successful classrooms. Academic instruction alone is not enough to develop active and engaged citizens. Additionally, teachers will learn and practice strategies that build resilience, flexibility, optimism, and empathy in their students, and have opportunities to see how this work folds seamlessly into an already cram-packed school day and enhances the instruction already in place.

Teachers will have opportunities to see these strategies in action in classrooms, and develop (or further develop) an understanding of how play enriches and extends academic learning. This session will focus heavily on the practical day-to-day choices a teacher can make to build her classroom into one of joyful, independent growth. Mraz will explore how traditional teaching structures—conferences, small groups, and class conversations—can be used to develop powerful habits of mind. She will also highlight less common instructional methods: storytelling, self talk, and reflection that can create lasting impact in classrooms. She will discuss how charts, technology (like iPads and computers), and picture books teach towards a powerful mindset, alongside their traditional academic purposes. Teachers will leave with a toolbox of techniques, tips, and tools to become an agent of change.

Kristi Mraz is an author and teacher in the New York City Public Schools. She is the coauthor, with Marjorie Martinelli, of the popular books *Smarter Charts*, and *Smarter Charts for Math, Science and Social Studies*. Their blog "chartchums" keeps teachers in touch with ongoing and relevant classroom issues and ways to use charts as a support. Her most recent book *A Mindset for Learning: Building Classrooms of Joyful, Independent Growth*, authored with Christine Hertz, provides practical and powerful strategies for cultivating optimism, flexibility, and empathy alongside traditional academic skills. Mraz's book on the power of play in the classroom will be available in spring of 2016.

In addition to writing and teaching, Kristi consults in schools across the country and as far away as Taiwan. She primarily supports teachers in early literacy, play, and inquiry-based learning. On the off chance she has free time, you'll find her reading on a couch in Brooklyn with her dog and her husband.

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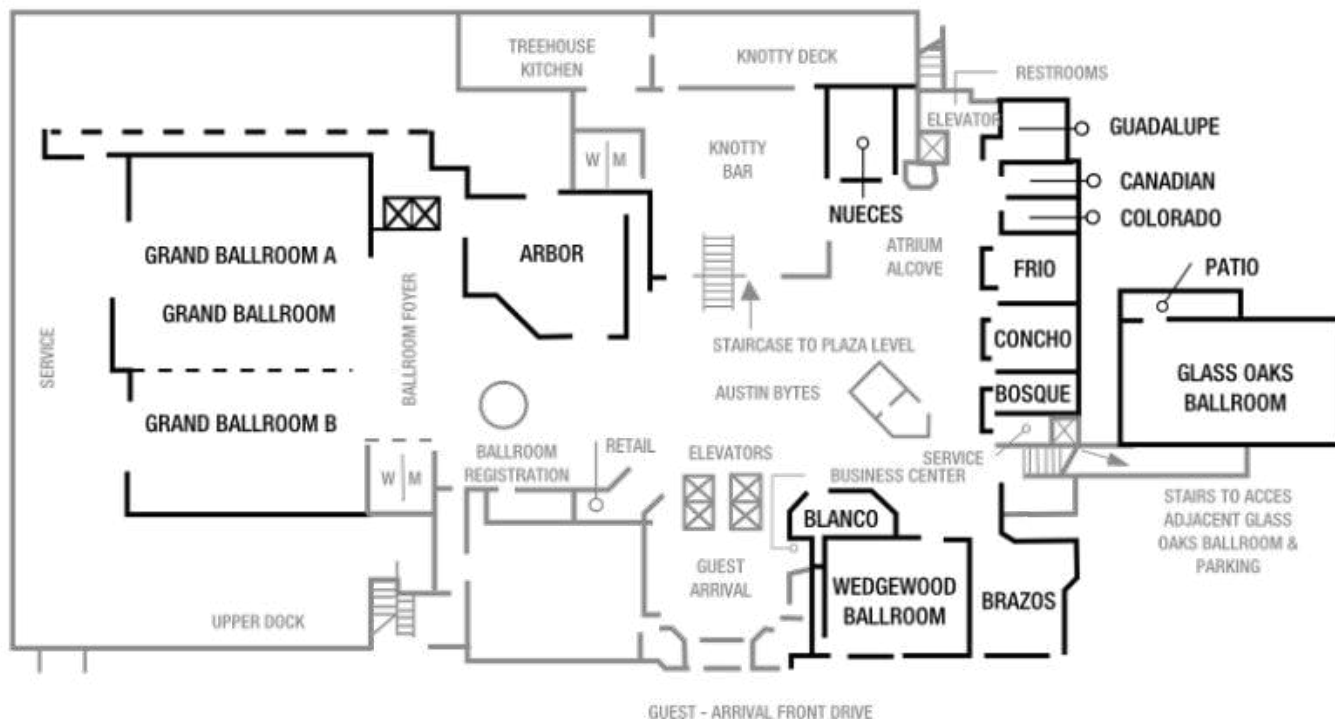
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ATRIUM LEVEL (LOBBY LEVEL)



PLAZA LEVEL (LOWER LEVEL)



SPEAKERS

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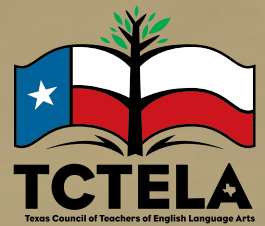
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