In preparation for writing this last message as the TCTELA President, I looked back at the previous issues of Texas Voices to see where we have come from over the last year. I thoroughly enjoyed my stroll through TCTELA 2016 and encourage you to revisit each issue of Texas Voices from this year at http://www.tctela.org/texas-voices. What I noticed is that, TCTELA, we have come a long way!

The 2016 message in the newsletter started with a reflection of all of the work done during 2015 and included a call to think about the 2017 TCTELA Annual Conference & Exhibition theme, Reflections: Seeing Life Through Literature. In the summer, I shared with members all of the ELAR TEKS work that had taken place since the 2016 TCTELA conference. The TCTELA TEKS Forum results had been analyzed, reports had been written, and multiple testimonies had been given to the SBOE. I closed with a call to continue to add the teacher voice to the TEKS revision process through the second edition of the TCTELA TEKS Forum, which opened in July. At the beginning of the school year, I offered ideas for keeping current in our profession, including great children’s and young adult literature titles and professional publications and podcasts. Many of these presented a sneak peek into the authors and literacy professionals who will be in attendance at the 2017 TCTELA conference.

TCTELA has grown and changed as an organization over the past year, and I am so honored to have been part of it. I thank each of you for giving me this grand opportunity. TCTELA is no longer just about the annual conference or the bi-annual advocacy day held in Austin. These leaders have worked hard to make sure that TCTELA is all that and much more.

TCTELA has made sure that your voice has been heard. And, as you will see as you read through this issue of Texas Voices, your voice has been heard both in Texas and across the nation. Our publications are award-winning. TCTELA committees have become more active and are responsible for some new ideas that you will see rolling out in 2017. TCTELA is changing…for the better. The organization is stronger now. There is no better time to be a member, to get involved, and to make your voice heard.

Start by joining us for the 2017 TCTELA Annual Conference & Exhibition (http://www.tctela.org/2017-conference). Invite colleagues to join you as well. Neal Shusterman, Sharon Draper, Penny Kittle, Shanna Peeples, Jeff Wilhelm, Matt Glover, Colby Sharp, John Schumacher, a set of super special, surprise children’s and young adult literature authors, and over 40 breakout session presenters will share how we can help students see life through literature. This is going to be a powerful conference that urges each of us to reflect on how “lived experiences across human cultures including realities about appearance, behavior, economic circumstances, gender, national origin, social class, spiritual belief, weight, life, and thought matter” (NCTE, 2015; Thomas, 2016). All of us will be better literacy teachers, leaders, and human beings when the last curtain falls on the 2017 conference. You do not want to miss it.

So, please join me as we say good-bye to 2016 and welcome 2017 with open arms on January 20-22 at the Worthington Renaissance in Fort Worth Hotel. Use the conference to renew your commitment to teaching, your students, and our profession. Let the conference take you into 2017 with a transformed devotion so that you too can experience just how wonderful TCTELA is as an organization. I know that I have enjoyed every step of my journey. Thanks for the memories! Kim.Pinkerton@tamuc.edu

Resources:


from the blogosphere...
Fill your tank with loads of instructional ideas at:
http://twowritingteachers.org

...to the website
Nominate one of your colleagues for a TCTELA award! The deadline is November 6, 2016. http://www.tctela.org/nominations
Texas State Board of Education election results

By Tracy Kriese, SLATE/NCTE Liaison and Angie Kissire, Legislative Action Committee Chair

Eight of the fifteen Texas State Board of Education (SBOE) seats were up for election on November 8.

Republican incumbents Donna Bahorich (District 6, Houston), Ken Mercer (District 5, San Antonio), and Tom Maynard (District 10, Florence) defeated their challengers and will hold on to their seats. Republicans Barbara Cargill (District 8, Woodlands), Marty Rowley (District 15, Amarillo) and Sue Melton Malone (District 14, Waco) ran unopposed.

Republican Kevin Ellis, a Lufkin community leader and businessman, won the seat being vacated by Republican Thomas Ratliff. Ellis will represent District 9, Mount Pleasant.

Democrat Georgina Perez won the District 1, El Paso seat being vacated by Democrat Martha Dominquez. Perez is a former English teacher and the founder of Tu Libro, an organization that provides books to students in rural communities.

The next meeting of the SBOE will be January 31-February 3, 2017.

NCTE coming to Houston

By Kelly E. Tumy, VP-Elect for Membership and Affiliates

NCTE just wrapped up the National Conference in Atlanta for 2016 and will move on to St. Louis in 2017. NCTE 2018 will be at the George R. Brown Convention Center and Hilton of the Americas in 2018 in Houston, and Texas is ready to serve. Emily Kirkpatrick, Executive Director for NCTE contacted TCTELA as the state affiliate to be the local host for the 2018 Conference. This will involve over 200 volunteers from our organization as well as local affiliates and local school districts.

Volunteering at NCTE can take a variety of paths. Volunteers check in authors and exhibitors and escort them to their locations. Registration is staffed almost completely by volunteers as are greeting stations and room assistants for presenters. Volunteers will staff a hospitality room and will also work with different local literacy organizations to set up donations of books and other educational materials that are either left or donated from publishers attending the conference.

The best part of volunteering over the weekend is the benefit of free registration. Volunteering for 8 hours over the four days of the conference will garner volunteers a free registration for the entire conference (excluding any special events).

Think now about how TCTELA can best serve Houston and NCTE as they make the trek to the Lone Star State in 18 months. Are you ready to serve?

Ktumy@hcde-texas.org
TCTELA and NCTE; a “bright” partnership

By Diane M. Miller, Ph.D., Vice President for Membership and Affiliates

Joceyln Chadwick, the new NCTE President, does not waver from her consistent passion for teachers’ voices. From the moment NCTE convened its annual meeting in Atlanta, Georgia last month, she tirelessly reminded conference attendees to remember our purpose as teachers and to rediscover our agency. Her message is reflected in the theme for the 2017 NCTE conference to be held in St. Louis, Missouri: “Teaching Our Students Today, Tomorrow, Forever: Recapturing Our Voices, Our Agency, Our Mission,” and TCTELA is looking forward to hearing that message in person when Dr. Chadwick travels to her home state of Texas to meet with our membership in January. Here is a brief excerpt from her call for proposals for NCTE 2017 to prompt your thinking as we begin a new year:

2017 is our year to celebrate ourselves, sing ourselves, sharing and melding our assumptions and our aspirations, “For every atom belonging to me as good belongs to you” (Whitman, “Song of Myself,” 1855). And who ultimately benefits from this renewal, this rebuilding, this self-empowerment? Our students today, tomorrow, and forever. We will tell and share our narratives ourselves. We will refuse to lose one single mind among our students. The aim is high, the path wracked with crooks and turns. We are English teachers, and we must recapture our voices, tell our stories, and be about the mission. (Please visit http://www.ncte.org/annual/call-2017 to read the call in its entirety.)

TCTELA is fortunate to be hosting Dr. Chadwick at our state conference in January, where she will speak at the general session and present a concurrent session, too. Additionally, Dr. Chadwick, along with Emily Kirkpatrick, NCTE’s Executive Director, have already begun looking forward to NCTE 2018, which will be held in Houston, Texas! This will be an incredible opportunity to volunteer and host ELAR teachers from the entire nation. Plus, it will make the often-out-of-reach national conference accessible to many more teachers.

Finally, we cannot speak of agency and voice without sharing TCTELA’s big news! Our organization shone brightly at the NCTE Affiliate Breakfast when the affiliate awards were announced. Our state’s affiliate led the way and earned the following affiliate awards:

- Affiliate Excellence Award
- Affiliate Newsletter Award (Honorable Mention)
- Affiliate Website Award
- Affiliate Journal Award

Join your award-winning TCTELA in Fort Worth in January. The nation is taking notice because the future of ELAR education in Texas is bright, indeed. petersond@uhd.edu

Sharing our success

By Kim Pinkerton, Ed.D., President; Margaret Hale, Ed.D., President-Elect; and Diane M. Miller, Ph.D., Vice President for Membership and Affiliates

Recently, at the NCTE conference in Atlanta, Georgia, TCTELA board members Kim Pinkerton, Margaret Hale, and Diane Miller participated in an invited roundtable session sponsored by NCTE’s Standing Committee on Affiliates. The title for our table was “How to Best Interact with Your SBOE.”

After working hard over the past two years listening to members and interacting with decision makers, TCTELA has broadened its scope of advocacy significantly. In addition to advocacy-focused sessions at our annual statewide conferences, biennial Advocacy Days (when our legislature is in session), and active maintenance of an ongoing, informative social media and website presence, our recent efforts have focused upon collaborative working relationships with multiple professional organizations across the state and efforts to showcase the voices of teachers in the standards revision process. Several state affiliates visited our table, and we were encouraged by their perceptive questions and appreciative enthusiasm for our work.

We emphasized our clear purpose: bringing the voices of Texas’s ELAR teachers to the State Board of Education and adhering to a united front and cohesive message. We spoke about the survey that TCTELA sponsored with Texas A&M University and its intent to position teachers’ voices at the forefront and show how research supports their stances.

All in all, we feel that TCTELA has succeeded in ensuring that the teachers’ voices impact the ELAR standards revisions. The advocacy journey was about getting our (literacy teachers’) voices heard. We now know that if it was possible for us in a large, politically driven state like Texas, it can be possible for other literacy organizations and teachers’ groups across the country.

We closed our roundtable discussions by offering the following six steps for advocacy: (1) cultivate “buy-in” from your group; (2) network with major players such as policy-makers, leaders of similar groups, and constituents; (3) contextualize your work in current research; (4) commit to a main message; (5) search for multiple ways to communicate your message; and (6) sustain your efforts through meaningful and authentic implementation. Although our journey is not yet complete, it is our hope that the lessons we have learned thus far could sustain the efforts in other states.

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TCTELA member represents at NCTE

By Kim Pinkerton, President

Elizabeth Edenkrans, sixth grade language arts teacher from Murphy Middle School in Plano ISD, was selected by NCTE to be the Texas representative for middle-level literacy teachers. Edenkrans presented at the Why Middle Matters: Teacher Voices session on Saturday, November 19 at the 2016 NCTE Annual Convention in Atlanta.

An NCTE Middle Level Showcase Teacher, Edenkrans shared how she advocates for the voices of her students through reading and writing workshop in her classroom. Attendees heard about the power of a classroom library and student choice for reading and writing. Edenkrans talked about how she has learned to switch off her voice and listen, really listen, to her students. “This is an age where students are trying to be heard and are developing independence. Stifling their voice by teaching content instead of teaching kids hinders their growth and application of skills” (Edenkrans, 2016).

Edenkrans offered student examples and materials for organizing a classroom that is driven by student inquiry. Participants left with tips for building effective literacy workshops for students and professional digital resources like corbettharrison.com and greenlighteducation.net.

The most impactful moment in the presentation came from student voices. Edenkrans had collected student comments showing how they feel about reading and writing workshop. Splayed out across the table on note cards, the student remarks showed participants the true power of student choice in relation to literacy learning experiences. One student wrote, “I like writer’s workshop because I get to open up in my emotions and tell my story” (Edenkrans, 2016). This clearly exemplified NCTE’s resolution that all “stories matter” and that one effective method for giving student stories life is through reading and writing workshop (NCTE, 2015).

Edenkrans will share her presentation with TCTELA members at the 2017 Annual Conference & Exhibition on Saturday, January 21 at the Worthington Renaissance in Fort Worth.

Kim.Pinkerton@tamuc.edu

Resources:

ALA Recap

By Margaret Hale, President-Elect, TCTELA

ALAN, the Assembly on Literature for Adolescents of NCTE, held its annual workshop Monday and Tuesday, November 21 and 22, immediately following the close of NCTE’s convention. The location was the Georgia World Congress Center in Atlanta, Georgia. This year’s workshop was sold out with 500 registrants, and more on a waiting list, something that hasn’t happened for a number of years.

Early on Monday morning, people began arriving to be some of the first to claim their spots for the two-day workshop in the designated rooms at the GWCC. Everyone knew it was a sold-out workshop, so people wanted to be sure to get there in time to claim their favorite spots. Some folks chose to sit up front while others preferred the back row. As people filed in, they received both a box full of adolescent literature as well as a tote bag full of even more books. With so many books, I was happy to settle into a seat on the back row so I would have room to maneuver amidst the stacks of books!

After a brief welcome, President of ALAN Jennifer Buehler kicked off the string of authors that we would get to hear from over the two days. First up was A.S. King who told us that, “failure is spectacular for risk takers.” She also explained to us that reading the same books the same way at the same time is more dangerous than reading relevant contemporary books. What a way to start the day!

Another much-loved speaker during the workshop was Matt de la Peña. In his talk, he shared with us that he believes everyone has things they are proud of and wear on their sleeve. We all also have things we are ashamed of. That what makes us human. Tim Federle advised us and our students to, “take the event from your life that you never let go of . . . and write from that place.”

Needless to say, the event was tremendous and those in attendance learned so much from so many authors, had the opportunity to get books signed, and walked away with so many great books to add to classroom libraries. If you’re thinking about attending ALAN in 2017, make sure to check out the details at www.alan-ya.org. You can also read more about this year’s workshop by searching for #ALAN16 on Twitter.

grithale@aol.com
The Conference on English Leadership (CEL) met the Monday and Tuesday after the NCTE National Conference. This organization offers a collaborative, dynamic, discussion-based forum for literacy leaders to explore current and emerging issues. A much smaller group than the national NCTE convention, CEL has the intimacy of more personalized learning, and this made the collaborative experience even more valuable. Kelly Gallagher and Penny Kittle presented Sunday keynotes, and their work with emerging readers was both inspiring and noteworthy. Knowing that there are teachers out there honing their craft, making teachers stronger teachers, helps lift the profession to new heights. Kittle’s discussion of her work with the International School in Bangkok echoes many classrooms here in the US—there is tremendous energy for reading in K-5, but that energy stalls in grades 6-12. Her work with the school was supposed to be improving writing instruction, but her work with instituting student choice in reading helped the school meet that writing goal and allowed that school to shape a new identity as learners.

Ernest Morrell led the Monday morning session with the charge to be advocates in our classrooms 24/7. He echoed many concerns that they national discourse has such a divisive feel and sound to it now, and he encouraged all teachers to be advocates not only for ourselves but for the children in each of our classes. He implored teachers to remember “our legacy is tied to what we make possible in our classroom.”

These speakers set the stage for sessions for ELA leaders from curriculum coordinators to department chairs to teacher leaders. This conference is for ELA leaders from across the country and it would be inspiring to see other Texans involved in this leadership organization. Take some time to subscribe to ELQ (English Leadership Quarterly), submit articles to be published, and be part of the national discourse. CEL needs Texas ELA leaders heard on a national stage.

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High school literacy assessment scores in the state of Texas are flat. Over the last three years, since the state combined reading and writing in an effort to curtail the number of EOC tests required for graduation, English I and English II test scores have moved only one point. One point up or one point down. One point up or one point down whether you are looking at “All Students” or “First Time Testers.” One point.

Long ago, when, after the shock of the first TAKS testing year which resulted in a drastic drop in scores statewide, scores rebounded with a vengeance after we spent long hours scrutinizing each released test, looking for patterns, looking for insight, looking for anything that could help us prepare our students for the test. We spent hours analyzing data so that we could pinpoint exactly which TEKS needed to receive the most attention in class and in numerous after-school and Saturday tutorials specifically geared toward helping students prepare. However, long gone are the halcyon days of TAKS when, as we discovered from that first released test, we could predict almost everything that was on the test with a precision that allowed statewide over 89% of English I, 91% of English II, and 95% of English III first-time test takers to pass the test during the spring administration in 2011—the last year of TAKS.

However, despite our rigorous analysis of each released STAAR test and despite our in-depth data analysis and after-school and Saturday tutorials, for all first-time testers, STAAR passing rates have remained around 71% for English I and 73% for English II (give or take one percentage point) each year for the last three years. Scores for economically disadvantaged students are around ten percentage points lower.

Why are our efforts, which were so successful for TAKS, failing to result in success for STAAR?

Perhaps what we are seeing is a perfect storm resulting from the rigor of an unpredictable state assessment that now requires students to function at the highest levels of Blooms just as students’ out-of-school literacy lives function more and more in a digital realm that is not always an academic language-friendly environment. However, it could also be that, while our students were held to a TAKS standard where the number of students who failed each year remained in the single digits, we neglected students of all ages who functioned within the margins of literacy, focusing only on those who were unsuccessful on TAKS. The result is that almost 30% of students statewide (and almost 40% of economically disadvantaged students) need some kind of literacy remediation at the high school level.

Why is this a problem?

Although the state changed the secondary certification from “English Language Arts” to “English Language Arts and Reading” so that more teachers could be “highly qualified” to teach reading to secondary English students, in almost all state colleges and universities the reading pedagogy requirements were not increased beyond the content area reading course that was already required at most Texas state universities. Additionally, an increasing number of students are choosing to bypass education courses in favor of an English degree and an alternative certification which also does not prepare high school teachers to teach reading.

Why is this important?

Although the big political push now is to provide greater latitude to parents for school choice, researcher John Hattie states unequivocally that it isn’t schools that make the real difference, it is teachers. In his meta-analyses of educational research, Hattie was able to determine that what the student brings to the table explains about 50% of the variance of achievement. Of the other 50%, the teacher explains 30%, leaving only 20% to be explained.
Review the submission guidelines at http://www.tctela.org/english-in-texas

Publication: English in Texas Volume 46.2 (FALL/WINTER)

Theme: Transnationalism and Literacy Across Borders

Call for Submissions Deadline: September 1, 2016 / Column Deadline: October 1, 2016

Call for Professional Submissions: A frequent topic of debate at the state and federal level is related to immigration, with regular calls for deportation of immigrants who may not have legal United States citizen status. This has an impact on families of students who may have fled their home countries to the United States to escape situations that were less than ideal—including situations of living in conflict zones, drug cartels, and gang-related violence. Increasingly, these students end up in the public school system, with little to no support from the outside, and little contact with their home country.

However, the amount of students who are arriving daily from these experiences provides teachers an opportunity to reach out to these students, and to validate the literacy practices of their home cultures, thus bridging literacies across national and geopolitical borders. The content area of English language arts is one that promotes empathy, understanding, and recognition of cultural values. As Texas is a border state, with many students arriving daily in local classrooms with little to no hope of returning to their home countries, how can teachers ensure that students have the opportunity to explore their home cultures and literacies, while still meeting the requirements set for by state standards? How can teachers enhance literacy learning opportunities for students who may have witnessed atrocious crimes while living in conflict zones?

To provide students with opportunities to explore their home cultures and literacies, teachers must be able to consider points of view beyond their own beliefs. Teachers must be able to provide students with a cross-cultural experience, using literature and various texts—be they multimodal or traditional—that reflect complexity in terms of economic, social, political, aesthetic, moral, historical, and geographical contexts of a cultural group (Short, 2009). How can teachers explore their own cultural identities and develop conceptual understandings of students’ cultures? How can teachers develop an awareness and respect for different cultural perspectives as well as the commonality of human experience?
Book choice for students: Providing an opportunity to find a home-run book

By Nancy Votteler and Melinda S. Miller, Editors, English in Texas

Amy excitedly entered her fifth grade classroom. She knew it was time for reading workshop and she couldn’t wait to look over the wide variety of books her teacher had laid out for the week. She picked up and looked through several books and finally chose From the Mixed-Up Files of Mrs. Basil E. Frankweiler (Koningsburg, 1967). She hurried back to her desk and enthusiastically delved into the book, as other students chose their books and happily began reading as well. Down the hall, in another fifth grade classroom, Melissa groaned as her teacher passed out the book they would be reading as a class. It didn’t look interesting to her, and she longed to read her copy of Mrs. Frisby and the Rats of Nimh (O’Brien, 1971) which she had tucked away in her desk. Both girls are avid and engaged readers. Amy had choice of what to read, and Melissa was given a book chosen by the teacher. Consequently, Amy finds joy in quality books her teacher provides for her to choose from; and Melissa does most of her reading at home from books she chooses from the library or bookstore.

Choosing their own books helps to engage students in the reading process and motivates them to read. Students who are given the opportunity to choose their own books most will likely find joy in reading and become lifelong readers. It is teachers’ responsibility to provide a variety of high interest, high quality books at different levels from which students can choose. A classroom library should include books of different genres, books that address many different topics, books that authentically represent different cultures and ethnicities, and books that match the varied reading levels of the students. According to Gallagher (2009, p.30), “If we want kids to become better readers they have to read a lot more than they are currently reading. And if we want our students to do a lot more reading than they are currently doing, they need to be immersed in a pool of high interest reading material.” Avery states, “As the professional in the classroom, I need to know good books and how to seek out new ones (2002, p.227). She suggests providing books that cater to specific interests of students in the class, authentically written books that represent a wide variety of cultures, well-written books that have the rhythm and cadence that make them excellent read alouds, and books of many genres.

Trelease (2001) came up with the concept of the “home run book.” A home run book is the book that a reader cannot put down; it is the book that becomes a reader’s first favorite book; and it is the book that reader wants to talk about. A home run book is that one book that turns the reluctant reader into a lifelong, engaged reader. Teachers can make a huge impact by knowing students and their interests and reading levels and providing a wide selection of books in which they will find their own home run book.

Reading Strategies Book not just for elementary teachers

By Cindy Benge, Past President

Although I am a secondary language arts educator, I regularly purchase and read professional books dedicated to elementary practice. Like many who teach at the secondary level, I have found the pedagogy in elementary professional literature to be useful, especially for student populations considered to be struggling readers. However, I find Jennifer Serravallo’s the Reading Strategies Book (2015) to be a godsend for teaching reading intervention at the high school level.

In fact, Serravallo’s book is brilliant in its straightforward simplicity. Organized around thirteen literacy goals, each chapter contains simple, one-page lessons that provide an explanation of a strategy, teaching tips with possible lesson language for teaching the strategy, prompts for students, and visuals in the form of exemplar charts and tools. Although some of the charts would be considered a little too “elementary” for secondary students, with just a little tweaking, every chart beyond the first chapter is useful for teaching struggling secondary students—and for teaching on-track secondary students.

As part of the marginalia included in each lesson are level ranges showing for which readers the lesson would be appropriate (most of which are appropriate for a wide range of readers, including students reading above 8th grade), the genre or text type for which the lesson would be appropriate, and the skill being taught in the lesson. For additional support for the teacher, Serravallo includes a “Hat Tip” to steer teachers toward additional professional resources that might be useful in preparing for teaching the skill.

Secondary teachers, take it from an old English teacher, this book is an investment in time and money that will pay huge dividends in helping you in your literacy instruction and in providing reading scaffolds for your students. Serravallo’s Writing Strategies Book (2017) is set for publication in February. I can’t wait!

Resources:
Everybody loves quotes. We grab them from Facebook, post them on Instagram, Snap Chat them, Tweet them, and put them on our walls. Always, we are looking for that succinct nugget that captures our thoughts in words we would never have thought to use. For people who care about language, NCTE’s General Session at the convention on Friday morning was Quoters’ Paradise. If you missed it, here is a chance to capture some of it. If you were there, join me in reliving the beautiful moments.

The session was structured as an authors’ panel, made up of a combination of famous and soon-to-be-famous writers. Rather than describing the questions and interactions, I’d like to offer you some of the most Tweetable, quotable, and memorable moments from each of them.

**Ibtisam Barakat**, author of Balcony on the Moon and Tasting the Sky [http://www.ibtisambarakat.com](http://www.ibtisambarakat.com)

“Ultimately it’s not about a relationship with a book. It’s about a relationship with a human being.”

“My entire culture is mispronounced.”

“We only learn from people we like.”

“The book is a small portion of a human being.”

“Before books, we still needed human beings.”

**e. E. Charlton-Trujillo**, author & film maker

When We Was Fierce, Fat Angie, Feels Like Home, Prizefighter en mi Casa [http://bigdreamswrite.com](http://bigdreamswrite.com)

“Give kids a place and a space where their stories can matter.”

“See kids as authors, playwrights, and poets.”

“That kid cutting up in the back needs you. That was me.”

“When we are in conversation, we are in opportunity”

**Sharon Draper**, author of Out of My Mind, November Blues, Just another Hero, Tears of a Tiger, Copper Sun, Stella by Starlight, and so many more! [http://sharondraper.com](http://sharondraper.com)

“I don’t want any of you to ever use the phrase ‘these kids.’”

“Let’s get rid of generic lowering of expectations of children.”

“Put the books out there and let the kids find the books that they need.”

“We need diverse books. Write. That. Book.”

“Books are agents of change.”

**Meg Medina**, author of Burn Baby Burn, Mango, Abuela and Me, Milagros: Girl from Away, and more [https://megmedina.com](https://megmedina.com)

“Take a risk with new authors.”

“You, as a human being, as a person, alone with another human being, a child, have the power to destroy them.”

“Harmed people harm other people.”

**G. Neri**, author of Tru & Nelle, Yummy: the Last Days of a Southside Shorty (graphic novel), Ghetto Cowboy, Open Mic: Riffs on Life between Cultures in 10 Voices (short stories), and more [http://www.gregneri.com](http://www.gregneri.com)

“Don’t talk at people. Talk with people.”

“Be more interested in their stories than your stories.”

“My stories are built off of their stories.”

“They have a voice. They just need to know they can use it.”


“Before you can read books, you have to develop a relationship with reading.”

“There were no Ramen noodles in the books that I read.”

“It’s a very dangerous thing to tell a child that the way that they speak is wrong.”

“We must be less loyal to our fears and more loyal to our students’ futures.”

“When we talk about books saving lives, we forget that we all have multiple lives within us in need of saving.”

Let’s all take time to celebrate the power of words. Kay.Shurtleff@region10.org
2017 Conference Registration Form

Texas Council of Teachers of English Language Arts
52nd Annual Conference & Exposition
Worthington Renaissance Fort Worth Hotel
January 20–22, 2017

Visit tctela.org to book your hotel room.
TCTELA Annual Conference sleeping room discount is available on a
limited basis until December 16, 2016. You can also call the property
directly 1-800-468-3571.

TCTELA Membership
Membership must be active at the time of registration and at the
course to receive the member rate. Membership is active for
12 months from the date of joining or renewing.

Full Conference Package
Includes Friday through Sunday workshops, all professional
development meals, membership celebration and poetry reading.
Before 12/16 □ Member $320 □ Nonmember $370
After 12/16 □ Member $420 □ Nonmember $470
Non-member fee also includes a professional membership for one year.

One-day Conference Pass:
Friday, Saturday or Sunday
Professional development meals are not included.
Select one day □ FRIDAY PASS □ SATURDAY PASS
Before 12/16 □ Member $160 □ Nonmember $210
After 12/16 □ Member $260 □ Nonmember $310
□ SUNDAY PASS
Before 12/16 □ Member $85 □ Nonmember $135
After 12/16 □ Member $185 □ Nonmember $235
Non-member fee also includes a professional membership for one year.

Three-day, Al-La-Carte Conference Pass
Professional development meals are not included.
Before 12/18 □ Member $230 □ Nonmember $280
After 12/18 □ Member $330 □ Nonmember $380
Non-Member fee also includes a professional membership for one year.

Professional Development Meal Tickets
□ Friday Luncheon with Neal Shusterman $45
□ Saturday Luncheon with Sharon Draper $45
□ Sunday breakfast with authors $20

Student, Parent or Retired Conference Pass
Professional development luncheons are not included.
Before 12/18 □ Member $175 □ Nonmember $200
After 12/18 □ Member $270 □ Nonmember $295
Non-Member fee also includes a student/parent/retired membership
for one year.
□ Printed copy of Program Book $5 (limited availability)
□ Suggested Community Outreach Donation $1 (include in total)

Grand Total $ ____________________________

Credits and Donations
□ Suggested Community Outreach Donation $1 (include in total)
□ Printed copy of Program Book $5 (limited availability)
□ Professional development meals are not included.

Registrant Information
Terms and Conditions: Refunds before 12/16/16 will be processed with a $50
cancellation/name change fee, and no refunds will be provided after that date.
Incomplete registrations will not be processed. Payment is required by the first
day of the conference.

Registrants are responsible for submitting an invoice to the institution.
Registration is also available online at tctela.org.

I am registering as a:
□ Current member □ Non-Member □ Student, Parent, or Retired

Name: __________________________________________
Mailing Address: __________________________________
City, State, Zip: ___________________________________
Phone: ___________________________________________

E-mail: (H): _____________________ (W): _____________________

School Campus: ___________________________________
District name/ESC/Institution: ________________________

Please check if you require specific aids or services under the Americans
with Disabilities Act in order to participate in this conference.
Submit separate forms for each registration.
Check amount can be combined for multiple registrations.

Payment Information
□ Credit Card □ Personal Check □ Company Check □ P.O. Number

Credit Card Info: □ MasterCard □ VISA □ Discover

Account Number: _____________________________ CS2 Code: ____________________
Exp. Date: ____________________________
Cardholder Name (print): ___________________________
Cardholder Address: ____________________________
City, State, Zip: ____________________________
Phone: ____________________________

I authorize TCTELA to charge my credit card in the amount of
$ ____________________________

Authorized Signature: __________________________________

Accounting department representative responsible for payment:
Name: ____________________________ Phone: ____________________________
Contact email: ____________________________

The registrant acknowledges that by knowingly submitting a fraudulent P.O.
number or by not following your institution’s guidelines in obtaining a P.O.,
the registrant is liable for the full amount of the registration fee.

Complete form and mail with your payment by January 13, 2017 to: TCTELA, 919 Congress Avenue, #1400, Austin, Texas 78701