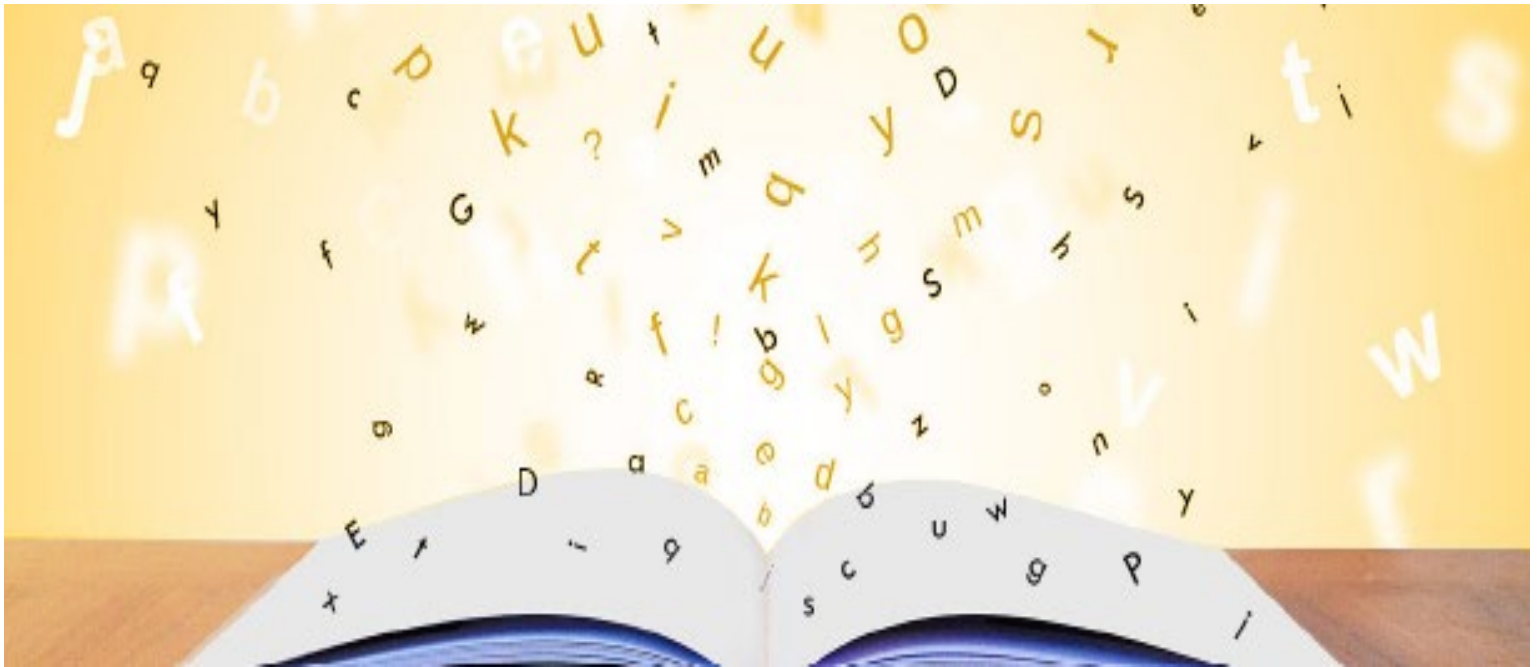


31st Annual Conference on Literature for Children and Young Adults



October 25-26, 2023

Presented by



KENNESAW STATE
UNIVERSITY

Conference on Literature for Children and Young Adults Overview

“Honoring Student Identities While Building a Strong Foundation for Learning: The Role of Children’s and Young Adult Literature”

Wednesday, October 25th
Children’s Literature Day

Thursday, October 26th
Young Adult Literature Day

Children’s Day Conference Schedule 8:00am-3:10pm

8:00-8:50	Continental Breakfast
8:50-9:00	Opening of the Conference
9:00-10:05	Keynote Speaker
10:15 – 11:05	Breakout Sessions #1
11:15 – 12:05	Breakout Sessions #2
12:10 – 1:15	Lunch
1:25 – 2:15	Breakout Sessions #3
2:25 – 3:15	Breakout Sessions #4

Our Keynote Speaker on October 25th

The Literature Conference proudly presents -

Dr. Lester Laminack



Lester Laminack is a Professor Emeritus from the department of Birth-Kindergarten, Elementary and Middle Grades Education, at Western Carolina University in Cullowhee, North Carolina where he received two awards for excellence in teaching (the Botner Superior Teaching Award and the Chancellor's Distinguished Teaching Award).

Lester is now a full-time writer and consultant working with schools throughout the United States. He is an active member of the National Council of Teachers of English and served three years as co-editor of the NCTE journal *Primary Voices* and as editor of the *Children's*

Book Review Department of the NCTE journal *Language Arts* (2003-2006). He also served as a teaching editor for the magazine *Teaching K-8* and wrote the Parent Connection column (2000-2002). He is a former member of the Whole Language umbrella Governing Board, a former member of the Governing Board and Secretary of the North Carolina Association for the Education of Young Children, and a former member of the Board of Directors for the Center for the Expansion of Language and Thinking. He served as the Basic Reading Consultant to Literacy Volunteers of America from 1987 through 2001. He is a former member of the Board of Directors of Our Children's Place (www.ourchildrensplace.com) and is currently serving on the Board of Directors of the Region A Partnership for Children in western North Carolina.

Some of Lester's children's books include:

The Sunset of Miss Olivia Wiggins
Trevor's Wiggly-Wobbly Tooth
Saturdays and Tea Cakes
Snow Day!
The King of Bees

Non-Fiction

Learning Under the Influence of Language and Literature: Making the Most of Read-Alouds Across the Day
Reading to Make a Difference

Our Keynote Speaker on October 26th

The Literature Conference proudly presents -

Carole Boston Weatherford



The daughter of a printer, Carole Boston Weatherford, was practically born with ink in her blood. She began writing at age 6 and soon after saw her poems in print. She has authored 70-plus books. Her books have garnered 2 NAACP Image Awards and 9 American Library Association Youth Media Awards, including a Newbery Honor, Coretta Scott King Award and 4 Caldecott Honors. Her career achievements have been recognized with the North Carolina Award for Literature, the Nonfiction Award from the Children's Book Guild and induction into the North Carolina Literary Hall of Fame.

Carole writes for children and young adults. Some of her topics are diverse, anti-racist nonfiction, biographies, poetry, historical fiction on African American heritage, culture, and social justice. She also has STEAM programs for K-12 and all ages.

Some of Carole's books include:

Poetry

Becoming Billie Holiday
Birmingham: 1963

Picture Books

Obama: Only in America
The Library Ghost
Jazz Baby
Grandma and Me

Non-Fiction

A Negro League Scrapbook
The African-American Struggle for Legal Equality in American History
Kin: Rooted in Hope

Wednesday at a Glance

8:50 am-9:00 am University Rooms	Opening of the Conference Dr. Virginie Jackson , Assistant Professor of Literacy Education, Elementary & Early Childhood Education Department, Bagwell College of Education, Kennesaw State University Dr. Adrian Epps , Dean, Bagwell College of Education, Kennesaw State University
9:00 am-10:05 am University Rooms	Keynote Speaker Dr. Lester Laminack , Professor Emeritus, Western Carolina University and Author

<i>10:15 am-11:05 am</i>	<i>11:15 am-12:05 pm</i>
Centering Culture and Identity through Inclusive Texts	Learning is our Focus; Results Guide our Decisions
Lies DeSantis Told Me: or Everything that Glitters is not Woke Indoctrination	Home to School Connections, Strategies to support Bilingual Family Literacy
"Literature for the Mathematician"	Utilizing Shared and Close Reading within a Multi-text, Responsive-teaching Model of Literacy Instruction
Amplifying Educator Voices: Navigating and Contributing to the Georgia Journal of Literacy	Gallop into Literacy: Horse Stories to Engage Reluctant Readers
How Do We Teach Struggling Readers to Read: Principles of Structured Literacy	Exploring Children's Names and Cultural Identities in the Early Literacy Classroom
Blended Genres: A New Way to See and Develop Paired Text	Using Diagnostic Literacy Assessments to Support Targeted Instruction
	Maker-Centered Learning and Innovation to Support Literacy

Wednesday at a Glance

<i>1:25 pm-2:15 pm</i>	<i>2:25 pm-3:10 pm</i>
Vocab-Tech: Enhancing Academic Vocabulary Learning with Technology	Combining Voices: Using Art and Literature for Powerful Writing Engagements
Making Connections: Fostering a Love of Literacy Through Family Literacy Events	Companion Texts: A New Way to See and Develop Paired Text
Showcasing Classroom Innovations: Advancing Diverse Literature Practices through Scholarly Publication	Setting the Stage for Self-Awareness: Using Children's Literature to Enhance Preparedness in the Primary Grades
"These pictures need stories, Grandpa": Using Illustration to Support Creative Writing	Vigorous and Vivacious Vocabulary: The Power of Explicit Word Learning to Support Reading and Writing in Content Area Instruction
Literacy and Science in Action	What's Love Got to Do with It? Building Better Assessments for Children's and Young Adult Literature
The Importance of Green Children's and YA Books: Creating Environmental Stewards	
Getting Started with Novel Engineering	

"Teaching is the one profession that creates all other professions" Unknown

"Students don't care how much you know until they know how much you care"
Anonymous.

Breakout Sessions #1 – 10:15 am- 11:05 am

Room - ST 205 Leadership Room, Student Center

Centering Culture and Identity through Inclusive Texts

Nita Creekmore, Instructional Coach and Presenter Love Teach Bless, LLC.

This session will dig into the importance of centering culture, identity, and its intersections within lessons through the use of inclusive texts. This session will make space for individual reflection, small group activities and take aways that can be implemented right away. Participants will walk away from this session ready to integrate inclusive texts in the classroom. They will learn the importance of vetting texts before teaching with texts. They will also be able to joyfully teach and celebrate the importance of using inclusive texts in the classroom.

Room - University Rooms, Student Center

Lies DeSantis Told Me: or Everything that Glitters is not Woke Indoctrination

Lydia E. Ferguson, Lecturer of English, Department of English, Kennesaw State University

This presentation analyzes literature made for American Gen X and Millennial children—illustrated fictional tales of the real-life dangers and traumas that we needed warnings against and/or help understanding and dealing with as we learned to navigate the world: bullying, animal cruelty, pollution and environmental crises, exploitation, kidnapping, child abuse, domestic violence, and sexual assault, to name a few. It then begs the question of current lawmakers, administrators, and educators as to why they are so eager to ban books and resources that seek to help today's young people grapple with these issues. While parents are within their legal rights to forbid certain books in their homes, those of us invested in protecting (and improving) the legitimacy and ethos of American education cannot sit idly by as the information necessary to produce a more informed, responsible, and productive citizenry are irreparably stripped away from the public.

Room - ALC 3102

"Literature for the Mathematician"

Earline Burrell, 7th grade ELA teacher & Department Chair, General Ray Davis Middle School, Rockdale County Schools and Keenya Jackson, 6th grade Teacher, General Ray Davis Middle School, Rockdale County Schools

The presentation will show data on the percentage of students who identify with math being their strength. It will then review the mathematician mindset and content area (strands in math) and show the standards connections. Teachers will then view math-based text/novels and see ways to implement the text in the classroom. Also, teachers

Breakout Sessions #1 – 10:15 am- 11:05 am

CONT'D "Literature for the Mathematician"

will view word-problems and display how annotation techniques can be used, examples of how many problems can turn into narrative or argumentative writing pieces and how text-dependent questions can be created from math questions.

Room - ALC 4102

Amplifying Educator Voices: Navigating and Contributing to the Georgia Journal of Literacy

Dr. Robert Griffin, Associate Professor of Literacy Education, University of West Georgia, and Dr. Bethany Scullin, Associate Professor of Literacy Education, University of West Georgia.

This presentation will introduce attendees to the Georgia Journal of Literacy, an influential statewide scholarly venue highlighting innovative literacy practices. The co-editors of the journal will begin the session with an overview of the types of articles published and the role of scholarly publications in fostering student learning and honoring student identities. The presenters will explore navigating the journal website and the article submission process. Interactive segments will demystify the contribution process and encourage potential authors to present their ideas. Attendees, primarily anticipated to be elementary teachers, will participate in brainstorming sessions to conceive article ideas that reflect their unique experiences and strategies. These informal discussions with the editors will highlight the journal's alignment with the conference theme, emphasizing the importance of child and young adult literature in building a strong foundation for learning while respecting students' identities. The ultimate goal is to facilitate a collaborative learning space to expand literacy discussions beyond classroom walls.

Objectives of the presentation:

1. To familiarize attendees with the Georgia Journal of Literacy, its purpose, and the kinds of articles it publishes that enhance learning and honor students' identities.
2. To guide attendees through the journal website and submission process, enabling potential contributors to submit their work efficiently.
3. To engage participants in brainstorming sessions for article ideas, facilitating the exchange of innovative literacy practices and nurturing potential contributors' confidence and interest.

Breakout Sessions #1 – 10:15 am- 11:05 am

Room - ALC 4103

How Do We Teach Struggling Readers to Read: Principles of Structured Literacy

Lori Mueller, Program Support Specialist, Cobb County School District and Kelly Bramblett, Program Support Specialist, Cobb County School District

Structured Literacy is the solution when teaching struggling readers, but what exactly is structured literacy? How does it look in the classroom? This session will cover myths about learning to read as well as an overview of the body of research referred to as the Science of Reading. The session will include strategies for teaching all students how to read, but especially strategies for those who have learning disabilities impacting Reading or Written Expression.

Room - ALC 4200

Blended Genres: A New Way to See and Develop Paired Text

Abbey Galeza, Early Childhood Educator, Kent State University and Dr. William P. Bintz, Professor, School of Teaching, Learning and Curriculum Studies, Kent State University

We propose a new way to pair texts in a set that blends texts of complementary content with differing genres. That is, rather than use two texts of the same genre, we select text of differing genres, pairing a picture book and a poem. Our purpose for introducing blended genre as another way to pair texts is both curricular and instructional. We created our own blended genres to be utilized as curricular resources aligned to reading and writing in the elementary and upper elementary classroom. We have also developed instructional strategies for teachers to use with blended genres to support students in making intertextual connections. We share samples of how to use instructional strategies with blended genres.

There are many little ways to enlarge your child's world. Love of books is the best of all. ~Jacqueline Kennedy

Breakout Sessions #2 – 11:15 am – 12:05 pm

Room - ST 205 Leadership Room 205, Student Center

Learning is our Focus; Results Guide our Decisions

Marsha Harris, Director of Curriculum, Trinity School, Atlanta GA

High-quality assessment practices in all schools are continually evolving while research and technology are at the forefront. Come and learn how a 3-year-old through 6th-grade school is selecting, collaborating, and analyzing literacy assessments so that Learning IS our Focus and Results Guide our Decisions.

Grounded in the science of reading and best practices for young children, we will share the challenges and strengths of our system as well as dive into our process of specific tools and timelines that have been implemented over the years.

Room - ALC 3102

Home to School Connections, Strategies to support Bilingual Family Literacy

Aarti Nayar, Partnership Development Consultant, Worldreader

Play-based learning is the first step for mono and bilingual families to become collaborators in their child's education. We begin with parents' current habits, how we can stack literacy activities, and the types of play parents can use with children to promote learning. Then, explore how to attach literacy activities to parents' everyday activities at home. We will end with specific examples of literacy/play-based pairings using device-agnostic bilingual digital books.

Room - ALC 4102

Utilizing Shared and Close Reading within a Multi-text, Responsive-teaching Model of Literacy Instruction

Alice Ensley, District Instructional Coach for Literacy, Whitfield County Schools and
Amy Allen, District Instructional Coach for Literacy, Whitfield County Schools

Participants will engage in a conversation about the reading process and define explicit reading behaviors to teach for utilizing the Georgia standards, the five pillars of reading, and the Continuum of Literacy Learning. Research supporting a responsive-teaching model utilizing a gradual-release model will be cited. The structure of Shared Reading will be presented and demonstrated through video examples from K-2 grade levels. Close Reading will be introduced as an additional context especially useful for building vocabulary and deeper comprehension skills. Videos and student work samples will be provided from grade 3-5. Participants will have an opportunity to examine examples of shared and close reading texts and discuss how those texts could be used with their students.

Breakout Sessions #2 – 11:15 am – 12:05 pm

Room - ALC 4103

Gallop into Literacy: Horse Stories to Engage Reluctant Readers

Renee C. Lyons, Associate Professor, School Librarianship, East Tennessee State University

From Anna Sewell's BLACK BEAUTY to Walter Farley's BLACK STALLION to Mary Pope Osborne's MOON HORSE, the handsome horse has always intrigued youngsters. Hence, folklore (think unicorn), series titles, stand-alone works of fiction, and true-to-life horse stories heavily infiltrate the canon of children's literature. This session will re-introduce (old) and introduce (new) these fiction and non-fiction titles for the purpose of placing student readers and writers on a "fast-track" to literacy! First, attendees will be introduced to the "blue blood" (best-of-the-best) titles within the sub-genre, to ensure these engaging texts are collected and promoted. Engagement will occur via reflection, book talks, and media clips. Second, participants will gather web-based educational resources tied to horse studies and stories to use with struggling students. Participants will break into groups to view these resources, coming back together to share impressions and initial evaluations. Third, conference-goers will enjoy learning about literacy programs across the country which encourage visits from real horses as a means of engagement and reading promotion. Participants will discuss why such programs prove inspirational and innovative.

Room - ALC 4200

Exploring Children's Names and Cultural Identities in the Early Literacy Classroom

Dr. Sanjuana Rodriguez, Associate Professor of Literacy Education, Elementary and Early Childhood Education, Bagwell College Of Education, Kennesaw State University

This session will focus on how teachers can use children's names and other classroom activities to center and honor students' identities. Book titles, classroom examples, resources, and strategies will be provided that can help teachers engage in culturally sustaining practices that can honor students' lives in the early literacy classroom. I will share examples from a name study with elementary students, examples of literature that teachers can use that focus on names, and specific strategies that can be used in the classroom.

"The mind is not a vessel to be filled, but a fire to be ignited" Plutarch

Breakout Sessions #2 – 11:15 am – 12:05 pm

Room - ALC 5103

Using Diagnostic Literacy Assessments to Support Targeted Instruction

Sophie Morton, 3rd grade Teacher, Indian Knoll Elementary School, Cherokee County School District

This presentation will give educators and other participants an insight into how to use an oral reading fluency assessment with students as the starting point for being diagnostic in a literacy classroom. The presentation will begin by giving a bit of background about structured literacy and the science of reading, then move into analyzing a student sample fluency assessment and how to make decisions based on the data collected. Participants will be able to discuss and engage step-by-step as if they were diagnosticians, leaving the session with action-based steps they can take in their classroom.

Sample Presentation: <https://bitly.ws/WZic>

Room - KH 2101 – Innovation Lab

Maker-Centered Learning and Innovation to Support Literacy

Helen Maddox, Instructional Technology & Innovation Lab Manager and Coach of the Bagwell College of Education. Kennesaw State University

Take a tour of the Bagwell College ITEC Innovation Lab in Kennesaw Hall room 2101 with Instructional Technology & Innovation Lab Manager, Helen Maddox. The tour includes hands-on maker activities to support literacy, and science of reading. You will learn ways to infuse creativity, innovation, and maker activities into your literacy lessons and go across the curriculum.

“If a child can’t learn the way we teach, maybe we should teach the way they learn”
Ignacio ‘Nacho’ Estrada

End of Morning Sessions

Lunch – University Rooms, Student Center 12:10 pm – 1:15 pm

Breakout Sessions #3 – 1:25 pm – 2:15 pm

Room – ST 205, Leadership Room, Student Center

Vocab-Tech: Enhancing Academic Vocabulary Learning with Technology

Jessica Jang, Media Specialist and Ph.D. Candidate, Mercer University, Gwinnett County Public Schools

Academic vocabulary is an important part of doing well in school, and more and more people want to find good ways to teach and learn it. Technology could improve and change how academic vocabulary is taught, making it more interesting and helpful for students. This proposal outlines a research study that explores technology's role in teaching academic vocabulary. This presentation will display some of the most effective technology-based tools and strategies for teaching academic vocabulary. We will talk about how the use of technology impact student motivation and engagement in learning academic vocabulary. We will bring awareness to how technology can support the acquisition and retention of academic vocabulary. Finally, we will shed light on ways technology be used to differentiate instruction and support learners from diverse backgrounds in acquiring academic vocabulary.

Room – University Room, Student Center

Making Connections: Fostering a Love of Literacy Through Family Literacy Events

Dr. Rebecca Harper, Associate Professor, Language and Literacy, College of Education and Human Development, Augusta University

In this session, participants will be provided with an overview of family literacy event ideas and implementations. Suggestions for planning author visits, themed literacy nights, family reading events, and more will be the focus of this session. In addition, funding ideas and options will be explored as well as ideas for a variety of grade levels and themed events.

Room ALC 4102

Showcasing Classroom Innovations: Advancing Diverse Literature Practices through Scholarly Publication

Dr. Bethany Scullin, Associate Professor of Literacy Education, University of West Georgia and Dr. Robert Griffin, Associate Professor of Literacy Education, University of West Georgia

As editors of the Georgia Journal of Literacy (GJL), we recognize the importance of showcasing teachers' voices and experiences with diverse children's literature. This presentation will guide attendees through the process of sharing their innovative teaching practices, engaging in scholarly dialogue, and reaching a wider audience through GJL. Participants will learn about the various articles GJL accepts from

Breakout Sessions #3 – 1:25 pm – 2:15 pm

CONT'D: Showcasing Classroom Innovations: Advancing Diverse Literature Practices through Scholarly Publication

research-based pieces to classroom-centered teaching tips. In addition, we will provide step-by-step instructions on navigating the submission process using the journal website (galiteracyjournal.org) and offer insights into potential topics for publication. Attendees will have the opportunity to engage in discussions about the impact of diverse children's literature on inclusivity, creativity, and critical thinking in the classroom. Our goal is to empower educators to share their successes, challenges, and insights in using diverse children's literature to enhance learning outcomes and promote a more inclusive educational environment.

Room ALC 4103

"These pictures need stories, Grandpa": Using Illustration to Support Creative Writing

Dr. William P. Bintz, Professor of Literacy Education, Kent State University

This presentation describes an action research project, exploring the use of illustration to support creative writing. This project evolved from a vignette that involved the author and his granddaughter.

Vignette: I have read aloud to my now six-year-old granddaughter from birth. I have read many stories from different authors. One of her favorites is Chris Van Allsburg. Recently, she asked me to read *The Mysteries of Harris Burdick*, an almost wordless picture book with evocative black-and-white illustrations. First, I did a picture walk. Halfway, she stopped me and stated: "This book doesn't have many words. It just has pictures. It also doesn't tell a story. These pictures need stories, Grandpa. Let's write some stories for the pictures."

This presentation presents findings from a classroom-based, action research that explored using illustration to support creative writing and conducted in an undergraduate literacy course. It provides a brief overview of the notion of action research, describes the instructional strategy used to highlight illustration as a tool to support creative writing, and shares data collection methods and data analysis procedures. It ends by identifying and discussing findings and describing implications for future research.

Room ALC 4200

Judie Beccaro, Content Integration and Special Education Specialist in Science, Georgia Department of Education and Renee Shirley-Stevens, Science Program Specialist, Georgia Department of Education

Students can strengthen their reading and writing skills while being scientists in a 3-dimensional science classroom. This session will explore how science lessons can be

Breakout Sessions #3 – 1:25 pm – 2:15 pm

CONT'D: Literacy and Science in Action

designed to have pre-reading, reading, and post reading sessions to strengthen skills that students learn about in their ELA classrooms while they work to figure out science concepts. This session will include a discussion on how to address vocabulary to assist students in using content-specific vocabulary in any science classroom as well. Free examples will be provided that are designed using the Science Georgia Standards of Excellence and English Language Arts Georgia Standards of Excellence.

Room ALC 5103

The Importance of Green Children's and YA Books: Creating Environmental Stewards

Renee C. Lyons, Associate Professor, School of Librarianship, East Tennessee State University

The presenter will introduce the need for today's young reader to be immersed in literature which promotes the development of an environmentally empathetic mindset. Inquiry research from such literary and environmental scholars as Cotts, Otto, Braun, Bigger & Jenner, and Hunt will be shared to reveal to attendees the importance of sharing "green" literature with students. Such findings will thereafter be juxtaposed against model works of "green," award-winning (Newbery) children's literature, Elizabeth Enright's *Thimble Summer* and Tony Johnston's picture books (to include *Winter Is Coming*, *Sequoia*, *Amber on the Mountain*, and *Sequoia*). Select examples from Enright and Johnston's text will marry theory to practice, allowing presenters to realize the potential impact of collecting, sharing, and responding to literature carrying sustainable living themes. A neurological foundation will reveal how the talismanic literature in question in fact embeds an environmentally thematic "moral compass" within the psyche of the readers. Means of accessing additional "green" literature will be provided to participants, along with pertinent research quotes for inspiration. Participants will share their own experiences and perspectives in association with the introduction of literature which promotes sustainable living. Engaging slides will move the presentation forward, along with questioning, oral readings, book talks, and interactive discussion.

Room – KH 204, Kennesaw Hall

Getting Started with Novel Engineering

Trent Stapleton, Coordinator, MakerEd and STEAM & Part Time Instructor of Instructional Technology, School of Instructional Technology, Bagwell College of Education, Kennesaw State University

Join iTeach Coordinator Trent and explore the connection between literacy and the Engineering Design Process. Novel Engineering is an innovative approach to integrating

Breakout Sessions #4 – 2:25 pm – 3:15 pm

CONT'D: Getting Started with Novel Engineering

engineering with literacy. During this session, we will demonstrate how we can take common classroom texts -- stories, novels, etc. -- and use them as the catalyst for engineering design challenges. Novel Engineering is a great way to provide engaging and realistic problem-solving challenges while reinforcing literacy skills in the K-12 classroom.

Leadership Room 205, Student Center

Combining Voices: Using Art and Literature for Powerful Writing Engagements

Dr. Rebecca Harper, Associate Professor of Language and Literacy, College of Education and Human Development, Augusta University

This session focuses on the partnership between a National Writing Project and a local museum on a collaborative writing project that utilizes children's literature along with artwork to plan, develop, and implement writing lessons focused on arts integration. Sample writings will be shared along with mentor text sets and related artwork.

Room ALC 4102

Companion Texts: A New Way to See and Develop Paired Text

Shabnam Moini Chaghervand, Doctoral Candidate and Lead Teacher Transitional Preschool, Kent State University Child Development Center, Kent State University and Dr. William P. Bintz, Professor of Literacy Education, Kent State University

Traditionally, paired text has been defined as two texts that are conceptually related in some way, e.g., topic, theme, genre, etc. This presentation introduces a new way to see and develop paired text, namely, companion texts. It begins with a rationale for, benefits of, and different ways to develop paired text. Next, it introduces the notion of companion texts, a paired text on a particular topic in which each text complements the other in unique ways, e.g., widens the perspective, etc. Then, it shares examples of companion texts across the curriculum (English Language Arts, Social Studies, Science, and Mathematics), and presents samples of instructional strategies that K-12 teachers can use with companion texts to help students comprehend, write, discuss, and reflect on intertextual connections across texts. It ends with a discussion of the power and potential of companion texts as a curricular resource and instructional strategy to support making connections across the curriculum.

Breakout Sessions #4 – 2:25 pm – 3:15 pm

Room ALC 4103

Setting the Stage for Self-Awareness: Using Children's Literature to Enhance Preparedness in the Primary Grades

Vicki Luther, Associate Professor, Tift College of Education, Mercer University

Developing an understanding of emotions and self-awareness must begin early in a child's life (Bockmann & Yu, 2022), and is a critical aspect of academic success. While books must allow children to recognize aspects of themselves through physical representations, culture, family, and community, children's literature can also show emotional characteristics, allowing students to recognize these attributes in both the characters and themselves. Literature can help students to better relate to characters and can support students' engagement and efficacy, as "emotional reflections inspire readers to connect with characters and classmates in various ways" (Heineke et al., 2022, p. 277). This interactive presentation will focus on a wide array of children's literature that can be used to enhance fundamental ELA and social-emotional skills. A list of children's books to enhance aspects of self-awareness will be shared, and participants will work collaboratively in small groups to develop activities for their own classrooms.

Room ALC 4200

Vigorous and Vivacious Vocabulary: The Power of Explicit Word Learning to Support Reading and Writing in Content Area Instruction

Katy Basch, Literacy Coach, Paulding County School District

A rich receptive and expressive vocabulary is an essential element for comprehension in content literacy and disciplinary literacy. This presentation will address the current research on vocabulary instruction and identify classroom practices that support both direct and indirect word learning across grade levels. The presenter will share specific strategies for emphasizing vocabulary development that integrate with any curriculum and materials. Both reading comprehension and writing instruction will be addressed in the presentation.

Room – University Room, Student Center

What's Love Got to Do with It? Building Better Assessments for Children's and Young Adult Literature

Ruth Caillouet, Innovative Assessment Program Coordinator, Louisiana Department of Education

Some educators argue that the "art" has been removed from language arts—that English teachers are no longer allowed to create and dream or imagine with their students. This session will focus on empowering teachers to find a voice in reclaiming their own classrooms and in building creative assessments that honor every student.

Thursday at a Glance

8:50 am-9:00 am University Rooms	Opening of the Conference Dr. Virginie Jackson , Assistant Professor of Literacy Education, Elementary & Early Childhood Education Department, Bagwell College of Education, Kennesaw State University Dr. Adrian Epps , Dean, Bagwell College of Education, Kennesaw State University
9:00 am-10:05 am University Rooms	Keynote Speaker Carole Boston Weatherford , author of children and young adult fiction, poetry, and nonfiction

<i>10:15 am-11:05 am</i>	<i>11:15 am – 12:05 pm</i>
Making Connections: Fostering a Love of Literacy Through Family Literacy Events	Maker-Centered Learning and Innovation to Support Literacy
Creating Middle Grades Creativity	What’s Love Got to Do with It? Building Better Assessments for Children’s and Young Adult Literature
“I am my Language”: Language and Linguistic Justice in Literature	How Do We Teach Struggling Readers to Read: Principles of Structured Literacy Kelly Bramblett
Budgets, Books, and Teaching Resources—Financial Literacy in GA: a state requirement in 2024-25.	Companion Texts: A New Way to See and Develop Paired Text
Decolonizing the standard: From GSE to global perspective, a focus on two allegorical works.	Linking Secondary Students with Education Careers: Ideas to Move Forward

Thursday at a Glance

<i>1:25 pm-2:15 pm</i>	<i>2:20 pm – 3:15 pm</i>
Combining Voices: Using Art and Literature for Powerful Writing Engagements	Every Student Can Publish a Book!
Vigorous and Vivacious Vocabulary: The Power of Explicit Word Learning to Support Reading and Writing in Content Area Instruction	But What about the Middle? Encountering Today's Science of Reading Movement as Middle Level Educators
"Thinking" of a Story...The Power of Brainstorming for Young Writers	Making Meaningful Connections between Reading and Writing through Authentic Performance Tasks
The Importance of Green Children's and YA Books: Creating Environmental Stewards	"These pictures need stories, Grandpa": Using Illustration to Support Creative Writing
Getting Started with Novel Engineering	Visualizing the Reader: Exploring Self and Others Through Visual Representations

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

“A teacher affects eternity; he can never tell where his influence stops.” Henry Brooks Adams

Breakout Sessions #1 – 10:15 am – 11:05 am

Room – ST 205, Leadership Room, Student Center

Making Connections: Fostering a Love of Literacy Through Family Literacy Events

Dr. Rebecca Harper, Associate Professor of Language and Literacy, College of Education and Human Development, Augusta University

In this session, participants will be provided with an overview of family literacy event ideas and implementations. Suggestions for planning author visits, themed literacy nights, family reading events, and more will be the focus of this session. In addition, funding ideas and options will be explored as well as ideas for a variety of grade levels and themed events.

Room - University Room

Creating Middle Grades Creativity

Savannah Jackson, Pre-Service Middle Grades Student Teacher, Bagwell College of Education, Kennesaw State University

My presentation will walk you through the thoughts and ideas of a pre-service middle level language arts teacher as we dive into all the reasons and ways that you should be developing a student's creativity. The presentation starts with what creativity is in its basic form and evolves to show how you can use different age-appropriate literatures to help your students become creative lifelong learners. By the end of this presentation, I hope to show everyone that any literature regardless of the genre or age range can grow your students' minds and create creativity on a level you used to dream about. After all, all teachers want their students to be their best and most creative selves.

Room – ALC 4102

“I am my Language”: Language and Linguistic Justice in Literature

Leah Panther, Assistant Professor of Literacy Education, Mercer University and Ebonie Thompson, Media Specialist, Freedom Middle School, DeKalb County Schools

“I am my language,” poet, author, and activist Gloria Anzaldúa wrote, “Until I can take pride in my language, I cannot take pride in myself.” Honoring student identities means honoring the histories, communities, and families represented in their languages and language varieties. In this presentation, we will argue that language justice (Cardinal et al., 2021) and linguistic justice (Babino & Stewart, 2020; Baker-Bell, 2020) are part of cultural and linguistic equity in education; a failure to acknowledge and sustain linguistic diversity is a failure to acknowledge and sustain learners’ racial, ethnic, gendered, religious, and other multifaceted identities. We will explore these imperatives through authentic examples that offer pedagogical solutions. This includes book lists that feature the language and linguistic variations within Georgia, examples of authentic

Breakout Sessions #1 – 10:15 am – 11:05 am

CONT'D *“I am my Language”: Language and Linguistic Justice in Literature*

integration in a Georgia middle school media center, and strategies to center texts with language and linguistic diversity within the middle and secondary curriculum.

Room – ALC 4103

Budgets, Books, and Teaching Resources—Financial Literacy in GA: a state requirement in 2024-25.

Dr. Stacey J. Fisher, Associate Professor, Department of Curriculum and Instruction, East Tennessee State University

As a literacy professor in TN, I found a niche passion for helping students learn Financial Literacy when I did my own journey to debt freedom. I now view this topic as a social justice issue. I would love to share the books, resources, and a budgeting activity I've used in working with TN students. I was the 2021 Financial Literacy Educator/Leader of the Eastern Division of TN for this work.

Room – ALC 4200

Decolonizing the standard: From GSE to global perspective, a focus on two allegorical works.

Lena Shepherd Hamilton, Literacy Interventionist and English Teacher, Decatur High School, City of Decatur Schools

Participants will view the works of Emezi and St. Exupery; texts will be read utilizing a decolonized lens for reader-response. Explicit discussion regarding lesson formation and selection of GSE/ELA strand as model for pedagogical approach is embedded. Overview of cultural and authorial context will shape engagement to excerpts from each text and presentation allows for exploration of reading analysis and written response that models student experience. Analysis of text is framed in identification of structures of power that shape westernized analysis of literature, and for a reframing and renaming of this structure as a practice in literary decolonization. Each participant will reflect on the practice of selecting a GSE/ELA strand to shape the work of reading and responding to literature from a decolonized perspective. Session will end with an opportunity for participants to share reflections and ideas for future lessons tied to specific texts and GSE/ELA strands.

Let us remember: One book, one pen, one child, and one teacher can change the world.
~Malala Yousafz

Breakout Sessions #1 – 11:15 am – 12:05 pm

Room – ST 205 – Leadership Room, Student Center

What's Love Got to Do with It? Building Better Assessments for Children's and Young Adult Literature

Ruth Caillouet, Innovation Assessment Program Coordinator, Louisiana Department of Education

Some educators argue that the “art” has been removed from language arts—that English teachers are no longer allowed to create and dream or imagine with their students. This session will focus on empowering teachers to find a voice in reclaiming their own classrooms and in building creative assessments that honor every student.

Room – ALC 4102

How Do We Teach Struggling Readers to Read: Principles of Structured Literacy

Kelly Bramblett, Program Support Specialist, Cobb County School District

Structured Literacy is the solution when teaching struggling readers, but what exactly is structured literacy? How does it look in the classroom? This session will cover myths about learning to read as well as an overview of the body of research referred to as the Science of Reading. The session will include strategies for teaching all students how to read, but especially strategies for those who have learning disabilities impacting Reading or Written Expression.

Seek opportunities to show you care. The smallest gestures often make the biggest difference.” John Wooden

“The art of teaching is the art of assisting discovery” Mark van Doren

Breakout Sessions #2 – 11:15 am – 12:05 pm

Room – ALC 4103

Companion Texts: A New Way to See and Develop Paired Text

Shabnam Moini Chaghervand, Doctoral Candidate and Lead Teacher Transitional Preschool at Kent State University's Child Development Center, Kent State University and Dr. William P. Bintz, Professor of Literacy Education, Kent State University

Traditionally, paired text has been defined as two texts that are conceptually related in some way, e.g., topic, theme, genre, etc. This presentation introduces a new way to see and develop paired text, namely, companion texts. It begins with a rationale for, benefits of, and different ways to develop paired text. Next, it introduces the notion of companion texts, a paired text on a particular topic in which each text complements the other in unique ways, e.g., widens the perspective, etc. Then, it shares examples of companion texts across the curriculum (English Language Arts, Social Studies, Science, and Mathematics), and presents samples of instructional strategies that K-12 teachers can use with companion texts to help students comprehend, write, discuss, and reflect on intertextual connections across texts. It ends with a discussion of the power and potential of companion texts as a curricular resource and instructional strategy to support making connections across the curriculum.

Room – ALC 4200

Linking Secondary Students with Education Careers: Ideas to Move Forward

Dr. Megan Adams, Associate Professor of Reading Education and Interim Chair of Middle Grades and Secondary Education, Bagwell College of Education, Kennesaw State University

This session will present the initial stages of a pilot program partnering a department in a College of Education with a Future Teachers program targeting students in Title I schools. Following a survey identifying potential career paths, counselors will work with a team of SMGE faculty and current/former SMGE students to enrich the lives of the future teachers through field trips, sessions in the community, and workshops on teaching.

In this session, the first half of the workshop/presentation will be an explanation of a grant that underpins the pilot semesters of this work at a suburban, Title I high school in the southeastern United States. Data from the pilot study, including opportunities and challenges, will be provided. The second half of the workshop/presentation will be a workshop for participants. Interested teachers and college faculty can brainstorm how to do this work in participants' current settings, including ideas for collaborations, grant opportunities, and support.

Breakout Sessions #2 – 11:15 am – 12:05 pm

Room – KH 2101, Innovation Lab

Maker-Centered Learning and Innovation to Support Literacy

Helen Maddox, Instructional Technology & Innovation Lab Manager and Coach of the Bagwell College of Education. Kennesaw State University

Take a tour of the Bagwell College ITEC Innovation Lab in Kennesaw Hall room 2101 with Instructional Technology & Innovation Lab Manager, Helen Maddox. The tour includes hands-on maker activities to support literacy, and science of reading. You will learn ways to infuse creativity, innovation, and maker activities into your literacy lessons and go across the curriculum.

“To teach is to touch lives forever.” proverb

“A teacher affects eternity; he can never tell where his influence stops.” Henry Brooks Adams

End of Morning Sessions

Lunch – University Rooms, Student Center 12:10 pm – 1:15 pm

Breakout Sessions #3 – 1:25 pm – 2:15 pm

Room – ST 205, Leadership Room

Combining Voices: Using Art and Literature for Powerful Writing Engagements

Dr. Rebecca Harper, Associate Professor of Language and Literacy, College of Education and Human Development, Augusta University

This session focuses on the partnership between a National Writing Project and a local museum on a collaborative writing project that utilizes children's literature along with artwork to plan, develop, and implement writing lessons focused on arts integration. Sample writings will be shared along with mentor text sets and related artwork.

Room – ALC 4102

Vigorous and Vivacious Vocabulary: The Power of Explicit Word Learning to Support Reading and Writing in Content Area Instruction

Katy Basch, Literacy Coach, Paulding County School District

A rich receptive and expressive vocabulary is an essential element for comprehension in content literacy and disciplinary literacy. This presentation will address the current research on vocabulary instruction and identify classroom practices that support both direct and indirect word learning across grade levels. The presenter will share specific strategies for emphasizing vocabulary development that integrate with any curriculum and materials. Both reading comprehension and writing instruction will be addressed in the presentation.

Room – ALC 4103

"Thinking" of a Story...The Power of Brainstorming for Young Writers

Patrice Tealer, District Secondary Literacy Coach, Rockdale County Public Schools

Literacy is a combination of reading, writing, speaking, and listening. While detailed attention is given to increasing student's ability to read and comprehend, it is equally important to provide students with the ability to generate and process their thoughts. Everyone is a writer and has a story inside of them, they just need the tools to process ways to begin unpacking their stories. This is why brainstorming is such a quintessential part of the Writing Process.

Breakout Sessions #3 – 1:25 pm – 2:15 pm

Room – ALC4200

The Importance of Green Children's and YA Books: Creating Environmental Stewards

Renee C. Lyons, Associate Professor, School of Librarianship, East Tennessee State University

The presenter will introduce the need for today's young reader to be immersed in literature which promotes the development of an environmentally empathetic mindset. Inquiry research from such literary and environmental scholars as Cotts, Otto, Braun, Bigger & Jenner, and Hunt will be shared to reveal to attendees the importance of sharing "green" literature with students. Such findings will thereafter be juxtaposed against model works of "green," award-winning (Newbery) children's literature, Elizabeth Enright's *Thimble Summer*, and Tony Johnston's picture books (to include *Winter Is Coming*, *Sequoia*, *Amber on the Mountain*, and *Sequoia*). Select examples from Enright and Johnston's text will marry theory to practice, allowing presenters to realize the potential impact of collecting, sharing, and responding to literature carrying sustainable living themes. A neurological foundation will reveal how the talismanic literature in question in fact embeds an environmentally thematic "moral compass" within the psyche of the readers. Means of accessing additional "green" literature will be provided to participants, along with pertinent research quotes for inspiration. Participants will share their own experiences and perspectives in association with the introduction of literature which promotes sustainable living. Engaging slides will move the presentation forward, along with questioning, oral readings, book talks, and interactive discussion.

Room – KH 204, Kennesaw Hall

Getting Started with Novel Engineering

Trent Stapleton, Coordinator, MakerEd and STEAM & Part Time Instructor of Instructional Technology, School of Instructional Technology, Bagwell College of Education, Kennesaw State University

Join iTeach Coordinator Trent and explore the connection between literacy and the Engineering Design Process. Novel Engineering is an innovative approach to integrating engineering with literacy. During this session, we will demonstrate how we can take common classroom texts -- stories, novels, etc. -- and use them as the catalyst for engineering design challenges. Novel Engineering is a great way to provide engaging and realistic problem-solving challenges while reinforcing literacy skills in the K-12 classroom.

Breakout Sessions #4 – 2:25 pm – 3:15 pm

Room – ST 205, Leadership Room, Student Center

Every Student Can Publish a Book!

Amanda Thomas, 4th Grade Lead Teacher and SCISA Master Teacher, Porter Gaud School

Book Creator is a digital book making site which allows users to create, share, and publish digital books by integrating text, voice, video and more. Participants will be given the opportunity to explore and create the site on their own, as well as brainstorm with peers in ways this tool can be used across the curriculum.

Room – University Room

But What about the Middle? Encountering Today's Science of Reading Movement as Middle Level Educators

Dr. Kristie Smith, Assistant Professor of ELA Education, Middle Grades Education, Bagwell College of Education, Kennesaw State University and Bonnie Mondesier, Assistant Principal, Dacula Middle School, Gwinnett County Schools

Recently, there has been a wave of attention around the science(s) of reading. This movement has swept through educator circles; been discussed in popular media; and has been legislated in P-20 educational policy. As universities and districts move to design literacy frameworks embedding the theories of reading sciences, there has been a heavy focus on early literacy and reading foundations. However, there has been less of a focus on the implications of the sciences of reading in the middle level classroom. This has left middle level educators doing the work of learning about reading foundations while grappling with the design of pedagogical approaches that both align with the sciences of reading and that honor the unique developmental and academic characteristics of young adolescents (Bishop & Harrison, 2021). In this session, middle level ELA educators will share their wonderings, developing learning, and teaching/school-based experiences around the sciences of reading.

Literacy is a bridge from misery to hope. ~Kofi Annan

Breakout Sessions #4 – 2:25 pm – 3:15 pm

Room – ALC 4102

Making Meaningful Connections between Reading and Writing through Authentic Performance Tasks

Morgan Murphy, ELA Content Specialist, Department Chair and Teacher, Chapel Hill High School, Douglas County School System

Every school year, a handful of students will ask me, "How do I become a better reader?" or "How do I get better at writing?" My answers have always been the same: "Read more" or "write more." Since becoming a student of Grant Wiggins' Understanding by Design, however, I've started to rethink my answers. Wiggins teaches us that educators' ultimate goal should be transfer, meaning that our students should be able to effectively apply their prior learning to new situations. With this goal in mind, I have started designing performance tasks that create meaningful and lasting connections between the reading and writing my students do in the classroom. In this presentation, I will discuss how to employ performance tasks that allow students to transfer their reading and writing skills to authentic scenarios. I will also provide examples of two successfully implemented performance tasks that my students have completed.

Room – ALC 4103

"These pictures need stories, Grandpa": Using Illustration to Support Creative Writing

Dr. William P. Bintz, Professor, Literacy Education, Kent State University

This presentation describes an action research project, exploring the use of illustration to support creative writing. This project evolved from a vignette that involved the author and his granddaughter.

Vignette: I have read aloud to my now six-year-old granddaughter from birth. I have read many stories from different authors. One of her favorites is Chris Van Allsburg. Recently, she asked me to read *The Mysteries of Harris Burdick*, an almost wordless picture book with evocative black-and-white illustrations. First, I did a picture walk. Halfway, she stopped me and stated: "This book doesn't have many words. It just has pictures. It also doesn't tell a story. These pictures need stories, Grandpa. Let's write some stories for the pictures."

This presentation presents findings from a classroom-based, action research that explored using illustration to support creative writing and conducted in an undergraduate literacy course. It provides a brief overview of the notion of action research, describes the instructional strategy used to highlight illustration as a tool to support creative writing, and shares data collection methods and data analysis procedures. It ends by identifying and discussing findings and describing implications for future research.

Breakout Sessions #4 – 2:25 pm – 3:15 pm

Room – ALC 4200

Visualizing the Reader: Exploring Self and Others Through Visual Representations

Matthew Sroka, Clinical Assistant Professor of Literacy Education, Mercer University

In this session, we'll explore the remarkable potential of crafting visual representations of oneself as a reader, a practice that can illuminate the intricacies of our reading identities and foster profound empathy and understanding of fellow readers. I will use my own research to share with participants data of other people's visual representations, and what we can learn about others through their visual representations. Participants will then have the opportunity to create their own visual representations as readers. This hands-on experience will encourage attendees to reflect on their personal reading journeys. They will be encouraged to share their artifacts with other participants in order to strengthen this community of readers as well as offer further insight into their own reading lives and the reading lives of others. We will then discuss ways to do this activity with colleagues and/or their students.

“It is important that we not assume what a student...can and cannot do based on our perceptions of their identities.” Joe Santiago-Silvestri

Whatever the cost of our libraries, the price is cheap compared to that of an ignorant nation. ~Walter Cronkite

Our Featured Presenters



Dr. Robert A. Griffin is a tenured associate professor in the Department of Early Childhood through Secondary Education at the University of West Georgia, where he teaches graduate-level courses in literacy education, Teaching English to Speakers of Other Languages (TESOL), and diversity/inclusive education. Before moving into higher education full time, he served as a secondary English and English to Speakers of Other Languages (ESOL) teacher for 13 years in rural south and urban north Georgia public schools. Dr. Griffin's primary research interests involve exploring reading

motivation and achievement for bi/multilingual students, striving readers, and at-risk student groups and challenging deficit-oriented paradigms related to the skills and talents of diverse learners. In addition to serving as an editor of the *Georgia Journal of Literacy* (and former senior editor of *GATESOL Journal*), Dr. Griffin serves on editorial review boards for several journals in the fields of literacy education and TESOL. Dr. Griffin has published articles on topics ranging from quantitative analyses of reading motivation among adolescent native-Spanish-speakers to pedagogical pieces on authentic writing instruction and morphological awareness for culturally and linguistically diverse students. His work has appeared in journals such as *Reading Psychology*, the *Journal of Latinos and Education*, and the *Journal of Adolescent & Adult Literacy*.



Dr. Bethany L. Scullin is a tenured associate professor in the Department of Early Childhood through Secondary Education at the University of West Georgia. Dr. Scullin earned her Ph.D. in Curriculum and Instruction with specializations in Literacy and Urban Education at Kent State University (2010-2014). Before entering higher education, Bethany taught for a decade in southwest Florida in second, third, fourth, and fifth grades. She also served as a full-time temporary instructor (2010-2016) and assistant professor (2016-2017) in the Department of Middle and Secondary Education and Educational Leadership at Edinboro

University in northwest Pennsylvania. In addition, she earned National Board Certification in Early and Middle Childhood Literacy (2008-2018) and is an English as a Second Language Program Specialist (K-12). Bethany also serves on the National Council of Social Studies Notable Trade Books Award Selection Committee. Her research interests include developing a culturally relevant literature-based reading curriculum for African American adolescent male students and promoting race talk through picture books in elementary classrooms.

Our Featured Presenters



Lori Mueller is an educational diagnostician with the Cobb County School District. She provides guidance to teachers and administrators who serve students with disabilities. She has a master's degree in special education and has over 25 years teaching students with disabilities. Lori is Orton-Gillingham trained (Institute for Multisensory Education) and is currently in training to be a LETRS facilitator (Language Essentials for Teachers of Reading and Spelling). Lori is a Wilson Dyslexia Practitioner and is passionate about ensuring all students learn to read.



Kelly Bramblett, Program Support Specialist for Cobb County School District

Kelly serves as a program support specialist for the Cobb County School District. She supports special education teachers and students in the areas of assistive technology and instructional support. She has taught special education for over 15 years. Kelly was Cobb County Teacher of the Year in 2009, has 60 hours of Orton-Gillingham Training and currently serves as a LETRS facilitator for the Cobb County School District.



Dr. Rebecca G. Harper is an Associate Professor of Language and Literacy in the College of Education and Human Development at Augusta University where she teaches courses in literacy, qualitative research, and curriculum, and serves as the EdD program director. Her research focuses on writing and critical literacy, and the ways in which authentic literacy can foster engagement, agency, and empathy in students. She is the Director of the Augusta University Writing Project and the author of *Content Area Writing that Rocks (and Works)!*, *Write Now and Write On: 37 Strategies for Authentic Daily Writing in Every Content Area*, and *Writing and Writing Workouts: Strategies to Build Students' Writing Skills, Stamina, and Success*.

Our Featured Presenters



Alice Ensley is a District Instructional Coach for Whitfield County Schools in Dalton, GA. Alice has 34 years of experience as a classroom teacher, special education teacher, gifted teacher, and school-based literacy coach. For the last 16 years she has served as a district curriculum specialist in the area of literacy. Alice received extensive training from Lesley University as a primary and intermediate literacy coach and as a district literacy trainer. She received her Reading Recovery training from Georgia State University. Alice has written and published an article entitled “Annotation and Agency: Teaching Close Reading in the Primary Grades.” in *The Reading Teacher*, September 2019. Alice is the founder and director of the nonprofit Books for Change, USA.



Amy Allen is currently the Elementary District Instructional Coach for Whitfield County Schools in Dalton, GA. Amy has served as an elementary classroom teacher, EIP teacher, Reading Recovery teacher, and school-based instructional coach during her 22 years of teaching experience. She received her Reading endorsement from Georgia State University and trained to be a primary literacy coach at Lesley University. Amy has a passion for literacy and learning!



Dr. Sanjuana Rodriguez is an Associate Professor of Reading and Literacy Education and Co-Director of the Academy for Language and Literacy at Kennesaw State University. Her research interests include early literacy development of culturally and linguistically diverse students, diverse children's literature, and the experiences of Latinx pre-and in-service teachers.

Our Featured Presenters



Helen Maddox is the Instructional Technology & Innovation Lab Manager Coach for the Bagwell College of Education (BCOE) at Kennesaw State University (KSU). She has her B.B.A. with a concentration in Computer Information Systems from Georgia State University, and her Masters in Instructional Technology from Kennesaw State University. With over 30 years in the computer industry, she moved to education in 2010 and has over 10 years' experience working as a Technology Support Specialist in GA public schools. She moved to higher education in 2013 and serves as an Instructional Technology Coach to support faculty and students in the BCOE and collaborated on a Universal Design Model Lab initiative. Today in her work as Innovation Lab

Manager, she oversees designing technology-infused learning activities, to include maker technologies, that fosters a culture of creativity and innovation in the classroom.



Dr. William P. Bintz is Professor of Literacy Education in the School of Teaching, Learning, and Curriculum Studies, College of Education, Kent State University, Kent, Ohio. He has taught English Language Arts in grades 5-12 in Chicago, Illinois, Aquadilla and San Juan, Puerto Rico, and Dhahran, Saudi Arabia. In higher education, Dr. Bintz has been a Visiting Lecturer at the Armidale College of Education, Armidale, Australia, as well as taught literacy courses at Western Kentucky University in Bowling Green, KY, James Madison University in Harrisonburg, Virginia, The University of Kentucky in Lexington, KY, and at Kent State University. His professional research interests involve conducting action research projects that investigate the use of picturebooks to teach reading comprehension across the

curriculum, K-12, and explore the power and potential of postmodern picturebooks to reconceptualize traditional notions of a picturebook.

Our Featured Presenters



Katy Basch is a Literacy Coach at Austin Middle School in Paulding County. She has served in education for over 25 years in various roles. She has a bachelor's degree in Elementary Education from the College of Charleston, a Master's degree in Educational Administration and Supervision from Georgia State University, and a specialist degree in P-12 Reading from Georgia Southern University. She is currently completing her Dyslexia Endorsement and is writing her dissertation toward her educational doctorate in Curriculum and Instruction with a focus in Literacy at the American College of Education. She holds certifications in Early Education, Educational Leadership, Reading P-12, Middle Grades Social Science, and Gifted Education. She is trained in LETRS and Orton Gillingham multi-sensory instruction. Katy has teaching experience in grades PK-5, special education, and virtual

learning. She also served 18 years as a Lecturer of Elementary and Early Childhood Education and student teacher supervisor, where she specialized in literacy, early literacy, digital literacy, and content literacy. Katy has presented over 25 professional presentations at state and national literacy and teaching conferences and was recognized by the Bagwell College of Education with the 2017 Outstanding Teacher Award. She is a faculty sponsor of the TOME Society and a member of Northwest Georgia RESA's ELA Collaborative. Katy's greatest accomplishment is raising her three grown children to be kind, curious, and hardworking young adults with her husband of thirty years. In her spare time, she enjoys reading, cooking, tennis, and traveling to new places.



Ruth Caillouet is the Innovative Assessment Program Coordinator at the Louisiana Department of Education. After twenty years of teaching middle and secondary English in Louisiana public schools, she taught university English courses and trained future teachers. Before returning home to her native state, she spent ten years in Georgia, serving as the Associate Dean for the School of Education at Georgia Gwinnett College and prior to that was the Chair of the Department of Teacher Education at Clayton State University. Her research projects vary from the novels of Toni Morrison to YA and LGBTQI literature to Buffy, the Vampire Slayer, Katniss Everdeen, and other young adult heroes.

Our Featured Presenters



Leah Panther is an assistant professor of literacy education at Mercer University in Atlanta, Georgia. She has taught preschool through higher education across urban, suburban, rural, and international school settings. Her experiences with teaching, teacher leadership, non-profits, and research center on sustaining communities' languages, stories, and literacy practices. Her work has been published in *The Reading Teacher*, *Teachers College Record*, and *English Journal*.



Dr. Adams serves the Department of Secondary & Middle Grades Education by coordinating the M.Ed. programs and by serving on doctoral committees across the Bagwell College of Education. Her research areas are marginalized children and schools, as well as literacy education.



iTeach at Kennesaw State University is a unique and vibrant group of educators working to transform teaching practices across the state. Working closely with state and district leaders, school administrators and staff, and students and local communities, the iTeach team guides changemakers in the integration of Personalized Learning strategies. In 2019, iTeach began supporting schools across the state with their mobile maker space -- the MakerBus. The MakerBus has traveled thousands of miles, worked with hundreds of schools, and shared the maker mindset with more than 15,000 students -- and continues to bring the maker experience to schools each week.

Our Featured Presenters



Mrs. Patrice Tealer is a 16-year K-12 educator who is currently serving as an Assistant Principal in Rockdale County Public Schools. She started her educational career as an English Language Arts (ELA) Teacher, and has served as an ELA department chair, a school-based Literacy Coach, and a district-based Literacy Coach. Her certifications and credentials include Teaching Support and Coaching Endorsements, Gifted In-Field, English 6-12, Reading P-12, and Educational Leadership.

Mrs. Tealer is a secondary educator who has primarily served in Title I schools. In addition to working with and supporting students and teachers, she presents at several educational conferences and provides professional development for schools and districts. Some of her past professional development presentations include understanding Georgia Standards of Excellence, Unpacking Standards, Differentiated Instruction, Maximizing Instruction during the Block Schedule, Instructional Strategies to Improve Reading Comprehension and Student Achievement, Cultivating and Sustaining a Positive Classroom Environment, and Less Work, More Rigor. She has also assisted with New Teacher retention programs. She also served as a committee member and recently assisted in creating and drafting the new ELA standards with the Georgia Department of Education which will debut during the 2025-2026 school year.



Morgan Murphy has been teaching high school English in Douglasville, GA for twelve years. She's also served as the department chair at her school for six years, as well as a HS ELA Content Specialist for her school district for three years. She earned both a B.A. and a M.A. in English from the University of West Georgia. The work that she completed in procuring her Master's inspired her to actively integrate young adult literature into her curriculum, as well as visual literary texts such as films and graphic novels. The combination of her time at UWG and her work as a content specialist in her district have also inspired her to attend and present at various conferences in order to further hone her skills as an educator and a leader.

Our Featured Presenters



Kristie W. Smith, Ph.D. (she/her) is an Assistant Professor of English/Language Arts Education, Middle Grades, in the Department of Secondary and Middle Grades Education at Kennesaw State University. A former middle level teacher of English/language arts, Dr. Smith is passionate about mentoring and coaching new middle grades teachers as they enter the profession in a complex sociopolitical climate. Dr. Smith's research interests include curricular and linguistic justice, racial justice in the educational context, and critical teacher preparation for the middle level classroom. An engaged member of scholarly field communities, Dr. Smith serves on the executive committee of the Middle Level Education Research Special Interest Group of AERA; as faculty advisor for the Collegiate Middle Level Association of AMLE; and on the Middle Level Section Steering Committee of NCTE. Through her pedagogical practice and academic scholarship, Dr. Smith strives to advance advocacy for equitable educational spaces that take up real world issues, while honoring the multiple and unique social, cognitive, and linguistic identities of young adolescents.

Thank you for attending our 31st Annual Conference on Literature for Children and Young Adults. We hope to see you again, next year!

Safe Travels