The theme of the 72nd Annual LRA Conference is intended to engage LRA in discovering the origins of our collective discontents through civil dialogue and to encourage activism that makes visible the unseen stirrings that act as barriers to pursuing equity, solidarity, and social justice for the diversity of students, families, and communities we seek to serve. To accomplish our goal, we must be prepared for action. Actions that propel us to cross the boundaries and borders that negatively impact literacy research, policies, and practices.
TABLE OF CONTENTS

About LRA ................................................................. 3
Welcome ..................................................................... 4
In Memoriam ............................................................ 8
Major Addresses ....................................................... 10
Integrative Research Review Panel .......................... 18
2022 Area Co-Chairs .................................................. 22
Study Group Organizers ............................................ 24
Wednesday, Thursday, Friday Study Groups ............. 25
LR:TMP Call for Manuscripts and Reviewers ............. 33
Events at a Glance ..................................................... 34
Future LRA Conference Location ............................. 41
Tuesday Schedule ..................................................... 42
Wednesday Schedule ................................................. 46
Thursday Schedule ................................................... 88
Friday Schedule ......................................................... 119
Saturday Schedule ................................................... 153
LRA Leadership and Honorees ................................. 161
LRA Committee Members ......................................... 166
Past Presidents ......................................................... 169
Award Recipients ..................................................... 170
2022 Proposal Reviewers .......................................... 173
STAR Scholars & Participants ................................... 176
Participant Index ..................................................... 179

ABOUT LITERACY RESEARCH ASSOCIATION (LRA)

The Literacy Research Association is composed of scholars who share an interest in improving literacy research and practices. LRA advocates research that enhances knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA sponsors a conference each year consisting of plenary addresses, paper sessions, roundtable discussions, alternative format sessions, and symposiums.

In addition to sponsoring the annual conference, LRA publishes a quarterly journal, *Journal of Literacy Research, and Literacy Research: Theory, Method, and Practice*, which contains peer-reviewed papers selected from the previous year’s conference, as well as a newsletter.

It also sponsors a website and listserv. To support these activities, LRA maintains a full-time administrative staff in Lagrange, GA.

For more information contact the LRA Headquarters at P.O Box 3105 Lagrange, GA 30241. Phone: 706-443-1334, Fax: 706-883-8215, [http://www.literacyresearchassociation.org](http://www.literacyresearchassociation.org)

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Dear Colleagues, Supporters, Friends, and Members of the Literacy Research Association,

As the 2022 Conference Chair, I, along with the members of the Annual Conference Planning Committee, want to extend a heartfelt welcome to everyone attending the 72nd Annual Meeting of the Literacy Research Association in Phoenix, AZ! We are elated that you are here with us!

We want to extend a special welcome to all new LRA members, and those who are not members but are attending LRA for the first time to decide if they want to make LRA their professional home. May you leave this year’s conference convinced this is the scholarly community where you will be nurtured and supported by an esteemed community of scholars and where your voice and perspectives about the development of lifespan literacies in a multicultural and multilingual world are valued.

This year has awakened a desire to forward and reclaim our lives by resuming old routines or creating new ones, renewing connections with old friends, and engaging in face-to-face interactions with others. Amid our increased optimism about improving health treatments and new concerns about new health challenges, we have had to face polarizing ideologies and actions that have created divisions within our respective social, political, and academic communities. These divisions have serious implications for the education of multicultural and multilingual children and youth and has global implications. It is in the midst of these challenges that we gather at this year’s conference to renew our goal of “growing in solidarity to humanize literacy research and practice.” We are mindful as we gather that policies and actions have been enacted to prevent all of our valued scholars and researchers from being with us this week.

The theme of the Literacy Research Association’s 72nd Annual Conference is influenced by the words of African-American feminist poet, Audre Lorde, who said “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences….I speak these words in an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken.”

Isabel Wilkerson, author of *Caste: The Origins of our Discontent*, further challenges us to address the longstanding and powerful issues that divide us and operate in silence in “search for the unseen stirrings of the human heart to discover the origins of our discontents.”
The 2022 theme, “Crossing Boundaries and Borders: In Pursuit of Equity, Solidarity, and Social Justice”, is intended to engage LRA in discovering the origins of our collective discontents through civil dialogue and to encourage activism that makes visible the unseen stirrings that act as barriers to pursuing equity, solidarity, and social justice for the diversity of students, families, and communities we seek to serve. To accomplish our goal, we must be prepared for action. Actions that propel us to cross the boundaries and borders that negatively impact literacy research, policies, and practices.

This year’s timely theme is poignantly captured in the 2022 Conference logo and is represented by a photography driven layout created by graphic designer, Stepheni Collins, who incorporated bleeding watercolors to represent the intersectionality of the theme, “Crossing Boundaries and Borders.” The photographs feature the faces of diverse group of children and youth, in and out of school contexts, whose educational outcomes are impacted by a multiplicity of intersecting economic, physical, and social challenges. The depictions are intended to stimulate conversations that lead to both advocacy and action.

It has been both an honor and privilege to serve as the Conference Program Chair for the 72nd Annual Conference and work cooperatively with this year’s conference planning team with Alfred Tatum, Co-Chair and Vice President; Amy Hutchison, Past Chair of the Technology and Digital Communications Committee; and the ASG Management Team of VJ Mayor, LRA Executive Director, Kelley Atkinson, Conference Services Director, Kendra Tyner, former Program Services Coordinator; and Will Johnson, current Program Services Coordinator. Their expertise, attention to detail, and enthusiasm for hard work to create the type of high-quality conference that you deserve and have come to expect is noteworthy.

The Area Chairs have worked diligently in reviewing proposals, arranging sessions, and identifying featured sessions. Their expert management of the review process is truly inspiring and speaks volumes about their dedication to the mission of LRA. I am forever grateful to both the Conference Planning Team and the Area Chairs for their efforts.
We are enthusiastic about announcing the impressive slate of plenary speakers at the LRA 72nd Annual Conference and encourage you to participate in the full conference program. All the plenaries below will be held in the Grand Ballroom.

- **David Yaden**, Professor, Teaching, Learning & Sociocultural Studies, Professor, Second Language Acquisition, Director, Center for Policy & Research on Children's Early Education, *University of Arizona* will deliver the Presidential Address, titled “Chasing Shadows: Why There Cannot be a “Simple” Science of Literacy” on Wednesday, November 30th, from 4:45 pm-6:00 pm. All attendees are invited to attend the Presidential Reception from 6:00 pm-7:30 pm in the Oasis Exclusive immediately following the address.

- **Arlette Willis**, Professor of Education, University of Illinois-Urbana Champaign will deliver the Oscar Causey address on Thursday, December 1st, from 10:15-11:45 am. The title of her address is “Revolutionizing Literacy: The Life of Omar ibn Said, Written by Himself.”

- **Guadalupe Valdés**, Bonnie Katz Tenenbaum Professor of Education, Emerita at Stanford University, will present the Distinguished Scholar Lifetime Achievement Award Address on Thursday, December 1st, from 4:45-6:00 pm in a presentation titled, “English Language Learners, Initial Reading, and Language Teaching: Can Language be Curricularized for Children?”

- **Bryan Brayboy**, President’s Professor in the School of Education, Arizona State University. The title of his speech, “Thoughts on Boundaries and Borders: Toward Presence and Solidarity” will take place on Friday, December 2nd, from 10:15-11:45 am.

- **Angela Valenzuela**, Professor, Department of Educational Leadership and Policy, Professor of Cultural Studies in the Department of Curriculum & Instruction, and Director of Texas Center of Educational Policy, University of Texas at Austin. Her presentation will take place on Friday, December 2nd, from 4:45-6:00 pm and is titled, “Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars’ Responses to the Conservative Backlash in Texas.”
The Integrative Research Review plenary session will be held on Saturday, December 3rd from 10:30 a.m.-12:00 p.m. entitled a “Review and Scholarly Syntheses as Anti-Racist Action.” Panelist members include Catherine Compton-Lilly, Allison Skerret, Mary McVee, and Marcus Croom.

In closing, Al and I wish everyone an enlightening and engaging conference. As my West Indian extended family like to say, “Good company keep long hours.” May you enjoy the good company of fellow conferees and keep long hours in conversation about the critical issues of equity, solidarity, and social justice in literacy research, policy, and practice that more than ever demand our attention.

Sincerely and With Much Appreciation,

Doris Walker-Dalhouse
President-Elect and 72nd Annual Meeting Conference Chair

Alfred Tatum
Vice President and 72nd Annual Meeting Conference Chair
Barbara J. Guzzetti, Professor at Arizona State University, passed away on May 21, 2022. Her death was both a shock and a heartbreak for her friends, colleagues, and family. Barbara was a long-time and active member of NRC and LRA. She provided service to NRC/LRA and the profession at-large. She presented yearly at the conferences, and authored, convened, chaired many symposiums and special sessions. She authored distinguished books, chapters, and refereed articles. One of her publications, “Literacy in America: An Encyclopedia of History, Theory, and Practice” is a unique two-volume encyclopedia of the study and teaching of literacy in the US. Barbara's list of academic credits, awards, and citations are endless. Her personal life has been as fulfilling as her academic one. She was known as a gourmet cook and an animal-rights activist. She was respected and loved by her many NRC/LRA colleagues and friends. I, for one, will miss her so very much. We will all miss Barbara and are deeply saddened by her loss to the community and beyond. Other close colleagues and professional friends share their tributes, memories, and thoughts of Barbara. With my love always to Barb. - Rona Flippo

Barbara Guzzetti was a life-long educator and researcher. I had the privilege of being her student, mentee, and friend. Over the 12 years I knew Barbara, she taught me not only how to be a researcher and educator, but about animals, wine, and friendship. Barbara loved research and often referred to it as her hobby. She was passionate about serving others and the literacy community. I know the impact she had on many students and colleagues will not be forgotten. Over the years, Barbara spoke about the pain of losing a mentor. She would share stories of her colleagues and their experiences. I can relate to those experiences, but Barbara was more than just a mentor to me, we were like family. I miss Barbara greatly. - Leslie Foley
Barbara was the ultimate academic and friend. She was passionate to make a difference to the lives of young people and to recognize their practices as valuable. She was also very supportive of colleagues and her friends. Barbara loved a good glass of red wine, including Australian wines, entertaining her many friends and her dogs. She loved a good party. I miss her greatly. - Katina Zammit

For those among us (friends, colleagues, and family) who may have similar stories to share, I can remember two times in particular that Barbara’s loyalty and kindness touched me. First, was her loyalty to her pet pig, Piglet. The two of us had arranged to meet at a restaurant in New Orleans following a full day of conferencing at a major literacy organization’s annual meeting. While waiting at the bar for our table, we studied the menu. Barbara was stunned to see pork on the menu (she had called ahead to make sure pork wasn’t an item). We were both famished, but Barbara headed to the door with me in tow. I suggested that the featured entree was likely not available because it was already 10 pm. She would have none of that and asked if I would join her someplace else in honor of Piglet. We were both dog lovers and I figured Piglet deserved the same respect we had for our pups. The second time occurred when Barbara was staying with me in Athens, GA as part of her sabbatical from ASU. I was training a German Shepherd at the time and felt I couldn’t miss the weekly training sessions. I also knew Barbara was deathly afraid of that breed because of an unfortunate biting incident. Out of kindness to both Helga (my dog) and me, Barbara not only went with us to the training barn; she also wrote about Helga and sent a small bouquet of flowers when Helga passed several years later. As professional colleagues, Barbara and I shared common interests in researching popular culture and its implications for literacy education. I will miss her dearly and always cherish times to recall ‘Barbara stories’ with her other admirers. Rest in peace, Barbara - you are unique. - Donna Alvermann

To Barbara’s family, many friends, and colleagues, I offer my sincere condolences and share your loss. Barbara was a generous, supportive, and enthusiastic academic colleague and friend to so many people. She championed the non-formal literacy practices of young people and was always ready to support others in their research and teaching in areas where she had expertise to offer. It was always a joy to catch up at conferences and mix serious academic conversation with quirky humor, catch up on the latest with “The Fur Kids “and share in her distinctive sense of proportion. Michele and I shared a magical afternoon poring over her hard copy zines collection -- the point of shared interest around which we first met. That memory will never fade, not least because of the way it consolidated our shared sense that some of the “most fun things in life” could and should become foci for serious literacy research. Above all, however, for me Barbara was a serious force for good in the world, and we have lost her at a time when we need as much of that as we can get. Rest in peace, Barbara, and thank you so much for being you. - Colin Lankshear

Barb’s research spanned curriculum in science, teenzines, and research on the intersection of gender and literacy. As a longtime member of LRA, she was very generous in mentoring future scholars. Barb enjoyed dinners at LRA with colleagues and sharing research ideas, fine wines and great conversations. Despite a demanding schedule of research and mentoring doctoral students, Barb was an avid lap swimmer. - Tom Bean

Barbara welcomed and validated the efforts of younger scholars like me. Her generosity of spirit and seriousness about the work were contagious and unforgettable. - George Boggs

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
72nd LRA Annual Meeting
MAJOR ADDRESSES

All Major Addresses will take place in the Grand Ballroom.
MAJOR ADDRESSES

David Yaden, Jr. – 2022 Presidential Address

Wednesday, November 30, 2022, 4:45 – 6:00 p.m.

Title: Chasing Shadows: Why There Cannot be a “Simple” Science of Literacy

Abstract:
The rhetoric of the reading wars has now become more than just an armchair academic debate, but is encoded now in the very laws, house and senate bills, and legislative policies of the majority of the states, policies which are, in turn, being powered by staggering sums of money such as the 90-million dollar investment of Fulton County, Georgia in a revamp of the failed NCLB initiative of two decades ago since, according to district officials, “Some college programs don’t sufficiently prepare future teachers to teach reading.” And Tennessee plans to spend 100 million dollars on their Reading 360—a program which stresses the development of “strong, phonics-based reading skills.”

In this address, I will contest the narrow perceptions of what has been called the science of reading movement, and focus rather upon another contender for the science throne—that of Developmental Science. Using examples from emergent bilingual children’s early writing, I will attempt to show that any “simple” model of reading not only wastes useful data about children’s literacy performances, but conflates the data with static states of being which, in turn, reduce the conceptual complexity of what is happening in terms of literacy development. As Vygotsky pointed out nearly 100 years ago, “To study something historically means to study it in motion . . . . for only in movement does a body exhibit what it is.”

Developmental Science, a branch of psychology with deep roots in the child study movement around the turn of the 20th century, is a field devoted to studying development “in motion.” L. S. Vygotsky was a key figure in this movement early on, although under the name of pedology, and contributed substantially to the foundation principles in the field. Developmental Science’s definitive scholarly voice has been carried on and consistently represented by subsequent volumes of the Handbook of Child Psychology (1946, 1954, 1970, 1983, 1998, 2006) with its most recent edition entitled the Handbook of Child Psychology and Developmental Science (2015). Although Vygotsky himself passed long before the first volume was published in 1946, his perspectives on child development, learning, and literacy are well represented nonetheless. Vygotsky wrote,

If we should want to summarize the practical requirements and express them in a single position, then we could say that consideration of the problem leads us to the requirement to teach a child written language and not writing the alphabet. (p. 147).

Developmentally speaking, my contention is that models based upon the science of reading demand a slavish focus on the alphabet and figural convention. However, current research in Developmental Science urges us to

continued on next page
do the opposite, as did Vygotsky, Piaget and other developmental theorists such as Urie Bronfenbrenner, Gerald Edelman, and Michael Tomasello. Developmental Science challenges the literacy field to embrace the complexity of the developmental processes, and as Vygotsky further argued, “bring the child to an internal understanding of writing” in whatever language that may be.

Biography:
David B. Yaden, Jr. (Ph.D., University of Oklahoma) is the Jewell M. Lewis Endowed Distinguished Professor of Literacy, President of the Literacy Research Association and Professor of Language, Reading and Culture in the Department of Teaching, Learning and Sociocultural Studies in the College of Education at the University of Arizona. He also holds affiliate faculty positions in the Department of Public and Applied Humanities, College of Humanities, and the Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching. In addition, he serves as Co-Director of the Research Group on Child Development, Research and Policy and as Director of the Eye-Movement Miscue Analysis Laboratory in the College of Education. Prior to his present position at the University of Arizona, he held faculty appointments at the University of Oklahoma, Emory University, the University of Houston, the University of Southern California and was a Visiting Professor & Scholar at Boston University.

Dr. Yaden served as co-editor (with Patty Anders) of LRA’s flagship journal, the Journal of Literacy Research (2013–2016), and is currently the co-editor (with Theresa Rogers) of the forthcoming Literacies and Languages volume of the International Encyclopedia of Education, containing the research contributions of 100 scholars world-wide, both in the Global North and South, addressing multiple topics across the field of literacy studies. Yaden also was a Principal Investigator (1997-2002) in the federally funded Center for the Improvement of Early Reading Achievement (CIERA) where he created and supervised the implementation of an early literacy curriculum for Spanish-speaking preschoolers in inner-city Los Angeles. Most recently in Arizona, he directed a statewide consortium of researchers from Arizona’s three major universities (University of Arizona, Arizona State University, and Northern Arizona University) in the evaluation of the state’s early childhood initiative, First Things First, an investment of $27,000,000 in the study of over 9,000 children, ages birth–7 years-of-age, to evaluate health, developmental and educational factors contributing to school readiness.

Dr. Yaden’s research interests and specializations include developmental issues in early childhood education, the acquisition of literacy and biliteracy in young children, family literacy, theories of reading disability, microgenetic and developmental research design and the application of complex adaptive systems theory to growth in reading and writing. In addition to numerous journal articles and book chapters on various aspects of literacy in young children, Yaden’s publications include several, archival, state-of-the-field integrative reviews in such volumes as the Handbook of Research Methods in Early Childhood Education (2014) on developmental research design in early childhood, the Handbook of Reading Research Volume III (2000) on emergent literacy, the Handbook of Research in the Teaching of the English Language Arts (2003, 2011), on family literacy, and in subsequent volumes of the Handbook of Research on the Education of Young Children (2006, 2013) related to linguistically and culturally diverse children acquiring more than one language. He has presented his work regularly over the past four decades at professional meetings such as the International Reading Association, the National Association for the Education of Young Children, the Child Welfare League of America, the World Congress of Reading, the American Educational Research Association, the Literacy Research Association, the National Council of Teachers of English, the Jean Piaget Society, and the National Council for Research on Language and Literacy.
Dr. Arlette Willis – *Oscar S. Causey Address*

Thursday, December 1, 2022, 10:15 a.m. – 11:45 a.m.

**Title: The Life of Omar ibn Said, Written by Himself**

**Abstract:**
The Library of Congress has acquired the Omar ibn Said Collection, including an exceptional artifact, the autobiography of Omar ibn Said, written in ancient Arabic by an African enslaved man. In this presentation, I analytically examine the role of literacy in Omar ibn Said's life as informed by African cultures, ethnicities, histories, languages, and literacies in the Senegambia region, and the history of Black literacy access in the US. In Arabic, Omar ibn Said stealthily applied sophisticated literacy skills to contest living under anti-Black racism and chattel enslavement through his rhetorical and strategic use of Quranic surahs and verses. Early translations and interpretations of his autobiography, filtered through Eurocentrism and White supremacy, failed to discern Omar ibn Said's proclamation of his humanity and bold condemnation of chattel enslavement. Africanist, Islamist, and Muslim scholars valorize his resilience as an African Muslim man who remained faithful to Islam under anti-Black racism, horrors of chattel enslavement, and attempts at Christian conversion. They also provide knowledge about centuries of literacy among people of African descent; expose the pervasiveness of White supremacy; and unveil the roots of deliberate anti-Black literacy laws, policies, and practices, historically and contemporaneously. Omar ibn Said's autobiography dismantles prevailing assumptions about people of African descent as sub-human, without culture, history, intellect, language, or literacy. To create an equitable and ethical approach to literacy: We must transcend the past and present, respect humanity, acknowledge literacy as a global construct, understand literacy as a human right, cultivate a critical consciousness, and require authenticated knowledge.

**Biography:**
Arlette Ingram Willis received her Ph. D. from The Ohio State University. She is a professor at the University of Illinois at Urbana-Champaign in the Department of Curriculum and Instruction, the division of Language and Literacy. Her scholarship interrogates how race and racism are framed in reading research, examines secondary pre-service English teacher education, and applies critical theories to literacy policy and research. Willis has on-going research collaborations with colleagues in Brazil, Columbia, and New Zealand who examine the influence of Paulo Freire's theorizing and instruction. Her books include *Teaching and Using Multicultural Literature in Grades 9-12: Moving Beyond the Canon* (1998), *Reading Comprehension Research and Testing in the US: Undercurrents of Race, Class, and Power in the Struggle for Meaning* (2008); and forthcoming *Anti-Black...*
Racism and anti-Black Literacy in the US. In addition, she has co-edited four books Multiple and Intersecting Identities in Qualitative Research (with B. Merchant, 2001); Multicultural Issues in Literacy Research and Practice (with G. Garcia, R. Barrera, & V. Harris, 2003); On Critically Conscious Research: Approaches to Language and Literacy Research (with M. Montovan, H. Hall, C. Hunter, L. Burke, & A. Herrera, A., 2008); and Affirming Black Students’ Lives and Literacies: Bearing Witness (with G. Thompson-McMillan & P. Smith). Willis has published numerous referred articles, book chapters, book reviews, and monographs. She also has served as co-editor (with D. Bloome) for the National Council of Teachers of English Literacy Book Series, and co-editor (with V. J. Harris) for the American Education Research Journal, Teaching, Learning, and Human Development. Willis has received national meritorious awards, including the John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship, Reading Hall of Fame, and the Oscar S. Causey Award. She is a Fulbright Scholar (2013-2014), past president of the Literacy Research Association (2014), and past president of the National Conference on Research in Language and Literacy, (2007-2008). In addition, at the University of Illinois she has received several awards for her scholarship: University Scholar Award, 2000; Campus Award for Excellence in Guiding Undergraduate Research, 2001; and University Distinguished Teacher/Scholar, 2002-2003; as well as several College of Education awards Distinguished Scholar Award, 1999; Outstanding Undergraduate Teaching Award, 1998, 2000; and Distinguished Teaching Career Award, 2010.
Dr. Guadalupe Valdés – Distinguished Scholar Lifetime Achievement Award Presentation

Thursday, December 1, 2022, 4:45 p.m. – 6:00 p.m.

Title: English Language Learners, Initial Reading, and Language Teaching: Can Language be Curricularized for Children?

Abstract:
In this presentation, I draw from long term concerns about the relationship between oral language and beginning reading in the case of Latino English language learners. Informed by current problematizations of language itself in the field of applied linguistics, I focus on the challenges of curricularizing language in school settings, that is, of formally “teaching” English as a second language to young children. I specifically problematize language instruction as it takes place in classroom settings and the impact of this practice on minoritized students.

Biography:
Guadalupe Valdés is the Bonnie Katz Tenenbaum Professor of Education, Emerita at Stanford University. Much of her work has focused on the English-Spanish bilingualism of Latinos in the United States and on discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities. Her books include Bilingualism and testing: A special case of bias (Valdés & Figueroa, Ablex, 1994), Con respeto: Bridging the distance between culturally diverse families and schools (Teachers College Press, 1996), Learning and not Learning English (Teachers College Press, 2001) Expanding Definitions of Giftedness: Young Interpreters of Immigrant Background (Lawrence Erlbaum, 2003), Developing minority language resources: The case of Spanish in California (Valdés, Fishman, Chavez & Perez, Multilingual Matters, 2006) and Latino Children Learning English: Steps in the Journey (Valdés, Capitelli & Alvarez, Teachers College Press, 2010). Valdés has also carried out extensive work on teaching, maintaining and preserving heritage languages among minority populations. Her early publications in this area include edited volumes, journal articles and language textbooks. Valdés is an elected member of the American Academy of Arts and Sciences, and the American Academy of Education.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Dr. Bryan Brayboy – *Friday Morning Plenary Session*

Friday, December 2, 2022, 10:15 a.m. – 11:45 a.m.

**Title: Thoughts on Boundaries and Borders: Toward Presence and Solidarity**

**Abstract:**
“In this talk, I will address two points. First, that structural oppression cannot be addressed one-dimensionally. And second, that coalitions are critical to undermining forms of structural oppressions. Utilizing a concept called Terrortory (a portmanteau of terror and territory), I look at the ways that borders and boundaries have been shaped around lands, waters, and the use of violence in maintaining power structures. I am guided by the question: What might happen if we build coalitions to address seemingly un-related challenges and broken structures? I will offer examples of what coalitions can look like.”

**Biography:**
Bryan McKinley Jones Brayboy (Lumbee) is President’s Professor, Senior Advisor to the President, and Vice President of Social Advancement at Arizona State University. He is a Fellow of the American Educational Research Association and Member of the National Academy of Education.
Dr. Angela Valenzuela – *Friday Evening Plenary Session*

Friday, December 2, 2022, 4:45 p.m. – 6:00 p.m.

**Title:** *Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars’ Responses to the Conservative Backlash in Texas*

**Abstract:** Against the backdrop of the robust Ethnic Studies Movement in Texas in the quest for curricular inclusion in Texas classrooms and textbooks, Angela Valenzuela presents on the conservative backlash to these efforts that took form during the (2021) 87th Texas Regular Legislative Session in the form of House Bill 3979, a bill that inaugurated the right-wing movement against the so-called teaching of Critical Race Theory (CRT) in K-12 education coupled with a ban on books addressing content that the Texas GOP finds objectionable. Although it was quickly superseded in a special legislative session by an even more restrictive Senate Bill 3, the intent to negatively impact not solely the social studies curriculum, but also scholar-activists’ continuing pursuit of Ethnic Studies has nevertheless set into process a chilling effect on the teaching of race that is already playing out in Texas school districts. She focuses on the multi-faceted response to this by Ethnic Studies scholar advocates including, coalition building and organizing, as well as taking their banned books and precious knowledge to places in the community where they will be read and honored. Given the right’s desire to also impact higher education, Valenzuela will recount what Ethnic Studies scholar activists are doing to resist these efforts at the Texas State Board of Education, as well as in anticipation of the biennial 2023 Texas Legislative Session where such legislative proposals are expected to surface. Specifically, scholar activists will be advocating for legislation that establishes a pathway to high school graduation via the taking of high school Ethnic Studies courses.

**Biography:** Dr. Angela Valenzuela is a professor in both the Cultural Studies in Education Program within the Department of Curriculum & Instruction and the Educational Policy and Planning Program within the Department of Education Leadership and Policy at the University of Texas at Austin where she also serves as the director of the Texas Center for Education Policy. She is also the author of award-winning *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring* (1999) *Leaving Children Behind: How “Texas-style” Accountability Fails Latino Youth* (2005), and *Growing Critically Conscious Teachers: A Social Justice Curriculum for Educators of Latino/a Youth* (Teachers College Press, 2016). She also founded and operates an education blog titled, Educational Equity, Politics, and Policy in Texas.
INTEGRATIVE RESEARCH REVIEW PANEL

Presenters: Catherine Compton-Lilly, Marcus Croom, Mary B. McVee, and Allison Skerrett

Saturday, December 3, 2022, 10:30 a.m. – 12:00 p.m.

Title: Review and Scholarly Syntheses as Anti-Racist Action

For 35 years, W.S. Gray published the annual *Summary of Investigations Relating to Reading* (1925-1960). Alongside these summaries were dozens of other reviews related to various aspects of literacy. Among the documents was a lone and troubling reminder of the historical silencing of African American voices in literacy scholarship. In short, there was one review, published in 1958 and ancillary to Gray’s official *Summary Investigations*, entitled, “A Summary of Reading Investigations among Negro College Students, 1940-1954.” This was the only review that named a population of color. This review was written by a well-established, but essentially forgotten, African American scholar, Leander L. Boykin. Boykin was the first African American scholar to receive a Ph.D. in education from Stanford University (1948) (Hood, 2001). His interest in making sense of bodies of educational scholarship led him to advocate for the inclusion of quantitative and qualitative data in order to “evaluate such correlative factors as the social and economic backgrounds of pupils and the educational climate in which classroom and school activities are conducted” (Boykin, 1957, p. 118). While Boykin’s scholarly output remains impressive, his legacy of affecting the trajectory of review scholarship to include African American communities was minimal. In short, it was not until 1975 and again in 1976, that reviews focused on the experiences African American students were again published (see Somervill, 1975; Harber & Bryen, 1976).

This historical omission is significant and it is not a minor oversight. Scholarly reviews provide both novice and established scholars with macro views of our field. They focus on what is considered important and worthy of attention. It is with this history in mind that we have organized the Integrative Review Panel for LRA 2022. Across the papers presented in this panel, we explore silences and obfuscations relative to the voices of BIPOC scholars and the experiences of BIPOC communities. We view the public presentation of these syntheses as an intentionally anti-racist act designed to name, describe, and celebrate the contributions of BIPOC scholarship. We are confident that the LRA community will find this work impressive, inspiring, and important.

---


[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
A Metasynthesis and the Inclusion of Scholarship conducted by Black, Indigenous, People of Color

Catherine Compton-Lilly, University of South Carolina; co-authors Tisha Lewis Ellison, University of Georgia and Rebecca Rogers, University of Missouri, Saint Louis

After a brief introduction to methods for reviewing bodies of scholarship, Compton-Lilly presents a metasynthesis of studies related to family literacy that were conducted by BIPOC Scholars. Methodologically, she focuses on findings reported by sixteen BIPOC scholars whose work was published in or after 2000. Findings highlight family literacy as activism, conceptualizations of time and temporality, and family literacy as spiritual sacredness, healing, and joyful practice.

Catherine Compton-Lilly, University of South Carolina

Catherine Compton-Lilly is the John C. Hungerpiller Professor at the University of South Carolina. As a professor in the College of Education, Dr. Compton-Lilly’s research has focused on family literacy practices, particularly the literacy practices of children from communities that have been underserved by schools. In her initial work, she documented the home and school literacy practices of eight of her former first grade students as they moved from elementary school through high school. In a current study, now in its thirteenth year, she is exploring the family literacy practices of children from immigrant families. Dr. Compton-Lilly has edited or authored eleven books and has authored multiple articles in major literacy journals including the Reading Research Quarterly, Research in the Teaching of English, The Reading Teacher, Journal of Early Childhood Literacy, Written Communication, Journal of Literacy Research, and Language Arts. Dr. Compton-Lilly has a passion for helping teachers to support children in learning to read and write. Her interests include early reading and writing, student diversity, and working with families. She has a strong interest in teacher education and is currently documenting the exceptional teacher education practices at the University of South Carolina. Dr. Compton-Lilly holds emerita status at the University of Wisconsin Madison. She is currently serving as an Honorary Visiting Professor at National Tsing Hua University in Taiwan and completing a Fulbright Research and Teaching Fellowship in Taiwan.

continued on next page
Characterizing and Traversing Racial Literacies Scholarship

Marcus Croom, Indiana University

At LRA 2020, then President-elect Dr. Gwendolyn Thompson McMillon invited six Black scholars to participate in a panel discussion related to Black Lives Matter and Literacy Research. Dr. Croom extends this conversation at LRA 2022, inviting participants to journey into and through *The Archive* (Croom et al., 2021) which includes texts, conversations, and voices related to that initial panel discussion. Crossing between inquiries and insights, this review will characterize racial literacies scholarship and highlight examples in order to present possibilities for traversing and advancing this essential literature toward post-White futures for all of us.

**Marcus Croom, Indiana University**

Marcus Croom is assistant professor in Literacy, Culture, and Language Education at Indiana University in Bloomington. As a race critical researcher, his inquiries focus on race and literacies within educator preparation and educator development in American schooling, specifically teaching and learning as practiced with the post-White orientation. He typically generates knowledge through practice of race theory (PRT), case study, and qualitative methods, especially race critical practice analysis. His mission is to cultivate more human fulfillment and mitigate human suffering. Holistically, his work involves using research and experience to help individuals and groups develop racial literacies, which thereby advances the justice, diversity, equity, and inclusion efforts of schools, universities, businesses, organizations, and communities.

Banned Books and Banners for Change: Literacy Education for Troubled Times

Allison Skerrett, University of Texas at Austin

Dr. Skerrett examines recent research on how young people of color employ literacies to engage with their worlds. Drawing upon literacy research and mainstream social and political commentary, her paper explores how young people have fared in relation to a global health crisis, the heightened visibility of violence against Black and other marginalized people, and social and political unrest and activism, including the political censorship of texts. Skerrett posits that how young people have activated and deployed literacies provides an alternative to discourses about “learning loss” and a “Covid-19 Generation.” While these discourses may intend to address the vulnerabilities of young people, she names the possible re-inscription of deficit perspectives about young people.

**Allison Skerrett, The University of Texas at Austin**

Allison Skerrett is a Professor of language and literacy studies in the Department of Curriculum and Instruction at The University of Texas at Austin. She also serves as the Director of Teacher Education for the College of Education. Dr. Skerrett’s research centers on adolescent literacy and secondary English education in urban and transnational contexts. She has been a member of LRA since 2007 and has served in a number of roles, including as a member of the LRA Board of Directors (past) and an editor for the *Journal of Literacy Research* (present).

continued on next page
Racial Positioning and Emotion in Stories of Literacy Educators: Transgressing Boundaries and Borders

Mary McVee, University of Buffalo, SUNY; co-authors Aijuan Cun, University of New Mexico and Kristian Douglas, Clark Atlanta University

In this metasynthesis, Mary McVee draws inspiration from Bonilla-Silva’s (2019) concept of “racialized emotions” to explore relationships between racial positioning and emotion. The review examines published studies of teachers in teacher education or professional learning contexts that foregrounded race, literacy, and racialized positions through narratives, narrative research, or counter-narratives. To consider racialized emotions and positioning, the review addresses questions such as: What racialized emotions are explicitly identified by researchers? What racialized emotions are implicitly represented by researchers (e.g., present in participants’ narratives but not addressed)? What is the relationship between positions and racialized emotions?

Mary McVee, University at Buffalo, SUNY

Mary B. McVee is Professor of Literacy Education and Director of the Center for Literacy and Reading Instruction at the University of Buffalo, SUNY. Her research interests traverse positioning theory; narrative, social and embodied learning; digital literacies and multimodality; multimodal communication and disciplinary literacies in children’s engineering; and diversities of language, literacy, and culture. Her most recent book is: Roof, L., & McVee, M. B. (2020). The experiences of refugee youth from Burma in an American high school: Countering deficit-based narratives through student voice. New York: Routledge. She is currently lead editor on the Routledge International Handbook of Positioning Theory (McVee, Van Langenhove, Brock, & Christensen), the first interdisciplinary handbook on positioning theory.
2022 AREA CO-CHAIRS

Program Chairs

Conference Chair, Doris Walker-Dalhouse – Marquette University
Associate Conference Chair, Alfred Tatum – Metropolitan State University of Denver

Area 1: Preservice Teacher Education in Literacy

- Jason Moore – Oakland University – jasonmoore@oakland.edu
- Michelle Kwok – Texas A&M University – michkwok@tamu.edu
- Crystal Wise – University of Illinois at Chicago – cnwise@uic.edu
- Kristine Schutz – UIC College of Education – kschutz@uic.edu
- Miranda Fitzgerald – Arizona State University of North Carolina - Charlotte – mfitzg21@uncc.edu

Area 2: In-Service Teacher Education/Professional Development in Literacy

- Vicky McQuitty – Towson University – vmcquitty@towson.edu
- Emily Hayden – Iowa State University – ehayden@iastate.edu
- Pelusa Orellana – Universidad de los Andes – porellan@uandes.cl
- Susan Browne – Rowan University – brownes@rowan.edu
- Kristin Dara Hill – The University of Michigan-Dearborn – kirdara@umd.umich.edu

Area 3: Literacy Instruction and Literacy Learning

- Zhihui Fang – University of Florida – zfang@coe.ufl.edu
- Susan Piazza – Western Michigan – susan.piazza@wmich.edu
- Mary Hoch – National Louis University – mary.hoch@nl.edu
- Zoi A. Traga Philippakos – University of Tennessee Knoxville – zphilipp@utk.edu
- Elena Forzani – Boston University – elforzani@bu.edu

Area 4: Literacy Assessment, Evaluation, and Public Policy

- Kelly Puzio – Washington State University – kelly.puzio@wsu.edu
- Ross Collin – Virginia Commonwealth University – rcollin@vcu.edu
- Samuel Tanner – Penn State University – sjt20@psu.edu
- John Strong – University at Buffalo – jstrong3@buffalo.edu

Area 5: Early and Elementary Literacy Processes

- Celeste Bates – Clemson University – celestb@clemson.edu
- Rebecca Norman – Mount St. Mary’s College – rebecca.norman@msmc.edu
- Kathryn Roberts – Wayne State University – eo9096@wayne.edu
- Anne Marie Alberton Gunn – University of South Florida – Gunn@usf.edu
- Margaret Vaughan – Washington State University – margaret.vaughn@wsu.edu

Area 6: Adolescent, College and Adult Literacy Processes

- Saba Vlach – University of Iowa – saba-vlach@uiowa.edu
- Jennifer Theriault – Northern Illinois University – jtheriault@niu.edu
- Susan Groenke – University of Tennessee – sgroenke@utk.edu
- Renee Rice Moran – East Tennessee State University – ricemoran@mail.etsu.edu

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
2022 AREA CO-CHAIRS

Area 7: Social, Cultural, and Political Issues of Literacy Practices in and Out of School
- Grace Enriquez – Lesley University – genrique@lesley.edu
- Christina Dobbs – Boston University – cdobbs@bu.edu
- Susan Bennett – University of South Florida St. Petersburg – sbennett3@usf.edu
- Mandy Stewart – Texas Woman’s University – mstewart7@twu.edu

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings
- Huili Hong – Towson University – hilary0504@gmail.com
- P. Zitlali Morales – University of Illinois at Chicago – zitlali@uic.edu
- Maria Selena Protacio – Western Michigan University – selena.protacio@gmail.com
- Claudia Rodriguez-Mojica – Santa Clara University – crodriguezmojica@scu.edu
- Kongji Qin – New York University – kongji.qin@nyu.edu

Area 9: Text Analysis/Children’s Young Adult, and Adult Literature
- Mark Lewis – James Madison University – lewis6ma@jmu.edu
- Lisa Domke – Georgia State University – ldomke@gsu.edu
- Stergios Botzakis – University of Tennessee – sbotzaki@utk.edu

Area 10: Literacy Technology and Media
- Beth Beschorner – Minnesota State University-Manakato – elizabeth.beschorner@mnsu.edu
- Becky Beucher – Illinois State University – rblenhch@ilstu.edu
- Blaine Smith – Arizona State University – blainesmith@arizona.edu
- Laurie Thrailkill – East Carolina University – thrailkill19@ecu.edu

Area 11: Research Theory, Methods, and Practices
- Jamie Colwell – Old Dominion University – jcolwell@odu.edu
- Seth Parsons – George Mason University – sparson5@gmu.edu
- Lucy Spence – University of South Carolina – lucy@spence.sc.edu
- Amelie Lemieux – University of Montreal – amelie.lemieux.1@umontreal.ca

Area 12: International Research on Literacy, Teaching and Learning
- Claudia Finkbeiner – University of Kassel-Germany – cfink@uni-kassel.de
- Jiening Ruan – University of Oklahoma – jruan@ou.edu
- Zaline Roy-Campbell – Syracuse University – zmroycam@syr.edu
- Mia Perry – University of Glasgow – mia.perry@glasgow.ac.uk

Area 13: Study Groups
- Aaron Johnson – Farmington Public Schools – amdj9265@gmail.com
- Rebecca Woodard – University of Illinois-Chicago – beccawoodard@yahoo.com
- Tori K. Flint – University of Louisiana – Lafayette – Tori.flint@louisiana.edu

Area 14: Other topics
- Kisha Bryan – Tennessee State University – kbryan@tnstate.edu
- Marla Robertson – Utah State University – mkrobertson2009@gmail.com
- Emily Rodgers – The Ohio State University – rodgers.42@osu.edu

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
STUDY GROUP ORGANIZERS

Adult, Family and Community Literacies Study Group
Leah Katherine Saal, Loyola University Maryland

Advancing Methodological Transparency: Equitable Pursuits for Learning with and from Historically Marginalized Communities
Matthew R. Deroo, University of Miami

Approaches to Discourse Analysis Study Group
Laura Taylor, Rhodes College

Approaches to Studying and Teaching Graphic Novels
Laura Taylor, University of Tennessee, Knoxville

Authoring as Multimodal Practice Study Group
Melanie Reaves, Montana State University Billings

Children’s and Young Adult Literature
Amy Burke, Texas Woman’s University

Critical Literacies and Climate Justice Study Group
Kristine M. Schutz, University of Illinois-Chicago
Rebecca Woodard, University of Illinois-Chicago

Crossing Boundaries and Borders with International Research: Using Biographical Approaches and Indigenous Texts as a Vehicle to Ensure Equity, Solidarity and Social Justice
Claudia Hilde Finkbeiner, University of Kassel

Culturally Sustaining Literacy Pedagogy Study Group
Susan Cantrell, University of Kentucky
Judith Paulick, University of Virginia
Doris Walker-Dalhouse, Marquette University

Design-Based Experiments in Literacy Research
Ryan McCarty, National Louis University

Doctoral Student Innovative Community Group Study Group: The Speculative!
Scott Storm, New York University

Engaged Scholarship and Transformative Literacy Research
Mellinee Lesley, Texas Tech University

History of Literacy Study Group
Dixie Massey, Seattle Pacific University

Literacy and Identities Study Group
Christopher Wagner, Queen's College - CUNY

Literacy Lab/Reading Clinic Study Group
Cheryl Dozier, University of Albany

LRA Writing Research Study Group: Writing Assessment and Instruction in Preschool with Special Guests, Drs. Deborah Rowe, Margaret Quinn, and Sonia Cabell
Zoi A. Traga Philippakos, University of Tennessee

“No Research on us, without us” Publicly Engaged Literacy Scholars Propose Repositioning of Research Literacy Traditions
Carolyn Colvin, University of Iowa

Roleplaying Games and Literacies
Karis Jones, Empire State College

Teacher Education Research Study Group (TERSG)
Marliese Peltier, Ball State University

Updating the What, Why, and How of a Pedagogy of Multiliteracies
Jayne C. Lammers, University of Rochester

Visual and Multimodal Research in Literacy Education: Building Expansive Methodologies for Racial Justice
Angela Wiseman, North Carolina State University

Word Study: Phonics, Vocabulary, and Spelling
Diana Townsend, University of Nevada, Reno
Annie C. Ittner, Western Oregon University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
The Adult, Family and Community Literacies Study Group develops and supports diverse partnerships among scholars and raises awareness of the acute need for adult, family, and community literacies research. Each day, a set of scholars will facilitate participants’ collaborative creation of an “unconference” agenda and host related conversations around the themes listed below. Wednesday: Adult Literacies Thursday: Community Literacies Friday: Family Literacies

Chair:
Tisha Lewis Ellison, Associate Professor

Presenter:
Leah Katherine Saal, Loyola University Maryland

Advancing Methodological Transparency: Equitable Pursuits for Learning with and from Historically Marginalized Communities

The Multilingual and Transnational Innovative Community Group will examine humanizing and care-based (Paris & Winn, 2013; Vasudevan et. al., 2022) methodological approaches for learning with and from traditionally marginalized individuals within researcher settings. Drawing on critical perspectives (Patel, 2015), this three day study group session invites attendees to reflect on how the borders of their own research processes may be entangled in colonial perspectives of power and consider productive ways forward centering community knowledge in research.

Chair:
Lenny Sanchez, University of South Carolina

Approaches to Discourse Analysis Study Group

The Approaches to Discourse Analysis (DA) study group is a longstanding study group providing attendees with an opportunity to develop their understandings and use of discourse analysis as a methodology, as well as providing a space for new and ongoing scholarly collaborations. Wednesday’s session will feature an experienced discourse analyst sharing his approaches to research, while Thursday and Friday will allow attendees to engage in collaborative analysis and build future collaborations.

Chair:
Amy Vetter, UNCG

Presenter:
Mark Sulzer, University of Cincinnati
Approaches to Studying and Teaching Graphic Novels
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Camelback A

This study group’s purpose is to share empirical research and pedagogy using texts that combine words with images, with the ultimate goal of supporting researchers/educators of all experience levels in developing work on graphic novels in literacy education. We will also be discussing representations of race, class, language, culture, (dis)ability, and gender/sex/sexuality in graphic novels and comics, features that represent and make them appeal to a wide variety of readers.

Chair:
Dani Kachorsky, Independent Researcher

Presenters:
Nicole Ann Amato, University of Iowa
Jenna Spiering, University of South Carolina
Ewa McGrail, Georgia State University
Lisa York, Georgia State University
Mark A. Lewis, James Madison University
Luke Rodesiler, Purdue University Fort Wayne

Authoring as Multimodal Practice Study Group
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Sierra 2

Study group goal: sustain dialogues/collaborative research about authoring as multimodal practice. 2022 sessions include: Day 1: Karen Ventura-Kalen will facilitate our thinking around Realizing Hidden Literacy Affordances through Multimodal Authoring & Forming Research Groups Day 2: Designing Scholarly Projects and Discussing Research and Theory Connected to Authoring as Multimodal Practice

Chair:
Melanie Reaves, Montana State University Billings

Presenter:
Karen Ventura-Kalen, Eastern Washington University

Children’s and Young Adult Literature
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Palm 3B

This study group focuses on the application of theory to understand youth texts and the reciprocal use of youth texts as a lens for understanding literacy theories. We aim to further our understanding of youth texts as a part of everyday reading lives and classroom pedagogies, as meaning-making tools including critical understandings of the world, and as material and productive artifacts. This work will be situated within sociocultural, critical, and posthumanist theories of literacy.

Chair:
Amy Burke, Texas Woman’s University

Discussants:
Aimee Hendrix, Texas Woman’s University
Katie Priske, University of Iowa
Saba Vlach, The University of Iowa
Nicole Ann Amato, University of Iowa

(The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.)
Critical Literacies and Climate Justice Study Group  
AREA 13. Study Groups  
Study Group  
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Lantana

This study group will discuss local, community-orientated and youth-serving climate justice work in and around central and southern Arizona; intersections of literacy and the land, with attention to history and race; and our roles as literacy researchers and teachers in a climate-just future.

Chairs:  
Kristine M. Schutz, University of Illinois - Chicago  
Rebecca Woodard, University of Illinois Chicago

Presenter:  
Alfred Tatum, MSU Denver

Crossing Boundaries and Borders with International Research: Using Biographical Approaches and Indigenous Texts as a Vehicle to Ensure Equity, Solidarity and Social Justice  
AREA 13. Study Groups  
Study Group  
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Palm 3A

In 2022 the International Research on Literacy Teaching and Teacher Education Study Group will present small flashlight talks relating to a book that is coming up in 2023. Participants will meet presenters from all over the globe and will be invited to discuss findings and perspectives from the small presentations. Our goal is to promote literacy worldwide. We will focus on the role of cultural awareness, language awareness and indigenous literacies in teacher education internationally.

Chairs:  
Bettina Buch, University College Absalon  
Rahat Hasan Zaidi, University of Calgary  
Zaline Roy-Campbell, Syracuse University

Discussants:  
Desiree Pallais-Downing, The University of Texas at Austin  
Chinwe Hope Ikpeze, St. John Fisher College

Culturally Sustaining Literacy Pedagogy Study Group  
AREA 13. Study Groups  
Study Group  
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Acacia

Culturally sustaining pedagogy (CSP) offers much promise in guiding teachers to create classroom environments and learning experiences that foster students’ literacy/language development, identification with school, and critical consciousness. The Culturally Sustaining Literacy Pedagogy (CSLP) Study Group has met at LRA for the past seven years. This year the group will examine CSP with regard to families and communities, tensions in CSP, and disrupting whiteness.

Chair:  
Susan Cantrell, University of Kentucky  
Judith Paulick, University of Virginia  
Doris Walker-Dalhouse, Marquette University

Design-Based Experiments in Literacy Research  
AREA 13. Study Groups  
Study Group  
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Noble

The annual conference theme: “Crossing boundaries and borders: In pursuit of equity, solidarity, and social justice”

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
justice” promotes the importance of recognizing, accepting, and celebrating differences, while simultaneously promoting activism. The tenets of this theme are consistent with the ideas of design-based research (DBR) which promotes the collaboration between teacher-education researchers and school-based partners (Hoffman et al., 2020). In essence, DBR promotes change and activism through the work that is conducted between researchers, educators, and schools.

Chair:
Ryan McCarty, National Louis University

Presenters:
Jenifer Jasinski Schneider, University of South Florida
James Robert King, University of South Florida
Alisa Leckie, Georgia Southern University
David Bwire, TCNJ

Doctoral Student Innovative Community Group
Study Group: The Speculative!
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Sierra 1

The DSICG Study Group brings together panels of scholars to support doctoral students. This year, we center notions of the speculative to imagine possibilities of literacy research. Wednesday: Speculative academe Renata Love Jones Autumn Griffin James Joshua Coleman Stephanie Reid Thursday: Speculative Learning Spaces & Civic Futures Nicole Mirra Antero Garcia Yolanda Sealey-Ruiz Lauren Leigh Kelly Friday: Speculative Research Methods Jon Wargo Cati de los Ríos Earl Aguilera Vaughn W. M. Watson

Chairs:
Daniel P. Moore, Stanford University
Andrew O. del Calvo, University of Pennsylvania

Presenters:
Stephanie F. Reid, University of Montana
James Joshua Coleman, San Jose State University
Renata Love Jones, Georgia State University
Autumn Adia Griffin, University of Pennsylvania
Antero Garcia, Stanford University
Nicole Mirra, Rutgers University
Lauren Leigh Kelly, Rutgers University Graduate School of Education
Yolanda Sealey-Ruiz, Teachers College, Columbia University
Jon M. Wargo, Boston College
Cati de los Ríos, University of California Berkeley
Earl Aguilera, California State University, Fresno
Vaughn W. M. Watson, Michigan State University

Engaged Scholarship and Transformative Literacy Research
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Copperwood

Engaged scholarship is a paradigm of research that seeks to close the theory-practice gap through research that is co-constructed between university researchers and community partners. This study group will examine philosophical and pragmatic aspects of conducting engaged scholarship and concomitantly being a scholar-activist. The study group will also address the ways engaged scholarship supports the conference theme of “actions that propel us to cross boundaries and borders” through research that disrupts traditional expert-novice hierarchies.

Chair:
Mellinee Lesley, Texas Tech University

Presenters:
Whitney Beach, Texas Tech University
Elizabeth Stewart, Texas Tech University
Johanna Keene, Texas Tech University

continued on next page
## History of Literacy Study Group
**AREA 13. Study Groups**
**Study Group**
**12:00 to 1:00 pm**

**Arizona Grand Resort & Spa: Sierra 3**

In this study group, our purpose is to explore the history of our organization, the history of literacy, and the methodologies appropriate for historical research. We will consider the history of the organization by focusing on the LRA Awards and the people they were named after and early women leaders in LRA. Interwoven throughout the study session will be the methodologies used to study these contributions.

**Chair:**
Samuel DeJulio, *The University of Texas at San Antonio*

**Presenters:**
Norman A. Stahl, *Northern Illinois University*
James Robert King, *University of South Florida*
Brian Flores, *Salisbury University*
Elaine Michelle Ferraro, *Salisbury University*
Courtney Verbiest, *George Mason University*
Karen Marshall, *University of Texas at San Antonio*
Joy Valentine, *University of Illinois Chicago*
Thilina Wickramaarachchi, *University of Wyoming*
Marcy Wilburn, *University of Texas at San Antonio*
Elaine Ferraro, *Salisbury University*
Courtney Verbiest, *George Mason University*

## Literacy and Identities Study Group
**AREA 13. Study Groups**
**Study Group**
**12:00 to 1:00 pm**

**Arizona Grand Resort & Spa: Mesquite**

The Literacy and Identities Study group provides a forum to explore current issues and topics related to the study of identities in the literacy field. Identity studies broadly engage with the complexity of literacy by exploring how students and teachers make and remake ideas about who they are as readers and writers. Sessions will provide spaces for dialogues on issues in identity studies and opportunities to develop collaborations.

**Chairs:**
Grace Enriquez, *Lesley University*
Chantal Francois, *College of Education, Towson University*
Katherine K. Frankel, *Boston University*
Christine Leighton, *Emmanuel College*
Tisha Lewis Ellison, *Associate Professor*
Lindsey Moses, *Arizona State University*
Christopher Wagner, *Queens College, CUNY*

## Literacy Lab/Reading Clinic Study Group
**AREA 13. Study Groups**
**Study Group**
**12:00 to 1:00 pm**

**Arizona Grand Resort & Spa: Kaibab**

The Literacy Lab/Reading Clinic Study Group is a longstanding study group for LRA attendees interested in working together to create effective and equitable learning environments for teachers, learners, and families. In this way, labs/clinics have long crossed boundaries through engagements focused on equity and access. During sessions, attendees problematize issues of practice within clinical teacher preparation and develop a collaborative research agenda to continue to strengthen literacy teacher preparation.

**Chair:**
Theresa Deeney, *University of Rhode Island*

---

(The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.)
LRA Writing Research Study Group: Writing Assessment and Instruction in Preschool With Special Guests, Drs. Deborah Rowe, Margaret Quinn, and Sonia Cabell
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Bougainvillea

As children begin to participate in writing events in early childhood, they are forming identities as writers at the same time they are learning about content, processes, and writing purposes. The preschool years represent a uniquely important time for children’s initial exposures to literacy instruction; however, research suggests that literacy experiences in preschool often focus predominantly on reading-related processes, to the relative exclusion of writing. The session will address assessment and instruction in preschool.

Chair:
Zoi A. Traga Philippakos, University of Tennessee

“No Research on us, without us” Publicly Engaged Literacy Scholars Propose Repositioning of Research Literacy Traditions
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Camelback B

Our study group proposal mirrors the theme of the 2022 LRA conference to be border and boundary crossers as scholars. Facilitators propose a repositioning of research traditions to allow for, “No research on us, without us” (Appadurai, 2006). We describe how all can be researchers to reinscribe valued knowledges existing in communities when trust, mutual respect, and participant voice frame all aspects of the research process.

Chair:
Carolyn A. Colvin, University of Iowa

Presenters:
Alexandra Panos, University of South Florida
Christy Wessel-Powell, Purdue University
Kristin Valle Geren, University of South Florida
Kate Kedley, Rowan University
Stephanie Lynn Abraham, Rowan University
Katharine Hull, University of South Florida
Carolyn A. Colvin, University of Iowa

Roleplaying Games and Literacies
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Mesquite

This study group will engage with and discuss tabletop roleplaying games as a complex multiliteracies practice and as a format with implications for research methodology and literacy teaching and teacher preparation. Participants will share critical scholarship and empirical research about roleplaying games. Additionally, we will participate in and reflect on character creation (day 1), worldbuilding (day 2), and gameplay (day 3). We will also discuss and engage in key roleplaying game social practices like snacks.

Chair:
Sasha Karbachinskiy, New York University

continued on next page
Teacher Education Research Study Group (TERSG)
AREA 13. Study Groups
Study Group
3:00 to 4:00 pm

Arizona Grand Resort & Spa: Desert Willow

Since 1991, TERSG has brought together teacher educators/researchers in a professional learning community to consider the preparation of excellent literacy teachers. TERSG has three primary purposes: To provide a forum for the exchange of information and ideas for teacher educators, to support individual and collaborative research efforts towards scholarship, and to challenge our own conceptions and beliefs as they relate to literacy teaching and learning.

Chairs:
Marliese Peltier, Ball State University
Ann Van Wig, Eastern Washington University

Presenters:
Marliese Peltier, Ball State University
Ann Van Wig, Eastern Washington University

Updating the What, Why, and How of a Pedagogy of Multiliteracies
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Noble

A revisitation of the New London Group’s Pedagogy of Multiliteracies is timely in light of current sociopolitical conditions. We must reconsider how to support youth’s flourishing as critical designers of meaning and also prepare them to analyze and navigate complex ecologies of communication. Through structured dialogue, participants will re-examine and critically reflect on the continued applicability, or not, of the New London Group’s foundations, designs of meaning, and pedagogical practices and imagine future directions.

Chair:
Shea Kerkhoff, University of Missouri - St. Louis

Presenters:
Allison Skerrett, The University of Texas at Austin
Patriann Smith, University of South Florida
Tala Karkar Esperat, Eastern New Mexico University
Ankhi Thakurta, University of Pennsylvania
Matthew R. Deroo, University of Miami
Daniel Stockwell, Clemson University
Jayne C. Lammers, University of Rochester

Visual and Multimodal Research in Literacy Education: Building Expansive Methodologies for Racial Justice
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Camelback C

The purpose of our study group is to amplify literacy research that uses visual and multimodal methodologies to promote educational equity and racial justice. During our study group, we will: 1) build community with scholars who utilize visual and multimodal methods for the purpose of educational equity for diverse children and youth; 2) provide a forum where ideas can be exchanged through presentations and interactive sessions; and 3) create opportunities to develop joint research projects.

Chairs:
Jennifer D. Turner, University of Maryland
Marva Cappello, San Diego State University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Word Study: Phonics, Vocabulary, and Spelling
AREA 13. Study Groups
Study Group
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Desert Willow

The Word Study Study Group shares promising approaches and diverse perspectives on issues related to phonics, vocabulary, and spelling. Speakers will present and guide interactive discussions. Topics include: decodability and decodable texts, anglocentrism of spelling research, pre-service and in-service teacher development, and high leverage practices in phonemic awareness and phonics.

Chairs:
Amy Frederick, University of Wisconsin - River Falls
Anne C. Ittner, St. Cloud State University
Dianna R. Townsend, University of Nevada, Reno

Presenters:
David Lawrence Share, University of Haifa
Elfrieda H. Hiebert, TextProject
Nora Vines, University of Tennessee Knoxville
Jennifer Jordan, UTK
Hiawatha Smith, University of Wisconsin-River Falls
Kimberly L. Anderson, East Carolina University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Call for Manuscripts

Editors of the 72nd volume of Literacy Research: Theory, Method, and Practice (LR: TMP) are accepting manuscripts presented at the 2022 Annual Meeting for consideration for publication. Manuscripts must be prepared according to the style guide, submitted electronically, and received by 11:59 pm Pacific Standard Time. The style guide can also be found on the LR: TMP page of the Literacy Research Association website. For any questions, please email the editors at LRTMP@ua.edu.

MANUSCRIPTS DUE: Monday, February 13, 2023

Submit manuscripts to Scholar One at https://mc.manuscriptcentral.com/lrtmp.

Call for Reviewers

Reviewers are needed! Literacy Research: Theory, Method, and Practice (LR: TMP) is a peer-reviewed publication that reports on contemporary research and theory in literacy and literacy education. Each year we invite professors and doctoral students to serve as reviewers. Your involvement is important. To review, please create or update your account on ScholarOne (https://mc.manuscriptcentral.com/lrtmp) and email verification to LRTMP@ua.edu.

Thank you!

To find out more about this publication and access the current issues, access the SAGE Website.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
## EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MONDAY, NOVEMBER 28, 2022</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 p.m. – 7:00 p.m.</td>
<td>Registration .........................................................................</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td><strong>TUESDAY, NOVEMBER 29, 2022</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Executive Committee Meeting &amp; working Breakfast .......................</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>9:00 a.m. – 7:00 p.m.</td>
<td>Silent Auction &amp; Posters ......................................................</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>9:00 a.m. – 7:00 p.m.</td>
<td>Exhibit Hall Set-Up ..............................................................</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>10:30 a.m. – 12:30 p.m.</td>
<td>Board of Directors Training ..................................................</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>12:30 p.m. – 1:15 p.m.</td>
<td>BOD Lunch ................................................................................</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>1:30 p.m. – 5:00 p.m.</td>
<td>Board of Directors Meeting ....................................................</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>3:00 p.m. – 8:00 p.m.</td>
<td>Registration Open .......................................................................</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>5:30 p.m. – 6:30 p.m.</td>
<td>Newcomer Welcome Reception hosted by Field Council .......... Palm Patio/Upper Lobby</td>
<td></td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues ...........................................................................</td>
<td>Lobby Bar</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
**EVENTS AT A GLANCE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEDNESDAY, NOVEMBER 30, 2022</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration ...................................................................................</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent ICG Sessions</td>
<td></td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Sara Bruce McGraw Doctoral Student Networking Session ..................</td>
<td>Palm 3A</td>
</tr>
<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Exhibit Hall and Silent Book Auction ...........................................</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Gender &amp; Sexualities Standing Committee .......................................</td>
<td>Palm 3A</td>
</tr>
<tr>
<td></td>
<td>Mentoring Program (open to all members of the LGBTQIA+ community and those allies whose research explores the intersections of literacy and gender or sexualities)</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 1 .......................................................................</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>BIPOC Luncheon (Open to scholars who identify as BIPOC) ...............</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>STAR Luncheon (Closed Event) ......................................................</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Mentoring Session (Closed Event) .........................................</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 2 .....................................................................</td>
<td>Palm 3C</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Roundtable Session 3 .....................................................................</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Presidential Address .......................................................................</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>President’s Reception .....................................................................</td>
<td>Oasis Exclusive</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
EVENTS AT A GLANCE

THURSDAY, DECEMBER 1, 2022

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration ......................................................................................... Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Thursday Poster Presenter Set-Up ....................................................... Upper Lobby</td>
<td></td>
</tr>
<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Reading Hall of Fame Breakfast and Induction Ceremony ................................ Palm 3A</td>
<td></td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent Standing Committees Sessions ............................................ Palm 3A</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Exhibit Hall and Silent Book Auction ................................................ Ballroom Foyer</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Reading Hall of Fame Inaugural Addresses ........................................ Palm 3A</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions ................................................................................ Palm 3D</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 4 ........................................................................ Palm 3D</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Poster Session 1 ................................................................................ Upper Lobby</td>
<td></td>
</tr>
<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
<td>Oscar S. Causey Award Session .......................................................... Grand Ballroom</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups .................................................................................. Palm 3D</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>ERM Intersectionality Brown Bag Discussion ....................................... Palm 3D</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions ....................................................................... Palm 3C</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 5 ......................................................................... Palm 3C</td>
<td></td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Peer Mentoring Session (Closed Event) .................................... Palm 3D</td>
<td></td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Reading Hall of Fame Mentoring Session ....................................... Palm 3C</td>
<td></td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions ....................................................................... Palm 3C</td>
<td></td>
</tr>
<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Distinguished Scholar Lifetime Achievement Award Address .......... Grand Ballroom</td>
<td></td>
</tr>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>Thursday Poster Presenter Tear-Down ............................................... Upper Lobby</td>
<td></td>
</tr>
<tr>
<td>6:15 p.m. – 7:15 p.m.</td>
<td>Town Hall Meeting ........................................................................ Sierra Ballroom</td>
<td></td>
</tr>
<tr>
<td>7:30 p.m. – 9:00 p.m.</td>
<td>ERM/STAR Reception ......................................................................... Vista</td>
<td></td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues ..................................................................................... Lobby Bar</td>
<td></td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
# EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. – 5:00 p.m.</td>
<td>Registration</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Friday Poster Presenter Set-Up</td>
<td>Upper Lobby</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Concurrent Sessions – Award Committees</td>
<td></td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>The National Council of Research on Language and Literacy</td>
<td>Palm 3D (NCRLL) Business Meeting</td>
</tr>
<tr>
<td>7:15 a.m. – 8:15 a.m.</td>
<td>Journal of Literacy Research and LR:TMP Breakfast</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>7:15 a.m. – 7:45 a.m.</td>
<td>Doctoral Student ICG Proposal Mentoring Project Breakfast</td>
<td>Palm 3C</td>
</tr>
<tr>
<td>7:45 a.m. – 8:15 a.m.</td>
<td>Doctoral Student ICG Business Meeting</td>
<td>Palm 3C</td>
</tr>
<tr>
<td>8:00 a.m. – 1:00 p.m.</td>
<td>Silent Book Auction Open</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>8:00 a.m. – 4:00 p.m.</td>
<td>Exhibit Hall Open</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Roundtable Session 6</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>Poster Session 2</td>
<td>Upper Lobby</td>
</tr>
<tr>
<td>10:15 a.m. – 11:45 a.m.</td>
<td>Friday AM Plenary</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Study Groups</td>
<td></td>
</tr>
<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
<td>Past President’s Luncheon (Invitation Only)</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
### EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>Roundtable Session 7</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>1:15 p.m. – 2:45 p.m.</td>
<td>STAR Fellows Research Showcase</td>
<td>Palm 3C</td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>3:00 p.m. – 4:30 p.m.</td>
<td>Roundtable Session 8</td>
<td>Palm 3D</td>
</tr>
<tr>
<td>4:00 p.m. – 7:00 p.m.</td>
<td>Purchase Silent Auction Books</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>4:45 p.m. – 6:00 p.m.</td>
<td>Friday PM Plenary</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>6:15 p.m. – 7:00 p.m.</td>
<td>Annual Business Meeting</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td>Friday Poster Presenter Tear-Down</td>
<td>Upper Lobby</td>
</tr>
<tr>
<td>7:00 p.m. – 8:30 p.m.</td>
<td>Doctoral Students ICG Happy Hour</td>
<td>Las Palmas</td>
</tr>
<tr>
<td>7:30 p.m. – 9:00 p.m.</td>
<td>STAR Reception (Closed Event)</td>
<td>Vista</td>
</tr>
<tr>
<td>9:00 p.m. – 11:00 p.m.</td>
<td>Vital Issues</td>
<td>Lobby Bar</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

---

**Crossing Boundaries and Borders: in Pursuit of Equity, Solidarity, and Social Justice**

72nd Annual Conference of the Literacy Research Association | November 29 – December 3, 2022
### EVENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Area Chairs’ Breakfast</td>
<td>Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>STAR Fellow and Mentors Breakfast (Closed Event)</td>
<td>Palm 3C</td>
</tr>
<tr>
<td>7:00 a.m. – 12:00 p.m.</td>
<td>Registration</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>7:00 a.m. – 11:00 a.m.</td>
<td>Purchase Silent Auction Books</td>
<td>Ballroom Foyer</td>
</tr>
<tr>
<td>8:45 a.m. – 10:15 a.m.</td>
<td>Concurrent Sessions</td>
<td></td>
</tr>
<tr>
<td>8:45 a.m. – 10:15 a.m.</td>
<td>STAR Program Cross-Cohort Research Showcase</td>
<td>Palm 3C</td>
</tr>
<tr>
<td>10:30 a.m. – 12:00 p.m.</td>
<td>Integrative Research Review Panel</td>
<td>Grand Ballroom</td>
</tr>
<tr>
<td>12:15 p.m. – 1:00 p.m.</td>
<td>Executive Committee and Board of Directors Lunch</td>
<td>Palm 3B</td>
</tr>
<tr>
<td>1:00 p.m. – 1:45 p.m.</td>
<td>Executive Committee Meeting</td>
<td>Palm 3A</td>
</tr>
<tr>
<td>2:00 p.m. – 6:00 p.m.</td>
<td>Board of Directors Meeting</td>
<td>Palm 3A</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
New from Guilford

New

Literacy Intervention in the Middle Grades
Word Learning, Comprehension, and Strategy Instruction, Grades 4-8
Kevin Flanigan, PhD
Latisha Hayes, PhD
“The authors reassuringly demonstrate how to assess, organize, and provide instruction that is developmentally based. This book will be welcomed as a robust and powerful resource for undergraduate and graduate courses and professional development workshops.”
—Shane Templeton, PhD, University of Nevada, Reno

Dec. 2022, 7” x 10” Paperback, 266 Pages
ISBN 978-1-4625-5101-9, $35.00

New

Structured Literacy Interventions
Teaching Students with Reading Difficulties, Grades K-6
Edited by Louise Spear-Swerling, PhD
“Finally! A book for K-6 teachers, school administrators, and teacher educators that tackles Structured Literacy in a format that guarantees engagement and learning. Educators will reach for this book time and again to expand their knowledge of best practices for helping struggling readers become successful.”
—Kathleen J. Brown, PhD, University of Utah Reading Clinic

Includes Reproducible Tools
Feb. 2022, 7” x 10” Paperback, 244 Pages
ISBN 978-1-4625-4878-1, $35.00

New Edition—Revised & Updated!

Best Practices in Adolescent Literacy Instruction
THIRD EDITION
Edited by Kathleen A. Hinchman, PhD and Heather K. Sheridan-Thomas, EdD
“The third edition’s increased attention to multimodalities and diversity and social justice makes a core text in the field even more desirable. I have used selected chapters in graduate courses, and the text was very well received. My students came away with both the passion and capability to implement new teaching practices and research projects.”
—Jacqueline Lynch, PhD, Florida International University

Apr. 2022, 6” x 9” Paperback, 430 Pages
ISBN 978-1-4625-4826-2, $40.00

New

Teaching Readers
(Not Reading)
Moving Beyond Skills and Strategies to Reader-Focused Instruction
Peter Afflerbach, PhD
“Afflerbach shares his deep understanding of how readers learn in this brilliantly organized book. He helps classroom teachers, interventionists, and all educators to broaden their knowledge of reading and learning. Written by a masterful teacher, this book is essential reading.”
—Adria Klein, PhD, Saint Mary’s College of California

Includes Reproducible Materials
Jan. 2022, 6” x 9” Paperback, 190 Pages
ISBN 978-1-4625-4861-3, $32.00

New

Writing and Reading Connections
Bridging Research and Practice
Edited by Zoi A. Philippakos, PhD and Steve Graham, EdD
“Philippakos and Graham fill a chasm in literacy theory and research by assembling scholars who have devoted their careers to exploring writing-reading connections. I will use this book in my graduate-level literacy classes….This book does the literacy field a great service!”
—C. Patrick Proctor, EdD, Boston College

Nov. 2022, 7” x 10” Paperback, 340 Pages
ISBN 978-1-4625-5046-3, $35.00

New

Reading Assessment to Promote Equitable Learning
An Empowering Approach for Grades K-5
Laurie Elish-Piper, PhD
Mona W. Matthews, PhD
Victoria J. Risko, EdD
Foreword by H. Richard Milner, PhD
“I would use this book as a required text in my upper-division undergraduate practicum course….I see the text as enhancing our discussions of educational equity and providing students with authentic assessments that they can implement as measures of student progress.”
—Doris Walker-Dalhouse, PhD, Marquette University

Includes Reproducible Forms
Sep. 2022, 7” x 10” Paperback, 340 Pages
ISBN 978-1-4625-4997-9, $35.00

Professors: The title with this symbol is Free for Adoption Consideration. All other titles in this ad are available for 60-day review. Visit www.guilford.com/professors for details and to request copies.

Guilford Press
370 Seventh Avenue, Suite 1200, New York, NY 10001-1020
www.guilford.com • Promotional Code CF29 for 25% Off
+ Free Worldwide Shipping • Both Print & E-Books Available

25% Off + FREE WORLDWIDE SHIPPING at the Guilford Press booth with code CF29
FUTURE LRA CONFERENCE LOCATION

NOVEMBER 28 - DECEMBER 2, 2023

Hilton Atlanta
255 Courtland St NE
Atlanta, GA 30303
SESSION DESCRIPTIONS

PAPER SESSIONS
Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES
Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aimed to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS
Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS
Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant’s comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS
An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant’s comments and audience interaction.

STUDY GROUPS
Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS
Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS
Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Desk &amp; Silent Book Auction</td>
<td>7:00 am to 5:00 pm</td>
<td>Arizona Grand Resort &amp; Spa: Ballroom Foyer</td>
</tr>
<tr>
<td>Executive Committee Meeting &amp; Working Breakfast</td>
<td>8:30 am to 10:00 am</td>
<td>Arizona Grand Resort &amp; Spa: Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>Board of Directors Lunch</td>
<td>12:30 pm to 1:15 pm</td>
<td>Arizona Grand Resort &amp; Spa: Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>Board of Directors Meeting</td>
<td>1:30 pm to 5:00 pm</td>
<td>Arizona Grand Resort &amp; Spa: Palm 3A &amp; 3B</td>
</tr>
<tr>
<td>Newcomer Welcome Reception hosted by Field Council</td>
<td>5:30 pm to 6:30 pm</td>
<td>Arizona Grand Resort &amp; Spa: Palm Patio/Upper Lobby</td>
</tr>
</tbody>
</table>

**Presenters:**
- Kongji Qin, *New York University*
- Christopher Wagner, *Queens College, CUNY*
- Leslie Cavendish, *High Point University*
- Emily Hayden, *Iowa State University*
- James Joshua Coleman, *San Jose State University*
- Lindsey Moses, *Arizona State University*
- Kisha C. Bryan, *Tennessee State University*
Wednesday • November 30, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

Connect with us! #LRA2022
SESSION DESCRIPTIONS

PAPER SESSIONS
Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES
Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS
Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS
Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant’s comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS
An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant’s comments and audience interaction.

STUDY GROUPS
Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS
Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS
Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
WEDNESDAY PLENARY SPEAKER

Presidential Address
LRA Annual Conference Special Event
4:45 to 6:00 pm

Arizona Grand Ballroom

Introduction of STAR Fellows and Mentors
Jung Kim, Lewis University and Arlette Willis, University of Illinois, Urbana-Champaign

Student Outstanding Research Award Presentation
Jud Laughter, University of Tennessee, Knoxville

2022 Presidential Address
Chasing Shadows: Why There Cannot be a “Simple” Science of Literacy
Presenter:
David B. Yaden, Jr, University of Arizona
WEDNESDAY, NOVEMBER 30

Registration Desk & Silent Book Auction
LRA Annual Conference
Special Event
7:00 to 5:00 pm
Arizona Grand Resort & Spa: Ballroom Foyer

Doctoral Students ICG Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Acacia

Formative Experiments & Design-Based Research ICG Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Bougainvillea

Multilingual/Transnational ICG Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback A

Reading Clinic/Literacy Labs ICG Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback B

History ICG Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback C

International ICG Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback D

Access to Technology: Challenges, Constraints, and Rules
AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Acacia

Chair:
Luis Enrique Perez Cortes, University of Pittsburgh

Discussant:
Matthew Korona, George Mason University

Participants:
• “Taking Test and Creating Content Outside the Lines: An Examination of Elementary Students’ Literacy Practices with Technology in an Urban Charter School”
  Nakisha Darlene Whittington, Virginia Commonwealth University

• Do rural schools provide equitable digital literacies instruction in Ontario? Pedagogical access as a systemic concern
  Michelle Schira Hagerman, University of Ottawa
  Sima Neisary, University of Ottawa

• Pre-adolescents’ Critical Media Literacy Skills during Pandemic Online Learning
  Tiffany Gallagher, Brock University
  K. Taylor Downes, Brock University
  Yvonne L. Messenger, Brock University
  Diane R. Collier, Brock University

(The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.)
Towards Equitable Instructional Practices Across Multiple Disciplines

AREA 14. Other Topics
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Bougainvillea

Chair:
Jackie Eunjung Relyea, North Carolina State University

Discussant:
Emily Rodgers, The Ohio State University

Participants:
• Crossing boundaries in school subjects and school sectors: Teachers and students engaging with literacy in multiple disciplines
  Patrick J. Burke, Dublin City University

• Towards equitable, diverse, inclusive, and accessible practices in digital literacy education: Findings from a pan-Canadian knowledge synthesis review
  Amélie Lemieux, Université de Montréal

• It all adds up: Using literacy strategies to help parents support children’s mathematical achievement
  Lilly Steiner, Monmouth University
  Kerry Carley Rizzuto, Monmouth University
  Vecihi Serbay Zambak, Monmouth University

Impacts and Identities of Literacy Coaches

AREA 2. In-service Teacher Education/Professional Development in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback A

Chair:
Chelsey Bahlmann Bollinger, James Madison University

Discussant:
Chelsey Bahlmann Bollinger, James Madison University

Participants:
• “They’re Just Struggling”: A Critical Analysis of the Chronotopic Identities and Discursive Negotiations of One Elementary Literacy Coach
  Courtney Samuelson, North Carolina State University

• Understanding the Impacts of Literacy Coaching during COVID-19
  Tanya S. Wright, Michigan State University
  Lori Bruner, University of Alabama
  Lisa C. Hendricks, Michigan State University
  Allison Phillippe, Michigan State University

• Literacy Coaching Roles Re-Imagined during COVID-19 Pandemic
  Katia Ciampa, Widener University
  Suzanne Fanelle, West Chester Area School District
  Rosemarie Jagielo-Manion, West Chester University
  Gwen Quinn, School district of Phila
  Audrey Gormley, Widener University

(The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.)
Navigating Information: Finding What You Need in a Vast Online Environment

AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback B

Chair:
Alexandra Panos, University of South Florida

Discussant:
Earl Aguilera, California State University, Fresno

Participants:
- The Sensemaking Ecosystems of Youth Navigating the COVID-19 Information Landscape
  Maren Aukerman, University of Calgary
  David Scott, University of Calgary
  Catherine Burwell, University of Calgary
  Michelle Laura Bence Mathezer, University of Calgary
  Galicia Solon Blackman, University of Calgary
  Jaime Alvaro Paredes Paez, Researcher
- Transcultural Information Literacy: Chinese International Students Navigating Across Multiple Digital Spaces
  Huan Gao, University of Florida

Possibilities for Justice-Oriented Literacy Support for Middle, Secondary, and Adult Learners

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback D

Chair:
Carolyn A. Colvin, University of Iowa

Participants:
- Insights from the Inside: How Middle-School Teachers Use Knowledge and Discourse with Nonfiction Text
  Jennie Baumann, Michigan State University
WEDNESDAY, NOVEMBER 30

- Leveraging the Secondary Language Arts Common Core State Standards to Teach Marginalized Histories and Ideas: Possibilities from Teacher-Researchers
  Victor Lozada, Texas Woman's University
  Mandy Stewart, Texas Woman's University
  Christina Salazar, Texas Woman's University
  Christina Marie Thomas, Texas Woman's University
  Phylicia Anderson, Texas Woman's University

- Resilience, Resistance, and Reimagining: Critical Digital Literacies of Adult Job Seekers in a Public Access Computer Lab
  Jennifer Kobrin, Graduate School of Education, University of Pennsylvania

A Time of Crisis: Healing Youth Across Borders and Boundaries

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Copperwood

Discussant:
Matthew R. Deroo, University of Miami

Participants:
- Critical literacy with migrant youth: Crossing borders between school and home
  Jennifer H. Alford, Queensland University of Technology
- Lessons from COVID-19: Newcomer youth self-advocacy in a time of crisis
  Rahat Hasan Zaidi, University of Calgary
  Michelle Veroba, Brooks Composite High School-Grasslands School Division
  Marigona Morina, University of Calgary
  Chantal Palmer, University of Calgary
- Youth Participatory Action Research (YPAR) and the use of digital literacies for racial healing across boundaries
  Joanna Veronique Maravilla, Lewis University
  Jung Kim, Associate Professor
  Tenille Allen, Professor

continued on next page
Building on theories of reader-response, our empirical studies problematize the ways that reading is typically framed between readers, authors, texts, and contexts. So, we ask: How can playful literacies be expanded to address the complex processes of play-based meaning-making? Our findings propose a heuristic that accounts for the emergent, ontological, affective, and political dimensions of play-based literacies.

Chair:
Tori K. Flint, University of Louisiana at Lafayette

Discussant:
Frank Serafini, Arizona State University

Participants:
- “You’re definitely more recognizable”: Co-authoring in cosplaying interactions
  Karis Jones, SUNY Empire State College

- “I also have another person, who is like… inside me”: Mapping player ontology across the game, metagame, and intertext of a role-playing campaign
  Alex Corbitt, Boston College

- “It’s about learning to read and be read”: Affective and embodied expansions to playful literacies education through dramatic improvisation
  Laura Janel Carter-Stone, Vanderbilt University

- We Cast Counterspell!: Political, speculative, & transmedial readings as critical production in queer youth’s roleplaying games
  Scott Storm, New York University

This collection of papers investigates an array of play-based literacies from gameplay, to role-play, to cosplay.
Refugee and Immigrant Student Voices

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Lantana

Chair:
Christopher Wagner, Queens College, CUNY

Discussant:
Xia Chao, Duquesne University

Participants:
- Hearing the voices of refugee students: The effect of visualization instruction on personal writing of English Language Learners in the intermediate grades
  Ekaterina Midgette, St. John's University
  Priti Haria, Stockton University
- Sojourners, immigrants, ELs….: Identity Negotiations Among Multilingual Elementary Student
  Basak Cermikli Ayvaz, Vanderbilt University
- Teacher preparation for immigrant background students: Teachers of African immigrant and refugee (AIR) background students
  Guy Trainin, University of Nebraska Lincoln TLTE
  Lydiah K Kiramba, University of Nebraska-Lincoln

Crossing Borders and Boundaries: Translanguaging Experiences of Multilingual Belizean Doctoral Students Navigating Colonial English-only Policies and Practices

AREA 12. International Research on Teaching and Learning
Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Mesquite

Following a workshop on ethnographic research methods, 17 members of a multilingual Belizean doctoral cohort engaged in collaborative autoethnographic research to explore their experiences navigating English-only educational experiences as students to become part of the education system as teachers. Using translanguaging as an analytic lens in smaller groups related to their current educational roles, they found instances of oppression and support, silence and determination within new understandings of lingering colonization and liberating pedagogies.

Chair:
Jennifer Sanders, Oklahoma State University

Discussant:
Danling Fu, University of Florida

Participants:
- Recollecting childhood language learning experiences of five Belizean teachers
  Deborah Penelope Williams, Oklahoma State University
  Ruth Estella Reneau, Oklahoma State University
  Orissa Odessa Ramirez, Belizean
  Tanya Ofelia Flowers-Gillett, Oklahoma State University
  Melissa Yolanda Bradley, Oklahoma State University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Crossing Borders to Unite Against Oppressive Practice
  Ray Adolphus Lawrence, Oklahoma State University
  Denise Neal, Oklahoma State University
  Ana Savery, Doctoral Student
  Gwendolyn Usher, Oklahoma State University
  PhD student

• Navigating a Belizean English-Only System as Native Spanish Speakers
  Erica Aguilar, Oklahoma State University
  Eulalio Torres, Oklahoma State University
  Gaudencio Mucul, Oklahoma State University

• Ministry of Education Officers’ evolution of English language learning from micro-level classrooms to macro-level school system
  Odelia Sonia Caliz, student in the doctorate program
  Yvonne Lorraine Howell, Graduate Student
  Liz Vernet Hulse, Oklahoma State University
  Darlene Shelmadine Lozano, Oklahoma State University
  Tanesha Ross, Oklahoma State University

Crossing the boundaries of text, talk, and modality: Supporting pre-service ELA teachers to develop expansive discussion pedagogies

AREA 1. Pre-service Teacher Education in Literacy
Alternative Format Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Noble

In this alternative format session, presenters will share cases of three tensions related to text, talk, and multimodality in classroom discussions that emerged for five teacher educators (TEs) while teaching online ELA methods courses. Presenters and attendees will engage in a multimodal discussion around dilemmas, lessons, and possibilities for expansive discussion pedagogy that engages with multimodality and text/talk boundary crossing, drawing on the cases shared by the presenters and attendees’ own experiences.

Chair:
Katie Danielson, University of Portland

Presenters:
Rebecca Smith, University of Portland
Paul Sutton, Pacific Lutheran University
Sarah Schneider Kavanagh, University of Pennsylvania
Elizabeth Gotwalt, University of Pennsylvania
Emily C. Rainey, University of Pittsburgh
Gavin Tierney, California State University, Fullerton

Towards Equitable Writing Instruction to Enhance the Academic Writing Development of Multilingual Learners

AREA 3. Literacy Assessment, Learning, and Teaching
Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Ocotillo B

In this 90-minute symposium, we present the results of three studies 1) to shed light on the specific challenges multilingual learners must address when composing arguments of literary analysis, 2) to investigate how rigorous instruction based on Project X (a pseudonym)’s cognitive strategies approach impacts multilingual learners’ growth in specific components of writing, and 3) to explore and conjecture which specific writing and revision strategies from Project X contributed to this growth.

Chair:
Carol Olson, University of California, Irvine

Discussant:
Steve Graham, Arizona State University

continued on next page
Participants:
- Unpacking multilingual writers’ academic texts: What are the challenges to meet the demands of academic writing?  
  Undarmaa Maamuujav, University of California, Irvine

- Understanding multilinguals’ capacity for growth in challenging areas of text-based analytical writing: An analysis of the data  
  Jacob Steiss, UCI

- Unpacking the black box of writing instruction: What helps students designated as multilingual learners achieve parity with their non-multilingual peers in growth over time?  
  Huy Chung, University of California, Irvine  
  Carol Olson, University of California, Irvine

Gender & Sexualities Committee Mentoring Program
LRA Annual Conference Special Event  
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3A

Chairs:  
Kate Kedley, Rowan University  
Chad H. Waldron, Central Michigan University

Discussants:  
Jose Ramon Lizarraga, University of Colorado, Boulder  
Latrise Johnson, University of Alabama

That We All Might Bear Witness: Testimonies of Learning in Incarcerated Spaces from the “Flying Kites Collective” and Open Mic

AREA 14. Other Topics Alternative Format Session  
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3B

This alternative session features stories, poems, and art of currently and formerly incarcerated people. We are hosting an interactive space where we will bear witness, stand in solidarity, and listen to those whose words transcend their concrete bounds. A multimedia video highlighting images of art created in carceral spaces will run while excerpts are read. Finally, we invite you to join us for an “open mic” following the readings from BLINDED.

Chair:  
Stephanie Madison, Clemson University

Discussant:  
Stephanie Madison, Clemson University  
Deborah Appleman, Carleton College

Participants:  
• Section 1: That Life  
  Adam David Henze, Indiana University, Bloomington

• Section 2: Education Inside  
  Jim Sosnowski, Education Justice Project - University of Illinois at Urbana-Champaign

• Section 3: Hope for Tomorrow  
  Mikel Cole, University of Houston

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
WEDNESDAY, NOVEMBER 30

Highlighted Session - Storying Our Climate Future: Consequential and Justice-oriented Reading and Writing

AREA 3. Literacy Assessment, Learning, and Teaching
Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3C

This session explores the value of storytelling as a tool for eliciting diverse learners’ hopeful perspectives about equitable, sustainable climate futures for their local communities. Connected by their authors’ shared commitments to consequential and justice-oriented literacy learning, and drawing from a range of contexts and methodological perspectives, the three papers in this session take up, in turn, multimodal reading and writing related to energy justice, water justice, and climate justice for human and non-human persons.

Chair:
Rebecca Woodard, University of Illinois Chicago

Discussant:
Jill Castek, University of Arizona
Deborah Appleman, Carleton College

Participants:
- Youth speculative fiction: Locating energy futures at the intersections of geographical, environmental, and social space
  Michelle E. Jordan, Arizona State University
  Steven E. Zuiker, Arizona State University

- Examining the environment as text: Creating a critical narrative of place that centers environmental justice
  Kelly Jay Smith, University of Arizona

- Cultivating an urgent writing pedagogy about water justice in a pre-Service literacy methods course
  Rebecca Woodard, University of Illinois Chicago
  Kristine M. Schutz, University of Illinois - Chicago

Roundtable Session 1
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3D

Agency, Advocacy, and Resistance within Narrative

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Chair:
Seemi Aziz-Raina, University of Arizona

Participants:
- Examining Agency within Pura Belpré Awarded Texts
  Margaret Vaughn, Washington State University
  Dixie D. Massey, Seattle Pacific University
  Adrienne Vitullo, Teachers College, Columbia
  Xuejiao Li, Washington State University

- “Harboring Us:” A Book Club, Fugitive Space and Place to Imagine
  Wanda Brooks, Temple University

- Indigenous Children’s Literature as Counter Narratives
  Dawn Castagno-Dysart, Columbia College
  Ariel Robinson, Lindenwood University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Disciplinary Literacy and Learning

AREA 3. Literacy Assessment, Learning, and Teaching

Chair:
Miranda S. Fitzgerald, University of North Carolina at Charlotte

Participants:
- Universal Design for Learning and Literacy in Science: An interdisciplinary systematic literature review
  Heather Waymouth, West Chester University of PA
  Michelle Damiani, Rowan University
  Latifa Sebti, Rowan University
- Information Report Writing across the First Grade Year
  Carol A. Donovan, University of Alabama
  Sloane C. Donovan, Emory University
- Supporting Elementary and Middle School Students in Reading and Writing Academic Sentences in Linguistically Responsive Ways
  Kathryn C. Blair, University of Nevada, Reno
  Rachel Knecht, University of Nevada, Reno
  Matthew Ochs, University of Nevada
  Dianna Townsend, University of Nevada, Reno

Multimodality, Disciplinary Learning, and Assessment

AREA 3. Literacy Assessment, Learning, and Teaching

Chair:
Kathleen Marie Alley, Mississippi State University

Participants:
- Privileging Justice and Fairness in Assessment: Towards a Conception of Critical Assessment Practices for New Literacies and Beyond
  Elena E. Forzani, Boston University
  David Slomp, University of Lethbridge
  Julie Anne Corrigan, Concordia University, Montreal
- Two Cases of Remote Comprehension Learning
  Andrew T. Holt, Towson University
  Barbara Laster, Towson University
- “Where’s the Learning Loss Here?”: Assessing the Multimodal Skills Preschoolers Bring into the Classroom From Home
  Chu N. Ly, Framingham State University
  Elena E. Forzani, Boston University

Supporting struggling readers in global contexts

AREA 12. International Research on Teaching and Learning

Chair:
Bettina Buch, University College Abalon

Participants:
- Crossing Global Boundaries in Literacy Clinics
  Joan Anne Rhodes, Virginia Commonwealth University
  Tammy Marsh Milby, University of Richmond
- Doubly challenged students - how can we describe them?
  Bettina Buch, University College Abalon
  Stine Fuglsang Engmose, University College Abalon
  Louise Rønberg, University College Copenhagen

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Writing Experiences of Rural Women and a Community-Based Partnership

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Chair:
Sara A. Field, George Mason University

Participants:
- Collaborative inscriptions: charting the process of participatory book-writing in a community-based research practice partnership
  Claire Wan, Penn GSE
  Ankhi Thakurta, University of Pennsylvania
  Jacqueline Mary Winsch, University of Pennsylvania
  Astrid Nicholl Sambolín Morales, University of Pennsylvania
  Ericka Staufert, University of Pennsylvania
  Gerald Campano, University of Pennsylvania

- The Writing Lives of Rural Women
  Honor McElroy, Salisbury University

Community & Action: Working Toward Racial Literacy and Equity

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 1

Chair:
Caroline T. Clark, The Ohio State University

Participants:
- Critical Incidents that Cultivate Critical Racial Literacy Practices for Teacher Education
  Kristen Leigh White, Northern Michigan University
  Tess Dussling, St. Joseph’s College
  Amy Tondreau, Austin Peay State University
  Elizabeth Years Stevens, Roberts Wesleyan College
  Nance S. Wilson, SUNY Cortland
  Tierney B Hinman, Auburn University
  Wendy Gardiner, Pacific Lutheran University
  Sophie C. Degener, National Louis University

- English and History Teacher Candidates’ Participation in Peer-Led Racial Affinity Groups: Racial Literacy, Professional Development, and Considerations for Future Work
  Daniel P. Moore, Stanford University
  Rubén A. González, Stanford University
  Kristen Jackson, Stanford University
  Stephnaie Robillard, Stanford University
  Kia Turner, Stanford University

- Leveraging Communal Expertise: Peer Coaching for Equity in Preservice Teacher Education
  Elizabeth Colquitt Ries, University of Texas at Austin
  Heather Dunham, The University of Texas at Austin
  Melissa Wetzel, University of Texas at Austin
  Valerie Taylor, The University of Texas at Austin
  Kelsie Corriston Corriston, University of Texas at Austin
  Kerry H. Alexander, The University of Texas
Literacy Learning through Video Gaming: Affordances and Challenges of Video Gameplay in ELA Settings

AREA 14. Other Topics Symposium 8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 2

In this session, speakers will present survey data related to elementary school literacy teachers’ perceptions of video games and learning, theoretical and practical challenges encountered by literacy teachers as they integrate video games into the classroom, and the meaning-making construction elementary students engage in during video gameplay. This session aims to prepare researchers and teachers to understand gaming and literacy as well as challenges and practical strategies for effectively integrating games into research and practice.

Chair:
Carolyn Stufft, Berry College

Discussant:
Sheri Vasinda, Oklahoma State University

Participants:
- Video Gaming and Learning: A Survey of ELA Teachers
  Sam von Gillern, University of Missouri
  Carolyn Stufft, Berry College

- Theoretical and Practical Challenges to Incorporating Video Games in Literacy Classrooms
  Brady Lee Nash, Miami University (OH)

- Playing Through Stories: Agentive Narrative Experience
  Laurie Crystina Thrailkill, East Carolina University

Play to Support Literacy Practices and Pedagogy to Promote Justice and Equity

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Paper Session 8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 3

Chair:
Kelly C. Johnston, Baylor University

Discussant:
Melanie M. Acosta, Florida Atlantic University

Participants:
- Kinship Relationality in a Play-Based Community Literacy Program
  Jennifer MacDonald, University of Calgary
  Kim Lenters, University of Calgary
  Ronna Mosher, University of Calgary

- The serious work of playground conversations: Early literacy practices for diversity, equity, inclusion, and social justice
  Victoria Damjanovic, Northern Arizona University
  Stephanie M. Branson, University of South Florida
- Perceptions and Practices of Teachers Who Play to Support Literacy Pedagogy
  Shelby Boehm, University of Florida

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
## Comparing Expert/Novice Reading, Providing Reading Intervention, and Examining Reading Motivation: Equitable Practices and Research Tools

**AREA 6. Adolescent, College, and Adult Literacy Processes**  
**Paper Session**  
**10:15 to 11:45 am**

Arizona Grand Resort & Spa: Acacia

**Chair:**  
Julianne Scullen, *Judson University*

**Discussant:**  
Kristin Black, *NYU*

**Participants:**
- Comparing Expert and Novice Literary Reading through an Equity Lens: The Bray-Curtis Dissimilarity Metric as a Methodological Approach  
  Jodi Patrick Holschuh, *Texas State University*  
  Leslie Susan Rush, *University of Wyoming*  
  Todd Reynolds, *University of Wyoming*  
  Jodi Lampi, *Northern Illinois University*

- Crossing Boundaries between Science and Literacy for Equitable Text Use in Middle and High School Science Teaching  
  Cynthia Greenleaf, *WestEd*  
  Kathleen A. Hinchman, *Syracuse University*

- Examining Reading Motivation within TikTok: A Survey Instrument Scale Development  
  Sarah Elizabeth Jerasa, *University of Houston*

---

## Considering the Needs of our Multilingual Learners

**AREA 1. Pre-service Teacher Education in Literacy**  
**Paper Session**  
**10:15 to 11:45 am**

Arizona Grand Resort & Spa: Bougainvillea

**Chair:**  
Margaret Osgood Opatz, *University of Utah*

**Discussant:**  
Matthew R. Deroo, *University of Miami*

**Participants:**
- Considering the Needs of Emerging Bilingual Students: Preservice Teacher Lesson Study and Embodied Learning  
  Vicki S. Collet, *University of Arkansas*  
  Alissa Blair, *University of Arkansas*

- Essential Features of Writing Conferences with Linguistically Diverse Students: A Delphi Study  
  Pamela Hickey, *Towson University*  
  Vicki McQuitty, *Towson University*  
  Amir Barghi, *Saint Michael's College*

- Grappling with Diversity: First-Year Pre-Service Teachers’ Beliefs about Multilingualism and Teaching Multilingual Learners  
  Chengcheng Zhou, *Vanderbilt University*
Issues in Primary Literacy Curricula

**AREA 11. Research Methods, Practices and Theory**
**Paper Session**
**10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback A

**Chair:**
Lyudmyla Ivanyuk, Trinity Christian College

**Discussant:**
Erin M. Price, University of Missouri

**Participants:**
- Research mobilities in primary literacy education in England: appearances and disappearances
  Julia Gillen, Lancaster University
  Cathy Burnett, Sheffield Hallam University
  Terrie Lynn Thompson, University of Stirling
  Gill Adams, Sheffield Hallam University
  Anna Čermáková, Lancaster University

- Teacher Decision-Making in Guided Reading
  Brittany Worthen, Asbury University

**No Longer Silent: Amplifying Youth Voices through Literacy Research**

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**
**Symposium**
**10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback B

This symposium shares findings from four research studies with youth from culturally and linguistically diverse communities, including Latinx, Black, and Queer youth. Our research projects collectively argue that preparing Black, Latinx, and Queer youth to take action begins with the word: reading and responding to literature that reflects their lived experiences, and writing that explores, heals, interrogates, and voices their lived experiences, paves the way to transform silence into language and action.

**Chair:**
Tracey Terece Flores, University of Texas at Austin

**Discussant:**
Latrise Johnson, University of Alabama

**Participants:**
- “We’re, like, not alone”: Finding Validation in Latinx YAL
  Sandra Saco, Arizona State University

- “We are More Than That!”: Latina Girls Breaking Silences through Art, Writing, and Dialogue
  Tracey Terece Flores, University of Texas at Austin

- “We could be heard”: Learning to Read and Research towards Social Change
  Sybil Durand, Arizona State University

- We Write Here: Black Queer Writing Pedagogies for Equity, Solidarity, and Social Justice
  Latrise Johnson, University of Alabama

**Placing and Developing an Open Educational Resource for Ecojustice Literacies**

**AREA 10. Literacy Media and Technology**
**Alternative Format Session**
**10:15 to 11:45 am**

Arizona Grand Resort & Spa: Camelback C

In this alternative format session, we share an open educational resource (OER) designed around a conceptual framework for ecojustice literacies. Designed with transdisciplinary input by special collections librarians, STEM, English and Creative Writing educators, Literacy scholars, and practicing...
teachers, this resource builds from spatial approaches and the literacies necessary to engage with ecological crisis and justice.

Chair:
Alexandra Panos, University of South Florida

Presenters:
Jenifer Jasinski Schneider, University of South Florida
Lindsay Persohn, University of South Florida Sarasota-Manatee
Katharine Hull, University of South Florida
Kristin Valle Geren, University of South Florida
Amanda Boczar, University of South Florida

Reexamining Theory in Literacy Research
AREA 11. Research Methods, Practices and Theory
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Camelback D

Chair:
Inviolata L Sore, St. John’s University

Discussant:
George G. Hruby, University of Kentucky

Participants:
• Finding Time in Theories of Literacy Research
  Catherine Compton-Lilly, University of South Carolina

• Implications of Semiotic, Critical, and Multimodal Theories on Literacy Research Design
  Frank Serafini, Arizona State University

• Metapositional Awareness for Language and Literacy Teaching
  Lara J. Handsfield, Illinois State University
  Carolyn Hunt, Illinois State University
  Patricia Valente, Rantoul City Schools

Representations of Global Concerns in Children’s and Young Adult Literature
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Camelback F

Chair:
Hiawatha Smith, University of Wisconsin-River Falls

Discussant:
Hiawatha Smith, University of Wisconsin-River Falls

Participants:
• Critical Unpacking of the Single Story in Books about Malala
  Yousafzai Seemi Aziz-Raina, University of Arizona

• Faceless Soldiers Fighting: Critically Historicizing Forced Displacement in Children’s Literature
  Nora Peterman, University of Missouri - Kansas City

• “They are not the only ones who feel uncertain”: Adolescents’ reflections on YA literature and private-public divides during the Covid-19 pandemic
  Caroline Hamilton-McKenna, University of British Columbia

Examination of Reading Practices, Findings, and Student Achievement
AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Copperwood

continued on next page
WEDNESDAY, NOVEMBER 30

Chair:
Laura S. Tortorelli, Michigan State University

Discussant:
Robert D. Carpenter, Eastern Michigan University

Participants:
- A Critical Interpretive Synthesis of Science-specific, Disciplinary Literacies
  Misty Sailors, University of North Texas;
  Molly Claire Marek, The University of North Texas
  Chris D. Ham, University of North Texas
  Mariyeni Matariro, University of the Witwatersrand

- A 20 Year Guided Reading Research Synthesis: Examining Student Data
  Meghan Valerio, Kent State University
  Kristen I. Evans, Kent State University
  Denise N. Morgan, Kent State University

- Culturally responsive “science of reading” instruction: De-siloing paradigms to build a student-centred framework
  Jeanne Sinclair, Memorial University of Newfoundland
  Nevra Ozoren Sener, Memorial University

Language Use, Identities, and Activism of Emergent Bilinguals

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Desert Willow

Chair:
Leah Jo Shepard-Carey, Drake University

Discussant:
Juan C. Borda, Texas Woman’s University

Participants:
- Imagining a Right to Place: A Cross-Case Analysis of the Transnational Identities, Experiences, and Literacies of Migrant Youth in Two Urban Afterschool Programs
  Ankhi Thakurta, University of Pennsylvania
  Nermin Vehabovic, Elon University

- Promoting increased language use for Spanish-English emergent bilinguals in English-dominant preschool classrooms
  Laura Enrica Buckley, Vanderbilt University
  Jeannette Mancilla-Martinez, Vanderbilt University

- “That’s not fair!”: A positive discourse analysis of emergent bilinguals’ linguistic activism in a second grade classroom
  Leah Jo Shepard-Carey, Drake University

Queer Temporalities in Literacy Research: Pasts, Presents, and Futures in Queer Literatures and Lives

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Symposium
10:15 to 11:45 am

Arizona Grand Resort & Spa: Kaibab

The scholars in this symposium explore queer theorizations of temporality, power, and identity in literacy research, specifically the relationships among pasts, presents, and futures in working toward intersectional justice for queer and trans communities. The group considers telescopes, chrononormativity, timeliness, and temporal drag in literacy education with respect to young adult literature, parents, and pre-service teachers, offering a multifaceted exploration of the consequences of queer time for literacy scholarship.

continued on next page
WEDNESDAY, NOVEMBER 30

Chairs:
Ryan Schey, University of Georgia
James Joshua Coleman, San Jose State University

Discussant:
Jose Ramon Lizarraga, University of Colorado, Boulder

Participants:
• Telescopes to Queer Futures in LGBTQ+ Youth Speculative Fiction
  James Joshua Coleman, San Jose State University

• The Disruption of Chrononormative Logics in Queer Young Adult Literature
  Angel Daniel Matos, Bowdoin College

• Allyship Timeliness in an Era of School Censorship: Mothers’ Conceptions and (In) actions for Queer Inclusivity
  Adam Crawley, University of Texas at Austin

• Temporal Drag in Pre-Service Teachers’ Composing: Toward Interweaving Queer and Critical Race Literacies
  Rae Oviatt, Eastern Michigan University
  Ryan Schey, University of Georgia

Play, Possibility, and the Politics of Entering Online Spaces: The Ethics of Researching Digital Communities

AREA 11. Research Methods, Practices and Theory Symposium
10:15 to 11:45 am

Arizona Grand Resort & Spa: Lantana

This panel features four papers that examine the ethical precarities of researching digital communities. Building on Curwood et al.’s (2019) four ethical dilemmas of online research (i.e., accessibility, positionality, relationality, and temporality), we consider how issues of normativity (i.e., the shifting rules and values across online spaces) and spatiality (i.e., the intersection of online spaces with the histories and epistemologies of geographic spaces) frame our research practices.

Chair:
Haeny Yoon, Teachers College, Columbia University

Discussant:
Jon M. Wargo, Boston College

Participants:
• “Just follow me!”: Negotiating online and offline ethics of play with youth gamers
  Alex Corbitt, Boston College
  Mariana Lima Becker, Boston College

• Traveling with Youth: Moving Towards an Ethical Stance and Methodological Framework for Digital Space Research
  Catherine Yanan Cheng Stahl, Teachers College, Columbia University

• “Can I share my screen?”: Exploring the ethics of researching young children’s mobile literacies
  Rachel Powers Knight, Teachers College

• Knowing When to Stop: The Ethics of (Dis)embodied Research on Facebook
  Alisha Nguyen, Boston College

Crossing Borders through Books: Salas de Libros and Transnational Partnerships

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Mesquite

This alternative format session introduces Salas de Libros, an adaptation of a reading promotion program from Mexico. We will describe the components of

continued on next page
this program and engage participants in a mini-Sala, using a set of texts which are thematically linked by a focus on borders and walls. We will engage session attendees in a discussion of the first iteration of how this program was adapted for the U.S. context, and discuss possibilities for the future.

Chair:
Kathy G. Short, University of Arizona

Presenters:
Carol Brochin, University of Arizona  
Nora Obregón, Biblioteca Blackmore, Escuela Valle de Bravo  
Andrea Garcia, Insight Policy Research, Inc.  
Desiree W. Cueto, Western Washington University

Emotional Justice in the Early Childhood Classroom: Supporting Teachers in Implementing Culturally Sustaining Emancipatory Literacy Practices

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium  
10:15 to 11:45 am

Arizona Grand Resort & Spa: Noble

This symposium brings together research conducted by four authors at three different institutions, working in three distinct geographic locations, to explore experiences of teachers working to support the development of culturally sustaining literacy practices in early childhood classrooms. Specifically, we examine how emotional justice can support the implementation of culturally sustaining literacy practices in out of school, professional learning and school partnership contexts.

Chair:
Amy Seely Flint, University of Louisville

Discussant:
Tasha Laman, Western Washington University

Participants:
- Vulnerability in Action: Early Childhood Educators Professional Learning Community  
Sandra Lucia Osorio, Illinois State University

- Emancipating Curriculum: Enacting a Pro-Black Curriculum in One School  
Eliza Braden, The University of South Carolina  
Kamania Hoyte, University of South Carolina

- Cultivating a New Love Language: Black Teachers’ Self-Efficacy and New Literacies in After School Programs as Emotional Justice  
Roberta Price Gardner, Kennesaw State University

Breaking the Silence: Recognizing Strategies that Support Faculty Success with Dr. Marla Robertson

AREA 14. Other Topics  
Alternative Format Session  
10:15 to 11:45 am

Arizona Grand Resort & Spa: Ocotillo B

Literacy faculty who pursue research navigate institutional barriers. The purpose of this alternative session is to share the findings of three studies that examine how faculty at regional institutions might navigate these barriers. This alternative session aims to provide a forum for the exchange of ideas of how faculty utilize various supports and strategies to experience success in regional or teaching-focused institutions.

Chair:
Roya Qualls Scales, Western Carolina University

Presenters:
Courtney Shimek, West Virginia University  
Stephanie Davis, University of North Carolina at Greensboro

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
## Critical Content Analyses of Children’s and YA Literature

**AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature**  
**Paper Session**  
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3A

**Chair:**  
Mark A. Lewis, *James Madison University*

**Discussant:**  
Victoria Gill, *Lesley University*

**Participants:**
- Adoption Representation in Children’s Books: A Critical Content Analysis  
  Melody Zoch, *University of NC Greensboro*  
  Amy Burke, *Texas Woman's University*
- Who gets to be an activist?: A critical content analysis of children's literature on activism  
  Erica Holyoke, *Keene State College*  
  Lauren Fletcher, *University of Louisville*
- Youth, Football, and Media: Examining Community Cultural Wealth in *We Are: The Brooklyn Saints* through a Critical Content Analysis  
  Jason J. Griffith, *Penn State University*  
  Anthony Celaya, *Western Washington University*  

## Creative Literacies to Listen to Children’s Voices

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**  
**Paper Session**  
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3B

**Chair:**  
Earl Aguilera, *California State University, Fresno*

**Discussant:**  
Stergios Botzakis, *University of Tennessee, Knoxville*

**Participants:**
- Centering Children's Voices and Purposes in Multimodality Research  
  David E. Low, *Fresno State University*  
  Jessica Zacher Pandya, *California State University Dominguez Hills*
- Cross-collaboration and noticing: Planning and implementing a noticing approach for fourth grade and 12th grade ELA classrooms  
  Mary Neville, *New Mexico State University*  
- Investigating Children’s Literacies in Digitally Mediated Interactions  
  Susan Nichols, *University of South Australia*

## Critical Content Area Literacy

**AREA 2. In-service Teacher Education/Professional Development in Literacy**  
**Paper Session**  
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3C

**Participants:**
- Cultivating Literacy for an Agriculturally Literate Society  
  Stephanie M. Lemley, *Mississippi State University*  
  Kathleen Marie Alley, *Mississippi State University*
Determining How Teachers’ Self-efficacy and Dispositions Impact Literacy Instruction in Content Area Classrooms
Jennifer D. Morrison, University of South Carolina
Rachelle S Savitz, East Carolina University
Christy Jenkins Brown, Clemson University
Britnie Delinger Kane, The Citadel
W. Ian O’Byrne, College of Charleston
Charlene Aldrich, College of Charleston
Kavin Ming, Winthrop University
Elizabeth McDonald, Clemson University

Elementary Pre-service Teachers Learning to Use SFL-Informed Strategies for Literacy Instruction
Valerie Gresser, Duquesne University

Equitable Representations and Practices for Instruction and Student Learning

Equitable Representations and Practices for Instruction and Student Learning
AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Palm 3D

Chair:
Deborah Augsburger, Lewis University

Discussant:
Kathryn Mitchell Pierce, Saint Louis University

Participants:
  Emily Hayden, Iowa State University
- “In English, we focus on the stories”: ELA teaching for sociocritical civic literacy in a predominantly White context
  Sarah M. Fleming, SUNY Oswego
  Heather Waymouth, West Chester University of PA

Translational Research and the Listening to Reading–Watching While Writing Protocol

Translational Research and the Listening to Reading–Watching While Writing Protocol
AREA 3. Literacy Assessment, Learning, and Teaching
Alternative Format Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Sierra 1

This alternative format session introduces a recently developed early literacy assessment tool, the Listening to Reading–Watching While Writing Protocol (LTR-WWWW), which supports practitioners in observing children read aloud and/or write. Unlike many literacy assessments, the LTR-WWWW produces not a “level,” but specific instructional targets. This session will: (1) explain the rationale behind the LTR-WWWW, (2) teach how to administer and interpret the LTR-WWWW, with video, and (3) offer implications for research and teacher education.

Chair:
Crystal Wise, University of Illinois at Chicago

Discussant:
Elena E. Forzani, Boston University

Presenters:
Alessandra Ward, Wheaton College
Nell K Duke, University of Michigan
Rachel R. Klingelhofer, University of Michigan

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Critical Literacy Discussions around Race: Educators’ Exploration, Participation, and Empowerment

10:15 to 11:45 am

Arizona Grand Resort & Spa: Sierra 2

Chair:
Kisha C. Bryan, Tennessee State University

Discussant:
Melanie M. Acosta, Florida Atlantic University

Participants:
• Exploring the challenges and possibilities of critical literacy pedagogy: K-8 teacher discussions about race in a virtual professional development course
  Audrey Lucero, University of Oregon
  Janette Dalila Avelar, University of Oregon

• Reducing the Violence: Secondary English Teachers’ Participation in an Anti-Racist Community of Practice
  Stephnaie Robillard, Stanford University

• Critiquing, Dreaming, and Empowering Literacy: Contemporary Black Women Educators’ Positional Identity and Agency
  Chantal Francois, College of Education, Towson University

Global Meaning Making: Disrupting and Interrogating International Language and Literacy Research and Teaching

AREA 12. International Research on Teaching and Learning Alternative Format Session
10:15 to 11:45 am

Arizona Grand Resort & Spa: Sierra 3

The purpose of this alternative session is to bring together ten international authors of a newly published, edited book to present their research on how the tenets of global meaning making (Tierney, 2018) informed their teaching and research around the world. Authors will share diverse theoretical frameworks and methodologies for how they applied tenets of global meaning making (Tierney, 2018) to disrupt and interrogate contradictions and tensions in their global scholarship and reimagine approaches

Chair:
Katina Zammit, Western Sydney University School of Education

Discussant:
Robert James Tierney, UBC, U Sydney, BNU

Presenters:
Patience Adjekai Sowa, RTI International
Chinwe Hope Ikpeze, St. John Fisher College
Dara Hill, The University of Michigan-Dearborn
Jiening Ruan, University of Oklahoma
Shea Kerkhoff, University of Missouri - St. Louis
Maria Constanza Errazuriz, Pontificia Universidad Católica de Chile
Meagan Hoff, Collin College
Lijun Jin, Towson University
Kristie O’Donnell Lussier, Collin College
Lori Czop Assaf, Texas State University
Elaine Michelle Ferraro, Salisbury University
Courtney Verbiest, George Mason University
Desiree Pallais, The University of Texas at Austin

continued on next page
Family and Caregiver Language and Literacy Practices in Multilingual Contexts

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Acacia

Chair:
Guy Trainin, University of Nebraska Lincoln TLTE

Discussant:
Ozge Yalciner, University of Iowa

Participants:
• An Exploration of Mothers’ Language Ideologies Impact on Raising Trilingual Children
  Mihaela Gazioglu, Clemson University

• Engaging Caregivers from Diverse Communities in a School-Based Early Writing Program
  Vera Lee, Drexel University
  Katie Mathew, Drexel University
  Claudia Gentile, NORC at the University of Chicago
  Tylor Mengel, Philadelphia Writing Project

• Learning from Families to Use Bilingual Books as an Entry Point to Biliteracy
  Guy Trainin, University of Nebraska Lincoln TLTE

Power as Caring: Collaborative Participatory Learning in Digital Spaces

AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Bougainvillea

This symposium assembles scholars working across a range of research contexts around two essential questions. These questions situate power as caring in digital learning spaces. Power is considered as a process and a set of relations to engage participants in discussing: What could be gained by examining power as a process (Bloome et al., 2005)? How might power as caring (Bloome et al., 2005) contribute to critical and reflexive research practice?

Chair:
Elizabeth (Betsy) A. Baker, University of Missouri

Participants:
• Collaborative Power Sharing: Relationships Building through Participatory Digital Problem Solving
  Jill Castek, University of Arizona
  Gloria E. Jacobs, Portland State University - Literacy, Language and Technology Research Group

• Power as Critical Analysis: Communities of Learners’ Acquisition of Data Literacies
  Laurie Sheldon, The University of Arizona

• Power as Connection: Widening Views of Digital and Multimodal Learning
  Elena E. Forzani, Boston University
  Jill Castek, University of Arizona

Language, Literacy, and Early Learning

AREA 5. Early and Elementary Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback A

Chair:
Jackie Eunjung Relyea, North Carolina State University

Discussant:
Courtney Hattan, Illinois State University

continued on next page
WEDNESDAY, NOVEMBER 30

Participants:
• Academic Conversations in Kindergarten
  Paola Pilonieta, University of North Carolina at Charlotte
  Jennifer I. Hathaway, George Mason University

• Applying Beck, McKeown, and Kucan’s Framework of Sophisticated Vocabulary to a Preschool Context
  Laura Cutler, The Ohio State University
  Clariebelle Gabas, University of Nebraska-Lincoln

• Gesture like a kitten and you won’t forget your tale: How drama-based storytime supports preschoolers’ narrative retells
  Katie Bernstein, Arizona State University
  Lauren van Huistede, Arizona State University
  Yuchan (Blanche) Gao, Arizona State University
  Melissa Pierce, Melissa Pierce
  Evan Rosemary Ippolito, Arizona State University
  Scott C. Marley, Arizona State University
  Maria Adelaida Restrepo, Arizona State University
  Jenny Millinger, Childsplay
  Kathryn Brantley, Childsplay
  Jennifer Gantwerker, Childsplay

Mother tongues, border tongues, and globalized trends in literacy policy and practice

AREA 12. International Research on Teaching and Learning
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback B

Chair:
Bettina Buch, University College Absalon

Discussant:
Adeline Mansa Borti, Grand Valley State University

Participants:
• Legitimizing border tongues: the case of diction teachers in Nigeria
  Laura Adiba Obubo, University of Missouri-Columbia

• Does L1 affect argumentation in L2? Comparing argumentative moves in English writing across three L1 groups
  Qihan Chen, Boston College
  Jiaqi Song, Fudan University
  Wenjuan Qin, Fudan University

• Ukrainian Educational Policy, Language and Literacy Instruction
  Mariana A. Ricklefs, Northern Illinois University
  Anna Slobodianiuk, South Ukrainian National Pedagogical University

Practitioner Perspectives on Discursive Practices in Literacy Instruction

AREA 2. In-service Teacher Education/Professional Development in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback C

Discussant:
Daniel Stockwell, Clemson University

Participants:
• What lies beneath: A literature review examining foundational beliefs underlying educators’ dialogic stances
  Heather M. Meston, Vanderbilt University

• Investigating Early Childhood Teachers’ Perspectives and Practices About Read-Alouds with Diverse Children’s Literature: A Multiple Case Study
  Sarah D. Reid, University of Missouri

continued on next page
**WEDNESDAY, NOVEMBER 30**

- **Exploring ELA Teachers’ Critical Self-Reflection through Discourse Analysis in Teacher Inquiry Groups**
  Melissa Schieble, *Hunter College; Amy Vetter, UNCG*

**Reading and Analyzing Multimodal Texts**

**AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature**

*Paper Session 1:15 to 2:45 pm*

Arizona Grand Resort & Spa: Camelback D

Chair: Stergios Botzakis, *University of Tennessee, Knoxville*

Discussant: Stergios Botzakis, *University of Tennessee, Knoxville*

Participants:
- Comics as Literary Compasses and Kaleidoscopes
  Francisco Luis Torres, *Kent State University*
  David E. Low, *Fresno State University*
- Representation Matters: A Critical Content Analysis of Queer Characters of Color in Graphic Novels
  Kristian Lenderman, *Digital Promis*
  Rosa Nam, *Clark University*
  Abbey Bachmann, *Texas A&M University*
  Arianna Banack, *University of Tennessee, Knoxville*
  Kimani Mitchell, *Burbank High School*
- A Continuum of Multimodality Features in Award Winning Science Trade Books for Children
  Erin Rich, *University of Alabama*
  Julianne Coleman, *The University of Alabama*
  Sharon M. Pratt, *Indiana University Northwest*

**Translanguaging Pedagogies Across Language and Literacy Classrooms**

**AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings**

*Paper Session 1:15 to 2:45 pm*

Arizona Grand Resort & Spa: Camelback F

Chair: Karla Lomeli, *Assistant Professor*

Discussant: Samuel S. David, *University of Minnesota*

Participants:
- A Teacher’s Perception of Translanguaging in the Dual Language Classroom
  Zulma E. Mojica, *Texas Woman’s University*
  Juan C. Borda, *Texas Woman’s University*
- Translanguaging as a Comprehensive Early Literacy Development Strategy for Children Living in Marginalised areas in Kenya
  Adelheid Marie Bwire, *Kenyatta University*
  Zaline Roy-Campbell, *Syracuse University*
- Translanguaging pedagogy and the discursive co-construction of metalinguistic knowledge
  Samuel S. David, *University of Minnesota*
  Mikel Cole, *University of Houston*

**Collaboration, Composition, and Community: Writing in Early Childhood**

**AREA 5. Early and Elementary Literacy Processes**

*Paper Session 1:15 to 2:45 pm*

Arizona Grand Resort & Spa: Copperwood

*continued on next page*
Chair:
Kathleen Marie Alley, Mississippi State University

Discussant:
Jan Lacina, Texas Christian University

Participants:
- A Tale of Two Groups: Third-grade Students’ Multimodal Interactions in Online Collaborative Writing Environments
  Amanda Shimizu, Vanderbilt University

- “Sharing the Pen”: Transformative and Community Based Practices in Early Childhood Writing Communities
  Erica Holyoke, Keene State College
  Susan Tily, The University of Wisconsin at Eau Claire

- Young Children’s Writing: Relationships between Transcription Skills and Idea Transformations on Composing Tasks
  Rebecca Rohloff, Georgia State University
  Margaret F. Quinn, University of Tennessee, Knoxville

Lessons Learned from Four National Professional Development Grant Projects

AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Kaibab

The U.S. Department of Education’s Office of English Language Acquisition sponsors a National Professional Development (NPD) Grant, which provides up to $2.75 million to institutions to address the professional development (PD) needs of educators working with MLs. This alternative session hopes to provide insight from experiences of four NPD grantees as a way to share the lessons learned in (1) implementing sustained PD programs; and (2) implementing and managing multi-year and multimillion grants.

continued on next page
WEDNESDAY, NOVEMBER 30

Chair:
Maria Selena Protacio, Western Michigan University

Participant:
• Lessons Learned from Four National Professional Development Grant Projects
  Maria Selena Protacio, Western Michigan University
  Monica Yoo, University of Colorado Colorado Springs
  Susan Cantrell, University of Kentucky
  Marco A. Bravo, Santa Clara University
  Susan V. Piazza, Western Michigan University
  Virginia David, Western Michigan University
  Leslie Grant, University of Colorado Colorado Springs
  Kristen H. Perry, University of Kentucky

Ideology, epistemology and power: Is teaching critical digital literacy the most urgent challenge facing education today?

AREA 10. Literacy Media and Technology Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Lantana

In this volatile ‘post-truth’ Internet world, the challenges for students and their teachers are ever more demanding. The four presentations in this symposium will offer different but complementary theoretical perspectives on critical digital literacy, with a particular focus on ideology and the power relations that underpin discourse and that are reshaping epistemology. The presenters will discuss these issues with examples that draw upon data from elementary, high school and teacher development projects.

Chair:
Colin Harrison, University of Nottingham

Discussant:
Amy Stornaiuolo, University of Pennsylvania

Participants:
• Digitally Datafied Learning Ecologies: The Importance of Critical Digital Literacy in Today’s “Innovative” Classrooms
  Robert D. Carpenter, Eastern Michigan University

• Can Critical Discourse Analysis help to prevent the Balkanisation of epistemology?
  Colin Harrison, University of Nottingham

• Applying An Activity Theory Analysis of Students’ Identification of Tensions and Contradictions in their Use of Social Media
  Richard Beach, University of Minnesota

• Critical Digital Literacies and Digital Platforms: A Material Semiotic Analysis of Networked Actors in Youth Online Writing
  Amy Stornaiuolo, University of Pennsylvania

Definitional, Conceptual, and Methodological Challenges in Adolescent Literacy Theory, Research, and Practice

AREA 11. Research Methods, Practices and Theory Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Mesquite

This session will address definitional, conceptual, and methodological challenges in supporting adolescents’ literacy learning in schools by bringing together different scholarly perspectives. We aim to build a network of adolescent literacy researchers concerned with translational science to create more meaningful adolescent literacy practices. We hope this session will lead to improved, more precise and inclusive conceptual categories around adolescent literacy, and ideas for a higher-impact research agenda for generating reciprocity between research, policy, and practice.

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
WEDNESDAY, NOVEMBER 30

Chair:
Dan Reynolds, John Carroll University

Discussants:
Christina L. Dobbs, Boston University
Zhuhui Fang, University of Florida
Cati de los Rios, University of California Berkeley
Darli Kiernan, Nevada Department of Education
Elizabeth Birr Moje, University of Michigan

Participants:
- Defining Adolescence and Adolescent Literacy
  Mark A. Lewis, James Madison University
  Jessica Erin Masterson, Washington State University Vancouver
  Sara Jones, Illinois State University
  Rachael Gabriel, University of Connecticut

- Disciplinary and Supplemental Literacy Instruction
  Shannon Leigh Kelley, University of Connecticut
  Dianna Townsend, University of Nevada, Reno
  Cheryl Petrarca Lyon, University of Connecticut
  Laura Desportes, James Madison University

- What Counts as Evidence in Adolescent Literacy Research?
  Dan Reynolds, John Carroll University
  Katherine K. Frankel, Boston University
  Julie E. Learned, University at Albany SUNY
  Maneka Deanna Brooks, Texas State University

- Addressing Foundational Skills
  Sarah M. Lupo, James Madison University
  Ali Wilson, Schoolkit Group
  Dixie D. Massey, Seattle Pacific University
  Elfrieda H. Hiebert, TextProject

Interpreting a Research Study’s Findings Across Boundaries and Borders

AREA 10. Literacy Media and Technology
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Noble

The five co-authors of this alternative session collaborated on a research study that met all the requirements of a traditional research report; however, the study itself is anything but traditional. We invite session attendees to join us in an exploration across boundaries and borders as the implications of remix for literacy education are limitless, especially when considered in relation to discontents that at times silently divide us.

Chairs:
Crystal L. Beach, University of Georgia/Union County Schools
Donna Alvermann, University of Georgia

Discussant:
Crystal L. Beach, University of Georgia/Union County Schools

Presenters:
Crystal L. Beach, University of Georgia/Union County Schools
Stephanie Loomis, Independent
William Terrell Wright, University of Georgia - Athens
LaTasha Hutcherson Price, University of Georgia

Tools for Multimodal Writing and Composing

AREA 10. Literacy Media and Technology
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Ocotillo B

Chair:
Lyudmyla Ivanyuk, Trinity Christian College

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
WEDNESDAY, NOVEMBER 30

Discussant:
Jayne C. Lammers, University of Rochester

Participants:
- Affective Experiences of Marginalized Adolescent Writers on Zoom: A Cross-Case Synthesis
  Gemma Cooper-Novack, Syracuse University
  Karis Jones, SUNY Empire State College

- Integrating online genres and digital literacies into genre-based pedagogy
  Ron Darvin, University of British Columbia

Navigating Challenges in Literacy Contexts

AREA 2. In-service Teacher Education/Professional Development in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3A

Chair:
Mollie Cura, Cura Literacy Consulting

Discussant:
Ted Kesler, Queens College, CUNY

Participants:
- Educators’ Application of Trauma-Informed Literacy Instruction
  Erin Elizabeth Silcox, University of Wyoming
  Leigh Hall, University of Wyoming

- “I just don’t know about them”: Navigating and negotiating figured worlds of teaching
  Deborah D. Morbitt, The Ohio State University

- Reading Specialist Candidates’ Enactment of Equity Pedagogy during a Virtual Reading Clinic, embedded in a Detroit Agency and University Collaboration
  Dara Hill, The University of Michigan-Dearborn

Critical Readings of Texts

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3B

Chair:
Lisa Domke, Georgia State University

Discussant:
Lisa Domke, Georgia State University

Participants:
- Exploring the Relationship Between Figurative and Realist Readings in Critical Literary Study
  Beth Krone, Kennesaw State University
  Scott Storm, New York University

- (Missed) Opportunities to Build Solidarity: A critical analysis of Spanish-English bilingual children’s books
  Claudia Rodriguez-Mojica, Santa Clara University
  Allison Briceno, SJSU

- What Are We Celebrating?: Offering an Analysis on Juneteenth in Children's Literature
  Amber Lawson, Michigan State University
  Rebecca L. Witte, Michigan State University

continued on next page
WEDNESDAY, NOVEMBER 30

Roundtable Session 2
1:15 to 2:45 pm
Arizona Grand Resort & Spa: Palm 3C

Assessment Tools and Practices

AREA 3. Literacy Assessment, Learning, and Teaching
Roundtable Session

Chair:
Elizabeth J. Hammond, University of South Carolina Beaufort

Participants:
- Linking Assessment to Instructional Sequences: The Case of Demarcus
  Meghan J. Malloy, Clemson University
  Celeste Compton Bates, Clemson
  Jacquelynn A. Malloy, Clemson University
- Evidence-Centered Design to Integrate Cultural Sustainability into Developing a Data Literacy Assessment
  Semi Yeom, University of Maryland, College Park
- Collaborating to Critically Examine the Disciplinary Literacies Assessment Tools for more Equitable Experiences
  Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa
  Stephanie Buelow, University of Hawaii at Manoa

Multiliteracies in the Home

AREA 10. Literacy Media and Technology
Roundtable Session

Participants:
- Toward hybridity: Investigating content area and disciplinary literacies
  Heidi Regina Bacon, Southern Illinois University Carbondale
  Brianna Janssen Sanchez, Southern Illinois University Carbondale
- Highlighted Presentation - Exploring Access and Opportunity to Critical STEM Literacies for Underrepresented and Historically Marginalized Adolescents
  Mary A. Avalos, University of Miami
  Mistoria Brown, University of Miami
  Sarah M. Ghulman, University of Miami
  Matthew R. Deroo, University of Miami
  Deborah Perez, University of Miami
  Kristin Watson Kibler, University of Miami
  Misty Sailors, Colorado State University Pueblo
  Erica Holyoke, University of Colorado Denver
  Adam Crawley, University of Colorado Boulder
  Molly Marek, University of Texas at Austin
  Nastasia Schreiner, University of Miami
- Crossing the Boundaries of Reading Intervention: The Pursuit to Provide Equitable Reading Intervention with Middle Schoolers
  Sarah Kocherhans, University of Utah
  Margaret Osgood Opatz, University of Utah

Disciplinary Literacies: Toward Hybridity, Exploring Access, and Crossing Boundaries

AREA 6. Adolescent, College, and Adult Literacy Processes
Roundtable Session

Chair:
Melissa LaDuke, Air University

Participant:
- Newcomer Children’s Digital Trajectories at Home
  Yina Liu, University of Alberta

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Navigating Issues of State and Professional Learning Standards and Accreditation

AREA 4. Public Engagement and Policy in Literacy
Roundtable Session

Chair:
Andrew Huddleston, Abilene Christian University

Participants:
- Navigating Boundaries Between Learning Standards: An Analysis of the NCTE and GA DOE Standards for ELA Educators
  Jennifer Ervin, University of Georgia
  Madison Gannon, University of Georgia

- Navigating the Road of International Dyslexia Association Accreditation as Literacy Researchers and Director of Accreditation
  Carla K. Meyer, Duquesne University
  Valerie Gresser, Duquesne University
  August Delbert, Duquesne University

- Crossing Boundaries and Borders for Collective Impact: Expanding Partnerships Beyond Schools and into the Community
  Poonam Arya, Wayne State University
  Christina Passos DeNicolo, Wayne State University
  Ben Pogodzinski, Wayne State University
  Kathryn Roberts, Wayne State University
  Leah A. van Belle, 313Reads

We are All in this Together: Educators’ Knowledge and Learning

AREA 5. Early and Elementary Literacy Processes
Roundtable Session

Chair:
Melanie M. Acosta, Florida Atlantic University

Participants:
- K-2 Teacher Comfort and Perceived Knowledge of Phonological Awareness
  Kaley Shook, Western Michigan University
  Laura Teichert, Western Michigan University

- Pivoting to a 21st Century Literacy Clinic in COVID-19 Times: New Learning for Faculty and Candidates
  Chad H. Waldron, Central Michigan University
  Amber L. Meyer, Salisbury University

Arizona Grand Resort & Spa: Palm 3D

Exploring Catalysts for Epistemic Friction: Antiracist Texts, Conversations, and Teaching at PWIs

AREA 6. Adolescent, College, and Adult Literacy Processes
Alternative Format Session

Arizona Grand Resort & Spa: Sierra 1

This alternative session examines the affordances of faculty collaborating across geographic boundaries at predominantly white institutions (PWIs). Grounded in theories of epistemic injustice, Critical Whiteness Studies (CWS), and abolitionist teaching, participants will explore how texts and talk—as part of antiracist teaching—can support racial literacy, unmask racial ignorance, and engender self-critical-awareness through epistemic friction. Space will be held to share current methods, explore new approaches, and critically examine our own racial and epistemic gaps.

Chair:
Adam Crawley, University of Texas at Austin

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
**WEDNESDAY, NOVEMBER 30**

**Discussant:**
Naitnaphit Limlamai, *University of Michigan, Ann Arbor*

**Presenters:**
Adam Crawley, *University of Texas at Austin*
Mike P. Cook, *Auburn University*
Caroline T. Clark, *The Ohio State University*
Ashley Summer Boyd, *Washington State University*
Ryan Rish, *University at Buffalo SUNY*
Rachel Skrlac Lo, *Villanova University*

**Traversing Boundaries Between Understanding and Experiencing Story: Using Videogames in Literacy Learning and Research**

**AREA 14. Other Topics**
**Alternative Format Session**
1:15 to 2:45 pm

**Arizona Grand Resort & Spa: Sierra 2**

This alternative format session will begin with an overview of: the importance of videogames as sites of literacy learning, their potential place in the classroom, and models/frameworks that can be used in both classrooms and research to connect videogame-based literacy practices with traditional print-based literacy practices. Finally, during the final 30-45 minutes, attendees will choose a breakout session (detailed below) to engage with.

**Chair:**
Sheri Vasinda, *Oklahoma State University*

**Presenters:**
Brady Lee Nash, *Miami University (OH)*
Carolyn Stufft, *Berry College*
Sam von Gillern, *University of Missouri*
Darian Thraikill, *College of Education*

**Multiliteracies and Multimodal Practices of Multilingual Learners**

**AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings**
**Paper Session**
1:15 to 2:45 pm

**Arizona Grand Resort & Spa: Sierra 3**

**Chair:**
Phylicia Anderson, *Texas Woman's University*

**Discussant:**
Kongji Qin, *New York University*

**Participants:**
- “Be Creative and Have Fun”: How Play is Intertwined in Multimodal and Embodied Science Learning
  Amanda Diaz, *University of Illinois at Chicago*
  Rebecca Woodard, *University of Illinois Chicago*
  Nathan C. Phillips, *University of Illinois at Chicago*
  Miguel Melchor, *Chicago Public Schools*
  Rachelle Palnick Tsachor, *University of Illinois at Chicago*
  Rebecca Kotler, *University of Illinois at Chicago*
  Ronan M. Rock, *University of Illinois Chicago*
  Maria Varelas, *University of Illinois Chicago*
- “Make sure to subscribe”: A Brazilian Immigrant Child’s Authoring of Tutorial Videos in the United States
  Mariana Lima Becker, *Boston College*
- Valuing Students’ Bi/Multilingualism Using BookSnaps
  Phylicia Anderson, *Texas Woman’s University*

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
A Cross-Cultural Comparison of Adolescents' Writing Ability and Motivation Between the United States and South Korea

AREA 12. International Research on Teaching and Learning Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Acacia

The purpose of this symposium is to share major findings from a two-year long study that examined and compared the realities of secondary school writing instruction in the United States and South Korea. This symposium will provide audience with an opportunity to learn lessons from global perspectives on how to improve middle and high school writing instruction in both countries.

Chair:
Sohee Park, University of Delaware

Discussant:
Kewman M. Lee, Missouri State University

Participants:
- Teachers’ Perceptions and Instruction of Writing
  Joohwan Kim, Andong National University
  Soonyoung Lee, Korean University

- Comparing Adolescents’ Writing Ability
  Sohee Park, University of Delaware

- Comparing Adolescents’ Motivation to Write
  Bong Gee Jang, Syracuse University

Home and School Connections: Multilingual Engagement in Literacy

3:00 to 4:30 pm

Arizona Grand Resort & Spa: Bougainvillea

Chair:
Jessica Erin Masterson, Washington State University Vancouver

Discussant:
Heeok Jeong, Stephen F. Austin State University

Participants:
- Home-school engagement practices for refugee and immigrant families: What does the literature say, and how does it say it? A critical research synthesis
  Jackie Ridley, Kent State University

- “If Pashto can be less, it would be good:” Afghan Refugees Elementary aged students’ beliefs regarding first language in a school in Pakistan
  Assadullah Sadiq, California State University Channel Islands

- Literacy practices in three languages: Voices from trilingual families in the U.S.
  Mihaela Gazioglu, Clemson University
  Jayoung Choi, Kennesaw State University
  Tuba Angay-Crowder, Kennesaw State University

continued on next page
WEDNESDAY, NOVEMBER 30

Literate Identities in Multiple Contexts
AREA 14. Other Topics
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback A

Chair:
Jo Hawke, St. John’s University, The College of Saint Rose, & Averett University

Discussant:
Judith Dunkerly, Old Dominion University

Chair:
Jo Hawke, St. John’s University, The College of Saint Rose, & Averett University

Discussant:
Judith Dunkerly, Old Dominion University

Participants:
- Asian Adult Immigrants’ Lived Experiences in Workplaces
  Jin Kyeong Jung, Texas Tech University

- Critical Events Along Writing Teacher Educators’ Journeys: Developing Solidarity through Self-Study
  Jennifer Sanders, Oklahoma State University
  Danielle Louise DeFauw, University of Michigan – Dearborn
  Joy Myers, James Madison University
  Sarah J. Donovan, Oklahoma State University

- “I must Ensure Credibility for a Matter of Life-and-Death”: Chinese International Students’ Information Literacies during COVID-19 Pandemic
  Huan Gao, University of Florida

Parent and Teacher Perspectives: Commitment to the Community and Culturally Sustaining Practices
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback B

Chair:
Kate Brayko, University of Montana

Discussant:
Tairan Qiu, The University of Georgia

Participants:
- Breaking boundaries of school and home for bilingual education for linguistically and culturally diverse children: Lessons from parents’ and teachers’ perspectives and practices in Canada
  Guofang Li, University of British Columbia

- Postura Activista: Examining One Bilingual Teacher’s Activism and Commitment to the Community She Serves
  Doris Villarreal, University of Missouri-Saint Louis

- “Spanish is at the foundation of my identity”: Language and literacy portraits as culturally sustaining teacher education practice
  Mary Neville, New Mexico State University
  Susana Ibarra Johnson, New Mexico State University

continued on next page
Pedagogies and Instructional Moves with Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback C

Chair:
Renata Love Jones, Georgia State University

Discussant:
Silvia Nogueron-Liu, University of Colorado, Boulder

Participants:
- The Writer’s Workshop and Multilingual Students: A review of the literature with steps towards an agentic and culturally sustaining model
  Rosalyn Harvey-Torres, Georgia State University
  Claudia Cervantes-Soon, Arizona State University
  Carol Brochin, University of Arizona

- Using Resource Pedagogies to Teach Multilingual Learners: A Close Look at the Work of Two Student Teachers
  Beverly L. Troiano, Elmhurst University
  Simeon Stumme, Elmhurst University

- Where are the Students? Exploring Instructional Moves During Language-Based Reading Pedagogy with 4th Grade Bi/Multilingual Learners
  Renata Love Jones, Georgia State University

Reader Retellings and Text Discussion

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback D

Chair:
Caroline T. Clark, The Ohio State University

Discussant:
Caroline T. Clark, The Ohio State University

Participants:
- Disrupting the Canon with Young Adult Retellings
  Arianna Banack, University of Tennessee, Knoxville

- “Is he gay? That’s like, all I want to know”: Queering Epistemology, Authorial Authenticity, and #OwnVoices in a GSA Book Club
  Ryan Schey, University of Georgia

- On (Not) Defining Queer Childhoods: Discussing Difference in a University-Based LGBTQ+ Literature Course
  Jon M. Wargo, Boston College
  Kyle Patrick Smith, Boston College

Time, Space, and Geography: Critical Reviews of Literature

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback F

Chair:
Julia Poplin, Minnesota State University Moorhead

continued on next page
Discussant:
Anthony Celaya, Western Washington University

Participants:
- Chronotopes of the ‘Third Space that Support Students’ Literacies and Learning: Review of Literature
  Patricia Minegishi Delacruz, University of Illinois at Chicago

- Reviewing affect and emotion in critical literacy education research: feeling words within worlds
  Laura Janel Carter-Stone, Vanderbilt University

- The Role of Geography and Mapping in Literacy Studies: An Integrative Critical Literature Review
  Alexandra Panos, University of South Florida
  Kristin Valle Geren, University of South Florida

Using Inquiry in Teacher Education: Bridging Critical Theory and Pedagogical Practice

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Lantana

In this inquiry-based session, four teacher educators will share ways they challenge teacher candidates to critically examine their beliefs about multilingual learners and schools. This alternative session is designed to build a foundation for a network dedicated to disrupting traditional systems of literacy research and teacher education. Presenters will invite the audience to engage in various interactive teacher education learning activities that were designed to support teacher candidates in bridging critical theory and pedagogical practice.

Chair:
Matthew R. Deroo, University of Miami

Participants:
- What are beliefs about language and where do these ideas come from?
  Christine Leider, University of Massachusetts Boston

- How do multimodal compositions support teachers to interrogate social reproduction in schools?
  Matthew R. Deroo, University of Miami

- What is reading and how do our definitions privilege particular language and students?
  Christina L. Dobbs, Boston University

- How can we deconstruct genre with multilingual learners in mind?
  Fernanda Marinho Kray, WIDA at the Wisconsin Center for Research, University of Wisconsin Madison

The Roles of Functional Grammar, Disciplinary Identities, and Epistemic Emotions with Uncertainty: Disciplinary Practices

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Ocotillo B

Chair:
Lanette Jimerson, University of Houston

Discussant:
Jodi Patrick Holschuh, Texas State University

Participants:
- Unpacking the “Grammar Fatigue Syndrome” in College English Teaching in China
  Zhihui Fang, University of Florida

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Affirming Disciplinary Identities through Expansive Disciplinary Literacies in Engineering  
  Amy Wilson-Lopez, Utah State University  

• Emerging engineers’ comprehension processes during learning: Sources and strategies associated with experiences of cognitive disequilibrium  
  Allison Zengilowski, University of California, Davis  
  Michelle E. Jordan, Arizona State University  
  Diane L. Schallert, University of Texas at Austin  

Use of Systems Thinking for Transdisciplinary Critical/Media Literacy Portrayal and Analysis of the Climate Crisis  

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School  
Alternative Format Session  
3:00 to 4:30 pm  

Arizona Grand Resort & Spa: Palm 3C  

This session describes research on the use of digital/media tools and transdisciplinary perspectives for engaging students in systems thinking about the climate crisis. Presentation 1 involves content analysis of youth-produced digital videos for portraying and critiquing perceptions of energy systems. Presentation 2 examines students’ use of digital computer games for fostering students’ critical inquiry of how systems impact climate change. Presentation 3 examines applications of transdisciplinary thinking on preservice teachers’ acquisition of systems thinking.  

Chair:  
Richard Beach, University of Minnesota  

Participants:  
• Students Production of Videos Portraying the Transformation of Energy Systems  
  Richard Beach, University of Minnesota  
  Daniela Torres Cirina, Second Language Acquisition & Teaching, University of Arizona  
  Blaine Smith, University of Arizona  

• Imagining Systems Literacies through Game Creation  
  Eli Tucker-Raymond, Boston University  
  Gillian Puttick, TERC  
  Michael Cassidy, TERC  
  Casper Harteveld, Northeastern University  
  Giovanni Maria Troiano, Northeastern University  

• Empowering and Advocating for Educators as Agents of Change  
  W. Ian O’Byrne, College of Charleston  
  Melissa Negreiros, College of Charleston  
  Tracey Hunter-Doniger, College of Charleston  
  Nenad Radakovic, College of Charleston  

Roundtable Session 3  
3:00 to 4:30 pm  

Arizona Grand Resort & Spa: Palm 3D  

Complexifying Language and Literacy Practices  

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings  

Chair:  
Eurydice Bauer, University of South Carolina  

Participants:  
• Rethinking Literacy Practices from a Vygotskian Perspective: Emotion, Cognition, and Transformation  
  Zhaoyu Wang, Penn State University  
  Seongryeong Yu, The Pennsylvania State University  

continued on next page
• “It’s not saying the words we want it to say”: Translingual negotiations with translation software
Holland White, Vanderbilt University

• In pursuit of equity: A cautionary tale of literacy assessments and multilingual learners
Kay Michelle Rosheim, Eden Prairie Schools
Kristi Tamte, St Cloud State University

Meaning Making, Computational Thinking, and Multiliteracies

AREA 10. Literacy Media and Technology

Participants:
• Computational Thinking and Literacy: Creating Equity for Girls and Rural Students in 21st Century America
Renee Moran, East Tennessee State University
LaShay Jennings, East Tennessee State University
Natalia Ward, ETSU
Shuling Yang, East Tennessee State University
Stacey J. Fisher, East TN State University

• Emergent Readers’ Expression of Meaning Making with Animated Stories
Amy Chopra, Judson University

PST’s Instruction and Response to Student Writing in Methods Courses

AREA 1. Pre-service Teacher Education in Literacy

Chair:
Jason J. Griffith, Penn State University

Participants:
• From writing methods courses to student teaching: How preservice teachers enact writing instruction
Kristine Pytash, Kent State University
Denise N. Morgan, Kent State University

Monica Bartholomew, Kent State University
Abbey Gazea, Kent State University
Christina Lorelli, Kent State University
Emma M. Royan, Kent State University
Heather Rundo, Kent State University
Brittany Viton, Kent State University

• Preparing Writing Teachers to Push the Boundaries of Tradition and Oppression in Secondary Writing Instruction
Charlotte L. Land, Penn State University
Kelsey Jones-Greer, Penn State University

• What Do They Notice? Preservice Teachers’ Response to Students’ Writing During a Writing Methods Course
Kristen I. Evans, Kent State University
Denise N. Morgan, Kent State University

Telling the Truth: Fighting Deficit Narratives and Engaging a Historically Responsive Literacy

AREA 1. Pre-service Teacher Education in Literacy

Chair:
Jessica Anne Murdter-Atkinson, University of Texas at Austin

Participants:
• Negotiating Tension and Promise: Pre and Inservice Teacher Experiences with Historically Responsive Literacy
Joseph D. Sweet, University of North Carolina at Pembroke
Cori McKenzie, SUNY Cortland

• Restorying the Deficit Narrative: A Comparative Discourse Analysis of Preservice Teachers’ Reflective Instructional Practices Amid a Global Pandemic
Jamie Hogan, University of Georgia

continued on next page
WEDNESDAY, NOVEMBER 30

**The Science of Reading: Standards & Self-Efficacy for Instruction**

**AREA 1. Pre-service Teacher Education in Literacy**

Chair:
Rebecca Rohloff, *Georgia State University*

Participants:
- Developing the Preservice Teacher Reading Efficacy Scale (PRES)
  Tracey S. Hodges, *The Empowering Advocate LLC*
  Sharon M. Pratt, *Indiana University Northwest*

- The Science of Reading: A Content Analysis of Texas Literacy Standards for Teacher Certification
  Jodi Louise Pilgrim, *University of Mary Hardin-Baylor*

- What’s new in the Lonestar State? A Content Analysis of the Texas Science of Teaching Reading Standards for Preservice Teacher Education
  Vickie Godfrey, *University of Texas at Austin*
  Catherine Lammert, *Texas Tech University*

**Youth Writing Across Disciplines and Communities**

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**

Participants:
- False dichotomies and blurred boundaries: Writers gaining disciplinary literacies in out-of-school settings
  Andrea Vaughan, *University of Illinois at Chicago*
  Melina Lesus, *UIC*

- Grappling and Growing through Stories of Hope and Sorrow
  Jennifer C. Mann, *NC State University*
  Caitlin M. Donovan, *North Carolina State University*
  Katherine B. Peachey, *NC State University*
  Crystal C. Lee, *NC State University*

- “I Would Rather Argue a Point”: How Academic Argument Writing Mediates Civic Literacy Learning and Stifles Democratic Dreaming
  Nicole Mirra, *Rutgers University*
  Antero Garcia, *Stanford University*

**Writing Instruction, Motivation, and Implication for Effective Practice**

**AREA 3. Literacy Assessment, Learning, and Teaching**

**Paper Session**
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 2

Chair:
Zoi A. Traga Philippakos, *University of Tennessee*

Discussant:
Kara DeCoursey, *Utah State University*

Participants:
- Limited effect of focusing on the functions of writing in elementary school
  Gustaf Bernhard Uno Skar, *Norwegian University of Science and Technology*
  Steve Graham, *Arizona State University*
  Alan Randall Huebner, *University of Notre Dame*

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Anne Holten Kvistad, Norwegian University of Science and Technology (NTNU)
Marita Byberg Johansen, NTNU
Arne Johannes Aasen, Norwegian University of Science and Technology

- Effects of Differential Models of Support on Teachers’ Instruction and Students’ Writing Quality
  Zoi A. Traga Philippakos, University of Tennessee

- The Writing Engagement Scale
  Seth Parsons, George Mason University
  Samantha T. Ives, George Mason University
  Jonathan Marine, George Mason University
  Paul Rogers, UC Santa Barbara
  Chase Young, Sam Houston State University
  Ashlee Horton, Columbia County Schools (GA)

Videogame Literacy: How Mechanics Effect Experience

AREA 10. Literacy Media and Technology
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:
Brady Lee Nash, Miami University (OH)

Participants:
- How Game Features in Digital Mobile/Handheld Vocabulary Learning Games Are Related to EFL Vocabulary Learning Outcomes
  Yong Zeng, Oakland University
  Tanya Christ, Oakland University

- Wearing White Male Faces: Projective Identity and Video Games
  Laurie Crystina Thrailkill, East Carolina University

Presidential Address
LRA Annual Conference
Special Event
4:45 to 6:00 pm

Grand Ballroom

Presenter:
David Yaden, University of Arizona

Presidents Reception
LRA Annual Conference
Reception
6:00 to 7:30 pm

Arizona Grand Resort & Spa: Oasis Exclusive

Presenter:
David Yaden, University of Arizona

Presidents Private Reception
LRA Annual Conference
Reception
7:30 to 10:00 pm

Arizona Grand Resort & Spa: Vista

Presenter:
David Yaden, University of Arizona
Thursday • December 1, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

Connect with us! #LRA2022
SESSION DESCRIPTIONS

PAPER SESSIONS
Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES
Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS
Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS
Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant’s comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS
An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant’s comments and audience interaction.

STUDY GROUPS
Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS
Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS
Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY PLENARY SPEAKERS

Oscar S. Causey Address
LRA Annual Conference Special Event
10:15 to 11:45 am

Grand Ballroom

Chair:
Fenice B. Boyd, University of South Carolina

Arthur Applebee Award Presentation
Kathleen Hinchman, Syracuse University

Edward B. Fry Book Award Presentation
Grace Enriquez, Lesley University

Oscar S. Causey Award Presentation
Fenice Boyd, University of South Carolina

2022 Oscar S. Causey Award Address
Revolutionizing Literacy:
The Life of Omar ibn Said, Written by Himself

Presenter:
Arlette Willis, University of Illinois, Urbana-Champaign

Distinguished Scholar Lifetime Achievement Award Presentation
LRA Annual Conference Special Event
4:45 to 6:00 pm

Grand Ballroom

Early Career Award Presentation
Kristin Conradi, William & Mary University

Distinguished Scholar Lifetime Achievement Award Presentation
Tisha Lewis Ellison, University of Georgia

Distinguished Scholar Lifetime Achievement Award Address
English Language Learners, Initial Reading, and Language Teaching:
Can Language be Curricularized for Children?

Presenter:
Guadalupe Valdés, Stanford University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY, DECEMBER 1

Registration Desk & Silent Book Auction
LRA Annual Conference
Special Event
7:00 to 5:00 pm
Arizona Grand Resort & Spa: Ballroom Foyer

Reading Hall of Fame Breakfast and Induction Ceremony
LRA Annual Conference
Alternative Format Session
7:00 to 8:30 am

Arizona Grand Resort & Spa: Palm 3A

This session will be available only for members, inductees and their families and guests. The meeting will be conducted by President, Norman Stahl, Northern Illinois University. Reports will be delivered by Secretary, Kathleen Hinchman, Syracuse University, Treasurer, Patricia Anders, University of Arizona, and Past President, Diane Lapp. The focus of the meeting will include a discussion of both old and new business. During this session new members will be inducted. The session will conclude with tributes to deceased members being inducted posthumously (TBA). Hall of Fame emerging scholars, (TBA) will be introduced by Patricia Edwards, Michigan State University.

Chair:
Brady Lee Nash, Miami University (OH)

Presenters:
Diane K. Lapp, San Diego State University
Kathleen A. Hinchman, Syracuse University
Patricia L. Anders, University of Arizona
Norman A. Stahl, Northern Illinois University
Patricia Ann Edwards, Michigan State University
Cynthia Greenleaf, WestEd
Douglas Fisher, San Diego State University
Robert Rueda, University of Southern California
Shane Templeton, University of Nevada, Reno
Judith Ann Scott, University of California, Santa Cruz

Thursday Poster Presenter Set-Up
LRA Annual Conference
Special Event
7:00 to 8:30 am
Arizona Grand Resort & Spa: Upper Lobby

Technology & Digital Communications Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Acacia

Ethics Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Bougainvillea

Ethnicity, Race & Multilingualism Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback A

Field Council Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback B

Gender & Sexualities Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback C

Policy & Legislative Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback D

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Publications Committee Meeting
LRA Annual Conference Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback F

Research Committee Meeting
LRA Annual Conference Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Copperwood

Addressing Equity in Language andLiteracy Education: Toward More ExpansiveMethodological and Theoretical Considerations
AREA 8. Literacy Learning and Practice inMulticultural and Multilingual Settings Paper Session
8:30 to 10:00 am
Arizona Grand Resort & Spa: Acacia

Chair:
Jin Kyeong Jung, Texas Tech University

Discussant:
Rohit Mehta, CSU Fresno

Participants:
• Defunding Investment Models in Language and Literacy Education: Toward an Ecological Biliteracy Perspective
  Raúl Alberto Mora, Literacies in Second Languages Project, Universidad Pontificia Bolivariana
  Mikel Cole, University of Houston
  Chris K. Chang-Bacon, University of Virginia

• Highlighted Presentation - Design-Based Research to Promote Language Equity Within Teacher Preparation
  Ryan McCarty, National Louis University
  Colleen Hamilton, National Louis University

Joao Goebel, National Louis University
Wendy Mendez, National Louis University
Dora M. Guzman, National Louis University
Hannah Graham, National Louis University

• Multimodal Entanglements: Intra-Actions of Emergent Bilinguals’ Use of Human and Nonhuman Resources for Literacy Learning
  Rong Zhang, Purdue University
  Ling Hao, University of South Carolina
  Sally Brown, Georgia Southern University

Translanguaging Practices: Pedagogy, Identity, and Critique
AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Paper Session
8:30 to 10:00 am
Arizona Grand Resort & Spa: Bougainvillea

Chair:
Nermin Vehabovic, Elon University

Discussant:
Kate T. Anderson, Arizona State University

Participants:
• Highlighted Presentation - “Como yo.” Using Mirror Texts to Testimoniar in a Translanguaging Space
  Marcela Ossa Parra, Queens College, City University of New York

• “I See Myself as a Bridge Between Korea and the US”: A Case Study of Translanguaging and Transnational Pedagogical Practices of Korean American Literacy Teachers
  Min-Young Kim, University of Kansas

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Translanguaging Pedagogy for Emergent Bilingual Immigrant Youths in the United States: Is It Transformative?  
Eun Young Yeom, University of Georgia

Arizona Grand Resort & Spa: Camelback A

Chair:  
Alessandra Ward, Wheaton College

Discussant:  
Laura S. Tortorelli, Michigan State University

Participants:
• Entering first grade in Finland: Pupils’ competence in mother tongue and factors behind it  
Annette Ukkola, Senior Evaluation Advisor

• Does Knowing the Word Matter for Preschool DLLS? Individualized Vocabulary Words on Phonological Awareness Performance  
Christina Cassano, Salem State University  
Kathleen Ann Paciga, Columbia College Chicago

• Supporting literacy development for Chinese-English bilinguals  
Yaqi Shen, University at Albany, State University of New York

Rethinking Relevancy: Examining Divergent “Research to Practice” Strategies

AREA 4. Public Engagement and Policy in Literacy  
Alternative Format Session  
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback B

During LRA 2021, several sessions concluded with this question: If we do not make literacy research relevant to classroom practice, who will (Author 1; Author 2; Author 4a)? The purpose of this alternative session is to intentionally coalesce scholars who leverage varied strategies to enact research into practice. Each scholar will describe their strategy, share successes, and identify barriers. Attendees will join conversations to rethink the relevancy of these strategies and ignite reformulated efforts.

Chair:  
Elizabeth (Betsy) A. Baker, University of Missouri

Discussant:  
Pamela A. Mason, Harvard University

Participant:
• Rethinking relevancy: Examining divergent “research to practice” strategies  
Elizabeth (Betsy) A. Baker, University of Missouri  
Sharon Walpole, University of Delaware  
Nell K Duke, University of Michigan  
George G. Hruby, University of Kentucky  
Melanie Kuhn, Purdue University  
Gwendolyn Michele McMillon, Oakland University  
Tanya S. Wright, Michigan State University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
### Perspectives on State Reading Policy and Science of Reading Legislation

**AREA 4. Public Engagement and Policy in Literacy**  
**Paper Session**  
8:30 to 10:00 am  

**Arizona Grand Resort & Spa: Camelback D**

**Chair:**  
Robert D. Carpenter, *Eastern Michigan University*

**Discussant:**  
Sarah M. Lupo, *James Madison University*

**Participants:**
- Polyphonic Voices Across State Reading Policy: A Call for an Evolving Dialogue  
  Megan Chaffin, *University of Arkansas*  
  Katie Hackett-Hill, *University of Arkansas*  
  Holly Sheppard Riesco, *University of Arkansas, Fayetteville*  
  Meg Grizzle, *University of Arkansas*  
  Jacob Gardner Warren, *University of Arkansas*

- State Literacy Initiatives in the Era of Science of Reading  
  Elena Andrei, *Cleveland State University*  
  Laura Northrop, *Cleveland State University*

- The New Era of the Reading Wars: Where do Teachers Stand?  
  Melissa Wrenn, *East Carolina University*  
  Meghan Liebfreund, *Towson University*  
  Sarah Vach, *East Carolina University*  
  Amanda Taylor Monroe, *East Carolina University*

### Striving for Dialogue, Consciousness, & Community

**AREA 1. Pre-service Teacher Education in Literacy**  
**Paper Session**  
8:30 to 10:00 am  

**Arizona Grand Resort & Spa: Camelback F**

**Chair:**  
Dorian Harrison, *The Ohio State University at Newark*

**Discussant:**  
Sophie C. Degener, *National Louis University*

**Participants:**
- Engaging community, expanding consciousness: A study of the impact of a literacy-focused community engagement experience on preservice teachers and community partners  
  Kathryn Solic, *West Chester University*  
  Sara Mohler, *West Chester University*  
  Sarah Campbell Lightner, *West Chester University*  
  Lisa A. Gordon, *West Chester University*  
  Laura Pyott, *West Chester University*

- Striving for productive dialogue: Nurturing Teacher Candidates’ Abilities to Embrace Difference  
  Trevor Thomas Stewart, *Virginia Tech*

- The Potential of Tender Geographies: A Cartographical Analysis of Teacher Candidates’ Conceptualizations of Community  
  Tierney B Hinman, *Auburn University*  
  Jennie Baumann, *Michigan State University*  
  Grace Yun Kang, *Illinois State University*  
  Stephanie M. Lemley, *Mississippi State University*  
  Marliese Peltier, *Ball State University*
Evaluating Misinformation: Analyzing Online Media for Validity

AREA 10. Literacy Media and Technology
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Copperwood

Chair: Julie Coiro, University of Rhode Island

Discussant: Laurie Crystina Thrailkill, East Carolina University

Participants:
- Disciplinary Media Literacy: An Emerging Framework for Integrating Media Literacy Practices into Content Instruction
  Matthew Korona, George Mason University
- English Language Arts Teachers’ Attitudes on Media Literacy and Digital Citizenship
  Sam von Gillern, University of Missouri
  Amy Hutchison, George Mason University

Challenging Borders and Boundaries in Dual Language Programs: Voices and Perspectives from Students and Parents

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Kaibab

Chair: Jackie Ridley, Kent State University

Discussant: Cynthia Reyes, University of Vermont - Burlington, VT

Participants:
- “Feels Like Being the Step-child”: Surfacing the Boundaries and Borders in a Dual Language Program
  Melody Zoch, University of NC Greensboro
- Language and Literacy Borders that Affected a Latino Student of Mexican/Indigenous Descent in a Dual Language Classroom
  Maria Lang, Baylor University
  Georgia E. Garcia, University of Illinois at Urbana-Champaign
- Developing K-12 Bilingualism and Biliteracy: High School Graduates of Mexican Heritage Reflect on Their Dual Language Education in California
  P. Zitlali Morales, University of Illinois Chicago
  Norma Monsivais Diers, University of Illinois at Chicago

Anthropology and answerability in literacy research

AREA 11. Research Methods, Practices and Theory
Alternative Format Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Desert Willow

Drawing on the work of Brian Street, Bakhtin, Patel, and Bloome and colleagues, this interactive inquiry session will pose and discuss the following questions: (1) How can anthropological orientations to literacy and education help the field meet the current political moment? (2) To whom are educational researchers answerable? And how?

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Parents’ multilayered perspectives and experiences in bilingual and biliteracy development of their children in a Korean-English Dual Language/Bilingual Education Program
  Shim Lew, *The University of West Florida*
  Hakyoon Lee, *Georgia State University*
  Jayoung Choi, *Kennesaw State University*
  Jee Hye Park, *Georgia State University*
  Ji Hye Shin, *Kennesaw State University*
  Myoung Eun Pang, *Emory University*

Participants:
• “Playing” with the virus: Young children enacting community care through textual play during the COVID-19 pandemic
  Emily Machado, *University of Wisconsin-Madison*
  Margaret Beneke, *University of Washington*
  Jordan Taitingfong, *University of Washington*

• Playing the story: Young children’s encounter-based collaborations in outdoor narrative play
  Kim Lenters, *University of Calgary*
  Ronna Mosher, *University of Calgary*
  Jennifer MacDonald, *University of Calgary*

• (Ad)Ventures in collaborative composing: Examining a case of (un)sanctioned play in the elementary literacies classroom
  Cassie J. Brownell, *University of Toronto*

Composing Play in Diverse Contexts: Considering Young Children’s Capacity for Care, Community, and Collaboration

**AREA 5. Early and Elementary Literacy Processes Symposium**
8:30 to 10:00 am

Arizona Grand Resort & Spa: Lantana

Three critical qualitative research teams from two countries share observations of children’s diverse play experiences, including text-based play, outdoor play, and multimodal play. Individually, they articulate how children’s play exemplified their capacity for care, community, and collaboration. Together, they challenge understandings about play as literacies, including what “counts” as play and composing in literacies. Through their nuanced analyses, the authors foreground the possibilities of play in cultivating community, both for children and adults.

**Chair:**
Sarah Elizabeth Jerasa, *University of Houston*

**Discussant:**
Mariana Lima Becker, *Boston College*

Computational Thinking and Literacy: Understanding Teachers’ Approaches to Leveraging CT and Literacy across Grade Levels

**AREA 10. Literacy Media and Technology Symposium**
8:30 to 10:00 am

Arizona Grand Resort & Spa: Mesquite

The presentations in this symposium will explore connections between CT and literacy and teachers’ approaches to these two domains. The symposium will explore how teachers leverage literacy experiences to support CT (and the inverse), teachers’ development of CT understandings, and teachers’ use of culturally relevant instruction for students from diverse backgrounds. These presentations, from three different research-practice partnerships, explore the CT-Literacy intersection across the preschool and elementary years and represent a variety of methodological perspectives.

**Chair:**
W. Ian O’Byrne, *College of Charleston*
Discussant:
W. Ian O’Byrne, College of Charleston

Participants:
- Read Alouds, Writing, and Robots: Exploring Preschool Teachers’ Support for Computational Thinking and Literacy
  Margaret F. Quinn, University of Tennessee, Knoxville
  Lori A. Caudle, University of Tennessee, Knoxville
  Frances K. Harper, University of Tennessee, Knoxville
- Exploring PreK-2nd Grade Teachers’ Abilities to Notice, Name, and Connect Computational Thinking to Classroom Teaching
  Sean Justice, Texas State University
  Lori Czop Assaf, Texas State University
- Tracing Elementary Teachers’ Learning Trajectories for Computational Thinking Integration
  Robin Jocius, University of Texas at Arlington
  Jennifer Albert, The Citadel
  Melanie Blanton, Texas Tech University
  Candace Joswick, University of Texas at Arlington
  Deepti Joshi, The Citadel

Crossing Pedagogical and Methodological Boundaries with an Examination of Novice Teachers’ Racial Literacy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Noble

There is a critical need to disrupt the systemic racism underlying educational inequities (Croom, 2020). This requires that, in part, teachers build racial literacy early in (and throughout) their practice (Sealy-Ruiz, 2011). This symposium (1) examines novice teachers’ knowledge underlying racial literacy and (2) considers how to act on this understanding to build NTs’ racial literacy during their teacher education programming.

Chair:
Rhonda Hylton, Assistant Professor

Discussant:
Amy Tondreau, Austin Peay State University

Participants:
- Capturing Teachers’ Racial Literacy: An Instrument Development Study
  Catherine Lammert, Texas Tech University
  Poonam Arya, Wayne State University
  Pallavi Chhabra, University of Wisconsin-Madison
  Lisa O’Brien, Merrimack College
- Novice Teachers’ Knowledge of Racial Literacy: Survey Data from a Multi-site Sample
  Poonam Arya, Wayne State University
  Lisa O’Brien, Merrimack College
- “I don’t think I’m there yet, but I’m trying”:
  Novice Teachers’ Perceptions of Racial Literacy
  Rhonda Hylton, Assistant Professor
  Shuling Yang, East Tennessee State University
  Amy Tondreau, Austin Peay State University
  Xiufang Chen, Rowan University
  Marla Roschelle Goins, The College of Wooster
- Building Preservice Teachers’ Racial Literacy in the Context of State Policy Prohibiting Critical Race Theory
  Xiufang Chen, Rowan University
  Catherine Lammert, Texas Tech University
  Amy Tondreau, Austin Peay State University
  Shuling Yang, East Tennessee State University

continued on next page
THURSDAY, DECEMBER 1

Students Owning Literacy Practices in Early Childhood and Elementary Contexts

AREA 5. Early and Elementary Literacy Processes
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Ocotillo B

Chair:
Jackie Eunjung Relyea, North Carolina State University

Discussant:
Leslie Dawn Roberts, Georgia Southern University

Participants:
- A Cluster Analysis of Elementary Students’ Motivation to Read
  Samantha T. Ives, George Mason University
  Seth Parsons, George Mason University
  Allison Ward Parsons, George Mason University
  Chase Young, Sam Houston State University
  Dana A. Robertson, Virginia Tech
  Ashlee Horton, Columbia County Schools (GA)

- Authoring the Self: Primary Writers’ Identity Negotiations through Authoring and Positioning Themselves in Their Compositions
  Danielle Rylak, Arizona State University
  Lindsey Moses, Arizona State University
  Stephanie F. Reid, University of Montana

- “They really took ownership”: Using systems thinking for complex understandings in literature
  Margaret S. Curwen, Chapman University
  Amy Ardel, Chapman University
  Laurie MacGillivray, University of Memphis
  Rachel Lambert, University of California Santa Barbara

Reading Hall of Fame Inaugural Address
LRA Annual Conference Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3A

This session is open to any LRA member wishing to attend. During this session members elected in 2021 will deliver their inaugural addresses. Introduction to the Session and also speakers. Dr. Norman Stahl, President and Dr. Diane Lapp, Past President, Hall of Fame. Dr. Deborah Dillon, University of Minnesota Dr. Lee Gunderson, University of British Columbia Dr. R. Malatesha Joshi, Texas A & M Dr. Charles Reed, University of Wisconsin Dr. Ian Wilkinson, Ohio State University Questions & Answers shared among speakers and attendees.

Chairs:
Diane K. Lapp, San Diego State University
Norman A. Stahl, Northern Illinois University

Discussant:
Diane K. Lapp, San Diego State University

Presenters:
Lee Gunderson, University of British Columbia
R. Malatesha Joshi, Texas A & M University
Ian A. G. Wilkinson, The Ohio State University
Charles Read, University of Wisconsin - Madison

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Decolonizing Literacy, Languaging, and Ways of Being: Creating Cultural and Intellectual Spaces that Center Equity, Solidarity and Opportunity hosted by Ethnicity, Race, and Multilingualism Committee and International ICG

AREA 14. Other Topics Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3B

This symposium explores and problematizes the ways literate identities are positioned within current pedagogical frameworks for bilingual, bicultural, and transnational students in schools. We center the urgent need to decolonize literacy and languaging spaces. We seek to build forward informed understandings of what it is to know and be in classrooms as we endeavor to carve out physical, cultural, and intellectual enclaves within the contexts of dialogically shaping literate identities in education.

Chairs:
Lina Trigos-Carrillo, Universidad del Norte
Matthew R. Deroo, University of Miami

Discussant:
Eurydice Bauer, University of South Carolina

Presenters:
Timothy San Pedro, The Ohio State University
Patriann Smith, University of South Florida
Kongji Qin, New York University
Alexandra Michelle Babino, Texas Women’s University
Mandy Stewart, Texas Woman’s University

Navigating Legislation that Seeks to Limit Discussion of Race, Gender, and Sexual Identity

AREA 4. Public Engagement and Policy in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3C

Chair:
Alexandra Panos, University of South Florida

Discussant:
Carolyn A. Colvin, University of Iowa

Participants:
- Future Literacy Teachers Navigating “Critical Race Theory” Bans
  Laura Beth Kelly, Rhodes College
  Laura Taylor, Rhodes College
  Arianna Banack, University of Tennessee, Knoxville
  Kristian Lenderman, Digital Promis
  Abbey Bachmann, Texas A&M University
  Rosa Nam, Clark University
- Tightening the grip: Educational policies, surveillance, and marginalization
  Renee Moran, East Tennessee State University
  Natalia Ward, ETSU
  Karin Keith, East Tennessee State University
  Lori Turner Meier, East Tennessee State University
  Huili Hong, Vanderbilt University
  Amber Warren, Vanderbilt University

continued on next page
THURSDAY, DECEMBER 1

Roundtable Session 4
8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3D

Critical Literacy Instruction: Youth in Action for Social Transformation

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Chair: Christina Salazar, Texas Woman’s University

Participants:
- Activism, Action, and Allyship Through Multimodal Literacy Practices Dominique Skye McDaniel, Kennesaw State University

- Digital Literacies as Social Transformation: Multilingual Youth on the Move toward an Antiracist World Heeok Jeong, Stephen F. Austin State University

- Freedom, Friendship, and Joy in Critical Literacy Instruction Aimee Hendrix, Texas Woman’s University

Crossing Methodological Borders

AREA 11. Research Methods, Practices and Theory

Chair: Amy Vetter, UNCG

Participants:
- Researching with Black African Immigrant Youth through Collaborative Literacy Research Methodologies Lakeya Omogun, University of Washington

- Understanding Academic Podcasting Metrics for Knowledge Dissemination: Crossing Boundaries in Research

Lindsay Persohn, University of South Florida Sarasota-Manatee
Stephanie M. Branson, University of South Florida

- Rethinking Collaborative Writing: Crossing Boundaries and Borders for more Equitable and Inclusive Participation in Academic Writing Charlotte Frambaugh-Kritzer, University of Hawaii at Manoa
Elizabeth Stolle, Grand Valley State University

Engaging and Motivating Young Learners

AREA 5. Early and Elementary Literacy Processes

Chair: Martille Elias, University of Missouri-St. Louis

Participants:
- Dancing Weather and Drawing Trees: A Literature Review of the Use of Arts-based Pedagogies in Elementary Contexts Evelyn M. Pollins, University of Illinois Chicago
Kristine M. Schutz, University of Illinois – Chicago
Rebecca Woodard, University of Illinois Chicago

- English Learners’ Motivation for an Early Reading Intervention Program Joy Dangora Erickson, Endicott College
Karole-Ann Friddle, UNCG
Gay Ivey, University of North Carolina-Greensboro

- “Cuéntame Cuentos”: Incorporating Elaborative Reminiscing into a Dialogic Reading Technology for Latino Child Literacy Luis Enrique Perez Cortes, University of Pittsburgh
Diana Leyva, University of Pittsburgh
Erin Ashley Walker, University of Pittsburgh

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY, DECEMBER 1

Identify and Literacy Practices Across Contexts and Grade Levels

AREA 3. Literacy Assessment, Learning, and Teaching

Chair:
Courtney Hattan, Illinois State University

Participants:
- Exploring Children's Identity as Expressed in Literacy Practices in Two Different Sites: Classrooms in South Korea and the United States
  Seongryeong Yu, The Pennsylvania State University
- Composing Together: An Exploration of Peer Mediation
  Amber Deig, University of Florida
  Mark Barba Pacheco, University of Florida
- Kindergarten Teachers’ Vocabulary Knowledge and Practices: Preliminary Findings
  Tara Burke Johnston, University of Maryland
  Mariam Jean Dreher, University of Maryland College Park

Teachers and Bi/Multilinguals or Teachers as Bi/Multilinguals

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Chair:
Earl Aguilera, California State University, Fresno

Participants:
- Teacher Impressions of Multilingual Learner Linguistic Identities through Curricular Activities: Steps Towards Culturally Sustaining Practices & Instruction
  Rachel Marie Siegman, Vanderbilt University
  Emily C. Phillips Galloway, Vanderbilt University
- Supporting Teachers to Recognize Biliterate Brilliance
  Emily Zoeller, Edgewood College
  Allison Briceno, SJSU
- Crossing Boundaries of English Language Hegemony: Valuing the Assets of Bilingual Preservice Teachers
  Ann Van Wig, Eastern Washington University
  Lyudmyla Ivanyuk, Trinity Christian College

Equity, Diversity, and Inclusion in Literacy Research

AREA 11. Research Methods, Practices and Theory

Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 1

Chair:
Xia Chao, Duquesne University

Discussant:
Mark D. McCarthy, Springfield College

Participants:
- A Metasynthesis of Family Literacy Scholarship by Black, Indigenous, and People of Color
  Catherine Compton-Lilly, University of South Carolina
  Rebecca Rogers, University of Missouri-St. Louis
  Tisha Lewis Ellison, Associate Professor
- Inextricably Bound: Racialized Blackness and (Il)-literacy in the United States’ Imaginary
  CoCo Massengale, Stanford University
- Revisiting Borderlands: The Need for Culturally Inclusive Lenses in Writing Research
  Sara A. Field, George Mason University
  Jenna Spiering, University of South Carolina
  Ewa McGrail, Georgia State University
  Lisa York, Georgia State University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY, DECEMBER 1

Mark A. Lewis, *James Madison University*
Luke Rodesiler, *Purdue University Fort Wayne*

2022 Oscar S. Causey Award Address
LRA Annual Conference
Special Event
10:15 to 11:45 am

**Grand Ballroom**

*Revolutionizing Literacy: The Life of Omar ibn Said, Written by Himself*

Presenter:
Arlette Willis, *University of Illinois, Urbana-Champaign*

**Agency, Inquiry and Social Justice across the Teacher Career Continuum**

AREA 2. In-service Teacher Education/Professional Development in Literacy Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Acacia

This symposium brings together three papers exploring literacy teachers’ agency across the career continuum (i.e. preservice, early career, veteran). The studies explore how collaboration and inquiry contribute to productive professional learning contexts, reduce the impact of external constraints, and promote teacher identity as agents for social justice. Findings across the studies illuminate how teachers navigate their contexts to achieve agency while reimagining literacy curriculum and pedagogy that promotes equitable change.

Chair:
Carol Gilles, *University of Missouri*

Discussant:
Catherine Compton-Lilly, *University of South Carolina*

Participants:
- Teacher education program redesign to promote preservice teacher agency
  Kathryn Mitchell Pierce, *Saint Louis University*
  Merlene Gilb, *Saint Louis University*
- Coaching to support a novice teacher’s efforts to be an agent of change
  Kierstin Giunco, *Boston College*
  Christine Leighton, *Emmanuel College*
- Veteran teachers working collaboratively to develop new beliefs and practices that promote social change
  Christopher Hass, *James Madison University*

**Approaches to Critical Literacy: Play, Autohistoria-teoria, and Anti-racist**

1:15 to 2:45 pm

Arizona Grand Resort & Spa: Bougainvillea

Chair:
Mariannella Núñez, *University of the Incarnate Word*

Discussant:
Annie Daly, *The University of Texas at Arlington*

Participants:
- Playing Across Plurality, Difference, and the Imaginary: Playful Methods for Imagining Otherwise
  Mia Perry, *University of Glasgow*
  Carmen T. Medina, *Indiana University*
  Karen Wohlwend, *Indiana University*
- Testimonio de Nepantla: An Autohistoria-teoria of Resistance
  Christina Salazar, *Texas Woman’s University*

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
In Pursuit of Anti-racist Reviewing and Professional Practices
LRA Annual Conference Special Event
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback A

Historically racism has referred to discrimination and prejudice against someone based on their membership in a racial or ethnic group. Scholars have helped to unveil the ways in which racism is reified through educational institutions, policies, laws, and daily practices assumed to be neutral or that have been normalized (Dei, 1996, 2014; Kendi, 2019; Lee, 2012; Troyna, 1987). Neither higher education nor professional organizations are exempt from these problematic structures and practices. As a community of scholars, LRA has a history of pushing for equitable practices. One area of emerging importance to explore collectively is how the organization can promote anti-racist reviewing and professional practices with regard to reviews of conference presentation proposals and submissions to LRA’s two journals, Journal of Literacy Research and Literacy Research: Theory, Method, and Practice. This special session is a collaboration between the LRA publications committee, the editors of LRA’s two journals, and Cindy Brock, who serves as a liaison to the LRA Board of Directors. During this time, a panel of representatives will share resources and insights they have gained from other professional organizations (e.g., Cagle et al, 2021; Committee on Publication Ethics [COPE], 2017, 2021; Dondio et al., 2019). Panelists will also discuss the ways in which they engage in anti-racist reviewing practices, including trends they have noticed in the past that prompt a need for dialogue, questions they have, and strategies they have used to resist oppressive practices. Additionally, significant time will be allocated for discussion amongst all session participants and the panel to consider questions such as: · What does anti-racist reviewing look like in practice? · What are current reviewing practices that may be problematic and allow for racist practices to occur? · What changes are needed at the organizational level for LRA to be more inclusive in reviewing? · In what ways might LRA incorporate multilingual practices rather than exclusively use English? · How might LRA ensure that journal and conference reviewers engage in anti-racist reviewing? How might LRA ensure that award decision processes use anti-racist reviewing practices? At the closing of the session, the discussant will summarize the main points brought up during the session and offer closing remarks. The session’s discussion will offer implications for policies that may need to be in place or revised in order to promote anti-racist reviewing practices across LRA. These implications will be shared with the LRA Board of Directors.

Chair:
Silvia Nogueron-Liu, University of Colorado, Boulder

Discussant:
Kristen H. Perry, University of Kentucky

Presenters:
Cynthia H. Brock, University of Wyoming
Eurydicce Bauer, University of South Carolina
Ara Razfar, University of Illinois
Allison Skerrett, The University of Texas at Austin

Early Childhood Teachers’ Understandings and Beliefs in Multiple Spaces

AREA 5. Early and Elementary Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback B

Chair:
Courtney Samuelson, North Carolina State University

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Discussant:
Kristin Keane, Stanford University

Participants:
• “Changing our teaching”: First Grade Reading Instruction Before and During COVID-19
  Paola Pilonieta, University of North Carolina at Charlotte
  Colleen Whittingham, University of North Carolina Charlotte
  Erin Washburn, UNC Charlotte

• Early Childhood Teachers’ Beliefs and Understandings About Early Language and Literacy Education in the United States Midwest
  Muge Olgun-Baytas, University of Missouri
  Angie Zapata, University of Missouri
  Candace R. Kuby, University of Missouri
  Erin M. Price, University of Missouri
  Sarah D. Reid, University of Missouri

• Uptake, Embrace, and Skygaze: Preschool Teachers’ Understanding of the Constellation of Factors for Supporting Inferential Thinking during Read Alouds
  Molly Collins, Vanderbilt University

See the World in Discipline Specific Ways: Online Spaces, Historical Contexts, and Multiliteracies

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback C

Chair:
Tierney B Hinman, Auburn University

Discussant:
Heidi Regina Bacon, Southern Illinois University Carbondale

Participants:
• Exploring the Connections between Disciplinary and Digital Literacies in History
  Mellinee Lesley, Texas Tech University
  Elizabeth Stewart, Texas Tech University
  Johanna Keene, Texas Tech University

• Learning to Teach Disciplinary Literacy in an Online Environment: A Case Study of Two United States History Teachers and Their Students
  Susan De La Paz, University of Maryland
  Josue Otarola, UMD, College Park

• Teacher advice as space for authoring in a design studio and disciplinary literacy
  Min-Seok Choi, The Ohio State University

Socioemotional Learning with Picture Books

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback F

Chair:
Robin R. Griffith, Texas Christian University

Discussant:
Robin R. Griffith, Texas Christian University

Participants:
• A social emotional wealth of words: Caldecott Medal Award winning texts as a wellspring for bibliotherapeutic SEL lessons
  Maureen D. Sullivan, Flour Bluff ISD/Capella University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY, DECEMBER 1

• “Connecting Themselves to the World”: Multicultural Children’s Literature and Social-Emotional Learning
  Susan V. Bennett, University of South Florida
  AnnMarie Gunn, University of South Florida
  Barbara Jean Peterson, St. Petersburg P.A.L. Afterschool Program

• Selecting Picturebooks with Socioemotional and Diversity Themes
  AnnMarie Gunn, University of South Florida
  Susan V. Bennett, University of South Florida
  Barbara Jean Peterson, St. Petersburg P.A.L. Afterschool Program

Arizona Grand Resort & Spa: Copperwood

Chair:
Patricia Eugenia Venegas-Weber, University of Washington-Seattle

Discussant:
Olivia Ann Williams, University of Maryland, College Park

Participants:
• edTPA as a Barrier to Equity, Solidarity, and Social Justice: Preservice Literacy Teachers Respond
  Douglas Kaufman, University of Connecticut

• Mapping the Horizon: An Integrative Literature Review of Culturally Multidimensional Literacy Teaching
  Ambyr Rios, Kansas State University
  Sharon Matthews, Texas A&M University

• “Together, I don’t feel so alone”: Disrupting our Boundaries in Collaborative Teaching
  Amy Seely Flint, University of Louisville
  Tasha Laman, Western Washington University
  Tammi R. Davis, Missouri State University
  Pamela M. Jett, Retired university professor

Arizona Grand Resort & Spa: Desert Willow

Chair:
Kristine M. Schutz, University of Illinois - Chicago

Discussant:
Jackie Ridley, Kent State University

Participants:
• Examining the Translanguaging Pedagogies of a Monolingual Preservice Teacher: A Culturally Sustaining Approach to Read Alouds
  Heather Dunham, The University of Texas at Austin

• Making Visible the Barriers and Preparing for Action: Preservice Teachers Perceptions of Culturally Responsive Teaching
  Anne Swenson Ticknor, East Carolina University
  Christy Howard, East Carolina University
  Mikkaka Overstreet, Hunt Institute

• PTs’ Culturally Sustaining Literacies Pedagogical Content Knowledge: A Cross-Case Analysis of Two Literature Units
  Heather Dunham, The University of Texas at Austin

A Showcase for Culturally-Sustaining Literacy Practices

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Desert Willow

Chair:
Kristine M. Schutz, University of Illinois - Chicago

Discussant:
Jackie Ridley, Kent State University

Participants:
• Examining the Translanguaging Pedagogies of a Monolingual Preservice Teacher: A Culturally Sustaining Approach to Read Alouds
  Heather Dunham, The University of Texas at Austin

• Making Visible the Barriers and Preparing for Action: Preservice Teachers Perceptions of Culturally Responsive Teaching
  Anne Swenson Ticknor, East Carolina University
  Christy Howard, East Carolina University
  Mikkaka Overstreet, Hunt Institute

• PTs’ Culturally Sustaining Literacies Pedagogical Content Knowledge: A Cross-Case Analysis of Two Literature Units
  Heather Dunham, The University of Texas at Austin

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Critical Theories and Bilingual Education in Early Childhood and Elementary

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Kaibab

Chair:
Victor Lozada, Texas Woman’s University

Discussant:
Lara J. Handsfield, Illinois State University

Participants:
• Facilitating Critical Conversations about Gender with Young Bilinguals through Music-themed Critical Media Literacy
  So Kim, University of Texas at El Paso
  Soyeon Park, San Francisco State University

• Understanding the Racialized Roots of Anglonormativity, Ideology, and Coloniality Dual Language Bilingual Education
  Kristen Lynne Pratt, Western Oregon University

• Writing within the Trans: Emergent Bilingual Writers in a Community-Based Writing Program
  Stephanie Lynn Abraham, Rowan University

Exploring Teachers’ Incorporation of Bi/Multilingual Practices in Elementary Classrooms

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Lantana

This symposium brings together research done by authors at four different institutions, working in four distinct geographic locations, to explore experiences of teachers working to support the bi/multilingual literacy practices of emergent bilingual students in elementary school classrooms. Specifically, we draw on trans languaging and translingual approaches to examine pedagogies and practices that supported emergent bilingual students’ reading and writing using multiple languages in English-medium and bilingual education classrooms.

Chair:
Faythe Beauchemin, University of Arkansas

Discussant:
Emily Machado, University of Wisconsin-Madison

Participants:
• Constructing Personhood Through Translingual Think Alouds with Emergent Bilingual Students and Pre- and In-Service Paraprofessional Teachers
  Faythe Beauchemin, University of Arkansas
  Megan Chaffin, University of Arkansas
  Rebecca Carpenter de Cortina, University of Arkansas

• Teachers’ Interactions with New-to-them Language Resources While Supporting Translingual Composing in an English-Medium Classroom
  Lindsey Rowe, Clemson University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY, DECEMBER 1

• Nuestras Historias: Preservice teachers create texts that counter monoglossic ideologies
  Sandra Lucia Osorio, Illinois State University

• Exploring the Impacts of Translanguaging Pedagogies in an ESL Classroom
  Jessica Somerville-Braun, Skidmore College

Cross-boundary endeavors in multilingual and multicultural contexts

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Mesquite

Chair:
Min-Young Kim, University of Kansas

Discussant:
Kate T. Anderson, Arizona State University

Participants:
• Border-Crossing Discourse: Transnational Social Linguistics and Literacies
  Kewman M. Lee, Missouri State University

• Borderlands Biliteracies: A Framework for Recognizing the Literacies of Bilinguals of Color
  Idalia Nunez Cortez, University of Illinois Urbana-Champaign
  Enrique D. Degollado, The University of Iowa
  Claudia Cervantes-Soon, Arizona State University

• Highlighted Presentation - Crossing Language Boundaries: First Graders Using their Bodies and Languages to Exert Agency in a Dual Language Writer’s Workshop
  Rosalyn Harvey-Torres, Georgia State University

• Non-linguistic Layers of Translingual Writing: Sustaining Intellectual Identities Across Borders
  Amir Kalan, McGill University

Arizona Grand Resort & Spa: Noble

Crossing Borders & Building Bridges: Learning to Listen to Participants’ Voices in Community-School-University Partnerships

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
1:15 to 2:45 pm

Participants will closely examine a design-based study conducted to meet the literacy needs of Blsck K-5 students. Presenters will share multimodal, detailed data analyses, while amplifying participants’ voices. Adaptations made in response to participant input and the outcomes that resulted from building genuine relationships in a community-school-university partnership will also be highlighted. Breakout groups will discuss strategies for improving community-based-participatory-research including: volunteer training, data-driven implementation, relationship-building, and crossing borders between traditional and non-traditional research methods.

Chair:
Gwendolyn Michele McMillon, Oakland University

Presenters:
Yong Zeng, Oakland University
Mary Lee Patillo-Dunn, Oakland University doctoral student
Amanda LaPointe Wowra, Doctoral Student
Emily Caylor, Oakland University
THURSDAY, DECEMBER 1

Highlighted Session - The Role of Policy in Shaping Literacy Instruction: Past Present & Future

AREA 4. Public Engagement and Policy in Literacy
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Ocotillo B

Reading instruction is the most legislated area of education. This session traces the trajectories of perennial policy issues with analyses of policy documents and research published from the 1960s to the present. In doing so, we illustrate trajectories of development for persistent problems of policy and practice, by identifying patterns in ideas, strategies and solutions that link the past to the present and future.

Chairs:
Rachael Gabriel, University of Connecticut
Shannon Leigh Kelley, University of Connecticut

Participants:
• Retention in Grade and Third-Grade “Trigger” Laws: History, Politics, and Pitfalls
  Gabriel DellaVecchia, University of Michigan

• Remedial Reading Programs: Identification, Instruction, and Impacts of a Separate System for Learning
  Katherine K. Frankel, Boston University

• Early Reading Instruction: Politics and Myths about Materials & Methods
  Nora Vines, University of Tennessee Knoxville
  Natalia Ward, ETSU
  Rachael Gabriel, University of Connecticut

• Cumulative Disadvantage: Differential Experiences of Students with Reading Difficulties
  Laura Northrop, Cleveland State University

• A language for literacy learning: Language policy, bi/multilingual students, and literacy instruction
  Natalia Ward, ETSU
  Amber Warren, Vanderbilt University

• How Literacy Policy Shapes Understandings of Teacher Quality: Coaching, Evaluation and Measures of Teacher Effectiveness
  Rachael Gabriel, University of Connecticut

Place-Resonant Explorations of Climate Justice Literacies

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3A

In this session, researchers identify place resonant literacies that support children and teachers in navigating the constellation of experiences of globalizing climate crisis. Drawing from a range of methodological orientations, panelists papers address the power of inquiry, supportive analytic frameworks, a variety of children's literature, the imperative of media literacy, and transdisciplinary teaching practice in order to offer a multiplicity of ways to grapple with ecocide from the perspective of climate justice literacies.

Chair:
Alexandra Panos, University of South Florida

Discussant:
Rebecca Woodard, University of Illinois Chicago

Participants:
• “Credible, but not really reliable”: Elementary Preservice Literacy Teachers’ Responses to Children’s Literature on Energy and the Environment
  Catherine Lammert, Texas Tech University

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Taking action in the desert southwest: Student activism for climate justice through civic engagement
  Mabel Rivera, University of Arizona
  Jill Castek, University of Arizona

• Ecomedia analysis for climate justice literacy in Florida, Caribbean and Gulf Region
  Alexandra Panos, University of South Florida

• Literacy for Energy Justice: Connecting local and global sustainability goals through community-based citizen science
  Michelle E. Jordan, Arizona State University
  Steven E. Zuiker, Arizona State University
  Isis E. Howard, Arizona State University

Highlighted Session - Assessing for Change: The potential of formative assessment of writing in elementary school

AREA 3. Literacy Assessment, Learning, and Teaching
Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback D

This symposium addresses formative writing assessment. First, development and implementation of a writing rubric for at-risk children in Pre-K to Grade 2 in Ireland is described. Second, a Norwegian study addresses the extent to which an assessment at the beginning of first grade is predictive of writing performance at the end of first grade. Third, the development and use of the Writing Motivation Questionnaire in the US is described, including students’ view of their needs.

Chair:
Steve Graham, Arizona State University

Discussant:
R. Malatesha Joshi, Texas A & M University

Participants:
• Writing Assessment for Communities of Writers: Validation of a Rubric to Support Formative Assessment of Writing in Pre-K to Grade 2
  Eithne Kennedy, Dublin City University
  Gerry Shiel, Educational Research Centre, Dublin

• The Predictability of First Grade Students’ Writing Proficiency
  Gustaf Bernhard Uno Skar, Norwegian University of Science and Technology
  Alan Randall Huebner, University of Notre Dame

• Writing Motivation Questionnaire: Validation and Application as a Formative Assessment
  Steve Graham, Arizona State University

Assessment, Instruction, and Motivation of Bilingual Learners

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3B

Chair:
Steve Amendum, University of Delaware

Discussant:
Erin McNeill, Indiana University

Participants:
• Development of an Instrument to Understand the Higher Order Reading Skills of Emergent Bilingual Children
  Patricia Martínez-Álvarez, Teachers College/Columbia University
  Maria Paula Ghiso, Teachers College, Columbia
  Sonali Rajan, Teachers College, Columbia University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Social Factors Influencing Bilinguals’ Reading Motivation
  Bong Gee Jang, Syracuse University
  Maria Selena Protacio, Western Michigan University

• Equitable & Empowering Writing Conferences for Multilingual & Bidialectal Children
  Vicki McQuitty, Towson University
  Pamela Hickey, Towson University
  Amy Penn, Towson University

Roundtable Session 5
1:15 to 2:45 pm
Arizona Grand Resort & Spa: Palm 3C

Critical Perspectives in Pre-Service Teacher Education

AREA 1. Pre-service Teacher Education in Literacy

Chair:
Tracy Donohue, Central Michigan University

Participants:
• “It never occurred to me to question the idea of standard English all together”: Teacher Candidates Grappling with Critical Language Awareness
  Grace Yun Kang, Illinois State University
  Amy Tondreau, Austin Peay State University
  Sonia Kline, Illinois State University
  Jenn Raskauskas, West Chester University
  Amanda Wall, Georgia Southern University
  Xiufang Chen, Rowan University
  Shuling Yang, East Tennessee State University
  Chinwe Hope Ikpeze, St. John Fisher College
  Huili Hong, Vanderbilt University
  Linda Smetana, California State University, East Bay

• Revise and resubmit: Nudging literacy preservice teachers toward meaningful engagement with critical perspectives
  Tracey Terece Flores, University of Texas at Austin
  Jessica Anne Murdter-Atkinson, University of Texas at Austin
  Katie Trautman, University of Texas at Austin

• Whiteness as a Systemic Boundary in Pre-Service Teacher Development
  Kerry H. Alexander, The University of Texas
  Claire Collins, University of Texas at Austin

Identity, Intention, and Loneliness in English Education Theory and Pedagogy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Chair:
Dorian Harrison, The Ohio State University at Newark

Participants:
• Authorial Identity and Authorial Intention: A Critique of the Intentional Fallacy in Theory and Pedagogy
  Jennifer M. Lockhart McHugh, University at Albany SUNY

• Combining LatCrit and CREE to decolonize English education
  Clint LaFuente, UT Austin

• On Literacy and Loneliness
  William Terrell Wright, University of Georgia - Athens
  Maverick Yunqiang Zhang, University of Georgia
  Amanda Brady Deaton, University of Georgia

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
THURSDAY, DECEMBER 1

New Literacies in Teacher Education: Beliefs, Barriers, and Balancing Design

**AREA 10. Literacy Media and Technology**

**Participants:**
- How Faculty Understand and Describe Their Use of Multimodal Literacies for Instruction
  Haley Cristea, *Salisbury University - Salisbury, MD*

- HyFlex Model of Higher Education: Understanding Where the Modes of Education Meet the Capital Resources of Students
  Emily S. Howell, *Clemson University*

- Online Multimodal Reading Strategies: Focusing on Visual and Linguistic Modes Integration
  Hyoju Ahn, *University of Maryland*

Supporting Literacy Educators for Critical Literacy and Equity

**AREA 2. In-service Teacher Education/Professional Development in Literacy**

**Chair:**
Josephine Peyton Marsh, *Arizona State University*

**Participants:**
- Professional Learning and Implementation: Being Critical with Read Alouds in Four-Year-Old Classrooms
  Chelsey Bahlmann Bollinger, *James Madison University*
  Maryam Sharifian, *James Madison University*

- Re-Envisioning a Reading Specialist Program through an Equity Lens
  Sophie C. Degener, *National Louis University*
  Tina Curry, *National Louis University*
  Mary L. Hoch, *National Louis University*
  Ryan McCarty, *National Louis University*

- Teachers’ Use of Inclusive Texts In Elementary Schools
  Aimee Ellis, *Loyola University Chicago*

**Gloria McDaniel-Hall, National Louis University**
**Ruth E. Quiroa, National Louis University**

**STAR Peer Mentoring Session (Closed Event)**

**LRA Annual Conference Special Event**
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3D

**Change and Design for Successful Literacy Instruction**

**AREA 2. In-service Teacher Education/Professional Development in Literacy**

**Paper Session**
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 1

**Participants:**
- Adaptive Teaching: Comparative Case Study in Literature Discussion
  Matthew L. McConn, *Binghamton University, SUNY*
  Ozge L. Yol, *Binghamton University, SUNY*

- Constructivist Professional Learning Approaches: Using Lab Classrooms to Prepare Teachers for Culturally Sustaining Literacy Instruction
  Jody Polleck, *Hunter College*

- Design, Implementation, and Impacts of Early-Literacy Induction
  Jill Grifenhagen, *NC State University*
  Jill Spargur Jones, *North Carolina State University*
  Shannon Russell, *North Carolina State University*
  Corrie Dobis, *North Carolina State University*

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Gender Portrayals in Literature

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 2

Chair:
Rachelle S Savitz, East Carolina University

Discussant:
Rachelle S Savitz, East Carolina University

Participants:
- “Only white women get to be damsels in distress”: Analyzing Popular Feminism in Elana Arnold’s Damsel
  Nicole Ann Amato, University of Iowa
  Jenna Spiering, University of South Carolina
- The Relationship of Gender and Portrayal of Characters with Dyslexia in Contemporary Children’s Literature
  Elizabeth Green, Montana State University
- Whirlpooling feminist rage in YA sexual assault stories: Examining gang rape-revenge in Foul is Fair and The Nowhere Girls
  Amber Moore, Simon Fraser University

Decomposing and approximating literacy teaching practices for social justice across pre-service and in-service contexts for teacher development

AREA 2. In-service Teacher Education/Professional Development in Literacy
Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 3

This symposium brings together teacher educators working to support prospective and practicing teachers in using discourse-centered practices to identify and dismantle barriers to equitable literacy instruction. These practices include dialogic moves in individual writing conferences, interactional read-alouds, classroom discussions, and rhetorical analysis of informational texts. Following the paper presentations, participants will be invited to discuss ways that teacher educators can prepare teachers to disrupt entrenched inequities in literacy education.

Chair:
Sarah W. Beck, New York University

Discussant:
Sarah Schneider Kavanagh, University of Pennsylvania

Participants:
- Mentoring by design: Re-mediating prospective teachers’ practice of writing pedagogy for social justice
  Sarah W. Beck, New York University
  Scott Storm, New York University
  Christina Rodriguez, New York University
- Responding to Bias During Interactive Read Alouds
  Katie Danielson, University of Portland
  Amy Guillotte, University of Pennsylvania

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• Overcoming Resistance: The Relationship Between Pedagogies of Teacher Education and Teachers’ Noticing of Structural Inequities
Elizabeth Gotwalt, University of Pennsylvania

• Navigating structural resistance while teaching with informational texts
Sarah Bausell, Friday Institute for Educational Innovation
Chandra L. Alston, North Carolina State University

Broadening Perspectives on Early Literacy

AREA 5. Early and Elementary Literacy Processes
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Acacia

Chair:
Kathryn Roberts, Wayne State University

Discussant:
Catherine Compton-Lilly, University of South Carolina

Participants:
• Educational Neuroscience and Reading Comprehension Instruction
  Ayan Mitra, BrainLENS Laboratory (University of Connecticut & University of California, San Francisco)

• From staircase to overlapping waves: Adjusting our view of early reading development
  Tracy Johnson, University of Indianapolis
  Emily Rodgers, The Ohio State University
  Jerome D’Agostino, The Ohio State University

• Positioning Literate Identities in the Field of Identity Studies: Comparisons To and Lessons From Identity Studies in Math and Science
  Christopher Wagner, Queens College, CUNY

Unpacking Computational Thinking Literacies: Curricular Materials, Dispositions, and Teacher Learning

AREA 10. Literacy Media and Technology Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Bougainvillea

In connection with the conference theme, this symposium illustrates potential future directions for crossing disciplinary boundaries to create more equitable access to computer science concepts and practices. Researchers, who represent different institutions and projects, will illustrate how different methodological approaches (critical content analysis, instrument development and validation, and qualitative analysis) can shed light on the skills, strategies, and curriculum necessary to infuse CT into disciplinary teaching and learning.

Chair:
Melanie Blanton, Texas Tech University

Discussant:
Jennifer Albert, The Citadel

Participants:
• Who is Doing the {Computational} Thinking?: A Content Analysis of Characters Engaging in Computational Thinking in Selected Children’s Literature
  Melanie Blanton, Texas Tech University

• Developing and Validating the Dispositions of Computational Thinking (DoCT) Instrument
  W. Ian O’Byrne, College of Charleston

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
• “It’s Not What I Thought It Was”: Tracing Teachers’ Journeys to Computational Thinking Infusion
Robin Jocius, University of Texas at Arlington
Deepti Joshi, The Citadel

Frameworks for Considering How Teachers Make Sense of and Incorporate Digital Literacies

AREA 10. Literacy Media and Technology
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback A

Chair:
Crystal L. Beach, University of Georgia/Union County Schools

Discussant:
William Terrell Wright, University of Georgia - Athens

Participants:
• Digital Convergence Culture in Pre- and In-service Teachers’ Self-Perceptions in the Time of Obligatory Technology: Exploring Age Related Sense of Belonging
Asiye Demir, University of South Carolina
Sinem Toraman, Cincinnati Children’s Hospital Medical Center

• Teaching and Learning About Everyday AI in the Middle Grades
Sarah Burriss, Peabody College, Vanderbilt University

• Using UDL to support equity in literacy instruction
Rebecca Silverman, Stanford University

Linking Practitioner and Student Identities to Humanize Writing Instruction

AREA 2. In-service Teacher Education/Professional Development in Literacy
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback B

Chair:
Elizabeth J. Hammond, University of South Carolina Beaufort

Discussant:
Martille Elias, University of Missouri-St. Louis

Participants:
• Current Practices in Writing Instruction: The Influence of Stand-Alone Writing Methods Courses
Elizabeth Thackeray Nelson, University of Utah
Douglas Hacker, University of Utah
Lauren Aimonette Liang, University of Utah

• From Talk to Action: One Teacher’s Entries into Humanizing Writing Instruction
Charlotte L. Land, Penn State University

• Teachers’ Shared Identities & Collective Vulnerability in the Youth Writing Their Lives Program
Andrea Vaughan, University of Illinois at Chicago
Mary Rose O’Shea, University of Illinois at Chicago
Kylie Holcomb, University of Illinois at Chicago
Joy F. Valentine, University of Illinois at Chicago
Patricia Minegishi Delacruz, University of Illinois at Chicago
Nevien Shaabneh, The University of Illinois at Chicago
Kira Baker-Doyle, UIC Center for Literacy
Kristine M. Schutz, University of Illinois – Chicago
Nathan C. Phillips, University of Illinois at Chicago
Rebecca Woodard, University of Illinois Chicago

Scaffolding Students’ Uptake of Disciplinary Language and Practices

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback C

Chair:
Catherine Lammert, Texas Tech University

Discussant:
Catherine Lammert, Texas Tech University

Participants:
- Crossing the Boundaries of Reading Instruction: In Pursuit of Building Preservice Teachers’ Knowledge of Academic Language
  Margaret Osgood Opatz, University of Utah
- The Development of Preservice Teachers’ Conceptual Knowledge of Literacy
  Kathryn Allen, University of Wisconsin Oshkosh
- Using Disciplinary Literacy Projects to Support Teacher Candidates’ Understanding of Promoting Disciplinary Literacy Skills in Elementary Social Studies Classrooms
  Daibao Guo, Boise State University
  Hannah Carter, Boise State University
  Lianne Josbacher, Boise State University


AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback D

Chair:
Shelly Huggins, Towson University

Discussant:
Earl Aguilera, California State University, Fresno

Participants:
- Defining ‘Good’ Writing in Secondary and Postsecondary English Classrooms
  Lauren Gibbons, St. John’s University
- Guiding students’ thinking: Teaching digital source evaluation
  Kristine Pytash, Kent State University
  Elizabeth Ann Walsh-Moorman, Lake Erie College
- Using the Construct of Pride to Inform Supportive Contexts for Writing
  Christina L. Dobbs, Boston University
  Susan Stewart Fields, Texas A&M University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
### Shifting Perspectives through Participatory Pre-service Pedagogy

**AREA 1. Pre-service Teacher Education in Literacy**  
**Paper Session**  
3:00 to 4:30 pm

**Arizona Grand Resort & Spa: Camelback F**

**Chair:**  
Bridgette B. Davis, *Walden University*

**Discussant:**  
Mary McGriff, *New Jersey City University*

**Participants:**
- Development and Evaluation of Modules of Instruction on Foundational Skills For Teacher Preparation in a Flipped Model: First Cycle of Implementation  
  Zoi A. Traga Philippakos, *University of Tennessee*  
  Margaret F. Quinn, *University of Tennessee, Knoxville*

- Effects of Participation in a Dyslexia Simulation on Preservice Teachers’ Views of Dyslexia in the Classroom  
  Elizabeth Green, *Montana State University*  
  Sarah E. Pennington, *Montana State University*

- Engaging Elementary Preservice Teachers in Reflection For, In, and On Practice during an Approximation of Practice in TeachLivE Using Sentence Frames for English Language Learners  
  Courtney Lopas, *University of Wisconsin – Parkside*  
  Vicky Zygouris-Coe, *University of Central Florida*

### Challenging the Writingworld: Practitioners Redefining “Legitimate” Literacy Practices

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**  
**Symposium**  
3:00 to 4:30 pm

**Arizona Grand Resort & Spa: Lantana**

This symposium is about the Writingworld: a theoretical framework that articulates how literacy practices are often regulated and controlled by dominant racial and linguistic groups. Starting with an introduction to the Writingworld, we illustrate this theory through three methodologically diverse empirical projects. In highlighting the literacy practices of students with refugee backgrounds in Ontario, out-of-school youth in Quebec, and Turkish language rights activists of Iran, we make critical connections between writing, agency, and social change.

**Chair:**  
Bianca Gonzalez, *McGill University*

**Discussant:**  
Amir Kalan, *McGill University*

**Participants:**
- The Writingworld: A Theoretical Framework for Exploring Human Interactions in Literacy Contexts  
  Amir Kalan, *McGill University*

- Using Practitioner Inquiry to Analyze a Critical Literacy Project with Youth from Refugee Backgrounds in Ontario  
  Karen Andrews, *McGill University*

- Capturing Language: Facilitating Creative Exploration of Doxa Alongside Out-of-school Youth  
  Bianca Gonzalez, *McGill University*
THURSDAY, DECEMBER 1

- Promoting Multilingual Education in Iran: A Case Study of Azerbaijani Civic Nation
  Vahid Rashidi, McGill University

The Role of Agency and Pedagogy in Instructional Practices

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Ocotillo B

Chair:  
Dara Hill, The University of Michigan-Dearborn

Discussant:  
Inviolata I. Sore, St. John’s University

Participants:
- Indigenous Pedagogies and Young Indigenous Children’s Multimodal Text Creation
  Nazila Eisazadeh, University of Toronto/OISE
  Sudhashree Girmohanta, Ontario Institute for Studies in Education, University of Toronto
  Shelley Stagg Peterson, OISE/University of Toronto
  Jeffrey William Wood, Laurentian University

- Youth Agency in the Participatory Design of a Social Media Platform for Schools
  Emily Rose Southerton, Stanford University

- The critical literacy planning and pedagogy of five high school English teachers
  Olivia Ann Williams, University of Maryland, College Park

Reading Hall of Fame Mentoring Session
LRA Annual Conference
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Palm 3C

This 90 minute session should also occur either immediately after the Hof F (Inaugural addresses) or in the early afternoon. During this session chaired by President Norman Stahl, Hall of Fame members will be available in breakout rooms to meet with LRA members who share similar areas of research interest.

Chair:  
Norman A. Stahl, Northern Illinois University

Discussant:  
Diane K. Lapp, San Diego State University

Presenters:
1. Dr. Patricia Anders, University of Arizona, Discipline Literacy
2. Dr. Rita Bean, University of Pittsburgh, Instructional Coaching
3. Dr. Patricia Edwards, Michigan State University, Family Literacy
4. Dr. Steve Graham, Arizona State University, Writing
5. Dr. Cynthia Greenleaf, WestEd, Collaborative Design Based Research
6. Dr. Lee Gunderson, University of British Columbia, ESL(ELL) Literacy Assessment
7. Dr. Colin Harrison, University of Nottingham, Digital Literacy
8. Dr. Kathleen Hinchman, Syracuse University, Literacy Teacher Education
9. Dr. R. Malatesha (Malt) Joshi, Texas A & M University and Dr. Shane Templeton, University of Nevada Spelling
10. Dr. Diane Lapp and Dr. Douglas Fisher, San Diego State University, Struggling/Striving Readers
11. Dr. Judith Langer, University of Albany, Literature Comprehension

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Arizona Grand Resort & Spa: Palm 3D

This symposium brings together nine researchers from five institutions working in close partnerships with teachers and schools to examine, test, and rethink common approaches and materials for elementary reading instruction, including summer school programs, commercial text programs, decodable texts, and differentiation. The four papers use a range of quantitative and qualitative approaches to suggest directions for reinventing reading instruction for diverse groups of students who have been marginalized in schools.

Chair:
John Strong, University at Buffalo

Discussant:
Pamela A. Mason, Harvard University

Participants:
- The Promise of a Small-Group Summer Tutoring Program on Reading Achievement
  John Strong, University at Buffalo
  Blythe Anderson, University at Buffalo, SUNY
  Sharon Walpole, University of Delaware

Distinguished Scholar Lifetime Achievement Award Presentation and Address
LRA Annual Conference Special Event
4:45 to 6:00 pm

Grand Ballroom

English Language Learners, Initial Reading, and Language Teaching:
Can Language be Curricularized for Children?
Presenter:
Guadalupe Valdés, Stanford University

Thursday Poster Presenter Tear Down
6:00 to 7:30 pm
Arizona Grand Resort & Spa: Upper Lobby

Town Hall Meeting
LRA Annual Conference Special Event
6:15 to 7:15 pm
Arizona Grand Resort & Spa: Sierra Ballroom/Plaza Patio

ERM/STAR Reception
LRA Annual Conference Reception
7:30 to 9:00 pm
Arizona Grand Resort & Spa: Vista

continued on next page
Friday • December 2, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION
SESSION DESCRIPTIONS

PAPER SESSIONS
Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES
Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aimed to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS
Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS
Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant’s comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS
An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant’s comments and audience interaction.

STUDY GROUPS
Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS
Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS
Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY PLENARY SPEAKERS

Friday Morning Plenary Session
LRA Annual Conference Special Event
10:15 to 11:45 am
Grand Ballroom

J. Michael Parker Award Presentation
Mikel Cole, University of Houston, Chair

Barr/Mosenthal Handbook of Reading Research Award Presentation
Lori Assaf, Texas State University, Chair

Plenary Speaker Introduction
Cynthia Brock, University of Wyoming

2022 Invited Keynote Address
Bryan Brayboy, Arizona State University

Thoughts on Boundaries and Borders: Toward Presence and Solidarity

Distinguished Scholar Lifetime Achievement Award Presentation
LRA Annual Conference Special Event
4:45 to 6:00 pm
Grand Ballroom

P. David Pearson Scholarly Influence Award Presentation
Miranda Fitzgerald, University of North Carolina, Charlotte, Co-Chair and Annemarie Palincsar, University of Michigan, Ann Arbor, Co-Chair

Plenary Speaker Introduction
Rachel Salas, University of Nevada, Reno

2022 Invited Keynote Address
Angela Valenzuela, University of Texas, Austin

Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars’ Responses to the Conservative Backlash in Texas

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Registration Desk & Silent Book Auction
LRA Annual Conference
Special Event
7:00 to 5:00 pm
Arizona Grand Resort & Spa: Ballroom Foyer

206. Friday Poster Presenter Set-Up
LRA Annual Conference
Special Event
7:00 to 8:30 am
Arizona Grand Resort & Spa: Upper Lobby

Albert J. Kingston Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Acacia

Early Career Achievement Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Bougainvillea

Edward B. Fry Book Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback A

J. Michael Parker Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback B

Oscar S. Causey Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback C

P. David Pearson Scholarly Influence Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback D

STAR Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Camelback F

Student Outstanding Research Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Copperwood

Arthur Applebee Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Desert Willow

Distinguished Scholar Lifetime Achievement Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Kaibab

Brian Street Memorial Award for Scholarship Bridging Anthropology, Education & Literacy Practices Award Committee Meeting
LRA Annual Conference
Meeting
7:15 to 8:15 am
Arizona Grand Resort & Spa: Lantana

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

**Barr/Mosenthal Handbook of Reading Research Award Committee Meeting**  
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
*Arizona Grand Resort & Spa: Mesquite*

**Journal of Literacy Research and LR:TMP Breakfast**  
LRA Annual Conference  
Special Event  
7:15 to 8:15 am  
*Arizona Grand Resort & Spa: Palm 3A & 3B*

**Doctoral Student ICG Proposal Mentoring Project Breakfast + Business Meeting**  
LRA Annual Conference  
Special Event  
7:15 to 8:15 am  
*Arizona Grand Resort & Spa: Palm 3C*

**NCRLL Business Meeting**  
LRA Annual Conference  
Meeting  
7:15 to 8:15 am  
*Arizona Grand Resort & Spa: Palm 3D*

**An Exploration of Discourse Analysis: Examining how Discourses Manifest, Circulate, and Liberate in Literacy Educational Settings**  
**AREA 11. Research Methods, Practices and Theory**  
**Alternative Format Session**  
8:30 to 10:00 am  
*Arizona Grand Resort & Spa: Acacia*

Seeking to foreground how literacy research might illuminate paths towards social justice, solidarity, and equity, we propose an alternative session considering the complexities of using approaches to discourse analysis (DA) to do the following:  
(a) uncover how Discourses manifest and circulate in educational settings, and  
(b) reveal moments of agency and liberation related to those Discourses. Outcomes from our session include greater understandings about DA approaches for tracing the political, ideological world of social interactions.

**Chair:**  
Laura Taylor, *Rhodes College*

**Discussant:**  
Michiko Hikida, *Ohio State University*

**Participants:**
- **Examining the Circulation of Discourses of Illiteracy: Integrating Video-Cued Interviewing with Discourse Analysis Techniques**  
  Laura Taylor, *Rhodes College*  
  Aixa Marchand, *Rhodes College*
- **Exploring Discourses of Race and Racism in a Critical Literacy Pedagogy (CLP) Professional Development Course**  
  Audrey Lucero, *University of Oregon*  
  Janette Dalila Avelar, *University of Oregon*
- **Examining the Shifting Discourses of Teachers in a Teacher Inquiry Group**  
  Amy Vetter, *UNCG*  
  Melissa Schieble, *Hunter College*
- **Employing Critical Discourse Analysis to Examine White Students’ Engagement with Genres of Text about Historic Acts of Racial Violence**  
  Stephnaie Robillard, *Stanford University*  
  Emma Bene, *Stanford University*
FRIDAY, DECEMBER 2

**Topic Modeling and its Promise for Literacy Education**

**AREA 11. Research Methods, Practices and Theory**

**Alternative Format Session**
**8:30 to 10:00 am**

Arizona Grand Resort & Spa: Bougainvillea

The authors of this alternative session present studies using topic modeling, a computer-aided corpus linguistics analytic approach that has rarely been used in education research. The session will invite substantive audience discussion about the promise of using topic modeling and the results of topic modeling analyses in literacy research and teaching. Discussants will share insights with attendees in an interactive format.

**Chair:**
Scott Storm, New York University

**Discussants:**
Nell K Duke, University of Michigan
P. David Pearson, UC Berkeley, Emeritus

Participants:
- Topic Modeling Equity and Justice in the Field of Literacy Education, 1912-2020
  Emily C. Rainey, University of Pittsburgh
- Topic Modeling the Field of Contemporary English Literature
  Scott Storm, New York University
- Considering Literary Scholarship: A Content Analysis
  Gianina Morales, University of Pittsburgh - Universidad de Valparaíso
- Using Topic Modeling as a Tool to Support Pre-Service Teachers’ Domain Knowledge and Critical Pedagogical Reasoning
  Corey Alexandra Humphrey, University of Pittsburgh

**Striving for Literacy Professional Learning that Fosters Innovation, Equity, Sustainability, and Social Justice**

**AREA 2. In-service Teacher Education/ Professional Development in Literacy**

**Alternative Format Session**
**8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback A

This alternative format session focuses on literacy PL scholarship that demonstrates productive changes to teacher instructional behaviors in ways that foster the literacy learning of students from a wide array of cultural and linguistic backgrounds and social identities. Seven sets of scholars from across the U.S., who represent a wide variety of contexts from urban to rural, discuss the innovative ways they have engaged in and studied and enactment of high-quality professional learning.

**Chair:**
Cynthia H. Brock, University of Wyoming

**Discussant:**
Leigh Hall, University of Wyoming

Participants:
- Introduction: Striving for Literacy Professional Learning that Fosters Innovation, Equity, Sustainability, and Social Justice
  Dana A. Robertson, Virginia Tech
- Innovative Hybrid Professional Learning at Redmond Mountain High School
  Cynthia H. Brock, University of Wyoming
  Leigh Hall, University of Wyoming
  Erin Elizabeth Silcox, University of Wyoming

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

- Professional Learning Designed to Cultivate Continuous Learning and Innovation
  Cynthia Greenleaf, WestEd
  Mary Stump, WestEd
  Gayle Cribb, WestEd
  Mira-Lisa Katz, WestEd

- Enhancing Secondary Teachers’ Opportunities to Learn about Comprehension in Culturally Sustaining Ways
  Rachel Knecht, University of Nevada, Reno
  Dianna Townsend, University of Nevada, Reno
  Sarah M. Lupo, James Madison University

- Situated Professional Learning Through Targeted Reading Instruction: Building Teacher Capacity and Diagnostic Practice
  Steve Amendum, University of Delaware
  Heather Aiken, UNC-Chapel Hill
  Mary Bratsch-Hines, University of Florida
  Leslie M. Babinski, Duke University

- Whole Community Early Literacy Improvement: K-3 Academic Vocabulary Instruction
  Susan V. Piazza, Western Michigan University

- Using Digital Tools to Promote Teacher Agency and Enhance Teacher Professional Learning
  Lauren Breckenridge Padesky, Indiana University Bloomington
  Dana A. Robertson, Virginia Tech

- Innovations in Elementary Literacy Coaching: Sustaining Coaching Practices in Virtual Spaces
  Jacy Ippolito, Salem State University
  Rita Bean, University of Pittsburgh
  Kristi Sacha, Akron Public Schools

Supporting Preschool Teachers Early Writing: Instructional Practices and Professional Learning
AREA 2. In-service Teacher Education/Professional Development in Literacy Symposium
8:30 to 10:00 am
Arizona Grand Resort & Spa: Camelback B

This symposium addresses a research-practice gap in preschool writing instruction and professional learning approaches. Papers present rich descriptions of preschool teachers’ early writing interactions, noting how teachers model, coauthor, and scaffold young children’s writing in ways that support their early writing development. Results from a web-based early writing intervention examine how asynchronous coaching supports the enactment of evidenced based early writing strategies. Implications for preservice and inservice teacher education will be discussed.

Chair:
Gary Bingham, Georgia State University

Discussant:
Margaret F. Quinn, University of Tennessee, Knoxville

Participants:
- Strategic Uses of Teacher Composing In Early Writing Instruction: Writing In Front of and Alongside Preschoolers
  Deborah Wells Rowe, Vanderbilt University
  Amanda Shimizu, Vanderbilt University

- Write this Way: Teachers’ Supportive Strategies for Facilitating Early Writing in Preschool
  Clariebelle Gabas, University of Nebraska-Lincoln

- Teacher and child-level outcomes of the iWRITE professional development intervention
  Hope Gerde, Texas A&M; Gary Bingham, Georgia State University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Supporting Pre-Service Teachers to Honor Students’ Linguistic Diversity

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback C

Chair:
Kate Brayko, University of Montana

Discussant:
Minhye Son, California State University, Dominguez Hills

Participants:
- An Anti-Deficit Approach to Constructing Discourse: Expanding Preservice Teachers’ Noticing of Students’ Scientific Explanations
  Alison Mercier, University of Wyoming
  Tierney B Hinman, Auburn University

- Honoring Students’ Linguistic and Cultural Knowledge: A Case Study of World Language Pre-Service Teachers
  Marisol Masso, Michigan State University
  Jungmin Kwon, Michigan State University

- Negotiating Racialized Identities and Anti-Racist ELT Pedagogies: A Critical Practitioner Research with Transnational Pre-Service Language Teachers
  Kongji Qin, New York University

Teachers’ Lives and Stories

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Camelback D

Chair:
Patricia Eugenia Venegas-Weber, University of Washington-Seattle

Discussant:
Melody Zoch, University of NC Greensboro

Participants:
- Exploring teachers’ discounted stories with multilingual learners: A multi-case Study in American Appalachian Area
  Huili Hong, Vanderbilt University
  Karin Keith, East Tennessee State University
  Renee Moran, East Tennessee State University

- “I bring them here to tell their stories”: Transnational Latina Mothers as Teachers in an Intergenerational Storytelling Workshop
  Grace Cornell Gonzales, University of Washington
  Emily Machado, University of Wisconsin-Madison

- “I would buy all sorts of salsa and merengue albums”: Multimodal and Multiliterate Lives of Three Dual Language Bi/multilingual Teachers
  Patricia Eugenia Venegas-Weber, University of Washington-Seattle

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
**FRIDAY, DECEMBER 2**

**Vocabulary Knowledge and Pedagogy with Multilingual Learners**

**AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings**

**Paper Session**

**8:30 to 10:00 am**

Arizona Grand Resort & Spa: Camelback F

**Chair:**
Gui Ying (Annie) Yang-Heim, *University of South Australia*

**Discussant:**
Laurie Elisabet Hahn Ganser, *University of Minnesota - Twin Cities*

**Participants:**
- Literacy-Based Play with Young Emergent Bilinguals: Explorations in Vocabulary, Translanguaging, and Identity Work
  Carolina Torrejon Capurro, *Arizona State University*
  Lindsey Moses, *Arizona State University*
- The Contribution of Metalinguistic Awareness, Vocabulary and Academic Language Skills to Argumentative Writing Among Linguistically Diverse Students at Elementary Schools
  Qun Yu, *Boston College*
  Patrick Proctor, *Boston College*
  Rebecca Silverman, *Stanford University*
  Guofang Li, *University of British Columbia*
  Zhen Lin, *UBC, LLED*

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

**Critical Media Literacy: Understanding Modality Can Shape Experience**

**AREA 10. Literacy Media and Technology**

**Paper Session**

**8:30 to 10:00 am**

Arizona Grand Resort & Spa: Copperwood

**Chair:**
Robin Jocius, *University of Texas at Arlington*

**Discussant:**
Rebecca Beucher, *Illinois State University*

**Participants:**
- Critical Literacies in Algorithmic Cultures
  Christian Ehret, *McGill University*
  Anita Hagh, *McGill University*
- Making Room for Multiple Perspectives: The Instructional Implications of a Critical Media Literacy Framework and Podcasts in a Social Justice Classroom.
  Anne E. Gill, *Long Branch Public School District, Long Branch, NJ*
- Meaning-making with data: Examining data literacies as socially constructed processes
  Laurie Sheldon, *The University of Arizona*

**Crossing Boundaries and Borders to Interrogate Curricular Practices**

**AREA 2. In-service Teacher Education/Professional Development in Literacy**

**Paper Session**

**8:30 to 10:00 am**

Arizona Grand Resort & Spa: Desert Willow

**Chair:**
Xia Chao, *Duquesne University*
FRIDAY, DECEMBER 2

Discussant:
Sarah Woods Sharpe, Columbus State University

Participants:
• Breaking Barriers Between Authority and Authenticity in Teachers’ Questions About Literature
  Sarah Levine, Stanford University
  Mary Hauser, Stanford University
  Michael W. Smith, Temple University

• “I Had to Make Sure This Was Covered in Class”: The Pedagogical Approaches of Black & Latinx Teachers in Response to Racial Violence
  Rubén A. González, Stanford University

• “We Just Don’t Write Like That in Class”: Reconceptualizing Professional Knowledge for Writing Teachers
  Joelle Pedersen, Boston College

“Mi Lucha es Tu Lucha; Tu Lucha es Mi Lucha”: Latinx Immigrant Youth Organizers Transforming the Immigrant Rights Movement through Coalitional Multimodal Literacies
Yared Portillo, UC Berkeley
Alicia Rusoja, University of California, Davis

Cultivating Expertise in Literacy Educators and their Students

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Lantana

Chair:
Crystal Wise, University of Illinois at Chicago

Discussant:
Laura S. Tortorelli, Michigan State University

Participants:
• Educational Neuroscience for Literacy Educators
• Factors that Enhance and Inhibit Pre-service Teachers’ Scaffolding during Small Group Reading Instruction
  Ann M. Castle, Michigan State University
• Positioning Students as Experts when Pre-service Social Studies Teachers Rehearse Discussions
  Andrew O. del Calvo, University of Pennsylvania
  Andrew Schiera, The University of Pennsylvania Graduate School of Education
  Timothy Patterson, Temple University
  Abby Reisman, The University of Pennsylvania Graduate School of Education

Crossing Spaces: A Transformation Journey of Adult Refugees and Youth Immigrants

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Kaibab

Chair:
Miriam Jorge, University of Missouri St Louis

Discussant:
Kristen H. Perry, University of Kentucky

Participants:
• A Portrait of an Afghan Refugee’s Journey to Higher Education: A Convergence of the Power of Critical Literacy and the Potential of Community Cultural Wealth
  Jennifer C. Mann, NC State University
  Alison M. Turner, NC State University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Literties in the platform society: Histories, pedagogies, possibilities

AREA 10. Literacy Media and Technology
Alternative Format Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Mesquite

Based on a forthcoming edited volume, this alternate format session brings together 18 scholars whose theoretical and empirical research explores the implications of emerging platform technologies on the ways we practice, teach, and talk about literacy. Clustered around three themes -- histories, pedagogies, possibilities -- the session includes short presentations and structured time for audience interaction.

Chairs:
Phil Nichols, Baylor University
Antero Garcia, Stanford University

Participants:
- Literacies in the platform society
  Phil Nichols, Baylor University
  Antero Garcia, Stanford University

- New Towers of Babel: Digital platforms as unstable linguistic constructs
  Tom Liam Lynch, The New School
  Mark Sulzer, University of Cincinnati

- Rethinking ‘affordances’ and ‘constraints’ in the platform era
  Thomas Bradley Robinson, Texas State University

- Platforms as texts: Restorying platforms as collective resistance
  Amy Stornaiuolo, University of Pennsylvania
  Ebony Elizabeth Thomas, University of Michigan

- Proceduralized ideologies in literacy teacher education: Examining student-teacher simulation software
  Earl Aguilera, California State University, Fresno
  Mighty Chen, California State University, Fresno

- Teachers’ use of educational software and platforms: Classroom management, data privacy, and unexpected labor
  Jessica Zacher Pandya, California State University
  Domínguez Hills

- Platform ecologies as sites of emerging activist literacy identities for pre-service teachers
  Jose Ramon Lizarraga, University of Colorado, Boulder
  Arturo Cortez, CU, Boulder; Kate Baca, CU Boulder

- Humanizing digital resource curation
  Mary Frances (Molly) Buckley-Marudas, Cleveland State University Foundation

- As we may mark: On learners reading and writing the web
  Jeremiah Kalir, University of Colorado Denver

- Youth agency in the participatory design of social media platforms
  Emily Rose Southerton, Stanford University

Highlighted Session - Mosaic of Literacy Practices in Communities: Endeavors to Cultivate Marginalized Community members’ Civic Engagement and Agency

AREA 14. Other Topics
Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Noble

This symposium aims to highlight how educators across four out-of-school literacy initiatives foster

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

agency, cultivate pride in heritage culture, and promote civic engagement among members of marginalized communities from geographically and linguistically distinct sites in the U.S.

Chair: Maria Selena Protacio, Western Michigan University

Discussant: Monica Yoo, University of Colorado Colorado Springs

Participants:
- The Reconstruction of Bilingual Community Health Workers as Brokers of Racial, Political, and Digital Literacies
  Soria Colomer, Oregon State University

- Voices, Desires, and Literacies Shaping Non-Profit Literacy Initiatives in One Midwestern City
  Angela J. Stefanski, Ball State University
  Veronica M Fife-Demski, Ball State University
  Peggy Sue Rice, Ball State University

- Black, Latinx, and Middle East/North African Educators Cultivating Civic Engagement
  Mary McGriff, New Jersey City University

- Community-based Korean Heritage Language School Teachers’ Agentic Work in Historical Literacy
  Kwangok Song, The University of Kansas

Three presenters will provide overviews of policies impacting literacy education in elementary, secondary, and teacher education settings, and they will facilitate small-group discussions in these areas. A discussant with extensive knowledge and experience in literacy policy and engagement will share insights and lead a large-group discussion among participants.

Chair: Sharon Walpole, University of Delaware

Discussant: David Yaden, University of Arizona

Presenters:
- John Strong, University at Buffalo
- Ross Collin, Virginia Commonwealth University
- Samuel Jaye Tanner, Penn State University

Who’s Doing What in Literacy Politics and Activism?

AREA 14. Other Topics
Alternative Format Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Ocotillo B

The purpose of this alternative format session is to provide a space to connect with researchers working in similar areas of politics and activism in literacy.

Arizona Grand Resort & Spa: Palm 3A

Chair: Beth Beschorner, Minnesota State University, Mankato

Discussant: Kevin Michael Leander, Vanderbilt University

Participants:
- Critical literacy for complex computational systems: Orienting toward socio-technical justice
  Sarah Burriss, Peabody College, Vanderbilt University

continued on next page
FRIDAY, DECEMBER 2

- **Crossing Boundaries in Conceptions of Digital Reading: What Can We Learn from Literacy Teachers’ Critical Self-Inquires?**
  Brady Lee Nash, Miami University (OH)

- **TikTok as Literacy Sponsorship: Examining Access, Influence, and Suppression of Digital Literacies in Social Platforms**
  Sarah Elizabeth Jerasa, University of Houston

**Disrupting and Re-Mixing Digital Literacies**

**AREA 10. Literacy Media and Technology**

**Paper Session**

8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3B

**Participants:**
- Algorithm remix: Re-engaging remix as a literacy practice in a global information age
  William Terrell Wright, University of Georgia - Athens

- Decentering Platform Surveillance in Instruction: An Imagining of Teachers’ Critical Digital Literacies
  Tess Bernhard, University of Pennsylvania

- Designed Experience as a Form of Public Pedagogy
  Qing Archer Zhang, Arizona State University

**Engaging Children in Critical Literacies with Media and Literature**

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**

**Paper Session**

8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3C

**Chair:**
Zexu Xi, University of Florida

**Discussant:**
Seemi Aziz-Raina, University of Arizona

**Participants:**
- Critical Literacies for Buen Vivir: Challenging Epistemological Boundaries with Young Children through Literature
  Luzkarime Calle-Díaz, Universidad del Norte
  Lina Trigos-Carrillo, Universidad del Norte
  Jesus David Guerra-Lyons, Universidad del Norte

- Using Multicultural Children's Literature to Leverage Students' Cultural Competence and Promote Social Justice
  Chaehyun Lee, Southeastern Oklahoma State University

- “I Like Powerful Princes”: Engaging Young Bilinguals with Critical Media Literacy through Animated Books
  So Kim, University of Texas at El Paso

**Roundtable Session 6**

8:30 to 10:00 am

Arizona Grand Resort & Spa: Palm 3D

**Culturally Relevant Literacy and Language Spaces for Students**

**AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School**

**Roundtable Session**

Chair:
Tairan Qiu, The University of Georgia

**Participants:**
- Family literacy practices of two siblings with refugee backgrounds
  Aijuan Cun, University of New Mexico

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

• “Go Back to Erase the Past” - Chinese American students (Re)negotiate Understandings on Race and Social Justice through Reading Culturally Relevant Texts in a Book Club
  Wenyu Guo, University of South Carolina
  Yuechen Sun, University of South Carolina

• Adolescent Newcomers’ Literacy Development Through Critical Semiotic Mediation: An Interactive Symbiotic Model of Agency and Space
  Mariannella Núñez, University of the Incarnate Word

Literacy Skills and Practices Across Contexts

AREA 14. Other Topics

Chair:
Kewman M. Lee, Missouri State University

Participants:
• Digital equity as a literacies issue: A literature review
  Christopher A. Sanderson, University of Arizona

• Teacher Understandings of Student Dialogue in Student Led Groups
  Michael Samuel Havazelet, Vanderbilt University

• What makes a graduate program an effective professional development experience for literacy educators?
  Sarah D. Dawson, North Carolina State University
  Courtney Samuelson, North Carolina State University
  Dennis Davis, North Carolina State University
  Jackie Eunjung Relyea, North Carolina State University

Positioning and Engaging Readers: Broadening Visions of Critical Conversations, Imagined Futures, and Literacy

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Chair:
Eric Claravall, California State University, Sacramento

Participants:
• Troubling Appropriateness with Gender-Themed Picture Books
  Alisha Nguyen, Boston College

• Crossing Boundaries and Borders in STEM: Diverse Literature in Pursuit of Equity, Solidarity, and Social Justice
  Jackie Marshall Arnold, University of Dayton
  Mary-Kate Sableski, University of Dayton

• Repositioning Literacy Practices and Texts in Nursing Education
  James Robert King, University of South Florida
  Norman A. Stahl, Northern Illinois University
  Sonya L. Armstrong, Texas State University
  James Michael Dyer, Texas State University

Pre-service Teachers Instructional Beliefs, Perceptions, & Planning

AREA 1. Pre-service Teacher Education in Literacy

Chair:
Brian Flores, Salisbury University

Participants:
• Considering How a Phased Planning Approach Supports Elementary Pre-Service Teachers in Disciplinary Literacy-Focused Instruction
  Jamie Colwell, Old Dominion University
  Amy Hutchison, George Mason University
  Lindsay Woodward, Drake University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

- Perceptions of Program and Mentor Support for Intensive Literacy Interventions
  Francine C. Falk-Ross, Pace University
  Jennifer Pankowski, Pace University

- Teacher Agency: Literacy Preservice Teachers Making Decisions and Finding Purpose
  Carin Appleget, Creighton University
  Poonam Arya, Wayne State University
  Xiufang Chen, Rowan University
  Kierstin Giunco, Boston College
  Tori Golden Hughes, University of Georgia
  Christine Leighton, Emmanuel College
  Jacquelynn S. Popp, Lake Forest College
  Crystal Dail Rose, Tarleton State University

Participants:
- “It’s Rainbows and Roblox:” Transformative Literacy Teaching in Preservice Teachers and Kindergarten Authors’ Digital Mentoring
  Erica Holyoke, University of Colorado Denver

- Multimodal Beautiful Books as a Bridge: Designing Culturally Sustaining Approaches to Early Literacy Curriculum
  Melissa Wetzel, University of Texas at Austin
  Kelsie Burnett, University of Texas at Austin
  Valerie Taylor, University of Texas at Austin
  Adam Crawley, University of Colorado, Boulder

- Examining “Beautiful Book” activities combined with Drama-Based Pedagogies on the writing of Early Elementary Children
  Jim Hoffman, University of North Texas
  Misty Sailors, Colorado State University, Pueblo
  Molly Marek, University of Texas at Austin

- Designing for playful literacies in early childhood teacher education
  Leah Durán, University of Arizona
  Brandon Garivaldo, University of Arizona

Pre-service teachers mentoring in hybrid spaces using Beautiful Books and drama

AREA 1. Pre-service Teacher Education in Literacy Symposium
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 1

In this symposium, we report on the findings from four studies that share a focus on preservice teachers supporting the early literacy development of young children. While each of these studies is unique in its location, direction, and inquiry points, they share a common goal of preparing beginning teachers to disrupt oppressive mandates that narrow curriculum and instruction for children of Color.

Chair:
Misty Sailors, University of North Texas

Discussant:
Yetta M. Goodman, University of Arizona Regents Professor Emerita

Examination of Meaning Making Processes and Contexts

AREA 3. Literacy Assessment, Learning, and Teaching Paper Session
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 2

Chair:
Miranda S. Fitzgerald, University of North Carolina at Charlotte

Discussant:
Alessandra Ward, Wheaton College

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Participants:
- Fair or Foul? Interrogating the Outsized Role of Baseball Knowledge in Studies of Knowledge and Comprehension
  Dan Reynolds, John Carroll University
  Courtney Hattan, Illinois State University

- How Teacher-Mediated Think-Alouds Support Student Comprehension
  Jennie Baumann, Michigan State University

- Moving from Theory towards Practice: Implementing a Literacy Learning Task to Teach Online Reading
  Wen Wen, University of Arizona

Highlighted Session - Exploring Early Literacy with Technology

**AREA 5. Early and Elementary Literacy Processes**
**Paper Session**
8:30 to 10:00 am

Arizona Grand Resort & Spa: Sierra 3

Chair:
Kristin Keane, Stanford University

Discussant:
Cassie J. Brownell, University of Toronto

Participants:
- Moo, Baa, La La La: The Affordances of Preschool Storybook Apps for Increasing Children's Access to Texts
  Lori Bruner, University of Alabama
- Possibilities of a Play-Based Supplemental Online Early Literacy Program
  Michelle Laura Bence Mathezer, University of Calgary
  Miriam Ramzy, Foothills School Division

Friday Morning Plenary Session
LRA Annual Conference Special Event
10:15 to 11:45 am

Grand Ballroom

**Thoughts on Boundaries and Borders: Toward Presence and Solidarity**

2022 Invited Keynote Address
Bryan Brayboy, Arizona State University

Past President's Luncheon (Invitation Only)
LRA Annual Conference Special Event
12:00 to 1:00 pm

Arizona Grand Resort & Spa: Palm 3D

**Designs for the future in Literacy Teacher Education Research**

**AREA 11. Research Methods, Practices and Theory Symposium**
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Acacia

We examine the potential for design research to inform theory and practice in literacy research. We focus on the work of scholars from eleven different institutions collaborating on a design research effort in preservice literacy teacher preparation. Our collaborative is focused on mentoring in hybrid spaces as a context for transformational practices in teacher preparation. Presentations will focus on the application of design research principles to the work on studies in process across our collaborative.
FRIDAY, DECEMBER 2

Chair:
Randy Bomer, University of North Texas

Discussant:
Jerome Charles Harste, Indiana University

Participants:
- Design Research in Preservice Literacy Teacher Preparation: An Overview
  Jim Hoffman, University of North Texas
  Misty Sailors, Colorado State University, Pueblo

- Instrument Development in Design Research: The Mentoring in Hybrid Spaces Collaborative
  Catherine Lammert, Texas Tech University
  Erica Holyoke, University of Colorado Denver
  Leah Durán, University of Arizona
  Adam Crawley, University of Colorado, Boulder
  Michiko Kikida, Ohio State University

- Disorienting Dilemmas in Design Research: The Mentoring Preservice Teachers in Hybrid spaces Design Collaborative
  Erica Holyoke, University of Colorado Denver
  Sam DeJulio, University of Texas at San Antonio
  Doris Villarreal, University of Missouri-Saint Louis
  Jim Hoffman, University of North Texas

- Design Research Projects: Current Research in the Mentoring Preservice Teachers in Hybrid Spaces Collaborative
  Leah Durán, University of Arizona
  Angela J. Stefanski, Ball State University
  Rebecca Brown, Ball State University
  Brandon Garivaldo, The University of Arizona
  Molly Claire Marek, The University of North Texas
  Katherine Bomer, University of North Texas
  Ruth McKoy Lowery, University of North Texas
  Kelsie Burnett, University of Texas at Austin
  Valerie Taylor, University of Texas at Austin
  Michiko Hikida, Ohio State University
  Jim Hoffman, University of North Texas
  Erin Ashcraft, University of North Texas

Curating Digital Texts: How to Decide What to Include

AREA 10. Literacy Media and Technology
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Bougainvillea

Chair:
Laurie Crystina Thrailkill, East Carolina University

Discussant:
Sara Kajder, University of Georgia

Participants:
- Criteria that Professors Teach Teachers for Digital Text or Tool Selection and Integration in Literacy Lessons
  Tanya Christ, Oakland University
  Poonam Arya, Wayne State University
  Ming Ming Chiu, EdUHK

- Curation as Pedagogical Approach: Examining the Literacies of Curation in a High School and University
  Mary Frances (Molly) Buckley-Marudas, Cleveland State University Foundation
  William Kist, Kent State University

- If Reading is to Offline Learning as Digital Literacies are to Online Learning
  Elizabeth (Betsy) A. Baker, University of Missouri

Issues in Representation and Identity in Children’s and Young Adult Literature

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback A

Chair:
Nicole Ann Amato, University of Iowa

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Discussant:
Jan Lacina, Texas Christian University

Participants:
- A critical examination of African-American youth athletes and what counts as sport in the Track Series
  Dara Hill, The University of Michigan-Dearborn
- Cultural Artifact of Kapwa: The Visibility of Filipino-Americans in Young Adult Literature
  Eric Claravall, California State University, Sacramento
  Elizabeth Isidro, Western Michigan University
- Parenting from Afar: Representation of Trauma and Family Diversity in Children’s Picturebooks
  Angela Wiseman, North Carolina State University
  Bethany Lewis, NC State

Jessica Anne Murdter-Atkinson, University of Texas at Austin
Audrey Faye Wright, The University of Texas at Austin
Elizabeth Ries, University of Texas

- Early-Career Teacher Planning for Informational Reading Instruction
  Alexa Miller Quinn, University of Virginia

- Exploring Novice Teacher Responses to the Challenges they Encounter Through Guided Reflective Inquiry
  Lauren Ashley May, Texas A&M International University

Textual feeling: Reading, politics, and the (re) turn to affect

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback C

This symposium is guided by two questions: (1) what is the work of affect in the teaching and practice of reading? And (2) what are the implications for ethical and equitable literacy education? Crossing theoretical and methodological boundaries, this symposium brings together various genealogies of affect studies to consider the critical implications of affect, feelings, and emotions for reading research and pedagogy.

Chair:
Phil Nichols, Baylor University

Discussant:
Cynthia J. Lewis, University of California, Santa Cruz

Arizona Grand Resort & Spa: Camelback B

Supporting Early Career Literacy Teachers

AREA 2. In-service Teacher Education/Professional Development in Literacy Paper Session
1:15 to 2:45 pm

Chair:
Josephine Peyton Marsh, Arizona State University

Discussant:
Josephine Peyton Marsh, Arizona State University

Participants:
- Early Career Mentors Practicing Sociocritical Literacies in Response to Professional Inequities
  Melissa Wetzel, University of Texas at Austin
  Beth Maloch, University of Texas at Austin
  Kerry H. Alexander, The University of Texas
  Jimmy McLean, University of Texas at Austin

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Participants:
• ‘Book Choice’ and the affective economy of literacy
  Jess Smith, Baylor University
  Phil Nichols, Baylor University

• Affective Practices in Teachers’ Accounts of Addressing Loss in Literature Instruction
  Mandie Bevels Dunn, University of South Florida

• Affective Reader Response: Expanding the Affective Range of Literacy Research
  James Joshua Coleman, San Jose State University

• Students’ Expression of Emotion while Discussing Textual Representations of Historic Acts of Racial Violence
  Stephnaie Robillard, Stanford University
  Emma Bene, Stanford University

• Future-Crafting with GPT-3: Automated Writing Technologies and Literacy Education
  Thomas Bradley Robinson, Texas State University

• Productivity vs. Sustainability: A Tale of Two Author’s Engagement in Participatory Culture
  Julia Hagge, The Ohio State University


AREA 12. International Research on Teaching and Learning
Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback F

What literacies count in the disconnects and alignments between scholarship, school curricula, and policies that govern and inform those contexts? The participants have lived different literacy journeys in incomparable contexts. The symposium includes presentations by European International literacies scholars, a North American school teacher, and an African artist educator. Our common ground is that literacies are multiple, situated and emergent. Reflective of this, our practices and learner needs could not be more different.

Chair: Jennifer Rowsell, University of Bristol
Discussant: Carmen T. Medina, Indiana University

Participants:
• Literacy Provocations
  Jennifer Rowsell, University of Bristol

• Cultural and Visual Literacies
  Diane R. Collier, Brock University
  Melissa McKinney-Lepp, Brock University

Using Digital Tools to Remix Writing

AREA 10. Literacy Media and Technology
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Camelback D

Chair: Jamie Colwell, Old Dominion University
Discussant: Karis Jones, SUNY Empire State College

Participants:
• Exploring the Usefulness of a Technology-Based Graphic Organizer for Persuasive Writing Instruction
  Amy Hutchison, University of Alabama
  Anya Evmenova, George Mason University
  Kelley Regan, George Mason University
  Sara Field, George Mason University

continued on next page
FRIDAY, DECEMBER 2

• Ecological and Sustainability Literacies
  Mia Perry, University of Glasgow
  Reagan Kandole, Sustainable Futures Africa

• Implications for the Field
  Carmen T. Medina, Indiana University

Dichotomous or Dual?: Student Identities in Society, Spaces, and Stories

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Copperwood

Chair:
Abdulsamad Yahya Humaidan, Southern Illinois University Carbondale

Discussant:
Xia Chao, Duquesne University

Participants:
• “You don’t have to think that much” vs. “I could see where I stand”: Student Perceptions of Literacy Classrooms Dedicated to Social Justice
  Greg Bartley, Oakland University
  Hannah Graham, National Louis University

• Barriers to Success: Rural Adolescent Discontent and Identity of Failure
  Zoe A. Cassady, Northern Illinois University
  Laura Crisp, Northern Illinois University

• Dancing with BBoy: Transliteracies and Imagination in Superhero Storytelling
  Patricia Enciso, Ohio State University
  Beth Krone, Kennesaw State University

Fighting Oppression within Writing Instruction

AREA 1. Pre-service Teacher Education in Literacy
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Desert Willow

Chair:
Sonia Kline, Illinois State University

Discussant:
Anthony Celaya, Western Washington University

Participants:
• Developing Anti-Racist Writing Teachers and Composing Mentors: A Design-Based, Multimodal Discourse Synthesis Study
  Jenifer Jasinski Schneider, University of South Florida
  James Robert King, University of South Florida
  Leah Burger, University of South Florida
  Csaba Osvath, University of South Florida

• Learning in Practice: What Preservice Teaches Report Learning about Writing in a Role Based Field Experience
  Kristine Pytash, Kent State University
  Denise N. Morgan, Kent State University

  Pausing to dismantle the language police: a dialogic intervention for pre-service English and social studies teachers learning to teach writing
  Andrew O. del Calvo, University of Pennsylvania
  Amy Guillotte, University of Pennsylvania

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Highlighted Session - Literature in a Digital Age: Negotiating Differences, Distances, and Silences through Digital Discourse

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Kaibab

This symposium brings together scholars studying literature in a digital age. Papers will explore how digital tools/spaces are reconfiguring how young people access, comprehend, and make textual and social meaning through literature in a world reshaped by a pandemic, social unrest, and racial violence. Panelists will discuss implications for how educators and youth in secondary English Language Arts contexts engage in digital discourse about/with literature to bridge differences, break silences, and negotiate distances.

Chair:
Amy Stornaiuolo, University of Pennsylvania

Discussant:
Ebony Elizabeth Thomas, University of Michigan

Participants:
- Reading together as digital bridge building: Social annotation practices in high school literature classrooms
  Sarah Levine, Stanford University
  Amy Stornaiuolo, University of Pennsylvania
- Looking for ‘Scratch’: Contesting, Challenging, Pushing Back at Power in Online Literature Discussions in ELA Classrooms
  Rabani Garg, University of Pennsylvania
  Latrice M. Ferguson, University of Pennsylvania
- The (Afro)futures of Black girls’ multimodal self-love literacies
  Barrett Rosser, University of Pennsylvania

Examining Complexities: Enacting Layered Learning in Clinical Teacher Preparation

AREA 2. In-service Teacher Education/Professional Development in Literacy
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Lantana

In this alternative session, we bring together 25 teacher educators representing 20 literacy clinics/labs across the US, Brazil, Canada, Chile, and Zambia. Through three intersecting studies (frameworks for clinical practice, pandemic transformations, reimagining family engagement), we illuminate current issues and tensions in clinically-rich literacy teacher education. Participants will engage in multiple dramatic/role-play scenarios that raise awareness and disrupt assumptions, highlighting the complexities of enacting clinically-rich literacy teacher education in the US and abroad.

Chair:
Cheryl Dozier, University at Albany

Presenters:
Leslie Cavendish, High Point University
Brian Flores, Salisbury University
Tiffany Gallagher, Brock University
Debra Cohen Gurvitz, National Louis University
Mary L. Hoch, National Louis University
Shelly Huggins, Towson University
Tracy Johnson, University of Indianapolis
Pelusa Orellana, Universidad de los Andes
Joan Anne Rhodes, Virginia Commonwealth University
Barbara Vokatis, SUNY Oneonta
Rachael Waller, Montana State University Billings
Sheri Vasinda, Oklahoma State University
Tammy Marsh Milby, University of Richmond
Barbara Laster, Towson University
Melinda S. Butler, University of Southern Maine

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Cultural at the Forefront in Early Childhood Settings

AREA 5. Early and Elementary Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Mesquite

Chair: Erin M. Price, University of Missouri

Discussant: Christopher Wagner, Queens College, CUNY

Participants:
- Decodable Readers Co-Authored by Urban Second-Graders Brought to You by the Letters CRE
  Amber Lawson, Michigan State University

- Reading with Race: Children’s Book Selection as a Call for Culturally Responsive Literacy Instruction
  Amber Lawson, Michigan State University
  Alexis Morgan Young, University of Maryland, College Park

- The Relation between Shared Book Reading and Early Literacy Skills of Linguistically Diverse Preschoolers in Low-income Families with Parental Self-efficacy as a Moderator
  Sen Wang, Florida State University

Literacy Research across Borders: Disrupting English Hegemony in Literacy Research Spaces

AREA 14. Other Topics
Alternative Format Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Noble

Many LRA members conduct research that crosses linguistic and cultural borders, often by using languages other than English. When they share their research in its original language, they privilege the participants’ voices as humanizing research. In this session, we counter English hegemony by sharing translingual research in Mandarin Chinese, Korean, French, and Spanish for both speakers of those languages and conference participants who do not speak those languages, using innovative translanguaging and translating strategies.

Chair: Mandy Stewart, Texas Woman's University

Presenters:
- Alexandra Michelle Babino, Texas Women's University
- Juan C. Borda, Texas Woman's University
- Yismelle Duran, Texas Woman's University
- Jorge Figueroa, Texas Woman's University
- Huan Gao, University of Florida
- Chaehyun Lee, Southeastern Oklahoma State University
- Zulma E. Mojica, Texas Woman's University
- Kimberly Munoz, Texas A&M University-Commerce
- Mariannella Núñez, University of the Incarnate Word
- Tairan Qiu, The University of Georgia
- Kwangok Song, The University of Kansas

continued on next page
The Possibilities and Dangers of Reading Globally with Preservice Teachers

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature Symposium
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Ocotillo B

Action research provides a means for teacher educators to both engage in research and take action in their learning contexts. These studies explored ways of encouraging preservice teachers to develop a critical lens in reading global children’s literature, but each researcher used different theoretical orientations and curricular engagements. In addition, each study identified our own problematic practices as teacher educators along with strategies for challenging preservice teachers to be more critical and open minded.

Chair:
Desiree W. Cueto, Western Washington University

Discussant:
Desiree W. Cueto, Western Washington University

Participants:
- A Cosmopolitan Approach to Preparing Preservice Teachers for a Diverse World
  Cynthia K. Ryman, California State University Monterey Bay

- A Deleuzian Approach to Critical Literacy through Global Children’s Literature
  HeeYoung Kim, University of Arizona

- Preservice Teachers’ Encounters with Dual Language Picturebooks
  Kathy G. Short, University of Arizona
  Nicola Daly, University of Waikato

Engaging Teachers in Content Area Literacy Practices

AREA 2. In-service Teacher Education/Professional Development in Literacy Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3A

Chair:
Bettina Buch, University College Absalon

Discussant:
Patricia L. Anders, University of Arizona

Participants:
- Elementary School Teachers’ Enactment of Content-Integrated Literacy Instruction in a Virtual Tutoring Program during COVID-19
  Corrie Dobis, North Carolina State University
  Jackie Eunjung Relyea, North Carolina State University
  Dennis Davis, North Carolina State University
  Sarah D. Dawson, North Carolina State University
  James Pyle, NC State University

- Leading with Science: Engaging Instructional Leaders at the Boundaries of Elementary Literacy and Science Education
  Miranda S. Fitzgerald, University of North Carolina at Charlotte

- Lesson Study to Support Disciplinary Literacy in Middle School Science
  Kelly Chandler-Olcott, Syracuse University

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Ecology, Empathy, and Creativity in Literacy Research

AREA 11. Research Methods, Practices and Theory
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3B

Chair:
Kristin Black, NYU

Discussant:
Kevin Michael Leander, Vanderbilt University

Participants:
- Centering the concern: Ecology and empathy in the ethnographer’s toolbox
  John Porco, University of Wisconsin - Madison
- Crossing Borders Between Creativity and Methods for Secondary Literacy Research
  Shelby Boehm, University of Florida

Roundtable Session 7
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3D

Culturally Sustaining Instructional Practices and Perspectives in Linguistically Diverse Settings

AREA 1. Pre-service Teacher Education in Literacy Roundtable Session

Chair:
Ozge Yalciner, University of Iowa

Participants:
- Crossing Linguistic Borders: Culturally Sustaining Writing Practices with Preservice Teachers
  Margaret Osgood Opatz, University of Utah
  Elizabeth Thackeray Nelson, University of Utah
- Monolingual Preservice Teachers and Translanguaging: The Messy Journey toward Culturally and Linguistically Sustaining Pedagogy
  Katie Trautman, University of Texas at Austin
- Preservice to Inservice: Do ELL-Focused Field Placements Impact Early-Career Teachers’ Beliefs and Practices?
  Kate Brayko, University of Montana
  Anya Muggli, University of Montana

STAR Fellows Research Showcase
LRA Annual Conference Special Event
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Palm 3C

Presenters:
Marcus Croom, Indiana University
Tala Karkar Esperat, Eastern New Mexico University
Jin Kyeong Jung, Texas Tech University
Jungmin Kwon, Michigan State University
Jason D. Mizell, University of Miami
Rosa Nam, Clark University
Lakeya Omogun, University of Washington
Crystal Wise, University of Illinois at Chicago

Journeys, Storytelling, and Constructing via Language

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings

Chair:
Monica Yoo, University of Colorado, Colorado Springs

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Participants:
• Chinese American children constructing identities through multimodal discourses
  Ran Hu, East Carolina University
  Xiaoning Chen, National Louis University

• Crossing the Language Boundaries: A Chinese-English Bilingual Child's Journey to Becoming Trilingual
  Yang Wang, University of South Carolina
  Shuang Du, University of South Carolina

• “Cuando tenía siete años.”: Family storytelling in early years online bilingual classrooms
  Liz Murray, Bay Area Writing Project

Professional Development for Teacher Confidence and Self Efficacy
AREA 2. In-service Teacher Education/Professional Development in Literacy

Chair:
Audrey Lucero, University of Oregon

Participants:
• Courageous Critical Conversations: Teachers Talking Tough Topics
  Lisel Alice Murdock-Perriera, Sonoma State University
  Rayna Fujii, University of Hawai‘i Mānoa
  Rosela Balinbin Santos, University of Hawai‘i at Mānoa

• Crossing Borders: The Impact of Situated Professional Development on Teacher Self-Efficacy
  Christy K. Irish, University of Mary Washington
  Melissa Wells, University of Mary Washington

• Teacher Self-Captured Video as Professional Development: A Plausible Solution to Improving Teacher Self-efficacy regarding Interactive Read-alouds
  Elena M. Venegas, The University of Texas Rio Grande Valley;
  Angelica Guanzon, University of Texas Rio Grande Valley

Promoting Student Agency and Literacy Skills at School and Home
AREA 14. Other Topics

Chair:
Jo Hawke, St. John's University, The College of Saint Rose, & Averett University

Participants:
• Contextualizing Agentic Opportunities Across Resources
  Margaret Vaughn, Washington State University

• An Action Research on Improving Parents’ Home Literacy Skills in Times of COVID
  Muge Olgun-Baytas, University of Missouri
  Elif Ilhan, PhD Student
  Tuncay Canbulat, Assoc. Prof. Dr. at Dokuz Eylul University

• The Experiences of Literacy Specialists during the Pandemic: An Exploratory Research
  Hsiao-Chin Kuo, Northeastern Illinois University

Elevate, Empower, and Sustain Languages in the Community
AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School

Paper Session
1:15 to 2:45 pm
Arizona Grand Resort & Spa: Sierra 1

Chair:
Lindsey Walker, Texas Woman's University

continued on next page
FRIDAY, DECEMBER 2

Discussant:
Zaline Roy-Campbell, Syracuse University

Participants:
- A Bookmaking Project to Sustain Indigenous Languages in Two Taiwanese Communities
  Catherine Compton-Lilly, University of South Carolina
  Ya-Lun Tsao, National Tsing Hua University
  Ming Fang Hsieh, National Tsing Hua University
  Ching-Ting Hsin, National Tsing Hua University

- Beyond Language Brokering as a Necessity: Learnings from a language brokering family on sharing literacy, language, and hope
  Krissia Martinez, University of Texas at Austin

- “If You Sound Country, You’re Dumb”: Rural Language Varieties and the ELA Classroom
  Chea Lynn Parton, The University of North Texas

Equitable practices in Assessment Development and Applications

AREA 3. Literacy Assessment, Learning, and Teaching
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 2

Chair:
Deborah Augsburger, Lewis University

Discussant:
Robert D. Carpenter, Eastern Michigan University

Participants:
- Robbing Children of Opportunity: A Plea to Re-examine Oral Reading Assessment Practices for Black Students
  JaNiece M. Elzy, Texas Woman’s University

- Working Towards Equity in Reading Assessment
  Mona W. Matthews, Georgia State University
  Laurie Elish-Piper, Northern Illinois University

“IT Speaks to Who We Are”: Students as Co-conspirators in Developing Liberatory Assessment Alternatives
Daniel P. Moore, Stanford University
Mueze H. Bawany, CPS

Interrogate, Disrupt and Transcend Barriers in Adolescent and Adult Literacy Contexts

AREA 6. Adolescent, College, and Adult Literacy Processes
Paper Session
1:15 to 2:45 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:
Marine Pepanyan, University of Northern Iowa

Discussant:
Joy F. Valentine, University of Illinois at Chicago

Participants:
- Disrupting Secondary Reading Intervention: A Review of Two Decades of Qualitative Research and a Call to Action
  Julie E. Learned, University at Albany SUNY
  Katherine K. Frankel, Boston University
  Maneka Deanna Brooks, Texas State University

- Interrogating the Logics of High School Literacy Support
  Shannon Leigh Kelley, University of Connecticut

- Highlighted Presentation - Transcending Literary Barriers: Offering Developmental Readers Critical Literacy Practices
  Kathryn S. Hastings, Delaware County Community College
  Megan M. Trexler, Delaware County Community College

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Examining the Affordances of Assignments Intended to Cultivate Criticality Among Preservice Literacy Teachers

AREA 1. Pre-service Teacher Education in Literacy
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Acacia

We bring together teacher educators from different locations and institutional contexts to examine the affordances of assignments for cultivating criticality among preservice literacy teachers. Teams will share a) the geographic, sociopolitical, institutional and instructional context, b) practitioner positionality, c) assignment description and d) examples of student work that demonstrate uptake and/or resistance. Participants will facilitate discussion and discussant will ask participants to generate themes and examples of possible assignments for their own instructional contexts.

Chair:
Bonnie A. Barksdale, Middle Tennessee State University

Discussant:
Janna McClain, Middle Tennessee State University

Participants:
- Critical Literacy Discussion Groups in Virtual and In-Person Learning
  Elizabeth Colquitt Ries, University of Texas at Austin
  Heather Dunham, The University of Texas at Austin
  Erica Holyoke, Keene State College

- Picture Books with Purpose: Engaging Preservice Teachers in Critical Consciousness
  Carin Appleget, Creighton University
  Tracy Donohue, Central Michigan University
  Chrystine Mitchell, York College of Pennsylvania
  Kristen Leigh White, Northern Michigan University

- Socratic Seminars with Multimodal Text Structures
  Katie Schrodt, Middle Tennessee State University
  Robin Stacy Fields, Middle Tennessee State University
  Bonnie A. Barksdale, Middle Tennessee State University

- How Many Ways Do You Speak? Imparting a Critical Stance Toward Language Variation
  Alexis McBride, St. Joseph's University Long Island

Navigating Conversations Together Around DEI: Applying Gee's Discourse Analysis Approach to Adults and Children

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Bougainvillea

This session explores discourse (Gee, 2014) as a theoretical and methodological tool for investigating educators’ and children’s enactments of literacy identities across three settings. In breakout groups, participants will apply Gee’s identity building tool to sample data and respond to researchers’ analyses. Discussions across studies will explore the benefits and limitations of using discourse analysis to explore issues of diversity, equity, and inclusion in participants’ negotiations of identities during discussions on critically-oriented topics.

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

Chair:
Sally Brown, Georgia Southern University

Participants:
• Designing for Critical Disciplinary Literacy in the Content Area: Teachers’ Identity Negotiations in Discourse
  Tierney B Hinman, Auburn University

• Story Time STEM: Children’s Librarians Developing Identities as Mathematicians
  Antony Smith, University of Washington Bothell

• Who Am I?: Young Emergent Bilinguals Build Cultural Identities in an English-Only Classroom
  Sally Brown, Georgia Southern University

Meet The Editors: Disseminating Knowledge That Advances Equity and Justice in Literacy Research and Practice
LRA Annual Conference Alternative Format Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback A

This session will bring together editors from the following literacy-focused journals: Journal of Literacy Research, Literacy Research: Theory, Method and Practice, The Reading Teacher, and Reading Research Quarterly. Editors will discuss how the journals seek to advance equity-oriented research and practice, discuss the various publishing opportunities in each journal, and engage audience questions. Editors will also discuss their views about the potential and challenges of scholarship that crosses and sometimes merges theoretical and methodological boundaries.

Chair:
Allison Skerrett, The University of Texas at Austin

Supporting Equitable Literacy Instruction Across Boundaries and Borders
AREA 2. In-service Teacher Education/Professional Development in Literacy Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback B

Chair:
Susan V. Piazza, Western Michigan University

Discussant:
Susan V. Piazza, Western Michigan University

Participants:
• Designing for Collective Sensemaking about Discussions of Gender and Sexual Diversity in Elementary Literacy Classrooms
  Erica Caasi, University of Colorado Boulder
  Emily Yerkes, University of Colorado Boulder
  Elizabeth Dutro, University of Colorado Boulder

continued on next page
FRIDAY, DECEMBER 2

- Intersectionality between students of color and special education: Teachers crossing borders and acting as academic and emotional brokers for students of color with different abilities.
  Katherine Eliana Agudelo-Roberson, University of South Carolina
  Salondra Griggs, student

- Professional Learning for Family and Community Engagement with Multilingual Families
  Susan V. Piazza, Western Michigan University
  Maria Selena Protacio, Western Michigan University
  Virginia David, Western Michigan University

Supporting Multilingual Learners through Pedagogical Supports, Instructors, and Classroom Environments: Insights from Systematic Literature Reviews Focused on Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings Symposium
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback C

This symposium brings into dialogue three different systematic literature reviews that explore the extant literature surrounding multilingual learners. By analyzing the literature from teacher beliefs on MLs, supportive classroom language environments, and collaborative writing pedagogy, we gain a fuller understanding of how both researchers and teachers can examine and implement supportive practices that foster the language and literacy development of multilingual learners.

Chair:
Amanda Shimizu, Vanderbilt University

Supporting Teachers in Socially Just Literacy Teaching

AREA 2. In-service Teacher Education/Professional Development in Literacy Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback D

Chair:
Mary Rose O’Shea, University of Illinois at Chicago

Discussant:
Lori Norton-Meier, Jacobson Center for Comprehensive Literacy

Participants:
- Becoming an Advocate for Socially Just Literacy Teaching
  Elizabeth Isidro, Western Michigan University

- Teaching for Justice: Examining the “for-s,” “in-s,” and “of-s” of Preparing Anti-Racist ELA (Teacher) Educators
  Jon M. Wargo, Boston College
  Marisa Saris Segel, Boston College
  Kierstin Giunco, Boston College
  Kyle Patrick Smith, Boston College

- Using Artistic Response: In Pursuit of Equity, Solidarity, and Social Justice
  Jerome Charles Harste, Indiana University
  Peggy Albers, Georgia State University
  Vivian Vasquez, American University

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
The “Limits of the Local” at 20 - Extensions of transcontextual approaches to literacy research

AREA 14. Other Topics Symposium 3:00 to 4:30 pm

Arizona Grand Resort & Spa: Camelback F

Brandt and Clinton’s “Limits of the Local” article, published twenty years ago, invited readers to consider the traveling, integrative, and enduring qualities of literacies across local and global contexts through a “transcontextual” perspective. In this symposium, we bring together scholars drawing from varied intellectual lineages, methods, and research contexts to consider how these transcontextual approaches to literacy research have continued to travel and endure within our present contexts and concerns.

Chairs:
Daniel Ferguson, George Mason University
Amélie Lemieux, Université de Montréal

Discussant:
Anna Smith, Illinois State University

Participants:
- Transcontextualizing literacy teacher education through an ontology of éclosion
  Daniel Ferguson, George Mason University
  Amélie Lemieux, Université de Montréal

- Pocket writing: how adolescents’ self-sponsored writing circulates in school
  Bethany Monea, University of Pennsylvania
  Amy Stornaiuolo, University of Pennsylvania

- The limits of ‘literacy’ in a post-truth ecology
  Phil Nichols, Baylor University
  Robert LeBlanc, University of Lethbridge

- Local youth writers on ‘global’ digitally mediated networks
  Rabani Garg, University of Pennsylvania

- Social justice educators navigating the paradoxical mobilities of composition
  Autumn West, Illinois State University

Literacy Research and Children’s Literature on Social Studies Topics: Teacher Education, Middle Grades Graphic Novel Authors, and NCSS Notable Trade Book Lists

AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature Alternative Format Session 3:00 to 4:30 pm

Arizona Grand Resort & Spa: Lantana

This session brings together researchers to better understand how trade books for young people are used in teacher education and potentially in K-8 classrooms. Presenters will report on work with preservice teachers, as well as on text analysis of middle grade nonfiction graphic novels and on books on the NCSS Notable Trade Book Lists.

Chair:
Ann Van Wig, Eastern Washington University

Discussant:
Melanie Reaves, Montana State University Billings

Participants:
- Connecting the Past and the Present through Children’s Literature
  Jennifer Smith, Texas Christian University
  Robin R. Griffith, Texas Christian University

- Content Analysis of Informational Graphic Novel Authors
  Marla Robertson, Utah State University
  Jennifer Smith, Texas Christian University

continued on next page
FRIDAY, DECEMBER 2

- **Content Analysis of Social Studies Trade Books for Children**
  Amanda Deliman, Utah State University
  Marla Robertson, Utah State University
  Rachel K. Turner, Utah State University

---

**Researching the Virtual and Digital**

**AREA 11. Research Methods, Practices and Theory**

**Paper Session**

3:00 to 4:30 pm

**Arizona Grand Resort & Spa: Ocotillo B**

**Chair:**
Guy Trainin, University of Nebraska Lincoln TLTE

**Discussant:**
Lara J. Handsfield, Illinois State University

**Participants:**
- **Giving Voice to Theory: Fictionalized Research Texts**
  Laurie Crystina Thrailkill, East Carolina University

- **The “true” story of literacies researchers working with video data: Interrogating positionalities and interpreting across difference**
  Diane R. Collier, Brock University
  Simranjeet Kaur, Brock University
  Melissa McKinney-Lepp, Brock University
  Zachary Rondinelli, Brock University

- **“We only get better through feedback”: Methodological reflections from adapting ethnographic methods for virtual study with children**
  Cassie J. Brownell, University of Toronto

---

**Reimagining Spaces of Learning and Border Crossing through Narratives and Inquiries on Migration**

**AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings**

**Symposium**

3:00 to 4:30 pm

**Arizona Grand Resort & Spa: Palm 3C**

Movements and navigation across political, cultural, and linguistic borders characterize the everyday literacies of migrants and children of migrants, particularly in view of nativist and criminalizing rhetoric and policies in many parts of the world. This symposium brings together studies that examine ideas of border and border-crossing from various perspectives, with a common focus on how educational inquiries and narratives on migration can promote new understandings, human connections, and actions for justice.

**Chair:**
Wan Shun Eva Lam, Northwestern University

**Discussant:**
Patricia Enciso, Ohio State University

**Participants:**
- **Crossing borders at multiple scales: A research synthesis of youths’ multimodal storytelling on migration**
  Wan Shun Eva Lam, Northwestern University
  Patricia Minegishi Delacruz, University of Illinois at Chicago
  Gautam Bisht, Northwestern University

- **Examining and contesting borders as an ordering regime: Multimodal youth inquiries toward coalition-building**
  Maria Paula Ghiso, Teachers College, Columbia
  Gerald Campano, University of Pennsylvania

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
FRIDAY, DECEMBER 2

- “We will be part of living history”: Working towards a Lens of Humanity
  Lenny Sanchez, University of South Carolina
  Tami Ensor, Westminster College

Roundtable Session 8
3:00 to 4:30 pm
Arizona Grand Resort & Spa: Palm 3D

Online Inquiries Across Disciplines
AREA 10. Literacy Media and Technology

Participants:
- An Examination of Online Inquiry with Middle-School Science and Social Studies Educators
  Robyn Whitney Delaco, North Carolina State University
  Dennis Davis, North Carolina State University

- Investigating New Literacies Amongst Teacher Educators: A Multi-Institution Collaborative Self-Study
  Tala Karkar Esperat, Eastern New Mexico University
  Brady Lee Nash, Miami University (OH)
  Crystal Dail Rose, Tarleton State University
  Lauren Fletcher, University of Louisville
  Lyudmyla Ivanyuk, Trinity Christian College
  Kathryn Mitchell Pierce, Saint Louis University
  Courtney Shimek, West Virginia University

Reading Images: Multimodal and Critical Content Analysis
AREA 9. Text Analysis, Adult, Children’s, and Young Adult Literature

Chair:
Mark A. Lewis, James Madison University

Participants:
- A Multimodal Content Analysis of Animated Films Used in the Development of a Narrative Comprehension Intervention for Elementary-Aged Children
  Janice F. Almasi, University of Kentucky
  Dongyang Yuan, University of Kentucky
  Melissa K. Benson, University of Kentucky
  Angela Hayden, University of Kentucky
  Elizabeth P Lorch, University of Kentucky

- Breaking Silences and Crossing Borders with Picturebooks Focused on the “Blues”
  Janelle Mathis, University of North Texas

- Listening to Images: Using Multimodal Content Analysis to Understand Audiobook Adaptations of Graphic Novels
  Dani Kachorsky, Independent Researcher
  Stephanie F. Reid, University of Montana

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
highlighted session - the reading of science and writing, too!

area 5. early and elementary literacy processes

chair: alexa miller quinn, university of virginia

participants:

- opening a can of worms: identifying the role of the science of teaching reading discourse in a community of teacher mentors
  jimmy mclean, university of texas at austin
  jessica anne murdter-atkinson, university of texas at austin
  kerry h. alexander, the university of texas

- steam+literacy: multimodal composition in primary classroom and makerspace contexts

- “this is learning!” science literacies and knowing in a 5th grade inclusive classroom
  heidi regina bacon, southern illinois university carbondale
  april bartnick, southern illinois university

area 7. critical, cultural, and social issues of literacy practices in and out of school

symposium
3:00 to 4:30 pm

arizona grand resort & spa: sierra 1

current global educational efforts focus on the drive to tame and transform disruptions of covid, reestablishing borders of education through the neo-liberal, regulated, and developmental conceptions of time that shaped education prior to the pandemic. we consider how differences and disruptions made visible through the pandemic challenge and open literacy’s relation to time. we ask how we can (re) imagine possibilities for literacies and research when considered through different, radical conceptions of time.

chair: gail m. boldt, pennsylvania state university

discussant: jon m. wargo, boston college

participants:

- literacy and time control
  christian ehret, mcgill university
  emily mannard, mcgill university

- emergent literacies beyond progress
  abigail hackett, manchester metropolitan university

- temporalities of literacy research: from the movement-image to the time-image
  gail m. boldt, pennsylvania state university
  kevin michael leander, vanderbilt university

focused, collective inquiry for building community & citizenship

area 1. pre-service teacher education in literacy

paper session
3:00 to 4:30 pm

arizona grand resort & spa: sierra 2

chair: sara kajder, university of georgia

discussant: carin appleget, creighton university

continued on next page
Participants:

- Digital Citizenship and its Relevance for ELA Education: Perspectives of Preservice Teachers
  Sam von Gillern, University of Missouri
  Hillary Gould, University of Missouri
  Brandon Haskey-Valerius, University of Missouri

- Preservice ELA Teachers’ Video Self-Analysis and Reflection In Professional Learning Communities
  William Terrell Wright, University of Georgia – Athens
  Sarah K. Stice, University of Georgia
  Madison Gannon, University of Georgia
  Amanda Brady Deaton, University of Georgia

- Stories from the “other”: An inquiry group of pre-service English teachers of color building community with veteran educators
  Cassie Lo, St. Thomas Aquinas College
  Roshni Baby Thomas, St. Thomas Aquinas College
  Trenity R. Webber, St Thomas Aquinas College
  Alexander Castaneda Ebron II, St. Thomas Aquinas College
  Cristian Hilario, St. Thomas Aquinas College

Examining Writing with Bi/Multilingual Learners

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
3:00 to 4:30 pm

Arizona Grand Resort & Spa: Sierra 3

Chair:
Zulma E. Mojica, Texas Woman’s University

Discussant:
Amy Vetter, UNCG

Participants:

- Epistemic Modality in Upper Elementary Bilingual Students’ Argument Writing: A Feature of Argumentation
  Qihan Chen, Boston College
  Qun Yu, Boston College
  Patrick Proctor, Boston College
  Rebecca Silverman, Stanford University

- Multilingual Learners’ Writing Experiences in an ELA Class: Instructional Implications for the Students’ Equitable Learning Experiences
  Bogum Yoon, State University of New York at Binghamton
  Diana Murtaugh, Binghamton University

- Third-Grade Students’ Written Responses to Multicultural Children’s Literature During Post-Reading Activities
  Chaehyun Lee, Southeastern Oklahoma State University

Friday Evening Plenary Session
LRA Annual Conference Special Event
4:45 to 6:00 pm

Grand Ballroom
2022 Invited Keynote Address
Struggles for Inclusive Curriculum, Ethnic Studies, and Academic Freedom: Scholars’ Responses to the Conservative Backlash in Texas
Angela Valenzuela, University of Texas, Austin

Friday Poster Presenter Tear Down
6:00 to 7:30 pm
Arizona Grand Resort & Spa: Upper Lobby

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Saturday • December 3, 2022

72ND ANNUAL CONFERENCE OF THE LITERACY RESEARCH ASSOCIATION

Connect with us! #LRA2022
SESSION DESCRIPTIONS

PAPER SESSIONS
Paper sessions include research reports and theoretical papers and are conducted over a 90-minute time period. Sessions are normally comprised of two or three papers grouped together into a themed session by an Area Chair. Each presenter will have approximately 15-20 minutes to discuss their paper. The session will have a Chair or Discussant who is responsible for managing time. At the end of the three paper presentations, the Discussant will provide 10-15 minutes of comment to engage the audience and Presenters, followed by an 15-20-minute discussion period facilitated by the Discussant.

ROUNDTABLES
Roundtables are usually comprised with three presenters and are designed so that scholars might experience a more dialogic conversation with other researchers and attendees. Roundtable presentations should be aim to solicit feedback about the research which may be various stages of progress. Roundtables normally do not have Chairs or Discussants. Presenters will have approximately 15 minutes each to present their research. Presenters should decide prior to the session whether they want attendees to ask questions after each presentation or afterwards.

POSTER SESSIONS
Will combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Poster sessions are dedicated to the presentation of work-in-progress and are for participants who are conducting research and may have preliminary findings to present and discuss.

SYMPOSIUM SESSIONS
Symposium sessions focus on significant issues representing a strong, unifying theme for a 90-minute time period. Symposia typically include a Chair, Discussant and 3-4 speaker presentations of 15-minutes in length. After the Discussant’s comments, there should be ample time for audience interaction moderated either by the Chair, Discussant or both.

ALTERNATIVE FORMAT SESSIONS
An alternative format focuses on significant research-based issues representing a strong, unifying theme. These 90-minute sessions are creative alternatives in which presenters share their research and engage participants through alternative modes, including theatre/performance, media and technology simulations, cultural circles, interactive inquiry, think tank sessions, open mic, or other delivery approaches. Alternative format sessions may include a chair, a varied number of presenters, and a discussant or discussants, and are scheduled for 90-minute time periods. Speaker presentations may vary in time, but all should have a focused topic and title. The final 30 minutes is set aside for the discussant’s comments and audience interaction.

STUDY GROUPS
Study groups provide an opportunity for attendees to work together Wednesday – Friday mornings to discuss ideas and research related to a specific topic. Sessions are open to everyone.

AREA CHAIRS HIGHLIGHTED SESSIONS
Area Chairs selected sessions that they want to highlight for various reasons (e.g., innovative methodologies, diverse perspectives, etc.) These sessions occur concurrently with other conference sessions and are distinguished by a light gray background block.

PLENARY SESSIONS
Plenary sessions are the major presentations of the Annual Conference. These sessions occur in dedicated time slots. Attendance is open to all attendees and advance registration is not required.
SAVURDAY PLENARY SESSION

Integrative Research Review Panel
LRA Annual Conference Special Event
10:30 am to 12:00 pm

Arizona Grand Ballroom

A Metasynthesis of Family Literacy Scholarship
by Black, Indigenous, and People of Color

Presenters:
Catherine Compton-Lilly, University of South Carolina
Marcus Croom, Indiana University
Mary B. McVee, University at Buffalo, SUNY
Allison Skerrett, The University of Texas at Austin
Sat., Dec. 3

Area Chairs Breakfast Meeting
LRA Annual Conference
Meeting
7:00 to 8:30 am

Arizona Grand Resort & Spa: Palm 3A & 3B

Presenters:
Jason Moore, Oakland University
Michelle Kwok, Texas A&M University
Crystal Wise, University of Illinois at Chicago
Kristine M. Schutz, University of Illinois - Chicago
Miranda S. Fitzgerald, University of North Carolina at Charlotte
Vicki McQuitty, Towson University
Emily Hayden, Iowa State University
Pelusa Orellana, Universidad de los Andes
Susan Browne, Rowan University
Dara Hill, The University of Michigan-Dearborn
Zhihui Fang, University of Florida
Susan V. Piazza, Western Michigan University
Mary L. Hoch, National Louis University
Zoi A. Traga Philippakos, University of Tennessee
Elena E. Forzani, Boston University
Ross Collin, Virginia Commonwealth University
Samuel Jaye Tanner, Penn State University
John Strong, University at Buffalo
Celeste Compton Bates, Clemson
Kathryn Roberts, Wayne State University
Rebecca R. Norman, Mount Saint Mary College
AnnMarie Gunn, University of South Florida
Margaret Vaughn, Washington State University
Phillip Wilder, Clemson University
Saba Vlach, The University of Iowa
Jennifer Theriault, University of Findlay
Grace Enriquez, Lesley University
Christina L. Dobbs, Boston University
Susan V. Bennett, University of South Florida

Mandy Stewart, Texas Woman’s University
Huili Hong, Vanderbilt University
P. Zitlali Morales, University of Illinois Chicago
Maria Selena Protacio, Western Michigan University
Claudia Rodriguez-Mojica, Santa Clara University
Kongji Qin, New York University
Mark A. Lewis, James Madison University
Lisa Domke, Georgia State University
Stergos Botzakis, University of Tennessee, Knoxville
Beth Beschorner, Minnesota State University, Mankato
Rebecca Beucher, Illinois State University
Blaine Smith, University of Arizona
Laurie Crystina Thrailkill, East Carolina University
Jamila Colwell, Old Dominion University
Seth Parsons, George Mason University
Amélie Lemieux, Université de Montréal
Claudia Hilde Finkbeiner, University of Kassel
Jiening Ruan, University of Oklahoma
Zaline Roy-Campbell, Syracuse University
Mia Perry, University of Glasgow
Rebecca Woodard, University of Illinois Chicago
Tori K. Flint, University of Louisiana at Lafayette
Kisha C. Bryan, Tennessee State University
Marla Robertson, Utah State University
Emily Rodgers, The Ohio State University

Multimodal Literacies in Emergent Bilinguals:
Beyond Print-Centric Practices

Area 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Alternative Format Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Acacia

This session presents findings from research-based issues related to multimodal literacy practices in early childhood settings unified by a theme of equity and action. We feature chapters from a co-edited book project aimed at interrogating print-based practices which tend to marginalize emergent bilinguals.
Through reviewing current literature, conducting a collaborative group multimodal analysis, and involving in small group gallery talks, we invite participants to discuss multimodality pedagogies surrounding the teaching and learning of young emergent bilinguals.

Chair:
Ling Hao, University of South Carolina

Presenters:
Kyungjin Hwang, University of South Carolina
Aijuan Cun, University of New Mexico
Adriana Alvarez, University of Colorado Denver
Karen Wohlwend, Indiana University
Pengtong Qu, Indiana University Bloomington
Jill A. Scott, Indiana University
Carmen T. Medina, Indiana University
Tracey S. Hodges, The Empowering Advocate LLC
Qi Si, The University of Alabama
Colleen Whittingham, University of North Carolina Charlotte
Heidi Regina Bacon, Southern Illinois University Carbondale
Moneerah Al Jabr, Southern Illinois University Carbondale
Marisa Ferraro, Southern Connecticut State University
Julianne Coleman, The University of Alabama
Cláudia Hilsdorf Rocha, University of Campinas
Fernanda Coelho Liberali, PUC/SP
Antonieta Heyden Megale, UNIFESP
Sally Brown, Georgia Southern University

Discussant:
Matthew R. Deroo, University of Miami

Participants:
- Immigrant Children as Oral Historians: Transcending Borders Through Transnational Imagination
  Jungmin Kwon, Michigan State University

- Here, There, and In Between: The Multilingual and Multimodal Transnational Narratives of a China-U.S. Transnational Adolescent
  Tairan Qiu, The University of Georgia

- Where is the Criticality?: Transnational Immigrant Youths’ Use of Digital Storytelling Tools
  Svetlana Radojcic, University of Miami
  Matthew R. Deroo, University of Miami
  Daryl Axelrod, Florida International University
  Jennifer Kahn, University of Miami

Exploring locally situated literacies across global contexts

AREA 12. International Research on Teaching and Learning
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback A

Chair:
Zaline Roy-Campbell, Syracuse University

Discussant:
Katina Zammit, Western Sydney University School of Education

Participants:
- Through the Sliding Glass Doors: South Korean EFL Emergent Bilinguals’ Journey towards Racial Diversity in a Translingual Book Club
  Eun Young Yeom, University of Georgia
SATURDAY, DECEMBER 3

- Highlighted Presentation - Discomforting Memories: An Autoethnography on Language and Literacy in International Education Development
  Lindsey Allene Hall, Michigan State University

- Literacy in Three Languages: A Study of the Literacy Practices of Three Somali Families living in Nairobi, Kenya
  Saida Mohamed, ASU

Teachers and Their Text Selections

AREA 9. Text Analysis, Adult, Children's, and Young Adult Literature
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback B

Chair:
James Joshua Coleman, San Jose State University

Discussant:
James Joshua Coleman, San Jose State University

Participants:
- Crossing the Boundaries and Borders of a Rubric to Identify Diversity in Children's Literature
  Mary-Kate Sableski, University of Dayton
  Jackie Marshall Arnold, University of Dayton
  Dr. Mike Metz, University of Missouri

- Fostering youth writer identity and prospective teacher identity through culturally responsive text selection: A narrative case study of reciprocal development
  Christina Rodriguez, New York University
  Sarah W. Beck, New York University

- Teacher Autonomy and Decision Making on Curricular Book Choices
  Melanie D. Koss, Northern Illinois University
  Kathleen Ann Paciga, Columbia College Chicago

LGBTQ+ Identities, Race Talk, and DiCrit in Literacy Instruction

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback C

Chair:
Shelley Martin-Young, Oklahoma State University

Discussant:
Victoria Gill, Lesley University

Participants:
- Exploring Representations and Understandings of LGBTQ+ Identities in Elementary Literacy Instruction
  Melanie Marie McCormick, Michigan State University
  Alyssa Whitford, Hope College

- Moving beyond numbers: Using DiCrit to find the answers
  Stefanie M Moser, Judson University

- Race Talk Tensions: Practicing Racial Literacy in a Fourth-Grade Classroom
  Annie Daly, The University of Texas at Arlington

Mexican American, Latinx, and Rural Narratives for Disruption and Reimagining

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback D

Chair:
Minhye Son, California State University, Dominguez Hills

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
SATURDAY, DECEMBER 3

Discussant:
Miriam Jorgé, University of Missouri St Louis

Participants:
- Narratives of Gente Decente: Spanish Literacy in the Texas Escuelitas
  Enrique D. Degollado, The University of Iowa
  Randy Clinton Bell, The University of North Texas Dallas
  Rosalyn Harvey-Torres, Georgia State University
  Desiree Pallais-Downing, The University of Texas at Austin

- Restorying Rural Narratives: Disruption of Dominant Narratives in 9th Grade ELA
  Kristina M. Stamatis, University of Nebraska Omaha

- Testimonios, Cuentos, and Nepantla: Personal Narrative in the Secondary ELA Classroom
  Monica Baldonado-Ruiz, Arizona State University

- Knowing is Half the Battle: How Accurate Information Shapes Educators’ Language Ideologies
  Kate T. Anderson, Arizona State University
  Katie Bernstein, Arizona State University
  Tipsuda Chaomuangkhong, Mary Lou Fulton Teachers College

- Mapping Educator Stances on Standardized English: From Prescriptivist to Woke and Somewhere In-between
  Kate T. Anderson, Arizona State University
  Sara Haydee Rodriguez Martinez, Arizona State University
  Sae Saem Yoon, Arizona State University

Global approaches to print literacy instruction

AREA 12. International Research on Teaching and Learning
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Copperwood

Chair:
Dara Hill, The University of Michigan-Dearborn

Discussant:
Lori Czop Assaf, Texas State University

Participants:
- “Are there going to be readers”? Remote Learning Literacy instructional practices in Filipino schools during the COVID-19 pandemic.
  Patience Adjekai Sowa, RTI International
  Kellie Betts, RTI International
  Elizabeth Randolph, RTI International
  Maria Perlita Embuscado de Leon, RTI International

Language Ideologies and Literacy Theories

AREA 8. Literacy Learning and Practice in Multicultural and Multilingual Settings
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Camelback F

Chair:
Cynthia Reyes, University of Vermont - Burlington, VT

Discussant:
Seemi Aziz-Raina, University of Arizona

Participants:
- Emergent cosmopolitan literacies: theorizing cosmopolitanism through post humanist positioning theories
  Catherine Park, UC Berkeley

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
SATURDAY, DECEMBER 3

- Crossing Boundaries and Borders: An Exploration of Preservice Teachers’ Conceptualization of Literacy in Country XX and American Contexts
  Adeline Mansa Borti, Grand Valley State University

- Phonics-Based Instruction and Improvement in Foundational Reading Skills of Kindergartners in the Indian Schooling Context
  Sunaina NEW Shenoy, University of New Mexico

Immigrants, Families, and Children Negotiating Identity, Language, and Literacy

AREA 7. Critical, Cultural, and Social Issues of Literacy Practices In and Out of School
Paper Session
8:45 to 10:15 am

Arizona Grand Resort & Spa: Kaibab

Chair:
J. Hannah Park, UTSA

Discussant:
Alicia Rusoja, University of California, Davis

Participants:
- A critical analysis of Chinese immigrant parents’ language ideologies of heritage language education in the Southeast US
  Wenyang Sun, University of Utah

- Mexican American Families’ Literacy Resources
  Mariana A. Ricklefs, Northern Illinois University

Integrative Research Review Panel
LRA Annual Conference Special Event
10:30 am to 12:00 pm

Grand Ballroom

A Metasynthesis of Family Literacy Scholarship by Black, Indigenous, and People of Color

Presenters:
Catherine Compton-Lilly, University of South Carolina
Marcus Croom, Indiana University
Mary B. McVee, University at Buffalo, SUNY
Allison Skerrett, The University of Texas at Austin

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
## LEADERSHIP AND HONOREES

### EXECUTIVE COMMITTEE:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>David B. Yaden, Jr.</td>
<td>President 2021-2022 &amp; Conference Chair 2021</td>
<td>University of Arizona</td>
<td><a href="mailto:dyadenjr@email.arizona.edu">dyadenjr@email.arizona.edu</a></td>
</tr>
<tr>
<td>Gwendolyn Thompson-McMillon</td>
<td>Past President 2021-2022</td>
<td>Oakland University</td>
<td><a href="mailto:mcmillon@oakland.edu">mcmillon@oakland.edu</a></td>
</tr>
<tr>
<td>Doris Walker-Dalhouse</td>
<td>President-Elect 2021-2022 &amp; Conference Chair 2022</td>
<td>Marquette University</td>
<td><a href="mailto:doris.walker-dalhouse@marquette.edu">doris.walker-dalhouse@marquette.edu</a></td>
</tr>
<tr>
<td>Alfred W. Tatum</td>
<td>Vice President 2021-2022 &amp; Conference Chair 2023</td>
<td>Metropolitan State University of Denver</td>
<td><a href="mailto:atatum1@msudenver.edu">atatum1@msudenver.edu</a></td>
</tr>
<tr>
<td>Marla Mallette</td>
<td>Treasurer 2021-2024</td>
<td>Binghamton University</td>
<td><a href="mailto:mmallett@binghamton.edu">mmallett@binghamton.edu</a></td>
</tr>
<tr>
<td>Rachel Salas</td>
<td>Secretary 2020-2023</td>
<td>University of Nevada Reno</td>
<td><a href="mailto:rgsalas@unr.edu">rgsalas@unr.edu</a></td>
</tr>
<tr>
<td>Cassie Brownell</td>
<td>Parliamentarian 2019-2022</td>
<td>University of Toronto</td>
<td><a href="mailto:cassie.brownell@utoronto.ca">cassie.brownell@utoronto.ca</a></td>
</tr>
<tr>
<td>Samuel DeJulio</td>
<td>Historian 2020-2023</td>
<td>The University of Texas at San Antonio</td>
<td><a href="mailto:samuel.dejulio@utsa.edu">samuel.dejulio@utsa.edu</a></td>
</tr>
</tbody>
</table>

### BOARD MEMBERS:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Brock</td>
<td>Board Director 2019 – 2022</td>
<td>University of Wyoming</td>
<td><a href="mailto:Cynthia.brock@uwyo.edu">Cynthia.brock@uwyo.edu</a></td>
</tr>
<tr>
<td>Gina Cervetti</td>
<td>Board Director 2019-2022</td>
<td>University of Michigan</td>
<td><a href="mailto:cervetti@umich.edu">cervetti@umich.edu</a></td>
</tr>
<tr>
<td>Byeong-Young Cho</td>
<td>Board Director 2019-2022</td>
<td>University of Pittsburgh</td>
<td><a href="mailto:choby@pitt.edu">choby@pitt.edu</a></td>
</tr>
<tr>
<td>Virginia Goatley</td>
<td>Board Director 2020-2023</td>
<td>University at Anbany - SUNY</td>
<td><a href="mailto:vgoatley@albany.edu">vgoatley@albany.edu</a></td>
</tr>
<tr>
<td>Mary McVee</td>
<td>Board Director 2020-2023</td>
<td>University at Buffalo</td>
<td><a href="mailto:mcvee@buffalo.edu">mcvee@buffalo.edu</a></td>
</tr>
<tr>
<td>Patriann Smith</td>
<td>Board Director 2019-2022</td>
<td>University of South Florida</td>
<td><a href="mailto:psmith4@usf.edu">psmith4@usf.edu</a></td>
</tr>
<tr>
<td>Maria Paula Ghiso</td>
<td>Board Director 2021-2024</td>
<td>Columbia University</td>
<td><a href="mailto:ghiso@tc.edu">ghiso@tc.edu</a></td>
</tr>
<tr>
<td>Raúl Alberto Mora</td>
<td>Board Director 2021-2024</td>
<td>Universidad Pontifica Bolivariana</td>
<td><a href="mailto:raul.mora@fulbrightmail.org">raul.mora@fulbrightmail.org</a></td>
</tr>
<tr>
<td>Rahat Zaidi</td>
<td>Board Director 2021-2024</td>
<td>University of Calgary</td>
<td><a href="mailto:rahat.zaidi@ucalgary.ca">rahat.zaidi@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
## LEADERSHIP AND HONOREES

### STANDING COMMITTEE CHAIRS

<table>
<thead>
<tr>
<th>Haeny Yoon</th>
<th>Kate Kedley</th>
<th>Kristen Perry</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ethics Chair 2019-2022)</td>
<td>(Gender &amp; Sexualities Co-Chair 2021-2024)</td>
<td>(Publications Chair 2019 - 2022)</td>
</tr>
<tr>
<td>Columbia University</td>
<td>Rowan University</td>
<td>University of Kentucky</td>
</tr>
<tr>
<td><a href="mailto:yoon3@tc.columbia.edu">yoon3@tc.columbia.edu</a></td>
<td><a href="mailto:kedley@rowan.edu">kedley@rowan.edu</a></td>
<td><a href="mailto:kristen.perry@uky.edu">kristen.perry@uky.edu</a></td>
</tr>
<tr>
<td>Tiffany Flowers</td>
<td>Chad Waldron</td>
<td>Ebony Elizabeth Thomas</td>
</tr>
<tr>
<td>(Ethnicity, Race and Multilingualism Chair 2021-2024)</td>
<td>(Gender &amp; Sexualities Co-Chair 2021-2024)</td>
<td>(Research Chair 2021-2024)</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Central Michigan University</td>
<td>University of Michigan Ann Arbor</td>
</tr>
<tr>
<td><a href="mailto:tflowers@gsu.edu">tflowers@gsu.edu</a></td>
<td><a href="mailto:chad.waldron@cmich.edu">chad.waldron@cmich.edu</a></td>
<td><a href="mailto:ebonyt@umich.edu">ebonyt@umich.edu</a></td>
</tr>
<tr>
<td>Alice Lee</td>
<td>Danielle Dennis</td>
<td>Rohit Mehta</td>
</tr>
<tr>
<td>(Field Council Chair 2020-2023)</td>
<td>(Policy &amp; Legislative Chair 2019-2022)</td>
<td>(Technology Chair 2021-2024)</td>
</tr>
<tr>
<td>University of California Riverside</td>
<td>University of Rhode Island</td>
<td>California State University - Fresno</td>
</tr>
<tr>
<td><a href="mailto:alice.lee@ucr.edu">alice.lee@ucr.edu</a></td>
<td><a href="mailto:ddennisusf@gmail.com">ddennisusf@gmail.com</a></td>
<td><a href="mailto:mehta@csufresno.edu">mehta@csufresno.edu</a></td>
</tr>
</tbody>
</table>

### JOURNAL OF LITERACY RESEARCH EDITORS (JLR)

#### JLR Editors:

<table>
<thead>
<tr>
<th>Eurydice Bauer</th>
<th>Aria Razfar</th>
<th>Allison Skerrett</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of South Carolina</td>
<td>University of Illinois, Chicago</td>
<td>The University of Texas at Austin</td>
</tr>
<tr>
<td><a href="mailto:bauereb@mailbox.sc.edu">bauereb@mailbox.sc.edu</a></td>
<td><a href="mailto:arazfar@uic.edu">arazfar@uic.edu</a></td>
<td><a href="mailto:askerrett@utexas.edu">askerrett@utexas.edu</a></td>
</tr>
</tbody>
</table>

#### JLR Co-Editors:

<table>
<thead>
<tr>
<th>Christina L. Dobbs</th>
<th>Bong Gee Jang</th>
<th>Seth A. Parsons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston University</td>
<td>Syracuse University</td>
<td>George Mason University</td>
</tr>
<tr>
<td><a href="mailto:cdobbs@bu.edu">cdobbs@bu.edu</a></td>
<td><a href="mailto:bojang@syr.edu">bojang@syr.edu</a></td>
<td><a href="mailto:sparson5@gmu.edu">sparson5@gmu.edu</a></td>
</tr>
</tbody>
</table>

#### JLR Editorial Assistants:

<table>
<thead>
<tr>
<th>Lydia Carnesal</th>
<th>Lauren Hunt</th>
<th>Amanda Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of South Carolina</td>
<td>University of South Carolina</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td><a href="mailto:carnesal@ufl.edu">carnesal@ufl.edu</a></td>
<td><a href="mailto:laurenh@sc.edu">laurenh@sc.edu</a></td>
<td><a href="mailto:amanda.moon@gmail.com">amanda.moon@gmail.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abby Dennison</th>
<th>Svetlana Mitric</th>
<th>Yan Yan</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Mason University</td>
<td>University of Illinois at Chicago</td>
<td>Boston University</td>
</tr>
<tr>
<td><a href="mailto:denison@georgetown.edu">denison@georgetown.edu</a></td>
<td><a href="mailto:svetlana.mitric@gmail.com">svetlana.mitric@gmail.com</a></td>
<td><a href="mailto:yan@bu.edu">yan@bu.edu</a></td>
</tr>
</tbody>
</table>
LEADERSHIP AND HONOREES

LITERACY RESEARCH:
THEORY, METHOD AND PRACTICE EDITORS, VOLUMES 70-72

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Spector</td>
<td>Jennifer Alford</td>
<td>Haley Parker</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>Queensland University of Technology</td>
<td>University of Alabama</td>
</tr>
<tr>
<td><a href="mailto:kspector@ua.edu">kspector@ua.edu</a></td>
<td><a href="mailto:jhalford@qut.edu.au">jhalford@qut.edu.au</a></td>
<td><a href="mailto:lrtmp@ua.edu">lrtmp@ua.edu</a></td>
</tr>
<tr>
<td>James S. Chisholm</td>
<td>Maneka Brooks</td>
<td>Taylor Rose</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>Texas State University</td>
<td>University of Louisville</td>
</tr>
<tr>
<td><a href="mailto:James.chisholm@louisville.edu">James.chisholm@louisville.edu</a></td>
<td><a href="mailto:maneka@txstate.edu">maneka@txstate.edu</a></td>
<td>University of Louisville</td>
</tr>
<tr>
<td>Kathryn F. Whitmore</td>
<td>Blanca Caldas</td>
<td>Emily Zoernig</td>
</tr>
<tr>
<td>University of Denver</td>
<td>University of Minnesota – Twin Cities</td>
<td>Western Washington University</td>
</tr>
<tr>
<td><a href="mailto:Kwhitmore@msudenver.edu">Kwhitmore@msudenver.edu</a></td>
<td><a href="mailto:bcaldasc@umn.edu">bcaldasc@umn.edu</a></td>
<td>Tasha Tropp Laman</td>
</tr>
<tr>
<td></td>
<td>Stacey Campbell</td>
<td>Boston College</td>
</tr>
<tr>
<td></td>
<td>Queensland University of Technology</td>
<td><a href="mailto:wargoj@bc.edu">wargoj@bc.edu</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Stacey.campbell@qut.edu">Stacey.campbell@qut.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amy Seely Flint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University of Louisville</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Amy.flint@louisville.edu">Amy.flint@louisville.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
LEADERSHIP AND HONOREES

AWARD COMMITTEE CHAIRS

Albert Kingston Committee
Paola Pilonieta (Chair 2019–2022)
University of North Carolina at Charlotte
ppilonie@uncc.edu

Arthur Applebee
Kathleen Hinchman (Chair 2020–2023)
Syracuse University
kahinchm@syr.edu

Barr/Mosenthal Handbook of Reading Research Award
Lori Assaf (Chair, 2021–2024)
Texas State University
lassaf@txstate.edu

Brian Street Memorial Award Committee
Michiko Hikida (Chair 2021–2024)
The Ohio State University
hikida.3@osu.edu

Distinguished Scholar Committee
Tisha Lewis Ellison (Chair 2020–2023)
University of Georgia
tlewisellison@gmail.com

Early Career Achievement Committee
Kristin Conradi (Chair 2021–2024)
William & Mary University
keconradi@wm.edu

Edward B. Fry Book Committee
Grace Enriquez (Chair 2020–2023)
Lesley University
genrique@lesley.edu

Financial Advisory Committee
Gina Cervetti (Chair 2020–2022)
University of Michigan
cervetti@umich.edu

J. Michael Parker Committee
Mikel W. Cole (Chair 2022–2023)
University of Houston
mikel.w.cole@gmail.com

Oscar S. Causey Committee
Fenice Boyd (Chair 2020–2023)
University of South Carolina
boydfb@mailbox.sc.edu

P. David Pearson Scholarly Impact Award Committee
Annemarie Palincsar (Co-Chair 2021–2024)
University of Michigan, Ann Arbor
annemari@umich.edu

Miranda Fitzgerald (Co-Chair 2021–2024)
University of North Carolina, Charlotte
mfitzg21@uncc.edu

Scholars of Color Transitioning into Academic Research Mentoring Program - (STAR)
Jung Kim
Lewis University
kimju@lewis.edu

Arlette Willis
University of Illinois, Urbana-Champaign
aiwillis@illinois.edu

Student Outstanding Research Committee
Jud Laughter (Chair 2021–2024)
University of Tennessee, Knoxville
jlaught3@utk.edu

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
LEADERSHIP AND HONOREES

INNOVATIVE COMMUNITY GROUP CHAIRS

Doctoral Students
Tairan Qiu (Sr. Co-Chair 2020–2022)
University of Georgia
tqiu19@uga.edu

Reka Barton (Jr. Co-Chair 2020–2023)
Arizona State University
rbarton2@sdsu.edu

Alex Corbitt (Asst. Co-Chair 2020–2024)
Boston College
corbitta@bc.edu

Lakeya Omogun (Alumni Liaison)
The University of Texas at Austin
lomogun@utexas.edu

Cynthia Brock (LRA Board Liaison)
University of Wyoming
cynthia.brock@uwyo.edu

Formative Experiments & Design-Based Research
Emily Howell (Chair 2019–2022)
Clemson University
emilysmothershowell@gmail.com

Ryan McCarty (Chair-Elect 2019–2022)
National Louis University
rmccarty@nl.edu

Gina Cervetti (Liaison 2019–2022)
University of Michigan
cervetti@umich.edu

History
Samuel DeJulio (Chair 2021 - present)
University of Texas at San Antonio
samuel.dejulio@utsa.edu

International
Bettina Buch (Co-Chair 2018–2022)
University College Absalon
bbu@pha.dk

Lina Trigos Carrillo (Co-Chair 2020–2023)
Universidad de La Sabana
lina.trigos@unisabana.edu.co

Aura Urrea (Co-Chair 2020–2022)
aurainesurreah@gmail.com

Patriann Smith (Liaison 2020–2023)
University of South Florida
psmith4@usf.edu

Multilingual/Transational Literacies
Matthew Deroo (Co-Chair 2020–2022)
University of Miami
deroomat@miami.edu

Lenny Sanchez (Co-Chair 2021 - present)
University of South Carolina
sanchezl@sc.edu

Melanie Kuhn (Liaison 2021–2022)
Purdue University
melaniek@purdue.edu

Reading Clinic/Literacy Labs
Barbara Laster (Co-Chair)
Towson University
blaster@towson.edu

Leslie Cavendish (Co-Chair)
High Point University
lcavendi@highpoint.edu

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
COMMITTEE MEMBERS

Albert Kingston Committee
Paola Pilonieta (pilonieta@unc.edu), Chair
Susan Cantrell (sccant00@uky.edu)
Kisha Bryan (kbryan@tnstare.edu)
Delicia Greene (dgreene@albany.edu)
Melanie Kuhn (melaniek@purdue.edu)
Sharon Walpole (swalpole@udel.edu)
Rachel Karchmer-Klein (karchmer@udel.edu)

Arthur Applebee Committee
Kathleen Hinchman (kahinchm@syr.edu), Chair
Cindy Brock (cynthia.brock@uwyo.edu), Liaison
Amy Vetter (amvetter@uncg.edu)
Carol Lee (cdlee@northwestern.edu)
Amy Stornaiuolo (amystorn@gse.upenn.edu)
Robert Yagelski (ryagelski@albany.edu)
James Marshall (marshall56@gmail.com)

Barr/Mosenthal Handbook of Reading Research Award Committee
Lori Assaf (lassaf@txstate.edu), Chair
David B. Yaden, Jr. (dyadenjr@email.arizona.edu), President
Alfred Tatum (ppearson@berkeley.edu), Vice President
P. David Pearson (ppearson@berkeley.edu), HRR Editorial Board representative
Marla Mallette (mmallett@binghamton.edu), Treasurer
Lynne Watanabe (lynne.kganetso@byu.edu), Committee Member

Brian Street Memorial Award Committee
Michiko Hikida (hikida.3@osu.edu), Chair
Brooke Taira (brookemward@gmail.com)
Mark Pacheco (markbarbapacheco@gmail.com)
Paul Prior (pprior@illinois.edu)
Maria Paula Ghiso, (ghiso@tc.edu), Liaison 2021-2024

Distinguished Scholar Lifetime Achievement Committee
Tisha Lewis Ellison (tlewissellison@gmail.com), Chair
Raul Mora (raulmora@illinoisalumni.org), Liaison
Jeannette Mancilla-Martinez (jeannette.mancilla-martinez@vanderbilt.edu)
Stergios Botzakis (sbotzaki@utk.edu)
Arlette Willis (a willis@illinois.edu)
Ana Christina da Silva Iddings (chris.dasilva@vanderbilt.edu)
Eva Lam (evalam@northwestern.edu)
Gay Ivey, (mgivey@uncg.edu)

Early Career Achievement Committee
Kristin Conradi (keconradi@wm.edu), Chair
Mary McVee (mcvee@buffalo.edu), Liaison
T. Phil Nichols (Phil_Nichols@baylor.edu)
Frank Serafini (fserafini@mac.com)
Antero Garcia (anterobot@gmail.com)
Yoo Kyung Sung (yookyung@umn.edu)
Virginia Killian Lund (vkillianlund@vand gart.edu)
Leah Saal (lksaal@loyola.edu)
Janine Schall (janine.schall@utrgv.edu)

Ed Fry Book Committee
Grace Enriquez (genrique@lesley.edu), Chair
Holly Hungerford-Kresser, (hhkresser@uta.edu)
Nathan Phillips, (philipn@uic.edu)
Bianca Nightengale-Lee (bnightengalelee@fau.edu)
Kamania Wyner-Hoyte (wynterhk@mailbox.sc.edu)
Rahat Zaidi (rahat.zaidi@ucalgary.ca), Liaison 2021–2024
Michelle Schira Hagerman (mhagerma@uottawa.ca)
Kevin Leander (kevin.leander@vanderbilt.edu)
Freddy Hiebert (hiebert@textproject.org)
Rebecca Linares (rebecca.linares@colorado.edu)

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
COMMITTEE MEMBERS

Ethics Committee
Haeny Yoon (yoon3@tc.columbia.edu), Chair
Ted Kesler (theodore.kesler@qc.cuny.edu)
Karen Spector (kspector@bamaed.ua.edu)
Grace Player (gracedplayer@gmail.com)
Lenny Sánchez (sanchezl@sc.edu)
Christian Ehret (christian.ehret@mcgill.ca)
Emily Machado (machado3@wisc.edu)
Celicia Bell (cbell@fsu.edu)

Ethnicity, Race and Multilingualism Committee
Tiffany Flowers (tflowers@gsu.edu), Chair
Cynthia Reyes (creyes@uvm.edu)
Mary Amanda (Mandy) Stewart (mstewart7@twu.edu)
Kristen Pratt (prattk@mail.wou.edu)
Christine Uliassi (christine.uliassi@cortland.edu)
Kwangok Song (ksong@ku.edu)
Allison Briceno (abriceno@gmail.com)
Yong Zeng (yongzeng@oakland.edu)

Field Council Committee
Alice Lee, (alice.lee@ucr.edu), Midwest Region, Chair
Christopher Wagner (cwagner@qc.cuny.edu), Northeast Region
Kongji Qin (kongji.qin@nyu.edu), Northeast Region
Joanne Marciano (marcian2@msu.edu), Midwest Region
Emily Hayden (ehayden@iastate.edu), Midwest Region
Lindsey Moses (lmoses1@asu.edu), West Region
Mary Kallus (mary.kallus@enmu.edu), West Region
Rahat Zaidi (rahat.zaidi@ucalgaray.edu) International
Rebecca Jesson (r.jesson@aubclac.ac.nz), International
Amy Broemmel (broemmel@utk.edu) South Region
Lesley Cavendish (lcavendi@highpoint.edu), South Region
Kisha Bryan (kbryan@tnstate.edu), HBCU Co-Chair
Gilberto Lara (gilberto.lara@utsa.edu) HSI Co-Chair

Financial Advisory Committee
Gwendolyn Thompson-McMillon, Chair (mcmillon@oakland.edu)
Marla Mallette (mmallette@literacyresearchassociation.org)
Gina Cervetti, (cervetti@unich.edu)
Virginia Goatley, (vgoatley@albany.edu)
Susan Piazza, (susan.piazza@wmich.edu)

Gender and Sexualities Committee
Kate Kedley (kedley@rowan.edu), Co-Chair
Chad Waldron (waldr1ch@cmich.edu)
José Ramón Lizárraga (jose.lizarra@colorado.edu)
Latrice Johnson (lpjohnson5@ua.edu)
Ah-Young Song (asong@vassar.edu)
Corrine Wickens (ccwickens@niu.edu)

J. Michael Parker Committee
Mikel Cole, (mikelm@clemson.edu), Chair
Sonya Armstrong, (sarmstrong@txstate.edu)
Heidi Bacon (hrbacon@siu.edu)
Laurie Henry (lahenry@salisbury.edu)
Alicia Rusoja (arr9@stmarys-ca.edu)
Janine Nieroda-Madden (jnieroda@sy.edu)

Oscar S. Causey Committee
Fenice Boyd (boydfb@mailbox.sc.edu), Chair
Virginia Goatley, (vgoatley@albany.edu), Liaison
Julie Coiro (jcoiro@snet.net)
Freddie Hiebert (hiebert@textproject.org)
Jim Hoffman (james.hoffman@unt.edu)
Seth Parsons (sparson5@gmu.edu)
Sarah McCarthy (mccarthe@illinois.edu)
Sonia Cabell (scabell@fcr.org)

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
P. David Pearson Scholarly Impact Award Committee

Annemarie Palincsar (annemari@umich.edu), Co-Chair 2021-2024
Miranda Fitzgerald (mfitzg21@unc.edu), Co-Chair 2021-2024
John Strong (jstrong3@buffalo.edu)
Jennifer Turner (jdtturner@umd.edu)
Tanya Wright (tswright@msu.edu)
Gina Cervetti (cervetti@umich.edu), Liaison
Dorian Harrison (harrison.898@osu.edu)
Joaquin Munoz (munoz@augsburg.edu)
Ruth Wharton-McDonald (ruth.wharton@unh.edu)
Katherine Frankel (kfrankel@bu.edu)

Policy and Legislative Committee

Danielle Dennis (danielle_dennis@uri.edu), Chair
Andrew Huddleston (andrew.huddleston@acu.edu)
Kristin Gehsmann (gehsmannk18@ecu.edu)
Monica Yoo (myoo@uccs.edu)
Marcus Croom (mrcroom@iu.edu)
Blaine Smith (blainesmith@email.arizona.edu)
Natalia Aleksandrovna Ward (wardna1@mail.etsu.edu)
Arby Ghemari (aghermari@uvm.edu)

Publications Committee

Kristen Perry, (kristen.perry@uky.edu), Chair
Ana Taboada Barber, (ataboada@umd.edu)
Bong Gee Jang, (bojang@syr.edu)
Melody Zoch, (mzoch@uncg.edu)
Vaughn Watson, (watsonv2@msu.edu)
Lindsey Rowe, (rowe.364@osue.edu)
David Bloome (davidbloome@gmail.com)
Silvia Noguero-Liu (silvia.noguero@colorado.edu)

Research Committee

Ebony Elizabeth Thomas, (ebonyt@umich.edu), Chair
Ashley Patterson, (anp5404@psu.edu)
Darrell Hucks, (dhucks@keene.edu)
Erin Quast, (eaquist@ilstu.edu)
Jon Wargo, (wargo@bc.edu)
Idalia Nunez-Cortez, (idaliai@illinois.edu)
Tran Templeton, (tran.templeton@unt.edu)
Emily Hayden, (ehayden@iastate.edu)
Katina Zammit, (k.zammit@westernsydney.edu.au)
Mohit Mehta, (mehta@utexas.edu)

Student Outstanding Research Committee

Jud Laughter, (jlaught3@utk.edu), Chair
Jennifer Reichenberg, (jreichen@buffalo.edu)
Courtney Hattan, (courtney.hattan@gmail.com)
Colleen Whittingham, (cwhitti8@uncc.edu)
Sharon Pratt, (prattsh@iun.edu)
Monica Gonzalez Ybarra, (mgonza36@illinois.edu)
Alesha Gayle, (alesha@upenn.edu)
Zoi Traga-Philippakos, (philippakos@gmail.com)
Doug Fisher, (dfisher@sdsu.edu)
Debbie Rowe, (deborah.w Rowe@vanderbilt.edu)
Kwangok Song, (ksong@ku.edu)

Technology & Digital Communications Committee

Rohit Mehta, (mehta@csufresno.edu), Chair
Jill Castek, (jcastek@email.arizona.edu)
Earl Aguilera, (eaguilera@csufresno.edu)
Paty Abril-Gonzalez, (abrilgon@austin.utexas.edu)
Antero Garcia, (antero.garcia@stanford.edu)
Lindsay Woodward, (lindsay.woodward@drake.edu)
Eun Young Yeom, (ey18592@uga.edu)
## PAST PRESIDENTS LIST

<table>
<thead>
<tr>
<th>PAST PRESIDENTS LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar S. Causey</td>
</tr>
<tr>
<td>William Eller</td>
</tr>
<tr>
<td>George Spache</td>
</tr>
<tr>
<td>Albert J. Kingston</td>
</tr>
<tr>
<td>Paul Berg</td>
</tr>
<tr>
<td>Alton Raygor</td>
</tr>
<tr>
<td>Wendell Weaver</td>
</tr>
<tr>
<td>Earl Rankin</td>
</tr>
<tr>
<td>Edward B. Fry</td>
</tr>
<tr>
<td>Jaap Tuinman</td>
</tr>
<tr>
<td>Harry Singer</td>
</tr>
<tr>
<td>Frank Green</td>
</tr>
<tr>
<td>Irene Athey</td>
</tr>
<tr>
<td>Lenore H. Ringler</td>
</tr>
<tr>
<td>P. David Pearson</td>
</tr>
<tr>
<td>Jerry Harste</td>
</tr>
<tr>
<td>M. Trika Smith-Burke</td>
</tr>
<tr>
<td>James V. Hoffman</td>
</tr>
<tr>
<td>Gerry Duffy</td>
</tr>
<tr>
<td>Robert J. Tierney</td>
</tr>
<tr>
<td>Donna E. Alvermann</td>
</tr>
<tr>
<td>Rebecca Barr</td>
</tr>
<tr>
<td>James Flood</td>
</tr>
<tr>
<td>Jane Hansen</td>
</tr>
<tr>
<td>Richard Allington</td>
</tr>
<tr>
<td>Kathryn H. Au</td>
</tr>
<tr>
<td>Martha R. Ruddell</td>
</tr>
<tr>
<td>Linda B. Gambrell</td>
</tr>
<tr>
<td>Taffy E. Raphael</td>
</tr>
<tr>
<td>Peter B. Mosenthal</td>
</tr>
<tr>
<td>Deborah R. Dillon</td>
</tr>
<tr>
<td>Lee Gunderson</td>
</tr>
<tr>
<td>Lea M. McGee</td>
</tr>
<tr>
<td>Donald J. Leu</td>
</tr>
<tr>
<td>Victoria Purcell-Gates</td>
</tr>
<tr>
<td>Patricia A. Edwards</td>
</tr>
<tr>
<td>Norman A. Stahl</td>
</tr>
<tr>
<td>Kathleen A. Hinchman</td>
</tr>
<tr>
<td>David Reinking</td>
</tr>
<tr>
<td>Patricia Anders</td>
</tr>
<tr>
<td>Robert Jimenez</td>
</tr>
<tr>
<td>Richard Beach</td>
</tr>
<tr>
<td>Arlette Willis</td>
</tr>
<tr>
<td>Janice Almasi</td>
</tr>
<tr>
<td>Patricia Enciso</td>
</tr>
<tr>
<td>Rebecca Rogers</td>
</tr>
<tr>
<td>Gay Ivey</td>
</tr>
<tr>
<td>Marcelle Haddix</td>
</tr>
<tr>
<td>Elizabeth A. (Betsy)Baker</td>
</tr>
<tr>
<td>Gwendolyn McMillon</td>
</tr>
<tr>
<td>David B. Yaden, Jr.</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
### AWARD RECIPIENTS

#### Albert J Kingston Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Harry Singer</td>
</tr>
<tr>
<td>1986</td>
<td>Irene Athey</td>
</tr>
<tr>
<td>1987</td>
<td>Frank Greene</td>
</tr>
<tr>
<td>1988</td>
<td>Thomas H. Estes</td>
</tr>
<tr>
<td>1989</td>
<td>Michael L. Kamil</td>
</tr>
<tr>
<td>1990</td>
<td>M. Trika Smith-Burke</td>
</tr>
<tr>
<td>1991</td>
<td>Edward B. Fry</td>
</tr>
<tr>
<td>1992</td>
<td>Patricia L. Anders</td>
</tr>
<tr>
<td>1993</td>
<td>Jerry Harste</td>
</tr>
<tr>
<td>1994</td>
<td>Jerome A. Niles</td>
</tr>
<tr>
<td>1995</td>
<td>John E. Readence</td>
</tr>
<tr>
<td>1996</td>
<td>Richard Robinson</td>
</tr>
<tr>
<td>1997</td>
<td>Donna E. Alverman</td>
</tr>
<tr>
<td>1998</td>
<td>Ronald P. Carver</td>
</tr>
<tr>
<td>1999</td>
<td>Lea M. McGee</td>
</tr>
<tr>
<td>2000</td>
<td>Lee Gunderson</td>
</tr>
<tr>
<td>2001</td>
<td>Linda B. Gambrell</td>
</tr>
<tr>
<td>2002</td>
<td>James V. Hoffman</td>
</tr>
<tr>
<td>2003</td>
<td>Martha Ruddell</td>
</tr>
<tr>
<td>2004</td>
<td>Peter Mosenthal</td>
</tr>
<tr>
<td>2005</td>
<td>Colin Harrison</td>
</tr>
<tr>
<td>2006</td>
<td>Douglas K. Hartman</td>
</tr>
<tr>
<td>2007</td>
<td>Michael McKenna</td>
</tr>
<tr>
<td>2008</td>
<td>John McEneaney</td>
</tr>
<tr>
<td>2009</td>
<td>P. David Pearson</td>
</tr>
<tr>
<td>2010</td>
<td>Diane Barone</td>
</tr>
<tr>
<td>2011</td>
<td>Cathy Roller</td>
</tr>
<tr>
<td>2012</td>
<td>Susan L'Alllier</td>
</tr>
<tr>
<td>2013</td>
<td>Marla H. Mallette</td>
</tr>
<tr>
<td>2014</td>
<td>Patricia A. Edwards</td>
</tr>
<tr>
<td>2015</td>
<td>Norman Stahl</td>
</tr>
<tr>
<td>2016</td>
<td>David Reinking</td>
</tr>
<tr>
<td>2017</td>
<td>Edward B. Fry</td>
</tr>
<tr>
<td>2018</td>
<td>Patricia A. Edwards</td>
</tr>
<tr>
<td>2019</td>
<td>Kathleen Hinchman</td>
</tr>
<tr>
<td>2020</td>
<td>Fenice Boyd</td>
</tr>
<tr>
<td>2021</td>
<td>Eurydice Bauer</td>
</tr>
</tbody>
</table>

#### Barr/Mosenthal Handbook of Reading Research Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>Carina Branzila</td>
</tr>
<tr>
<td>2020</td>
<td>Janneth Chumana</td>
</tr>
<tr>
<td>2019</td>
<td>Carol Leo</td>
</tr>
<tr>
<td>2018</td>
<td>Charlene Bredder</td>
</tr>
<tr>
<td>2018</td>
<td>Josefin Perilla Colmenres</td>
</tr>
</tbody>
</table>

#### Distinguished Scholar Lifetime Achievement Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Ann Brown</td>
</tr>
<tr>
<td>2001</td>
<td>Janet Emig</td>
</tr>
<tr>
<td>2002</td>
<td>Louis Rosenblatt</td>
</tr>
<tr>
<td>2003</td>
<td>Michael Halliday</td>
</tr>
<tr>
<td>2004</td>
<td>Marie Clay</td>
</tr>
<tr>
<td>2005</td>
<td>Keith Raynor</td>
</tr>
<tr>
<td>2006</td>
<td>Courtney B. Cazden</td>
</tr>
<tr>
<td>2007</td>
<td>Marylyn Cochran-Smith</td>
</tr>
<tr>
<td>2008</td>
<td>Jerome Bruner</td>
</tr>
<tr>
<td>2009</td>
<td>Susan L. Lytle</td>
</tr>
<tr>
<td>2009</td>
<td>Brian V. Street</td>
</tr>
<tr>
<td>2009</td>
<td>Gloria Billings</td>
</tr>
<tr>
<td>2009</td>
<td>Walter Kintsch</td>
</tr>
<tr>
<td>2010</td>
<td>Allan Lake</td>
</tr>
<tr>
<td>2011</td>
<td>Shirley Brice Heath</td>
</tr>
<tr>
<td>2012</td>
<td>Luis Moll</td>
</tr>
<tr>
<td>2013</td>
<td>Sonia Nieto</td>
</tr>
<tr>
<td>2014</td>
<td>Rudine Sims-Bishop</td>
</tr>
<tr>
<td>2015</td>
<td>James Gee</td>
</tr>
</tbody>
</table>

#### Early Career Achievement Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>Cynthia Brock</td>
</tr>
<tr>
<td>1999</td>
<td>Joyce Many</td>
</tr>
<tr>
<td>2000</td>
<td>Elizabeth Birr Moje</td>
</tr>
<tr>
<td>2001</td>
<td>Lawrence R. Sipe</td>
</tr>
<tr>
<td>2002</td>
<td>George Kamberelis</td>
</tr>
<tr>
<td>2003</td>
<td>Nell K. Duke</td>
</tr>
<tr>
<td>2004</td>
<td>Rebecca Rogers</td>
</tr>
<tr>
<td>2005</td>
<td>Melanie R. Kuhn</td>
</tr>
<tr>
<td>2006</td>
<td>Beth Maloch</td>
</tr>
<tr>
<td>2007</td>
<td>Sharon Walpole</td>
</tr>
<tr>
<td>2008</td>
<td>Nancy Frey</td>
</tr>
<tr>
<td>2009</td>
<td>Misty Sailors</td>
</tr>
<tr>
<td>2010</td>
<td>Leigh A. Hall</td>
</tr>
<tr>
<td>2011</td>
<td>Julie Coiro</td>
</tr>
<tr>
<td>2012</td>
<td>Kristen H. Perry</td>
</tr>
<tr>
<td>2013</td>
<td>Allison Skerrett</td>
</tr>
<tr>
<td>2014</td>
<td>Amy Hutchinson</td>
</tr>
<tr>
<td>2015</td>
<td>Steven J. Amendum</td>
</tr>
<tr>
<td>2016</td>
<td>Tisha Lewis Ellison</td>
</tr>
<tr>
<td>2017</td>
<td>Amy Wilson Lopez</td>
</tr>
<tr>
<td>2018</td>
<td>Anterio Garcia</td>
</tr>
<tr>
<td>2019</td>
<td>Zoi A. Traga Philippakos</td>
</tr>
<tr>
<td>2020</td>
<td>Cati V. de los Rios</td>
</tr>
<tr>
<td>2021</td>
<td>Jon Wargo</td>
</tr>
</tbody>
</table>
Edward B. Fry Book Award

P. David Pearson (2004)

Oscar S. Causey Award

(Citation of Merit 1987)  Steven Stahl (2004)
## Student Outstanding Research Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Peter Afflerbach</td>
<td>Susan J. Dymock</td>
<td>Susan E. Bickerstaff</td>
</tr>
<tr>
<td>1986</td>
<td>Deborah Wells Rowe</td>
<td>Lawrence R. Sipe</td>
<td>Amanda P. Goodwin</td>
</tr>
<tr>
<td>1987</td>
<td>Maribeth Cassidy Schmitt</td>
<td>Josephine Peyton Young</td>
<td>Michael Manderino</td>
</tr>
<tr>
<td>1988</td>
<td>Sally Hague</td>
<td>Patrick Manyak</td>
<td>Nathan Phillips</td>
</tr>
<tr>
<td>1989</td>
<td>Joyce Many</td>
<td>Emily M. Rodgers</td>
<td>Blaine Smith</td>
</tr>
<tr>
<td>1990</td>
<td>Douglas K. Hartman</td>
<td>Rebecca Rogers</td>
<td>Melody Zoch</td>
</tr>
<tr>
<td>1991</td>
<td>Joyce Holt Jennings</td>
<td>Nancy A. Place</td>
<td>Angela Zapata</td>
</tr>
<tr>
<td>1991</td>
<td>Sarah J. McCarthy</td>
<td>Kim Bobola</td>
<td>Jaye Johnson Thiel</td>
</tr>
<tr>
<td>1991</td>
<td>J. Michael Parker</td>
<td>Yoon-Hee Na</td>
<td>Beth Buchholz</td>
</tr>
<tr>
<td>1992</td>
<td>Debra K. Meyer</td>
<td>Rebecca Deffes Silverman</td>
<td>Dan Reynolds</td>
</tr>
<tr>
<td>1993</td>
<td>Janice F. Almasi</td>
<td>Megan Madigan Peercy</td>
<td>Jennifer Reichenberg</td>
</tr>
<tr>
<td>1994</td>
<td>Janet W. Bloodgood</td>
<td>Antony T. Smith</td>
<td>Joy D. Erickson</td>
</tr>
<tr>
<td>1994</td>
<td>Ann Watts Pailliotet</td>
<td>Elizabeth Stolle</td>
<td>Jungmin Kwon</td>
</tr>
<tr>
<td>1995</td>
<td>Jane West</td>
<td>Margarita Zisselsberger</td>
<td>Monica C. Kleekamp</td>
</tr>
<tr>
<td>1996</td>
<td>Kathryn H. Davinroy</td>
<td>Gary Paul Moser</td>
<td>Lindsey W. Rowe</td>
</tr>
</tbody>
</table>

## J. Michael Parkerroy Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Robin Waterman</td>
<td>Lea Katherine</td>
<td>Jim Sonsnowski</td>
</tr>
<tr>
<td>2007</td>
<td>Amy Johnson</td>
<td>Kathleen Alley</td>
<td>Veronica Oguilve, Wen Wen,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Em Bowen, Yousra Abourehab,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amanda Bermudez,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elizabeth Gaxiola, Jill Castek</td>
</tr>
<tr>
<td>2008</td>
<td>Kristin Perry</td>
<td>Diane Taveggia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tisha Y. Lewis</td>
<td>Xia Chao</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Amy Trawick</td>
<td>Dr. Rossina Zamora Liu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holly Hungerford-Kresser</td>
<td>Rachel Gruen</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Silvia Cecilia Noguern</td>
<td>Emily Rose Schwab</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Laurie A. Henry</td>
<td>Lyudmyla Ivanyuk</td>
<td></td>
</tr>
</tbody>
</table>
2022 PROPOSAL REVIEWERS

Abraham, Stephanie Lynn
Acosta, Melanie M.
Aguilera, Earl
Allen, Kathryn
Alley, Kathleen Marie
Al-Salmi, Laila Al
Amato, Nicole Ann
Amendum, Steve
Anders, Patricia L.
Anderson, Blythe
Anderson, Kate T.
Anderson, Phyllicia
Andrei, Elena
Applegate, Carin
Arnold, Jackie Marshall
Ash, Gwynne Ellen
Assaf, Lori Czop
Augsburger, Deborah
Avila, Antonieta
Aziz-Raina, Seemi
Bachmann, Abbey
Bacon, Heidi Regina
Bahlmann Bollinger, Chelsey
Bailey, Erin
Baker, Elizabeth (Betsy) A.
Bakhoda, Iman
Barksdale, Bonnie A.
Baumann, Jennie
Beach, Crystal L.
Beach, Sara Ann
Bean-Folkes, Jane
Bennett, Susan
Bernstein, Katie
Bippert, Kelli
Black, Kristin
Blake, Katherine A.
Blanton, Melanie
Boche, Benjamin A.
Borda, Juan C.
Borti, Adeline Mansa
Botzakis, Stergios
Brayko, Kate
Brewer, Amanda
Brown, Sally
Brownell, Cassie J.
Bruner, Lori
Bryan, Kisha C.
Buch, Bettina
Budde, Christina M.
Burgess, Julianne
Burke, Amy
Butler, Elizabeth Desiree
Carpenter, Robert D.
Castle, Ann M.
Cavendish, Leslie
Cermikli Ayvaz, Basak
Chao, Xia
Chen, Qiong
Chung, Sunah
Claravall, Eric
Clark, Caroline T.
Coiro, Julie
Coleman, James Joshua
Colvin, Carolyn A.
Colwell, Jamie
Commeret, Michelle
Compton-Lilly, Catherine
Conradi Smith, Kristin
Correll, Pamela K
Crawley, Adam
Cummins, Amy
Cun, Aijuan
Cura, Mollie
Curcic, Svjetlana
Dalton, Bridget
Daly, Annie
David, Samuel S.
Davis, Bridgette B.
DeCoursey, Kara
DeFrance, Nancy
DeHart, Jason D.
Deig, Amber
DeJulio, Samuel
Deliman, Amanda
Demir, Asiye
Deroo, Matthew R.
Diaz, Haidy G.
Disotuar, Demetra
Doepker, Gina Marie
Domke, Lisa
Donohue, Tracy
Donovan, Caitlin M.
Dunkerly, Judith
Durán, Leah
Edwards, Jessica Lee Lavina
Elias, Martille
Ellis, Aimee
Enriquez, Grace
Erickson, Joy Dangora
Field, Sara A.
Fields, Robin Stacy
Fitzgerald, Miranda S.
Flint, Tori K.
Francois, Chantal
Frankel, Katherine K.
Frederick, Amy
Garg, Rabani
Gazioglu, Mihaela
Gill, Anne E.
Gill, Victoria
Gillette, Carmela Romano
Giunco, Kierstin
Godfrey, Vickie
Gonzales, Grace Cornell
Gordon-Pershey, Monica
Graff, Jennifer
Graham, Karen Kleppe
Griffith, Jason J.
Griffith, Robin R.
Guillotte, Amy
Gunn, AnnMarie
Guo, Wenyu
Hagerman, Michelle Schira

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program]
<table>
<thead>
<tr>
<th>Hagge, Julia</th>
<th>Kimbell-Lopez, Kimberly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamilton-McKenna, Caroline</td>
<td>Kizil, Fatima Seyma</td>
</tr>
<tr>
<td>Hammond, Elizabeth J.</td>
<td>Kline, Sonia</td>
</tr>
<tr>
<td>Handsfield, Lara J.</td>
<td>Korona, Matthew</td>
</tr>
<tr>
<td>Hao, Ling</td>
<td>Kvetok, Frances</td>
</tr>
<tr>
<td>Hattan, Courtney</td>
<td>Kwok, Michelle</td>
</tr>
<tr>
<td>Hawkins, Donna Lynn</td>
<td>Kwon, Jungmin</td>
</tr>
<tr>
<td>Hayden, Emily</td>
<td>Lacina, Jan</td>
</tr>
<tr>
<td>Hebert, Christine</td>
<td>LaDuke, Melissa</td>
</tr>
<tr>
<td>Hickey, Pamela</td>
<td>Lammers, Jayne C.</td>
</tr>
<tr>
<td>Hikida, Michiko</td>
<td>Lammert, Catherine</td>
</tr>
<tr>
<td>Hill, Dara</td>
<td>Laster, Barbara</td>
</tr>
<tr>
<td>Hinchman, Kathleen A.</td>
<td>Lathrop, Benjamin N.</td>
</tr>
<tr>
<td>Hinman, Tierney B</td>
<td>Lawson, Amber</td>
</tr>
<tr>
<td>Hodges, Tracey S.</td>
<td>Lee, Chaehyun</td>
</tr>
<tr>
<td>Hogan, Erin</td>
<td>Lee, Keman M.</td>
</tr>
<tr>
<td>Hruby, George G.</td>
<td>Lee, Sungyoon</td>
</tr>
<tr>
<td>Hu, Ran</td>
<td>Lee, Yewon</td>
</tr>
<tr>
<td>Huang, Ting</td>
<td>Leider, Christine</td>
</tr>
<tr>
<td>Huggins, Shelly</td>
<td>Leija, Maria</td>
</tr>
<tr>
<td>Humaidan, Abdulsamad Yahya</td>
<td>Lemley, Stephanie M.</td>
</tr>
<tr>
<td>Hunt-Barron, Sarah</td>
<td>Lesus, Melina</td>
</tr>
<tr>
<td>Impellizeri Cignatta, Whitney</td>
<td>Lewis, Suzanne G.</td>
</tr>
<tr>
<td>Isidro, Elizabeth</td>
<td>Liebfreund, Meghan</td>
</tr>
<tr>
<td>Ivanyuk, Lyudmyla</td>
<td>Lindo, Tasha Adrienne</td>
</tr>
<tr>
<td>Ivey, Gay</td>
<td>Liu, Yina</td>
</tr>
<tr>
<td>Janks, Hilary</td>
<td>Lo, Cassie</td>
</tr>
<tr>
<td>Jimerson, Lanette</td>
<td>Loomis, Stephanie</td>
</tr>
<tr>
<td>Jocius, Robin</td>
<td>Lozada, Victor</td>
</tr>
<tr>
<td>Johnson, Tracy</td>
<td>Lupo, Sarah M.</td>
</tr>
<tr>
<td>Johnston, Peter</td>
<td>Lybeck, Rick</td>
</tr>
<tr>
<td>Johnston, Tara Burke</td>
<td>Machado, Emily</td>
</tr>
<tr>
<td>Jones, Jasym</td>
<td>MacPhee, Deborah Ann</td>
</tr>
<tr>
<td>Jones, Jill Spargur</td>
<td>Marsh, Josephine Peyton</td>
</tr>
<tr>
<td>Jones, Karis</td>
<td>Martin-Young, Shelley</td>
</tr>
<tr>
<td>Jung, Jin Kyeong</td>
<td>Masso, Marisol</td>
</tr>
<tr>
<td>Kajder, Sara</td>
<td>Matthews, Sharon</td>
</tr>
<tr>
<td>Kambara, Hitomi</td>
<td>McCarthy, Mark D.</td>
</tr>
<tr>
<td>Kelley, Shannon Leigh</td>
<td>McConn, Matthew L.</td>
</tr>
<tr>
<td>Kesler, Ted</td>
<td>McNeill, Erin</td>
</tr>
<tr>
<td>Keyser, Wendy</td>
<td>Mehta, Robit</td>
</tr>
<tr>
<td>Kim, Ji Eun</td>
<td>Mendez, Karyn</td>
</tr>
<tr>
<td>Kim, Min-Young</td>
<td>Messenger, Yvonne L.</td>
</tr>
<tr>
<td>Kim, So</td>
<td>Michalovich, Amir</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michener, Catherine</td>
</tr>
<tr>
<td></td>
<td>Midgette, Ekaterina</td>
</tr>
<tr>
<td></td>
<td>Mojica, Zulma E.</td>
</tr>
<tr>
<td></td>
<td>Monsivais Diers, Norma</td>
</tr>
<tr>
<td></td>
<td>Moran, Renee</td>
</tr>
<tr>
<td></td>
<td>Moses, Lindsey</td>
</tr>
<tr>
<td></td>
<td>Mosher, Ronna</td>
</tr>
<tr>
<td></td>
<td>Mosquera Pérez, Jhon Eduardo</td>
</tr>
<tr>
<td></td>
<td>Murdter-Atkinson, Jessica Anne</td>
</tr>
<tr>
<td></td>
<td>Nash, Brady Lee</td>
</tr>
<tr>
<td></td>
<td>Nogueron-Liu, Silvia</td>
</tr>
<tr>
<td></td>
<td>Northrop, Laura</td>
</tr>
<tr>
<td></td>
<td>Norton-Meier, Lori</td>
</tr>
<tr>
<td></td>
<td>Nunez Cortez, Idalia</td>
</tr>
<tr>
<td></td>
<td>Nuñez, Mariannella</td>
</tr>
<tr>
<td></td>
<td>Odlum, Lakisha</td>
</tr>
<tr>
<td></td>
<td>Ohle, Kathryn Ann</td>
</tr>
<tr>
<td></td>
<td>Ojha, Laxmi Prasad</td>
</tr>
<tr>
<td></td>
<td>Olgun-Baytas, Muge</td>
</tr>
<tr>
<td></td>
<td>Omogun, Lakeya</td>
</tr>
<tr>
<td></td>
<td>Opatz, Margaret Osgood</td>
</tr>
<tr>
<td></td>
<td>Ortlieb, Evan</td>
</tr>
<tr>
<td></td>
<td>O’Shea, Mary Rose</td>
</tr>
<tr>
<td></td>
<td>Ost, Wiebke Sophie</td>
</tr>
<tr>
<td></td>
<td>Oti-Aina, Oluwaseun A.</td>
</tr>
<tr>
<td></td>
<td>Pacheco, Mark Barba</td>
</tr>
<tr>
<td></td>
<td>Panos, Alexandra</td>
</tr>
<tr>
<td></td>
<td>Panther, Leah</td>
</tr>
<tr>
<td></td>
<td>Paulick, Judy</td>
</tr>
<tr>
<td></td>
<td>Pedersen, Joelle</td>
</tr>
<tr>
<td></td>
<td>Peltier, Marliese</td>
</tr>
<tr>
<td></td>
<td>Pennington, Sarah E.</td>
</tr>
<tr>
<td></td>
<td>Pepanyan, Marine</td>
</tr>
<tr>
<td></td>
<td>Perez Cortes, Luis Enrique</td>
</tr>
<tr>
<td></td>
<td>Perry, Kristen H.</td>
</tr>
<tr>
<td></td>
<td>Persohn, Lindsay</td>
</tr>
<tr>
<td></td>
<td>Persohn, Lindsay</td>
</tr>
<tr>
<td></td>
<td>Phillipe, Allison</td>
</tr>
<tr>
<td></td>
<td>Piazza, Susan V.</td>
</tr>
<tr>
<td></td>
<td>Pickard, Amy</td>
</tr>
<tr>
<td></td>
<td>Pigozzi, Grace</td>
</tr>
<tr>
<td></td>
<td>Pilgrim, Jodi Louise</td>
</tr>
<tr>
<td></td>
<td>Porter, Heather</td>
</tr>
<tr>
<td></td>
<td>Pratt, Kristen Lynne</td>
</tr>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Pratt, Sharon M.</td>
<td>Smith, Kristie</td>
</tr>
<tr>
<td>Price, Erin M.</td>
<td>Solomon, Marva J.</td>
</tr>
<tr>
<td>Priske, Katie</td>
<td>Son, Eun Hye</td>
</tr>
<tr>
<td>Protacio, Maria Selena</td>
<td>Son, Minhye</td>
</tr>
<tr>
<td>Qian, Lori Lynn</td>
<td>Song, Kwangok</td>
</tr>
<tr>
<td>Qiu, Tairan</td>
<td>Song, Zhiwen</td>
</tr>
<tr>
<td>Qu, Pengtong</td>
<td>Sore, Inviolata L</td>
</tr>
<tr>
<td>Quinn, Alexa Miller</td>
<td>Spatzierath, Daniel Andrew</td>
</tr>
<tr>
<td>Quiroa, Ruth E.</td>
<td>Spence, Lucy</td>
</tr>
<tr>
<td>Ramos-Rivera, Margarita</td>
<td>Stefanski, Angela J.</td>
</tr>
<tr>
<td>Raymond, Roberta D.</td>
<td>Sterner, Sara</td>
</tr>
<tr>
<td>Reichmuth, Heather L.</td>
<td>Stewart, Olivia Grace</td>
</tr>
<tr>
<td>Reid, Stephanie F.</td>
<td>Stockwell, Daniel</td>
</tr>
<tr>
<td>Reinking, David</td>
<td>Stolle, Elizabeth</td>
</tr>
<tr>
<td>Reynolds, Dan</td>
<td>Storm, Scott</td>
</tr>
<tr>
<td>Rickels, Mariana A.</td>
<td>Strausser, Robyn Menna</td>
</tr>
<tr>
<td>Roberts, Kathryn</td>
<td>Strong, John</td>
</tr>
<tr>
<td>Roberts, Leslie Dawn</td>
<td>Sun, Zhuo</td>
</tr>
<tr>
<td>Robertson, Dana A.</td>
<td>Swaggerty, Elizabeth A</td>
</tr>
<tr>
<td>Robinson, Ariel</td>
<td>Tatum, Alfred</td>
</tr>
<tr>
<td>Robinson, Thomas Bradley</td>
<td>Taylor, Laura</td>
</tr>
<tr>
<td>Rohloff, Rebecca</td>
<td>Thoma, Jennifer</td>
</tr>
<tr>
<td>Rosheim, Kay Michelle</td>
<td>Thrallkill, Laurie Crystina</td>
</tr>
<tr>
<td>Roy-Campbell, Zaline</td>
<td>Tondreau, Amy</td>
</tr>
<tr>
<td>Rusoja, Alicia</td>
<td>Torres, Francisco Luis</td>
</tr>
<tr>
<td>Samuelson, Courtney</td>
<td>Tortorelli, Laura S.</td>
</tr>
<tr>
<td>Sanders, Rachel Kaminski</td>
<td>Traga Philippakos, Zoi A.</td>
</tr>
<tr>
<td>Savitz, Rachelle S</td>
<td>Trainin, Guy</td>
</tr>
<tr>
<td>Scales, Roya Qualls</td>
<td>Trigos-Carrillo, Lina</td>
</tr>
<tr>
<td>Schey, Ryan</td>
<td>Troiano, Beverly L.</td>
</tr>
<tr>
<td>Scott, Jill A.</td>
<td>Valentine, Joy F.</td>
</tr>
<tr>
<td>Scullen, Julianne</td>
<td>Van Wig, Ann</td>
</tr>
<tr>
<td>Serafini, Frank</td>
<td>Vasinda, Sheri</td>
</tr>
<tr>
<td>Shaheen, Maria D.</td>
<td>Vehabovic, Nermin</td>
</tr>
<tr>
<td>Sharpe, Sarah Woods</td>
<td>Venegas-Weber, Patricia Eugenia</td>
</tr>
<tr>
<td>Shaw, Donita</td>
<td>Vetter, Amy</td>
</tr>
<tr>
<td>Shen, Yaqi</td>
<td>Villarreal, Doris</td>
</tr>
<tr>
<td>Shepard-Carey, Leah Jo</td>
<td>Vitullo, Adrienne</td>
</tr>
<tr>
<td>Shimek, Courtney</td>
<td>von Gillern, Sam</td>
</tr>
<tr>
<td>Silcox, Erin Elizabeth</td>
<td>Wagner, Christopher</td>
</tr>
<tr>
<td>Sinclair, Jeanne</td>
<td>Waldron, Chad H.</td>
</tr>
<tr>
<td>Slay, Laura E.</td>
<td>Walker, Amy</td>
</tr>
<tr>
<td>Smith, Hiawatha</td>
<td>Walker-Dalhouse, Doris</td>
</tr>
<tr>
<td>Smith, Jennifer</td>
<td>Wall, Amanda</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
Since 2009, the STAR program (Scholars of color Transitioning into Academic Research institutions) has mentored four cohorts of emerging scholars of color who are committed to conducting research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds; who have the capacity to successfully navigate the tenure and promotion process at predominantly White research institutions; and who are active and productive leaders within our organization and in the literacy profession.

2022 MEETING EVENTS:

WEDNESDAY, NOVEMBER 30, 2022
STAR Program Welcome Luncheon (Closed Event): 12:00 - 1:00 p.m.
STAR Mentoring Session (Closed Event): 1:15 - 2:45 p.m.

THURSDAY, DECEMBER 1, 2022
STAR Mentoring Session (Closed Event): 1:15 - 2:45 p.m.
ERM/STAR Reception: 7:30 - 9:00 p.m.

FRIDAY, DECEMBER 2, 2022
STAR Fellows Research Showcase: 1:15 - 2:45 p.m.
STAR Reception (Closed Event): 7:30 - 9:00 p.m.

SATURDAY, DECEMBER 3
STAR Fellows and Mentors Breakfast (Closed Event): 7:00 - 8:30 a.m.
STAR Program Cross-Cohort Mentoring Session: 8:45 - 10:15 a.m.

STAR DIRECTORS:
Jung Kim and Arlette Willis 2021-Present
Mileidis Gort 2017-2021
Marcelle Haddix 2013-2017
Julia Lopez-Robertson 2010-2012
Jennifer Danridge Turner 2009-2010
# STAR PARTICIPANTS

## STAR FELLOWS AND MENTORS

### 2022-2024 Fellows

<table>
<thead>
<tr>
<th>Mentor</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcus Croom</td>
<td>Indiana University Bloomington</td>
</tr>
<tr>
<td>Tala Karkar Esperat</td>
<td>Eastern New Mexico University</td>
</tr>
<tr>
<td>Jin Kyeong Jung</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Jungmin Kwon</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Jason Mizell</td>
<td>University of Miami</td>
</tr>
<tr>
<td>Rosa Nam</td>
<td>Colorado State University</td>
</tr>
<tr>
<td>Lakeya Omogun</td>
<td>University of Washington</td>
</tr>
<tr>
<td>Crystal Wise</td>
<td>University of Minnesota</td>
</tr>
<tr>
<td>Patricia Edwards</td>
<td></td>
</tr>
<tr>
<td>Pamela Mason</td>
<td></td>
</tr>
<tr>
<td>Vaughn Watson</td>
<td></td>
</tr>
<tr>
<td>Wan Shun Eva Lam</td>
<td></td>
</tr>
<tr>
<td>Aria Razfar</td>
<td></td>
</tr>
<tr>
<td>Kyung Sung</td>
<td></td>
</tr>
<tr>
<td>Patriann Smith</td>
<td></td>
</tr>
<tr>
<td>Maneka Brooks</td>
<td></td>
</tr>
</tbody>
</table>

### 2019-2021 Fellows

<table>
<thead>
<tr>
<th>Mentor</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paty Abril-Gonzalez</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>Earl Aguilera</td>
<td>California State University, Fresno</td>
</tr>
<tr>
<td>Rebecca Linares</td>
<td>Montclair State University</td>
</tr>
<tr>
<td>Tran Nguyen</td>
<td>Templeton University of North Texas</td>
</tr>
<tr>
<td>Bianca Nightengale-Lee</td>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td>Idalia Nuñez Cortez</td>
<td>University of Illinois, Urbana-Champaign</td>
</tr>
<tr>
<td>Tiffany Nyachae</td>
<td>Buffalo State College, SUNY</td>
</tr>
<tr>
<td>Alicia Rusoja</td>
<td>St. Mary's College of California</td>
</tr>
<tr>
<td>Carmen Medina</td>
<td></td>
</tr>
<tr>
<td>Tisha Lewis Ellison</td>
<td></td>
</tr>
<tr>
<td>Patricia Baquenao-Lopez</td>
<td></td>
</tr>
<tr>
<td>Ana Christina da Silva Iddings</td>
<td></td>
</tr>
<tr>
<td>Latrise Johnson</td>
<td></td>
</tr>
<tr>
<td>Carmen Martinez-Roldán</td>
<td></td>
</tr>
<tr>
<td>Jennifer Danridge Turner</td>
<td></td>
</tr>
<tr>
<td>Danny Martinez</td>
<td></td>
</tr>
</tbody>
</table>

### 2017-2019 Fellows

<table>
<thead>
<tr>
<th>Mentor</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliza Braden</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Kisha Bryan</td>
<td>Tennessee State University</td>
</tr>
<tr>
<td>Delicia Greene</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Stephanie Jones</td>
<td>Grinnell College</td>
</tr>
<tr>
<td>Gilberto Lara</td>
<td>The University of Texas Rio Grande Valley</td>
</tr>
<tr>
<td>Alice Lee</td>
<td>Illinois State University</td>
</tr>
<tr>
<td>Claudia Rodriguez-Monica</td>
<td>Santa Clara University</td>
</tr>
<tr>
<td>Patriann Smith</td>
<td>Texas State University</td>
</tr>
<tr>
<td>Aria Razfar</td>
<td></td>
</tr>
<tr>
<td>Jamal Cooks</td>
<td></td>
</tr>
<tr>
<td>Antero Garcia</td>
<td></td>
</tr>
<tr>
<td>Danny Martinez</td>
<td></td>
</tr>
<tr>
<td>Grace Enriquez</td>
<td></td>
</tr>
<tr>
<td>Carmen Kynard</td>
<td></td>
</tr>
<tr>
<td>P. Zitlali Morales</td>
<td></td>
</tr>
<tr>
<td>Ramón Martinez</td>
<td></td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
# STAR PARTICIPANTS

## 2015-2017 Fellows

<table>
<thead>
<tr>
<th>Fellows</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>April Baker Bell</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Maneka Deanna Brooks</td>
<td>Texas State University</td>
</tr>
<tr>
<td>Theda Gibbs</td>
<td>Ohio University</td>
</tr>
<tr>
<td>Bong Gee Jang</td>
<td>Syracuse University</td>
</tr>
<tr>
<td>Lamar Johnson</td>
<td>Michigan State University</td>
</tr>
<tr>
<td>Bonnie Jean (Williams) Farrier</td>
<td>California State University Fullerton</td>
</tr>
</tbody>
</table>

## 2013-2015 Fellows

<table>
<thead>
<tr>
<th>Fellows</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Yoo</td>
<td>University of Colorado at Colorado Springs</td>
</tr>
<tr>
<td>Kwangok Song</td>
<td>Arkansas State University</td>
</tr>
<tr>
<td>Maria Selena Protacio</td>
<td>Western Michigan University</td>
</tr>
<tr>
<td>Mary McGriff</td>
<td>New Jersey City University</td>
</tr>
<tr>
<td>Soria Colomer</td>
<td>University of South Florida</td>
</tr>
<tr>
<td>Antonieta Avila</td>
<td>Independent Scholar</td>
</tr>
</tbody>
</table>

## 2011-2013 Fellows

<table>
<thead>
<tr>
<th>Fellows</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marva Solomon</td>
<td>Angelo State University</td>
</tr>
<tr>
<td>Silvia Noguerón-Liu</td>
<td>University of Colorado - Boulder</td>
</tr>
<tr>
<td>P. Zitlali Morales</td>
<td>University of Illinois at Chicago</td>
</tr>
</tbody>
</table>

## 2010-2012 Fellows

<table>
<thead>
<tr>
<th>Fellows</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tisha Ellison</td>
<td>University of Georgia</td>
</tr>
<tr>
<td>Seemi Aziz</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Carol Brochin</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Yoo Kyung Sung</td>
<td>University of New Mexico</td>
</tr>
</tbody>
</table>

## 2009-2011 Fellows

<table>
<thead>
<tr>
<th>Fellows</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace Enriquez</td>
<td>Lesley University</td>
</tr>
<tr>
<td>Ying Guo</td>
<td>University of Cincinnati</td>
</tr>
<tr>
<td>Marcelle Haddix</td>
<td>Syracuse University</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
### LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>NAME ................................................</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aasen, Arne Johannes...............................</td>
<td>87</td>
</tr>
<tr>
<td>Abourrehab, Yousra..................................</td>
<td>172</td>
</tr>
<tr>
<td>Abraham, Stephanie Lynn...........................</td>
<td>30, 106, 173</td>
</tr>
<tr>
<td>Acosta, Melanie M...................................</td>
<td>60, 69, 78, 173</td>
</tr>
<tr>
<td>Adair, Jennifer Keys................................</td>
<td>95</td>
</tr>
<tr>
<td>Adams, Gill..........................................</td>
<td>62</td>
</tr>
<tr>
<td>Aguilar, Erica.......................................</td>
<td>55</td>
</tr>
<tr>
<td>Aguilera, Earl......................................</td>
<td>67, 101, 115, 129, 168, 173, 177</td>
</tr>
<tr>
<td>Ahn, Hyoju..........................................</td>
<td>111</td>
</tr>
<tr>
<td>Aiken, Heather......................................</td>
<td>125</td>
</tr>
<tr>
<td>Albers, Peggy........................................</td>
<td>147</td>
</tr>
<tr>
<td>Albert, Jennifer ..................................</td>
<td>97, 113</td>
</tr>
<tr>
<td>Aldrich, Charlene..................................</td>
<td>68</td>
</tr>
<tr>
<td>Alexander, Kerry H................................</td>
<td>59, 110, 136, 151</td>
</tr>
<tr>
<td>Alford, Jennifer H................................</td>
<td>52, 163, Al Jabr, Moneerah........................</td>
</tr>
<tr>
<td>Allen, Kathryn.....................................</td>
<td>115</td>
</tr>
<tr>
<td>Allen, Tenille......................................</td>
<td>52</td>
</tr>
<tr>
<td>Alley, Kathleen Marie.............................</td>
<td>58, 67, 73, 172, 173</td>
</tr>
<tr>
<td>Almasi, Janice F..................................</td>
<td>150, 169, 170, 172</td>
</tr>
<tr>
<td>Al-Salmi, Laila Al................................</td>
<td>173</td>
</tr>
<tr>
<td>Alston, Chandra L..................................</td>
<td>113</td>
</tr>
<tr>
<td>Alvarez, Adriana....................................</td>
<td>157</td>
</tr>
<tr>
<td>Alvermann, Donna..................................</td>
<td>9, 75, 169, 171</td>
</tr>
<tr>
<td>Amato, Nicole Ann..................................</td>
<td>26, 112, 135, 173, 173</td>
</tr>
<tr>
<td>Amendum, Steve.....................................</td>
<td>52, 109, 118, 125, 170, 173</td>
</tr>
<tr>
<td>Anders, Patricia L.................................</td>
<td>91, 141, 170, 173</td>
</tr>
<tr>
<td>Anderson, Blythe...................................</td>
<td>118, 173</td>
</tr>
<tr>
<td>Anderson, Kate T...................................</td>
<td>92, 107, 159, 173</td>
</tr>
<tr>
<td>Anderson, Kimberly L.............................</td>
<td>32</td>
</tr>
<tr>
<td>Anderson, Phylcia..................................</td>
<td>52, 79, 173</td>
</tr>
<tr>
<td>Andrei, Elena.......................................</td>
<td>94, 173</td>
</tr>
<tr>
<td>Andrews, Karen......................................</td>
<td>116</td>
</tr>
<tr>
<td>Angay-Crowder, Tuba...............................</td>
<td>80</td>
</tr>
<tr>
<td>Appleget, Carin....................................</td>
<td>133</td>
</tr>
<tr>
<td>Appleman, Deborah..................................</td>
<td>45, 56, 57</td>
</tr>
<tr>
<td>Ardell, Amy...........................................</td>
<td>98</td>
</tr>
<tr>
<td>Armstrong, Sonya L................................</td>
<td>132, 167</td>
</tr>
<tr>
<td>Arnold, Jackie Marshall...........................</td>
<td>132, 158, 173</td>
</tr>
<tr>
<td>Arslan-Ari, Ismahen................................</td>
<td>147</td>
</tr>
<tr>
<td>Arya, Poornam......................................</td>
<td>78, 97, 133, 135, 173</td>
</tr>
<tr>
<td>Ash, Gwynne Ellen...................................</td>
<td>173</td>
</tr>
<tr>
<td>Ashcraft, Erin......................................</td>
<td>135</td>
</tr>
<tr>
<td>Assaf, Lori Czop....................................</td>
<td>52, 69, 97, 159, 173</td>
</tr>
<tr>
<td>Augsburger, Deborah...............................</td>
<td>68, 144, 173</td>
</tr>
<tr>
<td>Auermann, Maren....................................</td>
<td>51</td>
</tr>
<tr>
<td>Avalos, Mary A......................................</td>
<td>77</td>
</tr>
<tr>
<td>Avelar, Janette Dalila.............................</td>
<td>69, 123</td>
</tr>
<tr>
<td>Avila, Antonieta....................................</td>
<td>173, 178</td>
</tr>
<tr>
<td>Avila, JuliAnna....................................</td>
<td>171</td>
</tr>
<tr>
<td>Axelrod, Daryl......................................</td>
<td>157</td>
</tr>
<tr>
<td>Aziz-Raina, Seemi..................................</td>
<td>57, 63, 131, 159, 173</td>
</tr>
<tr>
<td>Babino, Alexandra Michelle......................</td>
<td>99, 140</td>
</tr>
<tr>
<td>Babinski, Leslie M..................................</td>
<td>125</td>
</tr>
<tr>
<td>Baca, Kate..........................................</td>
<td>129</td>
</tr>
<tr>
<td>Bachmann, Abbey....................................</td>
<td>72, 99, 173</td>
</tr>
<tr>
<td>Bacon, Heidi Regina...............................</td>
<td>77, 104, 151, 157, 167, 173</td>
</tr>
<tr>
<td>Bahlmann Bollinger, Chelsey....................</td>
<td>50, 111, 173</td>
</tr>
<tr>
<td>Bailey, Chris.......................................</td>
<td>173</td>
</tr>
<tr>
<td>Bailey, Erin........................................</td>
<td>173</td>
</tr>
<tr>
<td>Baker, Elizabeth (Betsy) A........................</td>
<td>70, 93, 135, 173, 173</td>
</tr>
<tr>
<td>Baker, Jennifer.....................................</td>
<td>114</td>
</tr>
<tr>
<td>Baker-Doyle, Kira..................................</td>
<td>173</td>
</tr>
<tr>
<td>Bakhoda, Iman......................................</td>
<td>173</td>
</tr>
<tr>
<td>Baldonado-Ruiz, Monica............................</td>
<td>159</td>
</tr>
<tr>
<td>Balinbin Santos, Rosela...........................</td>
<td>143</td>
</tr>
<tr>
<td>Banack, Arianna....................................</td>
<td>72, 82, 99</td>
</tr>
<tr>
<td>Barghi, Amir........................................</td>
<td>61</td>
</tr>
<tr>
<td>Barksdale, Bonnie A................................</td>
<td>145, 173</td>
</tr>
<tr>
<td>Baroudi, Fatem.....................................</td>
<td>173</td>
</tr>
<tr>
<td>Barry, David........................................</td>
<td>173</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
**LIST OF PARTICIPANTS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisht, Gautam</td>
<td>149</td>
</tr>
<tr>
<td>Black, Kristin</td>
<td>61, 142, 173</td>
</tr>
<tr>
<td>Blackman, Galicia Solon</td>
<td>51</td>
</tr>
<tr>
<td>Blair, Alissa</td>
<td>61</td>
</tr>
<tr>
<td>Blair, Kathryn C</td>
<td>58</td>
</tr>
<tr>
<td>Blake, Katherine A</td>
<td>173</td>
</tr>
<tr>
<td>Blanton, Melanie</td>
<td>97, 113, 173</td>
</tr>
<tr>
<td>Boche, Benjamin A</td>
<td>173</td>
</tr>
<tr>
<td>Boczar, Amanda</td>
<td>63</td>
</tr>
<tr>
<td>Boehm, Shelby</td>
<td>60, 142</td>
</tr>
<tr>
<td>Boggs, George Lovell</td>
<td>9</td>
</tr>
<tr>
<td>Boldt, Gail M</td>
<td>151</td>
</tr>
<tr>
<td>Bomer, Katherine</td>
<td>135</td>
</tr>
<tr>
<td>Bomer, Randy</td>
<td>135, 171</td>
</tr>
<tr>
<td>Borda, Juan C</td>
<td>64, 72, 140, 173</td>
</tr>
<tr>
<td>Borns, Ariel</td>
<td></td>
</tr>
<tr>
<td>Borti, Adeline Mansa</td>
<td>71, 160, 173</td>
</tr>
<tr>
<td>Botzakis, Stergios</td>
<td>23, 67, 72, 156, 166, 173</td>
</tr>
<tr>
<td>Boyd, Ashley Summer</td>
<td>79</td>
</tr>
<tr>
<td>Braden, Eliza</td>
<td>66, 177</td>
</tr>
<tr>
<td>Bradley, Melissa Yolanda</td>
<td>54</td>
</tr>
<tr>
<td>Branson, Stephanie M</td>
<td>60, 100</td>
</tr>
<tr>
<td>Brantley, Kathryn</td>
<td>71</td>
</tr>
<tr>
<td>Bratsch-Hines, Mary</td>
<td>125</td>
</tr>
<tr>
<td>Bravo, Marco A</td>
<td>74</td>
</tr>
<tr>
<td>Brayko, Kate</td>
<td>81, 126, 142, 173</td>
</tr>
<tr>
<td>Brewer, Amanda</td>
<td>173</td>
</tr>
<tr>
<td>Briceno, Allison</td>
<td>76, 101, 167</td>
</tr>
<tr>
<td>Brito, Jess</td>
<td></td>
</tr>
<tr>
<td>Brochin, Carolin</td>
<td>66, 82, 178</td>
</tr>
<tr>
<td>Brock, Cynthia H</td>
<td>103, 124</td>
</tr>
<tr>
<td>Brooks, Maneka Deanna</td>
<td>75, 144, 178</td>
</tr>
<tr>
<td>Brooks, Wanda</td>
<td>57, 178</td>
</tr>
<tr>
<td>Brown, Christy Jenkins</td>
<td>68</td>
</tr>
<tr>
<td>Brown, Mistoria</td>
<td>77</td>
</tr>
<tr>
<td>Brown, Rebecca</td>
<td>135</td>
</tr>
<tr>
<td>Brown, Sally</td>
<td>146</td>
</tr>
<tr>
<td>Browne, Susan</td>
<td>22, 156</td>
</tr>
<tr>
<td>Brownell, Cassie J</td>
<td>96, 134, 149, 173</td>
</tr>
<tr>
<td>Bruce, Allie</td>
<td></td>
</tr>
<tr>
<td>Brugar, Kristy</td>
<td></td>
</tr>
<tr>
<td>Bruner, Lori</td>
<td>50, 118, 134, 173</td>
</tr>
<tr>
<td>Bryan, Kisha C</td>
<td>44, 69, 156, 173</td>
</tr>
<tr>
<td>Buch, Bettina</td>
<td>27, 58, 71, 141, 165, 173</td>
</tr>
<tr>
<td>Buckley, Laura Enrica</td>
<td>64, 147</td>
</tr>
<tr>
<td>Buckley-Marudas, Mary Frances (Molly)</td>
<td>129, 135</td>
</tr>
<tr>
<td>Budach, Gabriele</td>
<td></td>
</tr>
<tr>
<td>Budde, Christina M</td>
<td>52, 173</td>
</tr>
<tr>
<td>Buelow, Stephanie</td>
<td>77</td>
</tr>
<tr>
<td>Burger, Leah</td>
<td>138</td>
</tr>
<tr>
<td>Burgess, Julianne</td>
<td>173</td>
</tr>
<tr>
<td>Burke, Amy</td>
<td>24, 26, 67</td>
</tr>
<tr>
<td>Burke, Anne</td>
<td></td>
</tr>
<tr>
<td>Burke, Patrick J</td>
<td>50</td>
</tr>
<tr>
<td>Burnett, Kelsie Corriston</td>
<td>59</td>
</tr>
<tr>
<td>Burriss, Sarah</td>
<td>114, 130</td>
</tr>
<tr>
<td>Burwell, Catherine</td>
<td>51</td>
</tr>
<tr>
<td>Butler, Elizabeth Desiree</td>
<td>173</td>
</tr>
<tr>
<td>Butler, Melinda S</td>
<td>139</td>
</tr>
<tr>
<td>Bwire, Adelheid Marie</td>
<td>72</td>
</tr>
<tr>
<td>Bwire, David</td>
<td>28</td>
</tr>
<tr>
<td>Caasi, Erica</td>
<td>146</td>
</tr>
<tr>
<td>Cabell, Sonia Q</td>
<td>24, 30, 140, 167</td>
</tr>
<tr>
<td>Cai, Qie</td>
<td></td>
</tr>
<tr>
<td>Caires Hurley, Jaclyn</td>
<td></td>
</tr>
<tr>
<td>Caliz, Odelia Sonia</td>
<td>55</td>
</tr>
<tr>
<td>Calle-Díaz, Luzkarime</td>
<td>131</td>
</tr>
<tr>
<td>Camp, Kristie Clawson</td>
<td></td>
</tr>
<tr>
<td>Campano, Gerald</td>
<td>59, 149, 171</td>
</tr>
<tr>
<td>Canbulat, Tuncay</td>
<td>143</td>
</tr>
<tr>
<td>Cantrell, Susan</td>
<td>24, 27, 74, 166</td>
</tr>
<tr>
<td>Cappello, Marva</td>
<td>31, 175, 178</td>
</tr>
<tr>
<td>Carlson, Coleen</td>
<td></td>
</tr>
<tr>
<td>Carpenter, Robert D</td>
<td>64, 74, 94, 144, 173</td>
</tr>
<tr>
<td>Carpenter de Cortina, Rebecca</td>
<td>106</td>
</tr>
<tr>
<td>Carter, Hannah</td>
<td>115</td>
</tr>
<tr>
<td>Carter-Stone, Laura Janel</td>
<td>53, 83</td>
</tr>
<tr>
<td>Casey, Jane Elizabeth</td>
<td></td>
</tr>
<tr>
<td>Cassidy, Zoe A</td>
<td>138</td>
</tr>
<tr>
<td>Cassano, Christina</td>
<td>93</td>
</tr>
<tr>
<td>Cassidy, Michael</td>
<td>84</td>
</tr>
<tr>
<td>Castagno-Dysart, Dawn</td>
<td>57</td>
</tr>
<tr>
<td>Castek, Jill</td>
<td>57, 70, 109, 168, 172</td>
</tr>
<tr>
<td>Castillo, Allyson</td>
<td></td>
</tr>
<tr>
<td>Castle, Ann M</td>
<td>128, 173</td>
</tr>
<tr>
<td>Caswell, Heather</td>
<td></td>
</tr>
<tr>
<td>Caudle, Lori A</td>
<td>97</td>
</tr>
<tr>
<td>Cavendish, Leslie</td>
<td>44, 139, 165, 167, 173</td>
</tr>
<tr>
<td>Caylor, Emily</td>
<td>107</td>
</tr>
<tr>
<td>Celaya, Anthony</td>
<td>67, 83, 138</td>
</tr>
<tr>
<td>Čermáková, Anna</td>
<td>62</td>
</tr>
<tr>
<td>Cermikli Ayvaz, Basak</td>
<td>54, 173</td>
</tr>
<tr>
<td>Cervantes-Soon, Claudia</td>
<td>82, 107</td>
</tr>
<tr>
<td>Chaffin, Megan</td>
<td>94, 106</td>
</tr>
<tr>
<td>Chandler-Olcott, Kelly</td>
<td>141</td>
</tr>
<tr>
<td>Chang-Bacon, Chris K</td>
<td>92</td>
</tr>
<tr>
<td>Chao, Xia</td>
<td>54, 101, 127, 138, 172</td>
</tr>
<tr>
<td>Chaomuangkhong, Tipsuda</td>
<td>159</td>
</tr>
<tr>
<td>Chen, Mighty</td>
<td>129</td>
</tr>
<tr>
<td>Chen, Qihan</td>
<td>71, 152</td>
</tr>
<tr>
<td>Chen, Qiong</td>
<td>173</td>
</tr>
<tr>
<td>Chen, Xiaoning</td>
<td>143</td>
</tr>
<tr>
<td>Chen, Xiufang</td>
<td>97, 110, 133</td>
</tr>
<tr>
<td>Cheng, Ya-Fang</td>
<td></td>
</tr>
<tr>
<td>Cheng Stahl, Catherine Yanan</td>
<td>65</td>
</tr>
<tr>
<td>Chesner, Geri A</td>
<td></td>
</tr>
<tr>
<td>Cheheyney-Collante, Kristi</td>
<td></td>
</tr>
<tr>
<td>Chhabra, Pallavi</td>
<td>97</td>
</tr>
<tr>
<td>Chibamba, Agnes Chileshe</td>
<td>140</td>
</tr>
<tr>
<td>Chisholm, James S</td>
<td>51, 146, 163</td>
</tr>
<tr>
<td>Chi, Ming Ming</td>
<td>135</td>
</tr>
<tr>
<td>Choi, Jayoung</td>
<td>80, 96</td>
</tr>
<tr>
<td>Choi, Min-Seok</td>
<td>104</td>
</tr>
<tr>
<td>Christ, Tanya</td>
<td>87, 135</td>
</tr>
<tr>
<td>Chung, Huy</td>
<td>56</td>
</tr>
<tr>
<td>Chung, Sunah</td>
<td>173</td>
</tr>
<tr>
<td>Ciampa, Katia</td>
<td>50</td>
</tr>
<tr>
<td>Ciarimbaito, Francesca</td>
<td></td>
</tr>
<tr>
<td>Claravall, Eric</td>
<td>132, 136, 173</td>
</tr>
<tr>
<td>Clark, Caroline T</td>
<td>59, 79, 82, 173</td>
</tr>
<tr>
<td>Cloi, Julie</td>
<td>95, 167, 170, 173</td>
</tr>
<tr>
<td>Cole, Mikkel</td>
<td>56, 72, 92, 121, 167</td>
</tr>
<tr>
<td>Coleman, James Joshua</td>
<td>28, 44, 65, 137, 158, 173</td>
</tr>
<tr>
<td>Coleman, Julianne</td>
<td>72, 157</td>
</tr>
<tr>
<td>Coleman, Lauren</td>
<td></td>
</tr>
<tr>
<td>Collet, Vicki S</td>
<td>51, 61</td>
</tr>
<tr>
<td>Collier, Diane R</td>
<td>49, 137, 149</td>
</tr>
<tr>
<td>Collin, Ross</td>
<td>22, 130, 156</td>
</tr>
</tbody>
</table>

*continued on next page*
## LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collins, Claire</td>
<td>110</td>
</tr>
<tr>
<td>Collins, Molly</td>
<td>104</td>
</tr>
<tr>
<td>Colomer, Soria</td>
<td>130, 171, 178</td>
</tr>
<tr>
<td>Colvin, Carolyn A</td>
<td>30, 51, 99, 173</td>
</tr>
<tr>
<td>Colwell, Jamie</td>
<td>23, 132, 137, 156</td>
</tr>
<tr>
<td>Commeret, Michelle</td>
<td>173</td>
</tr>
<tr>
<td>Compton-Lilly, Catherine</td>
<td>7, 18, 19, 63, 101, 102, 113, 144, 155, 160, 173</td>
</tr>
<tr>
<td>Condon, Mark W.F.</td>
<td>72, 173</td>
</tr>
<tr>
<td>Conradi Smith, Kristin</td>
<td>118, 173</td>
</tr>
<tr>
<td>Constable, Susan D</td>
<td>72, 173</td>
</tr>
<tr>
<td>Cook, Mike P</td>
<td>51, 79</td>
</tr>
<tr>
<td>Cooper, Samantha</td>
<td>140</td>
</tr>
<tr>
<td>Cooper-Novack, Gemma</td>
<td>76</td>
</tr>
<tr>
<td>Copeland, Amy</td>
<td>72, 173</td>
</tr>
<tr>
<td>Copp, Stefanie Bradley</td>
<td>72, 173</td>
</tr>
<tr>
<td>Corbitt, Alex</td>
<td>53, 65, 165</td>
</tr>
<tr>
<td>Correll, Pamela K</td>
<td>173</td>
</tr>
<tr>
<td>Corrigan, Julie Anne</td>
<td>58</td>
</tr>
<tr>
<td>Cortez, Arturo</td>
<td>129</td>
</tr>
<tr>
<td>Cowin, Kathleen M.</td>
<td>72, 173</td>
</tr>
<tr>
<td>Cox, Robyn</td>
<td>72, 173</td>
</tr>
<tr>
<td>Crampton, Anne E.</td>
<td>72, 173</td>
</tr>
<tr>
<td>Crawley, Adam</td>
<td>65, 77, 78, 79, 133, 135, 173</td>
</tr>
<tr>
<td>Cribb, Gayle</td>
<td>125</td>
</tr>
<tr>
<td>Crisp, Laura</td>
<td>138</td>
</tr>
<tr>
<td>Cristea, Haley</td>
<td>111</td>
</tr>
<tr>
<td>Croel-Perrien, Amy</td>
<td>72, 173</td>
</tr>
<tr>
<td>Croom, Marcus</td>
<td>7, 18, 20, 97, 142, 155, 160, 168, 177</td>
</tr>
<tr>
<td>Cross, Katlynn T.</td>
<td>72, 173</td>
</tr>
<tr>
<td>Cuadron Roldan, Maria Del Mar</td>
<td>72, 173</td>
</tr>
<tr>
<td>Cuenca, Alexander</td>
<td>72, 173</td>
</tr>
<tr>
<td>Cueto, Desiree W</td>
<td>66, 141</td>
</tr>
<tr>
<td>Cummins, Amy</td>
<td>173</td>
</tr>
<tr>
<td>Cun, Ajuan</td>
<td>21, 131, 157, 173</td>
</tr>
<tr>
<td>Cura, Mollie</td>
<td>76, 173</td>
</tr>
<tr>
<td>Curic, Svetlana</td>
<td>173</td>
</tr>
<tr>
<td>Curry, Tina</td>
<td>111</td>
</tr>
<tr>
<td>Curwen, Margaret S.</td>
<td>98</td>
</tr>
<tr>
<td>Cutler, Laura</td>
<td>72, 173</td>
</tr>
<tr>
<td>D’Agostino, Jerome</td>
<td>113, 134, 135, 147, 170, 134</td>
</tr>
<tr>
<td>Dalton, Bridget</td>
<td>173</td>
</tr>
<tr>
<td>Daly, Annie</td>
<td>102, 158</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daly, Nicola</td>
<td>141</td>
</tr>
<tr>
<td>Damiani, Michelle</td>
<td>58</td>
</tr>
<tr>
<td>Damjanovic, Victoria</td>
<td>60</td>
</tr>
<tr>
<td>Danielson, Katie</td>
<td>55, 112</td>
</tr>
<tr>
<td>Darwin, Ron</td>
<td>76</td>
</tr>
<tr>
<td>da Silva Iddings, Ana Christina</td>
<td>73, 166, 177</td>
</tr>
<tr>
<td>David, Samuel S</td>
<td>72, 173</td>
</tr>
<tr>
<td>David, Virginia</td>
<td>74, 147</td>
</tr>
<tr>
<td>Davis, Bridgette B.</td>
<td>116, 173</td>
</tr>
<tr>
<td>Davis, Dennis</td>
<td>132, 141, 150</td>
</tr>
<tr>
<td>Davis, Stephanie</td>
<td>66</td>
</tr>
<tr>
<td>Davis, Summer J.</td>
<td>72, 173</td>
</tr>
<tr>
<td>Dawson, Sarah D.</td>
<td>132, 141</td>
</tr>
<tr>
<td>Day, Deanna</td>
<td>72, 173</td>
</tr>
<tr>
<td>Deaton, Amanda Brady</td>
<td>110, 152</td>
</tr>
<tr>
<td>DeCourcey, Kara</td>
<td>86, 173</td>
</tr>
<tr>
<td>Deeney, Theresa</td>
<td>29</td>
</tr>
<tr>
<td>DeFauw, Danielle Louise</td>
<td>81</td>
</tr>
<tr>
<td>DeFrance, Nancy</td>
<td>173</td>
</tr>
<tr>
<td>Degener, Sophie C.</td>
<td>59, 94, 111</td>
</tr>
<tr>
<td>Degollado, Enrique D.</td>
<td>107, 159</td>
</tr>
<tr>
<td>DeHart, Jason D.</td>
<td>173</td>
</tr>
<tr>
<td>Delaco, Robyn Whitney</td>
<td>72, 173</td>
</tr>
<tr>
<td>Deig, Amber</td>
<td>101, 173</td>
</tr>
<tr>
<td>DeJulio, Samuel</td>
<td>29, 135, 161, 165, 173</td>
</tr>
<tr>
<td>Delacruz, Patricia Minegishi</td>
<td>83, 114, 149</td>
</tr>
<tr>
<td>Delaney, Carol</td>
<td>72, 173</td>
</tr>
<tr>
<td>De La Paz, Susan</td>
<td>104</td>
</tr>
<tr>
<td>Delbert, August</td>
<td>78</td>
</tr>
<tr>
<td>del Calvo, Andrew O.</td>
<td>28, 128, 138</td>
</tr>
<tr>
<td>de Leon, Maria Perlita Embuscado</td>
<td>159</td>
</tr>
<tr>
<td>Deliman, Amanda</td>
<td>149, 173</td>
</tr>
<tr>
<td>DellaVecchia, Gabriel</td>
<td>108</td>
</tr>
<tr>
<td>de los Rios, Cati</td>
<td>28, 75, 170</td>
</tr>
<tr>
<td>Demir, Asiye</td>
<td>114, 173</td>
</tr>
<tr>
<td>Deng, Lin</td>
<td>72, 173</td>
</tr>
<tr>
<td>DeNicolo, Christina Passos</td>
<td>78</td>
</tr>
<tr>
<td>Dennis, Danielle V.</td>
<td>72, 173</td>
</tr>
<tr>
<td>Derroo, Matthew R.</td>
<td>24, 31, 61, 72, 73, 83, 99, 157, 173</td>
</tr>
<tr>
<td>Desportes, Laura</td>
<td>75</td>
</tr>
<tr>
<td>Diaz, Amanda</td>
<td>79</td>
</tr>
</tbody>
</table>

---

*The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.*
LIST OF PARTICIPANTS

NAME ........................................... PAGE

Edwards, Patricia Ann ..................91, 146, 171
E Evans, Corey
Ehret, Christian ..................127, 151, 167
Eisazadeh, Nazila ..................117
Elias, Martille ............100, 114, 140, 173
Elish-Piper, Laurie ........140, 144
Ellis, Aimee ..................111
Elzy, JaNiece M. .................144
Emerson, Andrea
Enciso, Patricia
Engnose, Stine Fuglsang
Enriquez, Grace ..................23, 29, 90, 156, 164, 166, 177, 178
Ensor, Tami ..................150
Erickson, Joy Dangora .........100, 173
Errazuriz, Maria Constanza ....69
Ervin, Jennifer ..................78
Evans, Kristen I. .................64, 85
Evmenova, Anya ..............137
Falk-Ross, Francine C. ........133
Fall, Madjiguene
Fanelle, Suzanne .............50
Fang, Zhihui ..................75, 83, 155, 21
Farran, Lama K.
Faust, Brecca
Ferguson, Daniel ............148
Ferguson, Latrice M. ........139
Ferraro, Elaine Michelle ....29, 69
Ferraro, Marisa ............157
Ferris, Abigail .............140
Fetters-Morgan, Carol
Fiano, Darcy
Field, Sara A ..............59, 101, 137, 173
Fields, Robin Stacy .........145, 173
Fields, Susan Stewart .....115
Fife-Demski, Veronica M. ....130
Figueroa, Jorge .............140
Finkbeiner, Claudia Hilde ...23, 24, 156
Field, Sara A ..............59, 101, 137, 173
Fisher, Douglas ..........91, 117, 168
Fisher, Stacey J. ............85
Fitzgerald, Miranda S ....22, 58, 121, 133, 141, 156, 164, 168, 173
Fleming, Sarah M. ..........68
Fletcher, Lauren ..........67, 150

NAME ........................................... PAGE

Gesel, Samantha
Ghiso, Maria Paula ...............109, 149, 161, 166, 171
Ghulman, Sarah M. ..........77
Gibbons, Lauren ...............115
Gilb, Merlene ................102
Gill, Anne E. .................127, 173
Gill, Victoria ..............67, 158, 173
Gillen, Julia .................62
Gilles, Carol .................102
Gillette, Carmela Romano ....173
Girmohanta, Sudhashree ....117
Giunco, Kiersten ..........102, 133, 147, 173
Goatley, Virginia ........161, 167, 170
Godfrey, Vickie ..............86, 173
Goebele, Joao .................92
Goin, Marla Roschelle .......97
Goldsmith, Christy
Golneshan, Zahra
Gonzales, Grace Cornell ....126, 173
Gonzalez, Bianca ..........116
González, Rubén A ..........59, 128
Gonzalez Ojeda, Alejando
Goodman, Yetta M ..........133, 171
Goodwin, Amanda .........146, 172
Gordon, Amber
Gordon, Lisa A. ..............94
Gordon-Pershey, Monica ......173
Gormley, Audrey ............50
Gotwald, Elizabeth .........55, 113
Gould, Hillary ..............152
Graff, Jennifer ............173
Grafmeyer, Abigail Diamond
Graham, Hannah ..........92, 138
Graham, Karen Kleppe ......173
Graham, Steve ...........40, 55, 86, 109, 117
Grant, Leslie ...............74
Green, Elizabeth ..........112, 116
Greenleaf, Cynthia ..........61, 91, 117, 125
Gresser, Valerie ............68, 78
Grifenhagen, Jill ...........111
Griffin, Autumn Adia ......28

continued on next page
# LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>NAME ..........................................................</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffeth, Jason J. ..................................</td>
<td>67, 85, 173</td>
</tr>
<tr>
<td>Griffeth, Robin R. ...................................</td>
<td>104, 148, 173</td>
</tr>
<tr>
<td>Griggs, Salondra ....................................</td>
<td>147</td>
</tr>
<tr>
<td>Grizzle, Meg ..........................................</td>
<td>94</td>
</tr>
<tr>
<td>Guanzon, Angelica ......................................</td>
<td>143</td>
</tr>
<tr>
<td>Guay, Mary ............................................</td>
<td>173, 170, 178</td>
</tr>
<tr>
<td>Guerra-Lyons, Jesus David ................................</td>
<td>131</td>
</tr>
<tr>
<td>Guay, Mary ............................................</td>
<td>173, 170, 178</td>
</tr>
<tr>
<td>Guerrero, Jesus David ..................................</td>
<td>131</td>
</tr>
<tr>
<td>Gunn, AnnMarie .......................................</td>
<td>22, 105, 156, 173</td>
</tr>
<tr>
<td>Guo, Daibao ..........................................</td>
<td>115</td>
</tr>
<tr>
<td>Guo, Wenyu ............................................</td>
<td>132, 173</td>
</tr>
<tr>
<td>Gunn, AnnMarie .......................................</td>
<td>22, 105, 156, 173</td>
</tr>
<tr>
<td>Gunawan, Michelle Schira ..............................</td>
<td>49, 166, 173</td>
</tr>
<tr>
<td>Gunther, Jody .........................................</td>
<td>94</td>
</tr>
<tr>
<td>Hall, Lindsay Allene ...................................</td>
<td>158</td>
</tr>
<tr>
<td>Hall, Leigh ..........................................</td>
<td>76, 124, 170, 171</td>
</tr>
<tr>
<td>Hamilton, Colleen ....................................</td>
<td>64</td>
</tr>
<tr>
<td>Hargherman, Michelle Schira ................................</td>
<td>49, 166, 173</td>
</tr>
<tr>
<td>Hart, Tatiana ..........................................</td>
<td>118, 123, 135</td>
</tr>
<tr>
<td>Hatcher, Jessica ......................................</td>
<td>143</td>
</tr>
<tr>
<td>Hattan, Courtney ......................................</td>
<td>70, 101, 134, 168, 174</td>
</tr>
<tr>
<td>Hattori, Eiko ..........................................</td>
<td>95</td>
</tr>
<tr>
<td>Hauser, Mary ..........................................</td>
<td>128</td>
</tr>
<tr>
<td>Havaelet, Michael Samuel ................................</td>
<td>132</td>
</tr>
<tr>
<td>Hawke, Jo .............................................</td>
<td>81, 143</td>
</tr>
<tr>
<td>Hawkins, Donna Lynn ..................................</td>
<td>174</td>
</tr>
<tr>
<td>Hayden, Angela .........................................</td>
<td>150</td>
</tr>
<tr>
<td>Hayden, Emily .........................................</td>
<td>22, 44, 68, 156, 167, 168, 174</td>
</tr>
<tr>
<td>Hebert, Christine .....................................</td>
<td>174</td>
</tr>
<tr>
<td>Hendricks, Lisa C. ....................................</td>
<td>50</td>
</tr>
<tr>
<td>Hendrix, Aimee ........................................</td>
<td>26, 100</td>
</tr>
<tr>
<td>Henze, Adam David ....................................</td>
<td>56</td>
</tr>
<tr>
<td>Hickey, Pamela .........................................</td>
<td>61, 110, 174</td>
</tr>
<tr>
<td>Hiebert, Elfrieda H ....................................</td>
<td>32, 75, 118, 166, 167, 171</td>
</tr>
<tr>
<td>Higgins, Jennifer ....................................</td>
<td>174</td>
</tr>
<tr>
<td>Hikida, Michiko .......................................</td>
<td>95, 123, 135, 164, 166, 174</td>
</tr>
<tr>
<td>Hilario, Cristian .....................................</td>
<td>152</td>
</tr>
<tr>
<td>Hill, Dara .............................................</td>
<td>22, 69, 76, 94, 117, 136, 156, 159, 174</td>
</tr>
<tr>
<td>Hinchenman, Kathleen A ................................</td>
<td>40, 61, 90, 91, 117, 164, 166, 169, 170, 174, 178</td>
</tr>
<tr>
<td>Hinnman, Tierney B ....................................</td>
<td>126, 146, 174</td>
</tr>
<tr>
<td>Hitchcock, Annette ....................................</td>
<td>174</td>
</tr>
<tr>
<td>Hoch, Mary L ..........................................</td>
<td>22, 111, 139, 156</td>
</tr>
<tr>
<td>Hodges, Tracey S .....................................</td>
<td>86, 157, 174</td>
</tr>
<tr>
<td>Hoff, Meagan ..........................................</td>
<td>69</td>
</tr>
<tr>
<td>Hoffman, James V .....................................</td>
<td>28, 133, 135, 167, 169, 170, 171</td>
</tr>
<tr>
<td>Hogan, Erin ...........................................</td>
<td>174</td>
</tr>
<tr>
<td>Hogan, Jamie ..........................................</td>
<td>85</td>
</tr>
<tr>
<td>Hogue, Brenaya ........................................</td>
<td>114</td>
</tr>
<tr>
<td>Holcomb, Kylie ........................................</td>
<td>114</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irish, Christy K.</td>
<td>143</td>
</tr>
<tr>
<td>Isidro, Elizabeth</td>
<td>136, 147, 174</td>
</tr>
<tr>
<td>Ittner, Anne</td>
<td>24, 32</td>
</tr>
<tr>
<td>Ivanychuk, Lyudmyla</td>
<td>62, 75, 101, 150, 172, 174</td>
</tr>
<tr>
<td>Ives, Samantha T.</td>
<td>87, 98</td>
</tr>
<tr>
<td>Ivey, Gay</td>
<td>100, 166, 169</td>
</tr>
<tr>
<td>Jackson, Kristen</td>
<td>59</td>
</tr>
<tr>
<td>Jacobs, Gloria E.</td>
<td>70</td>
</tr>
<tr>
<td>Jaeger, Elizabeth</td>
<td></td>
</tr>
<tr>
<td>Jagielo-Manion, Rosemarie</td>
<td>50</td>
</tr>
<tr>
<td>James, Carrie Lynn</td>
<td></td>
</tr>
<tr>
<td>Jang, Bong Gee</td>
<td>80, 110, 146, 162, 168, 178</td>
</tr>
<tr>
<td>Janks, Hilary</td>
<td>174</td>
</tr>
<tr>
<td>Jansen Sanchez, Brianna</td>
<td>77</td>
</tr>
<tr>
<td>Jennings, LaShay</td>
<td>85</td>
</tr>
<tr>
<td>Jeong, Heeok</td>
<td>80, 100</td>
</tr>
<tr>
<td>Jerso, Sarah Elizabeth</td>
<td>61, 96, 131</td>
</tr>
<tr>
<td>Jett, Pamela M.</td>
<td>105</td>
</tr>
<tr>
<td>Jimenez, Laura M.</td>
<td></td>
</tr>
<tr>
<td>Jimerson, Lanette</td>
<td>83, 174</td>
</tr>
<tr>
<td>Jin, Lijun</td>
<td>69</td>
</tr>
<tr>
<td>Jocius, Robin</td>
<td>97, 114, 127, 174</td>
</tr>
<tr>
<td>Johansen, Marita Byberg</td>
<td>87</td>
</tr>
<tr>
<td>Johns O'Leary, Emily</td>
<td></td>
</tr>
<tr>
<td>Johnson, Latrise</td>
<td>56, 62, 163, 167, 177</td>
</tr>
<tr>
<td>Johnson, Lorie</td>
<td></td>
</tr>
<tr>
<td>Johnson, Tracy</td>
<td>113, 139, 174</td>
</tr>
<tr>
<td>Johnston, Kelly C.</td>
<td>60</td>
</tr>
<tr>
<td>Johnston, Peter</td>
<td>171, 174</td>
</tr>
<tr>
<td>Johnston, Will</td>
<td>5</td>
</tr>
<tr>
<td>Johnston, Tara Burke</td>
<td>101, 174</td>
</tr>
<tr>
<td>Jones, Brittney</td>
<td></td>
</tr>
<tr>
<td>Jones, Jasmyne</td>
<td>53, 174</td>
</tr>
<tr>
<td>Jones, Jill Spargur</td>
<td>111, 174</td>
</tr>
<tr>
<td>Jones, Karis</td>
<td>24, 53, 76, 86, 137, 174</td>
</tr>
<tr>
<td>Jones, Renata Love</td>
<td>28, 82</td>
</tr>
<tr>
<td>Jones, Sara</td>
<td>75</td>
</tr>
<tr>
<td>Jones-Greer, Kelsey</td>
<td>85</td>
</tr>
<tr>
<td>Jordan, Jennifer</td>
<td>32</td>
</tr>
<tr>
<td>Jordan, Michelle E.</td>
<td>57, 84, 109</td>
</tr>
<tr>
<td>Jorge, Liliane Dos Santos</td>
<td>140</td>
</tr>
<tr>
<td>Jorge, Miriam</td>
<td>128, 159, 174</td>
</tr>
<tr>
<td>Jossbacher, Lianne</td>
<td>115</td>
</tr>
<tr>
<td>Joshi, Deepti</td>
<td>97, 114</td>
</tr>
<tr>
<td>Joshi, R. Malatesha</td>
<td>98, 109, 117</td>
</tr>
<tr>
<td>Joswick, Candace</td>
<td>97</td>
</tr>
<tr>
<td>Jung, Jin Kyong</td>
<td>81, 92, 142, 174, 177</td>
</tr>
<tr>
<td>Justice, Sean</td>
<td>97</td>
</tr>
<tr>
<td>Kachorsky, Dani</td>
<td>26, 150</td>
</tr>
<tr>
<td>Kahn, Jennifer</td>
<td>157</td>
</tr>
<tr>
<td>Kajder, Sara</td>
<td>135, 151, 174</td>
</tr>
<tr>
<td>Kalan, Amir</td>
<td>107, 116</td>
</tr>
<tr>
<td>Kall, Jeremiah</td>
<td>129</td>
</tr>
<tr>
<td>Kambara, Hitomi</td>
<td>174</td>
</tr>
<tr>
<td>Kaminski, Rebecca F.</td>
<td>175</td>
</tr>
<tr>
<td>Kander, Faryl</td>
<td></td>
</tr>
<tr>
<td>Kandole, Reagan</td>
<td>138</td>
</tr>
<tr>
<td>Kane, Britne Delinger</td>
<td>68</td>
</tr>
<tr>
<td>Kang, Grace Yun</td>
<td>94, 110</td>
</tr>
<tr>
<td>Karbachinskiy, Sasha</td>
<td>30</td>
</tr>
<tr>
<td>Karkar, Tala</td>
<td>31, 142, 150, 177</td>
</tr>
<tr>
<td>Katsarou, Eleni</td>
<td></td>
</tr>
<tr>
<td>Katz, Mira Lisa</td>
<td>125</td>
</tr>
<tr>
<td>Kaufman, Douglas</td>
<td>105</td>
</tr>
<tr>
<td>Kaur, Simranjeet</td>
<td>149</td>
</tr>
<tr>
<td>Kavanagh, Sarah Schneider</td>
<td>55, 112</td>
</tr>
<tr>
<td>Kaye, Elizabeth</td>
<td></td>
</tr>
<tr>
<td>Keane, Kristin</td>
<td>104, 134</td>
</tr>
<tr>
<td>Kears, Devin</td>
<td></td>
</tr>
<tr>
<td>Kedley, Kate</td>
<td>30, 56, 162, 167</td>
</tr>
<tr>
<td>Keele, Johanna</td>
<td>28, 104</td>
</tr>
<tr>
<td>Keisler, Tura</td>
<td></td>
</tr>
<tr>
<td>Keith, Karin</td>
<td>99, 126</td>
</tr>
<tr>
<td>Kelley, Shannon Leigh</td>
<td>75, 108, 144, 174</td>
</tr>
<tr>
<td>Kelly, Jerae</td>
<td></td>
</tr>
<tr>
<td>Kelly, Laura Beth</td>
<td>99</td>
</tr>
<tr>
<td>Kelly, Lauren Leigh</td>
<td>28</td>
</tr>
<tr>
<td>Kelly, Avia</td>
<td></td>
</tr>
<tr>
<td>Kennedy, Eithne</td>
<td>109</td>
</tr>
<tr>
<td>Kenner, Brandi Biscoe</td>
<td></td>
</tr>
<tr>
<td>Kerch, Cailin</td>
<td></td>
</tr>
<tr>
<td>Kerkhoff, Shev</td>
<td>31, 69</td>
</tr>
<tr>
<td>Keshler, Ted</td>
<td>76, 167, 174</td>
</tr>
<tr>
<td>Keyser, Wendy</td>
<td>174</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
LIST OF PARTICIPANTS

NAME .............................................. PAGE
LaDuke, Melissa .................................. 77, 174
LaFuenté, Clint .................................... 110
Lam, Wan Shun Eva .............................. 149, 166, 177
Laman, Tasha ...................................... 66, 105, 163
Lamb, Richard ...................................... 98
Lambert, Claire Smith ............................ 98
Lambert, Rachel ................................... 98
Lammers, Jayne C ................................. 24, 31, 76, 174
Lammert, Catherine ............................. 86, 97, 108, 115, 135, 174
Lampi, Jodi .......................................... 61
Land, Charlotte L .................................. 85, 114
Lang, Maria ......................................... 95
Langer, Judith Ann ............................... 117
Lapp, Diane K ...................................... 91, 98, 117
Laster, Barbara .................................... 58, 139, 165, 174
Lathrop, Benjamin N ............................. 73, 174
Laursen, Marianne ............................... 86
Samuelsson ......................................... 55
Lawrence, Ray Adolphus ...................... 76, 118, 140, 174
Lawson, Amber .................................... 76, 118, 140, 174
Le, Ben .............................................. 151, 166
Leach, April Marie ............................... 53, 73, 130, 142, 151, 166
Le, Kevin Michael ............................... 53, 73, 130, 142, 151, 166
Learned, Julie E .................................... 75, 144
LeBlanc, Robert ................................. 148
Leckie, Alisa ....................................... 28
Lee, Chaehyun ....................................... 131, 140, 152, 174
Lee, Crystal C ..................................... 86
Lee, Hakyoon ....................................... 96
Lee, Joowon ........................................ 96
Lee, Kewman M ................................. 80, 107, 132, 174
Lee, Soonyoung ................................... 80
Lee, Sungyoon ..................................... 174
Lee, Vera .......................................... 70
Lee, Yewon ......................................... 174
Leider, Christine ................................. 83, 174
Leighton, Christine .............................. 29, 102, 133
Leija, Maria ........................................ 174
Lemieux, Amélie ................................. 23, 50, 148, 156
Lemley, Stephanie M .......................... 67, 94, 174
Lenderman, Kristian ............................ 72, 99
Lenters, Kim ....................................... 60, 96
Lesley, Melinée .................................... 24, 28, 104
Lexus, Melina ..................................... 86, 174
NAME .............................................. PAGE
Levin, Joel ......................................... 134
Levine, Sarah ...................................... 128, 139
Levine, Sarah ..................................... 128, 139
Lew, Shim .......................................... 96
Lewis, Bethany .................................... 136
Lewis, Cynthia J .................................. 136, 171
Lewis, Mark A ..................................... 23, 26, 67, 75, 90, 102, 150, 156
Lewis, Suzanne G ................................ 174
Lewis Ellison, Tisha ............................ 19, 25, 29, 101, 164, 166, 170, 172, 177, 178
Li, Guofang ........................................ 81, 127, 171
Li, Xuejiao .......................................... 57
Liang, Lauren Aimonette ........................ 114
Liben, David J ..................................... 157
Liberali, Fernanda Coelho ...................... 157
Liebfreund, Meghan ............................ 94, 174
Lightner, Sarah Campbell ...................... 94
Lima Becker, Mariana ........................... 65, 79, 96
Limlamai, Nairnaphit ......................... 79
Lin, Huiyu ........................................... 127
Linares, Rebecca ................................. 166, 177
Lindo, Tasha Adrienne ......................... 174
Liu, Yina ............................................ 77, 174
Lizarraga, Jose Ramon ......................... 56, 65, 129, 167
Lo, Cassie .......................................... 79, 152, 174
Lockhart McHugh, Jennifer M .............. 110
Lomeli, Karla ...................................... 72, 103
Loonis, Stephanie ............................... 75, 174
Lopas, Courtney .................................. 116
Lorch, Elizabeth P ............................... 150
Lorelli, Christina .................................. 85
Low, David E ....................................... 67, 72, 140
Lowery, Ruth McKoy ............................ 135
Lozada, Victor .................................... 52, 106, 174
Lozano, Darlene Shelmadine ............... 55
Lucero, Audrey .................................... 69, 123, 143
Lupo, Sarah M .................................... 75, 94, 125, 174
Lussier, Kristie O’Donnell ................. 69
Ly, Chu N .......................................... 58
Lybeck, Rick ....................................... 174
Mackey, Margaret .............................. 136, 170
MacPhee, Deborah Ann ...................... 174
Madison, Stephanie ............................ 56
Mappurt-Lavell, Theresa ..................... 86, 128
Mann, Jennifer C .................................. 172
Mannard, Emily ................................... 151
Manwiller, Katelyn Quirin .................... 77
Maravilla, Joanna Veronique .................. 52
Marchand, Aixa .................................... 123
Marek, Molly Claire ............................ 77, 133, 135
Marine, Jonathan ............................... 87
Marley, Scott C ................................... 71
Marsh, Josephine Peyton ...................... 111, 136, 174
Marshall, Karen .................................. 29
Martinez, Krissia .................................. 144
Martinez, Ramon Antonio .................... 95, 177, 178
Martinez-Álvarez, Patricia .................. 109
Martin-Young, Shelley ........................ 158, 174
Mason, Pamela A ............................... 118, 177
Massengale, CoCo ............................... 101
Massey, Dixie D ................................. 24, 57, 75
Masso, Marisol ................................... 126, 174
Masterson, Jessica Erin ...................... 75, 80
Matariro, Mariyeni .............................. 64
Mathew, Katie .................................... 70
Mathis, Janelle .................................... 150
Matos, Angel Daniel ............................ 65
Matthews, Mona W ............................. 144
continued on next page

The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.
<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthews, Sharon</td>
<td>174</td>
</tr>
<tr>
<td>May, Lauren Ashley</td>
<td>136</td>
</tr>
<tr>
<td>Mayor, VJ</td>
<td>5</td>
</tr>
<tr>
<td>Mazzye, Doreen</td>
<td></td>
</tr>
<tr>
<td>McBride, Alexis</td>
<td>145</td>
</tr>
<tr>
<td>McBride, Cherise</td>
<td></td>
</tr>
<tr>
<td>McCann, Kaitlin Quinn</td>
<td></td>
</tr>
<tr>
<td>McCarthy, Mark D</td>
<td>101</td>
</tr>
<tr>
<td>McCarty, Ryan</td>
<td>28, 92, 111, 165</td>
</tr>
<tr>
<td>McClain, Janna</td>
<td>145</td>
</tr>
<tr>
<td>McConnell, Matthew L</td>
<td>111</td>
</tr>
<tr>
<td>McCormick, Melanie Marie</td>
<td>158</td>
</tr>
<tr>
<td>McDaniel, Dominique Skye</td>
<td>100</td>
</tr>
<tr>
<td>McDaniel-Hall, Gloria</td>
<td>111</td>
</tr>
<tr>
<td>McElroy, Honor</td>
<td>59</td>
</tr>
<tr>
<td>McGrail, Eva</td>
<td>26, 101</td>
</tr>
<tr>
<td>McGriff, Mary</td>
<td>116, 130</td>
</tr>
<tr>
<td>McKenzie, Cori</td>
<td>85</td>
</tr>
<tr>
<td>McKeown, Margaret G</td>
<td>118</td>
</tr>
<tr>
<td>McKinney-Lepp, Melissa</td>
<td>137, 149</td>
</tr>
<tr>
<td>McLean, Jimmy</td>
<td>136, 151</td>
</tr>
<tr>
<td>McMillon, Gwendolyn Thompson</td>
<td>20, 45, 93, 107, 161, 167, 171, 178,</td>
</tr>
<tr>
<td>McMurtry, Teaira Catherine Lee</td>
<td></td>
</tr>
<tr>
<td>McNeill, Erin</td>
<td>109, 174</td>
</tr>
<tr>
<td>McQuitty, Vicki</td>
<td>22, 61, 110, 156</td>
</tr>
<tr>
<td>McVee, Mary B</td>
<td>7, 18, 21, 155, 160, 161, 166</td>
</tr>
<tr>
<td>Medina, Adriana L</td>
<td></td>
</tr>
<tr>
<td>Medina, Carmen T</td>
<td>102, 137, 138, 157, 177</td>
</tr>
<tr>
<td>Megale, Antonieta Heyden</td>
<td>157</td>
</tr>
<tr>
<td>Mehta, Mohit Praful</td>
<td>168</td>
</tr>
<tr>
<td>Mehta, Rohit</td>
<td>162, 168, 174</td>
</tr>
<tr>
<td>Meier, Lori Turner</td>
<td>147, 174</td>
</tr>
<tr>
<td>Mejia, Madeleine</td>
<td></td>
</tr>
<tr>
<td>Melchor, Miguel</td>
<td>79</td>
</tr>
<tr>
<td>Melo, Silvana</td>
<td>140</td>
</tr>
<tr>
<td>Mendez, Karyn</td>
<td>174</td>
</tr>
<tr>
<td>Mendez, Wendy</td>
<td>92</td>
</tr>
<tr>
<td>Mengel, Taylor</td>
<td>70</td>
</tr>
<tr>
<td>Mercier, Alison</td>
<td>126</td>
</tr>
<tr>
<td>Messenger, Yvonne L</td>
<td>49, 174</td>
</tr>
<tr>
<td>Meston, Heather M</td>
<td>71</td>
</tr>
<tr>
<td>Metz, Mike</td>
<td>158</td>
</tr>
<tr>
<td>Meyer, Amber L</td>
<td>78</td>
</tr>
<tr>
<td>Meyer, Carla K</td>
<td>78</td>
</tr>
<tr>
<td>Michalovich, Amir</td>
<td>174</td>
</tr>
<tr>
<td>Michener, Catherine</td>
<td>174</td>
</tr>
<tr>
<td>Midgette, Ekaterina</td>
<td>54, 174</td>
</tr>
<tr>
<td>Milby, Tammy Marsh</td>
<td>58, 139</td>
</tr>
<tr>
<td>Millinger, Jenny</td>
<td>71</td>
</tr>
<tr>
<td>Ming, Kavin</td>
<td>68</td>
</tr>
<tr>
<td>Mirra, Nicole</td>
<td>28, 86</td>
</tr>
<tr>
<td>Mitchell, Chrystine</td>
<td>145</td>
</tr>
<tr>
<td>Mitchell, Kimani</td>
<td>72</td>
</tr>
<tr>
<td>Mitra, Ayan</td>
<td>113</td>
</tr>
<tr>
<td>Mizell, Jason D</td>
<td>142, 147</td>
</tr>
<tr>
<td>Mohamed, Saida</td>
<td>158</td>
</tr>
<tr>
<td>Mohler, Sara</td>
<td>94</td>
</tr>
<tr>
<td>Moje, Elizabeth Bir</td>
<td>170, 171</td>
</tr>
<tr>
<td>Mojica, Zulma E</td>
<td>72, 140, 152, 174</td>
</tr>
<tr>
<td>Monea, Bethany</td>
<td>148</td>
</tr>
<tr>
<td>Monroe, Amanda Taylor</td>
<td>94</td>
</tr>
<tr>
<td>Monsivais Diers, Norma</td>
<td>95, 174</td>
</tr>
<tr>
<td>Moore, Amber</td>
<td></td>
</tr>
<tr>
<td>Moore, Daniel P</td>
<td>28, 59, 144</td>
</tr>
<tr>
<td>Moore, Jason</td>
<td>22, 156</td>
</tr>
<tr>
<td>Mora, Raúl Alberto</td>
<td>92, 161, 166</td>
</tr>
<tr>
<td>Morales, Gianina</td>
<td>124</td>
</tr>
<tr>
<td>Morales, P. Zitlali</td>
<td>95, 156, 177, 178</td>
</tr>
<tr>
<td>Moran, Renee</td>
<td>22, 51, 85, 99, 126, 174</td>
</tr>
<tr>
<td>Morbitt, Deborah D</td>
<td>76</td>
</tr>
<tr>
<td>Morgan, Denise N</td>
<td>64, 85, 138</td>
</tr>
<tr>
<td>Morina, Marigona</td>
<td>52</td>
</tr>
<tr>
<td>Morrison, Jennifer D</td>
<td>68</td>
</tr>
<tr>
<td>Moser, Stefanie M</td>
<td>158</td>
</tr>
<tr>
<td>Moses, Lindsey</td>
<td>29, 44, 98, 27, 167, 174</td>
</tr>
<tr>
<td>Mosher, Ronna</td>
<td>60, 96, 174</td>
</tr>
<tr>
<td>Mosquera Pérez, Jhon</td>
<td></td>
</tr>
<tr>
<td>Eduardo</td>
<td>174</td>
</tr>
<tr>
<td>Msengi, Shadrack G</td>
<td>140</td>
</tr>
<tr>
<td>Mucul, Gaudencio</td>
<td>55</td>
</tr>
<tr>
<td>Muggli, Anya</td>
<td>142</td>
</tr>
<tr>
<td>Munoz, Kimberly</td>
<td>140</td>
</tr>
<tr>
<td>Murdock-Perriera, Lisel Alice</td>
<td>143</td>
</tr>
<tr>
<td>Murdter-Atkinson, Jessica Anne</td>
<td>85, 110, 136, 151, 174</td>
</tr>
<tr>
<td>Murray, Liz</td>
<td>143</td>
</tr>
<tr>
<td>Murtaugh, Diana</td>
<td>152</td>
</tr>
<tr>
<td>Myers, Joy</td>
<td>81</td>
</tr>
<tr>
<td>Nam, Rosa</td>
<td>72, 99, 142, 177</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]

---

Nambao, Margaret
Nash, Brady Lee.......... 60, 79, 87, 91, 131, 150, 174
Neal, Denise ............... 55
Negreiros, Melissa ....... 84
Neisary, Sima ............. 49
Nelson, Elizabeth Thackeray ....... 114, 142
Ness, Molly
Neville, Mary ............. 67, 81
Newcomer, Sarah
Nguyen, Alisha ............ 65, 132
Nichols, Phil ............ 129, 136, 137, 148, 166
Nichols, Susan ............ 53, 67
Nichols-Besel, Kristen
Noel, Lesley S
Nogueiro-Liu, Silvia ...... 82, 103, 168, 172, 174, 178
Norman, Rebecca R ...... 22, 156
Norova, Nasiba
Northrop, Laura
Norton, Kaitlyn
Norton-Meier, Lori ...... 147, 174
Nowell, Alexander
Núñez, Mariannella ....... 102, 132, 140, 174
Nunez Cortez, Idalia .... 107, 168, 174, 177
Obregon, Nora ........... 66
O’Brien, Lisa ............. 97
Obubo, Laura Adiba ....... 71
O’Byrne, W. Ian .......... 68, 84, 96, 97, 113
Ochs, Matthew .......... 58
Odlum, Lakisha ........... 174
Oguilve, Veronica ....... 172
Ohle, Kathryn Ann ....... 174
Ojha, Laxmi Prasad ...... 174
Olgun-Baytas, Muğe ....... 104, 143, 174
Olson, Carol ............ 55, 56, 179
Omogun, Lakeya ....... 100, 142, 165, 174, 177
Opat, Annie Margaret
Opatz, Margaret Osgood .... 61, 77, 115, 142, 174
Ordonez-Jasis, Rosario
Orellana, Pelusa ......... 22, 139, 156
Ortlieb, Evan ........... 174
O’Shea, Mary Rose ....... 114, 147, 174

---

continued on next page
### LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osorio, Sandra Lucia</td>
<td>66, 107</td>
</tr>
<tr>
<td>Oss Parra, Marcela</td>
<td>92</td>
</tr>
<tr>
<td>Ost, Wiebke Sophie</td>
<td>174</td>
</tr>
<tr>
<td>Osvath, Csaba</td>
<td>138</td>
</tr>
<tr>
<td>Otarola, Josue</td>
<td>104</td>
</tr>
<tr>
<td>Oti-Aina, Oluwaseun A</td>
<td>174</td>
</tr>
<tr>
<td>Overstreet, Mikkaka</td>
<td>105</td>
</tr>
<tr>
<td>Oviatt, Rae</td>
<td>65</td>
</tr>
<tr>
<td>Ozoren Sener, Nevra</td>
<td>64</td>
</tr>
<tr>
<td>Pacheco, Mark Barba</td>
<td>101, 166, 174</td>
</tr>
<tr>
<td>Paciga, Kathleen Ann</td>
<td>93, 158</td>
</tr>
<tr>
<td>Padesky, Lauren</td>
<td>96</td>
</tr>
<tr>
<td>Breckenridge</td>
<td>125</td>
</tr>
<tr>
<td>Pallais-Downing, Desiree</td>
<td>27, 69, 159</td>
</tr>
<tr>
<td>Palmer, Chantal</td>
<td>52</td>
</tr>
<tr>
<td>Pandya, Jessica Zacher</td>
<td>67, 129, 171</td>
</tr>
<tr>
<td>Pang, Myoung Eun</td>
<td>122, 124, 164, 166, 169, 170, 171</td>
</tr>
<tr>
<td>Pankowski, Jennifer</td>
<td>133</td>
</tr>
<tr>
<td>Panos, Alexandra</td>
<td>30, 51, 63, 73, 83, 99, 108, 109, 174</td>
</tr>
<tr>
<td>Panther, Leah</td>
<td>174</td>
</tr>
<tr>
<td>Paredes Paez, Jaime Alvaro</td>
<td>51</td>
</tr>
<tr>
<td>Park, Catherine</td>
<td>159</td>
</tr>
<tr>
<td>Park, J. Hannah</td>
<td>96</td>
</tr>
<tr>
<td>Park, Sohee</td>
<td>80</td>
</tr>
<tr>
<td>Park, Soyeon</td>
<td>106</td>
</tr>
<tr>
<td>Parsons, Allison Ward</td>
<td>98</td>
</tr>
<tr>
<td>Parsons, Seth</td>
<td>23, 87, 98, 146, 156, 162, 167</td>
</tr>
<tr>
<td>Parton, Chea Lynn</td>
<td>144</td>
</tr>
<tr>
<td>Patillo-Dunn, Mary Lee</td>
<td>107</td>
</tr>
<tr>
<td>Patterson, Timothy</td>
<td>128</td>
</tr>
<tr>
<td>Paulick, Judy</td>
<td>24, 27, 174</td>
</tr>
<tr>
<td>Peachey, Katherine B</td>
<td>86</td>
</tr>
<tr>
<td>Pearson, P. David</td>
<td>45, 121, 122, 124, 164, 166, 168, 169, 170, 171</td>
</tr>
<tr>
<td>Pedersen, Joelle</td>
<td>128, 174</td>
</tr>
<tr>
<td>Peltier, Marliese</td>
<td>24, 31, 67, 94, 174</td>
</tr>
<tr>
<td>Penn, Amy</td>
<td>110</td>
</tr>
<tr>
<td>Pennington, Sarah E</td>
<td>116, 174</td>
</tr>
<tr>
<td>Pepanyan, Marine</td>
<td>144, 174</td>
</tr>
<tr>
<td>Perez, Deborah</td>
<td>77</td>
</tr>
<tr>
<td>Perez Cortes, Luis Enrique</td>
<td>49, 100, 174</td>
</tr>
<tr>
<td>Perry, Kristen H</td>
<td>162, 168</td>
</tr>
<tr>
<td>Perry, Mia</td>
<td>23, 102, 138, 156</td>
</tr>
<tr>
<td>Persohn, Lindsay</td>
<td>63, 100, 174</td>
</tr>
<tr>
<td>Peterman, Nora</td>
<td>63</td>
</tr>
<tr>
<td>Peterson, Barbara Jean</td>
<td>105</td>
</tr>
<tr>
<td>Phillippe, Allison</td>
<td>50, 174</td>
</tr>
<tr>
<td>Phillips, Nathan C</td>
<td>79, 115, 166, 172</td>
</tr>
<tr>
<td>Phillips Galloway, Emily C</td>
<td>101</td>
</tr>
<tr>
<td>Piazza, Susan V</td>
<td>22, 74, 125, 146, 147, 156, 167, 174</td>
</tr>
<tr>
<td>Pickard, Amy</td>
<td>174</td>
</tr>
<tr>
<td>Pierce, Kathryn Mitchell</td>
<td>68, 102, 150</td>
</tr>
<tr>
<td>Pierce, Melissa</td>
<td>71</td>
</tr>
<tr>
<td>Pigozzi, Grace</td>
<td>174</td>
</tr>
<tr>
<td>Pilgrim, Jodi Louise</td>
<td>86, 174</td>
</tr>
<tr>
<td>Pilronie, Paola</td>
<td>71, 104, 164, 166</td>
</tr>
<tr>
<td>Pirolla, Tobi</td>
<td>45, 167</td>
</tr>
<tr>
<td>Plummer Catena, Emily</td>
<td>78</td>
</tr>
<tr>
<td>Pole, Kathryn</td>
<td>111</td>
</tr>
<tr>
<td>Polleck, Jody</td>
<td>100</td>
</tr>
<tr>
<td>Pollins, Evelyn M</td>
<td>82</td>
</tr>
<tr>
<td>Popin, Julia</td>
<td>133</td>
</tr>
<tr>
<td>Popp, Jacquelynn S</td>
<td>142</td>
</tr>
<tr>
<td>Porter, Heather</td>
<td>174</td>
</tr>
<tr>
<td>Portillo, Yared</td>
<td>128</td>
</tr>
<tr>
<td>Potratz, Claudia Pozzobon</td>
<td>75</td>
</tr>
<tr>
<td>Prado, Ana Maria</td>
<td>26, 175</td>
</tr>
<tr>
<td>Pratt, Kristen Lynne</td>
<td>106, 167, 174</td>
</tr>
<tr>
<td>Pratt, Sharon M</td>
<td>72, 86, 168</td>
</tr>
<tr>
<td>Price, Erin M</td>
<td>62, 104, 140, 175</td>
</tr>
<tr>
<td>Price, LaTasha Hutcherson</td>
<td>75</td>
</tr>
<tr>
<td>Prike, Katie</td>
<td>26, 175</td>
</tr>
<tr>
<td>Proctor, Patrick</td>
<td>40, 127, 152, 175</td>
</tr>
<tr>
<td>Proctoro, Maria Selena</td>
<td>23, 74, 110, 130, 147, 156, 175, 178</td>
</tr>
<tr>
<td>Puttick, Gillian</td>
<td>84</td>
</tr>
<tr>
<td>Pyle, James</td>
<td>141</td>
</tr>
<tr>
<td>Pyott, Laura</td>
<td>94</td>
</tr>
<tr>
<td>Pytash, Kristine</td>
<td>85, 115, 138</td>
</tr>
<tr>
<td>Qian, Lori Lynn</td>
<td>175</td>
</tr>
<tr>
<td>Qin, Kongji</td>
<td>23, 44, 79, 99, 126, 156, 167</td>
</tr>
<tr>
<td>Qin, Wenjuan</td>
<td>71</td>
</tr>
<tr>
<td>Qiu, Tairan</td>
<td>81, 131, 140, 157, 165, 175</td>
</tr>
</tbody>
</table>

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
<table>
<thead>
<tr>
<th>NAME ..........................................................</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rickles, Mariana A ..................................</td>
<td>71, 160, 175</td>
</tr>
<tr>
<td>Ridley, Jackie .........................................</td>
<td>80, 95, 105</td>
</tr>
<tr>
<td>Ries, Elizabeth Colquitt .............................</td>
<td>59, 145</td>
</tr>
<tr>
<td>Riesco, Holly Sheppard ................................</td>
<td>94</td>
</tr>
<tr>
<td>Rios, Ambyr .............................................</td>
<td>105</td>
</tr>
<tr>
<td>Rish, Ryan ...............................................</td>
<td>79</td>
</tr>
<tr>
<td>Rivera, Mabel ..........................................</td>
<td>109</td>
</tr>
<tr>
<td>Rizzuto, Kerry Carley ..................................</td>
<td>50</td>
</tr>
<tr>
<td>Roberts, Kathryn ......................................</td>
<td>22, 113, 156, 175</td>
</tr>
<tr>
<td>Roberts, Leslie Dawn ..................................</td>
<td>98, 175</td>
</tr>
<tr>
<td>Robertson, Dana A ....................................</td>
<td>98, 124, 125, 175</td>
</tr>
<tr>
<td>Robertson, Marla ......................................</td>
<td>23, 66, 148, 149, 156</td>
</tr>
<tr>
<td>Robillard, Stephe Zha ..................................</td>
<td>23, 59, 69, 137</td>
</tr>
<tr>
<td>Robinson, Ariel ........................................</td>
<td>57, 175</td>
</tr>
<tr>
<td>Robinson, Thomas Bradley ............................</td>
<td>129, 137, 175</td>
</tr>
<tr>
<td>Rocconi, Louis ..........................................</td>
<td>157</td>
</tr>
<tr>
<td>Rocha, Cláudia Hilsdorf ................................</td>
<td>157</td>
</tr>
<tr>
<td>Rochester, Shana E ......................................</td>
<td>175</td>
</tr>
<tr>
<td>Rock, Michael ............................................</td>
<td>175</td>
</tr>
<tr>
<td>Rock, Ronan M ............................................</td>
<td>175</td>
</tr>
<tr>
<td>Rodesier, Luke .........................................</td>
<td>26, 102</td>
</tr>
<tr>
<td>Rodgers, Emily ..........................................</td>
<td>23, 50, 113, 134, 156, 172</td>
</tr>
<tr>
<td>Rodríguez, Christina .................................</td>
<td>112, 158</td>
</tr>
<tr>
<td>Rodríguez Martinez, Sara ..............................</td>
<td>175</td>
</tr>
<tr>
<td>Haydee ....................................................</td>
<td>159</td>
</tr>
<tr>
<td>Rodríguez-Mojica, Claudia ............................</td>
<td>23, 76, 156</td>
</tr>
<tr>
<td>Rogers, Paul .............................................</td>
<td>87</td>
</tr>
<tr>
<td>Rogers, Rebecca .........................................</td>
<td>19, 101, 140, 169, 170, 171, 172</td>
</tr>
<tr>
<td>Rohloff, Rebecca ........................................</td>
<td>175</td>
</tr>
<tr>
<td>Rollag Yoon, Stephanie ................................</td>
<td>58</td>
</tr>
<tr>
<td>Romano, Lindsay .........................................</td>
<td>175</td>
</tr>
<tr>
<td>Ronberg, Louise Flensted ..............................</td>
<td>175</td>
</tr>
<tr>
<td>Rondinelli, Zachary ....................................</td>
<td>149</td>
</tr>
<tr>
<td>Rose, Crystal Dail ......................................</td>
<td>133, 150</td>
</tr>
<tr>
<td>Rose-Dougherty, Taylor ................................</td>
<td>51</td>
</tr>
<tr>
<td>Rosheim, Kay Michelle ..................................</td>
<td>85, 175</td>
</tr>
<tr>
<td>Ross, Tanesha ...........................................</td>
<td>55</td>
</tr>
<tr>
<td>Rosser, Barrett ..........................................</td>
<td>139</td>
</tr>
<tr>
<td>Rowe, Deborah Wells ....................................</td>
<td>24, 30, 125, 168, 172</td>
</tr>
<tr>
<td>Rowe, Lindsey ...........................................</td>
<td>106, 168, 172</td>
</tr>
<tr>
<td>Rowe, Marjorie ..........................................</td>
<td>175</td>
</tr>
<tr>
<td>Rowell, Jennifer ........................................</td>
<td>175</td>
</tr>
<tr>
<td>Rovan, Emma M ..........................................</td>
<td>85</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
## LIST OF PARTICIPANTS

**NAME** .......................................................... PAGE

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Blaine</td>
<td>172</td>
</tr>
<tr>
<td>Smith, Antony</td>
<td>146</td>
</tr>
<tr>
<td>Smith, Anna</td>
<td>148</td>
</tr>
<tr>
<td>Smith, Blaine</td>
<td>156</td>
</tr>
<tr>
<td>Smith, Hiawatha</td>
<td>32</td>
</tr>
<tr>
<td>Smith, Jennifer</td>
<td>148</td>
</tr>
<tr>
<td>Smith, Jess</td>
<td>137</td>
</tr>
<tr>
<td>Smith, Kelly Jay</td>
<td>57</td>
</tr>
<tr>
<td>Smith, Kristie</td>
<td>175</td>
</tr>
<tr>
<td>Smith, Kyle Patrick</td>
<td>82</td>
</tr>
<tr>
<td>Smith, Michael W.</td>
<td>128</td>
</tr>
<tr>
<td>Smith, Patriarch</td>
<td>31</td>
</tr>
<tr>
<td>Smith, Rebecca</td>
<td>55</td>
</tr>
<tr>
<td>Sosnowski, Jim</td>
<td>56</td>
</tr>
<tr>
<td>Solomon, Marva J.</td>
<td>175</td>
</tr>
<tr>
<td>Somerville-Braun, Jessica</td>
<td></td>
</tr>
<tr>
<td>Son, Eun Hy</td>
<td>175</td>
</tr>
<tr>
<td>Son, Minhy</td>
<td>126</td>
</tr>
<tr>
<td>Song, Jiaqi</td>
<td>71</td>
</tr>
<tr>
<td>Song, Kwangok</td>
<td>130</td>
</tr>
<tr>
<td>Song, Zhiwen</td>
<td>175</td>
</tr>
<tr>
<td>Sore, Inviolata Ls</td>
<td>63</td>
</tr>
<tr>
<td>Sorosnowski, Jim</td>
<td></td>
</tr>
<tr>
<td>Southerton, Emily Rose</td>
<td>117</td>
</tr>
<tr>
<td>Sowa, Patience Adjeo</td>
<td>69</td>
</tr>
<tr>
<td>Spatzierth, Daniel Andrew</td>
<td>175</td>
</tr>
<tr>
<td>Spence, Lucy</td>
<td>23</td>
</tr>
<tr>
<td>Spiering, Jenna</td>
<td>26</td>
</tr>
<tr>
<td>Spiker, Amy</td>
<td>112</td>
</tr>
<tr>
<td>Stagg Peterson, Shelley</td>
<td>117</td>
</tr>
<tr>
<td>Stahl, Norman A.</td>
<td>29</td>
</tr>
<tr>
<td>Stamatis, Kristina M.</td>
<td>159</td>
</tr>
<tr>
<td>Stauffert, Ericka</td>
<td>59</td>
</tr>
<tr>
<td>Stefanski, Angela J.</td>
<td>130</td>
</tr>
<tr>
<td>Steiner, Lilly</td>
<td>50</td>
</tr>
<tr>
<td>Steiss, Jacob</td>
<td>56</td>
</tr>
<tr>
<td>Sterner, Sara</td>
<td>175</td>
</tr>
<tr>
<td>Stevens, Elizabeth Years</td>
<td>59</td>
</tr>
<tr>
<td>Stewart, Elizabeth</td>
<td>28</td>
</tr>
<tr>
<td>Stewart, Mandy</td>
<td>23</td>
</tr>
<tr>
<td>Stewart, Olivia Grace</td>
<td>175</td>
</tr>
<tr>
<td>Stewart, Trevor Thomas</td>
<td>94</td>
</tr>
<tr>
<td>Stice, Sarah K.</td>
<td>152</td>
</tr>
<tr>
<td>Stinnett, Melissa</td>
<td></td>
</tr>
<tr>
<td>Stockwell, Daniel</td>
<td>31</td>
</tr>
<tr>
<td>Stolle, Elizabeth</td>
<td>100</td>
</tr>
<tr>
<td>Storie, Michelle Stephanie</td>
<td></td>
</tr>
<tr>
<td>Storm, Scott</td>
<td>24</td>
</tr>
<tr>
<td>Stormuolo, Amy</td>
<td>74</td>
</tr>
<tr>
<td>Strausser, Robyn Menna</td>
<td>175</td>
</tr>
<tr>
<td>Strong, John</td>
<td>22</td>
</tr>
<tr>
<td>Stump, Mary</td>
<td>125</td>
</tr>
<tr>
<td>Su, Chen</td>
<td></td>
</tr>
<tr>
<td>Suender, Katherine</td>
<td></td>
</tr>
<tr>
<td>Sullivan, Maureen D.</td>
<td>104</td>
</tr>
<tr>
<td>Sulzer, Mark</td>
<td>25</td>
</tr>
<tr>
<td>Sun, Wenyang</td>
<td>160</td>
</tr>
<tr>
<td>Sun, Yuechun</td>
<td>132</td>
</tr>
<tr>
<td>Sun, Zhuo</td>
<td>175</td>
</tr>
<tr>
<td>Sunday, Kristine</td>
<td>53</td>
</tr>
<tr>
<td>Sundstrom, Scott Michael</td>
<td></td>
</tr>
<tr>
<td>Sung, Yoo Kyung</td>
<td>166</td>
</tr>
<tr>
<td>Sutton, Katie</td>
<td></td>
</tr>
<tr>
<td>Sutton, Paul</td>
<td>55</td>
</tr>
<tr>
<td>Svendsen, Helle Bundgaard</td>
<td></td>
</tr>
<tr>
<td>Swaggerty, Elizabeth A</td>
<td>175</td>
</tr>
<tr>
<td>Sweet, Joseph D.</td>
<td>85</td>
</tr>
<tr>
<td>Taitingfong, Jordan</td>
<td>96</td>
</tr>
<tr>
<td>Takada, Megumi</td>
<td></td>
</tr>
<tr>
<td>Tamte, Kristi</td>
<td>85</td>
</tr>
<tr>
<td>Tanner, Samuel Jaye</td>
<td>22</td>
</tr>
<tr>
<td>Tapia, Fatima</td>
<td></td>
</tr>
<tr>
<td>Tatum, Alfred</td>
<td>5</td>
</tr>
<tr>
<td>Taylor, Laura</td>
<td>24</td>
</tr>
<tr>
<td>Taylor, Valerie</td>
<td>59</td>
</tr>
<tr>
<td>Teichert, Laura</td>
<td>78</td>
</tr>
<tr>
<td>Templeton, Shane</td>
<td>40</td>
</tr>
<tr>
<td>Tenore, Blake</td>
<td></td>
</tr>
<tr>
<td>Teston, Mellissa</td>
<td></td>
</tr>
<tr>
<td>Thakurta, Anihi</td>
<td>31</td>
</tr>
<tr>
<td>Theriault, Jennifer</td>
<td>22</td>
</tr>
<tr>
<td>Thoma, Jennifer</td>
<td>175</td>
</tr>
<tr>
<td>Thoma, Jennifer</td>
<td>175</td>
</tr>
<tr>
<td>Thomas, Christina Marie</td>
<td>52</td>
</tr>
<tr>
<td>Thomas, Ebony Elizabeth</td>
<td>129</td>
</tr>
<tr>
<td>Thomas, Rosshi Baby</td>
<td>152</td>
</tr>
<tr>
<td>Thompson, Terrie Lynn</td>
<td>62</td>
</tr>
<tr>
<td>Thraillk, Laurie Crystina</td>
<td>60</td>
</tr>
<tr>
<td>Ticknor, Anne Swenson</td>
<td>105</td>
</tr>
<tr>
<td>Tierney, Gavin</td>
<td>55</td>
</tr>
<tr>
<td>Tierney, Robert James</td>
<td>45</td>
</tr>
<tr>
<td>Todd, Jennifer Lee</td>
<td>73</td>
</tr>
<tr>
<td>Tondreau, Amy</td>
<td>59</td>
</tr>
<tr>
<td>Toraman, Sinem</td>
<td>114</td>
</tr>
<tr>
<td>Torrejon Capurro, Carolina</td>
<td>127</td>
</tr>
<tr>
<td>Torres, Eulalio</td>
<td>55</td>
</tr>
<tr>
<td>Torres, Francisco Luis</td>
<td>72</td>
</tr>
<tr>
<td>Torres, Daniela</td>
<td>84</td>
</tr>
<tr>
<td>T戍ortelli, Laura S.</td>
<td>64</td>
</tr>
<tr>
<td>Tovey, Shannon Marie</td>
<td>128</td>
</tr>
<tr>
<td>Townsend, Dianna</td>
<td>24</td>
</tr>
<tr>
<td>Tracy, Kelly N</td>
<td></td>
</tr>
<tr>
<td>Traga Philippakos, Zoi A</td>
<td>22</td>
</tr>
<tr>
<td>Trainin, Guy</td>
<td>54</td>
</tr>
<tr>
<td>Trautman, Katie</td>
<td>110</td>
</tr>
<tr>
<td>Trepper, Karoline</td>
<td></td>
</tr>
<tr>
<td>Tresler, Megan M.</td>
<td>144</td>
</tr>
<tr>
<td>Trigos-Carrillo, Lina</td>
<td>99</td>
</tr>
<tr>
<td>Troiano, Beverly L.</td>
<td>82</td>
</tr>
<tr>
<td>Troiano, Giovanni Maria</td>
<td>84</td>
</tr>
<tr>
<td>Troiano, Giovanni</td>
<td></td>
</tr>
<tr>
<td>Tsachor, Rachelle Palmick</td>
<td>79</td>
</tr>
<tr>
<td>Tsao, Ya-Lun</td>
<td>144</td>
</tr>
<tr>
<td>Tucker-Raymond, Eli</td>
<td>84</td>
</tr>
<tr>
<td>Turner, Alison M.</td>
<td>128</td>
</tr>
<tr>
<td>Turner, Jennifer D.</td>
<td>31</td>
</tr>
<tr>
<td>Turner, Kia</td>
<td>59</td>
</tr>
<tr>
<td>Turner, Rachel K.</td>
<td>149</td>
</tr>
<tr>
<td>Tyner, Kendra</td>
<td>5</td>
</tr>
<tr>
<td>Ukoko, Annette</td>
<td>93</td>
</tr>
<tr>
<td>Uliassi, Christine</td>
<td>167</td>
</tr>
<tr>
<td>Usher, Gwendolyn</td>
<td>55</td>
</tr>
</tbody>
</table>

continued on next page

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]
<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vach, Sarah</td>
<td>94</td>
</tr>
<tr>
<td>Vackova, Petra</td>
<td></td>
</tr>
<tr>
<td>Vaipehi, Lianboi</td>
<td></td>
</tr>
<tr>
<td>Valencia-Pate, Ashley Marie</td>
<td>63</td>
</tr>
<tr>
<td>Valente, Patricia</td>
<td>29, 114, 144, 175</td>
</tr>
<tr>
<td>Valentie, Joyce F</td>
<td>29, 78, 95, 152, 175</td>
</tr>
<tr>
<td>Valerio, Meghan</td>
<td>78</td>
</tr>
<tr>
<td>van Belle, Leah A</td>
<td>71</td>
</tr>
<tr>
<td>van Huisstede, Lauren</td>
<td>71</td>
</tr>
<tr>
<td>Van Wig, Ann</td>
<td>31, 67, 101, 148, 175</td>
</tr>
<tr>
<td>Varelas, Maria</td>
<td>79</td>
</tr>
<tr>
<td>Vasinda, Sheri</td>
<td>60, 79, 139, 175</td>
</tr>
<tr>
<td>Vaszek, Vivian</td>
<td>52</td>
</tr>
<tr>
<td>Vaughan, Andrea</td>
<td>86, 114</td>
</tr>
<tr>
<td>Vaughn, Margaret</td>
<td>22, 26, 143, 156</td>
</tr>
<tr>
<td>Vehabovic, Nermin</td>
<td>64, 92, 175</td>
</tr>
<tr>
<td>Villarreal, Doris</td>
<td>81, 135, 175</td>
</tr>
<tr>
<td>Vines, Nora</td>
<td>32, 108</td>
</tr>
<tr>
<td>Vinson, Ph D, Janet</td>
<td></td>
</tr>
<tr>
<td>Viriru, Radhika</td>
<td></td>
</tr>
<tr>
<td>Viton, Britanny</td>
<td>85</td>
</tr>
<tr>
<td>Vitullo, Adrienne</td>
<td>57, 175</td>
</tr>
<tr>
<td>Vlach, Saba</td>
<td>22, 26, 156</td>
</tr>
<tr>
<td>Vokatis, Barbara</td>
<td>139</td>
</tr>
<tr>
<td>von Gillern, Sam</td>
<td>60, 79, 95, 152, 175</td>
</tr>
<tr>
<td>Wagner, Christopher</td>
<td>24, 29, 44, 54, 113, 140, 167, 175</td>
</tr>
<tr>
<td>Wagner, Kimberlee</td>
<td></td>
</tr>
<tr>
<td>Waldron, Chad H</td>
<td>56, 78, 162, 167, 175</td>
</tr>
<tr>
<td>Walker, Amy</td>
<td>175</td>
</tr>
<tr>
<td>Walker, Erin Ashley</td>
<td>100</td>
</tr>
<tr>
<td>Walker, Lindsey</td>
<td>143</td>
</tr>
<tr>
<td>Walker-Dalhouse, Doris</td>
<td>7, 22, 24, 27, 40, 161, 175</td>
</tr>
<tr>
<td>Walker Hitchens, Carolyn</td>
<td></td>
</tr>
<tr>
<td>Wall, Amanda</td>
<td>110, 175</td>
</tr>
<tr>
<td>Wallace, Vanessa</td>
<td>139</td>
</tr>
<tr>
<td>Waller, Rachael</td>
<td>139</td>
</tr>
<tr>
<td>Walpole, Sharon</td>
<td>93, 118, 130, 166, 170</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walsh-Moorman, Elizabeth</td>
<td>115</td>
</tr>
<tr>
<td>Wan, Claire</td>
<td>59</td>
</tr>
<tr>
<td>Wang, Sen</td>
<td>140, 175</td>
</tr>
<tr>
<td>Wang, X. Christine</td>
<td>143, 157, 175</td>
</tr>
<tr>
<td>Wang, Zhaoyu</td>
<td>84</td>
</tr>
<tr>
<td>Ward, Alessandra</td>
<td>68, 93, 133, 168, 175</td>
</tr>
<tr>
<td>Ward, Natalia</td>
<td>85, 99, 108</td>
</tr>
<tr>
<td>Wargo, Jon M.</td>
<td>28, 65, 82, 147, 151, 163, 168, 170</td>
</tr>
<tr>
<td>Warmerdam, Tara</td>
<td></td>
</tr>
<tr>
<td>Warren, Amber</td>
<td>99, 108</td>
</tr>
<tr>
<td>Warren, Jacob Gardner</td>
<td>94</td>
</tr>
<tr>
<td>Washburn, Erin</td>
<td>104</td>
</tr>
<tr>
<td>Watson, Vaughn W. M.</td>
<td>28, 168, 177</td>
</tr>
<tr>
<td>Waymouth, Heather</td>
<td>58, 68, 73, 175</td>
</tr>
<tr>
<td>Weary, Madison</td>
<td>73</td>
</tr>
<tr>
<td>Webber, Trinity R</td>
<td>152</td>
</tr>
<tr>
<td>Wei, Jungsun</td>
<td></td>
</tr>
<tr>
<td>Weir, Joan</td>
<td></td>
</tr>
<tr>
<td>Weiss, Kenneth</td>
<td></td>
</tr>
<tr>
<td>Wells, Melissa</td>
<td>143</td>
</tr>
<tr>
<td>Wen, Wen</td>
<td>134, 172</td>
</tr>
<tr>
<td>Wernick, Ann Marie</td>
<td>175</td>
</tr>
<tr>
<td>Wessel-Powell, Christy</td>
<td>30, 73</td>
</tr>
<tr>
<td>West, Autumn</td>
<td>148</td>
</tr>
<tr>
<td>West, JoAnne</td>
<td></td>
</tr>
<tr>
<td>Wetzel, Melissa</td>
<td>59, 133, 136</td>
</tr>
<tr>
<td>White, Holland</td>
<td>85, 147</td>
</tr>
<tr>
<td>White, Kristen Leigh</td>
<td>59, 145, 175</td>
</tr>
<tr>
<td>Whitford, Alyssa</td>
<td>158</td>
</tr>
<tr>
<td>Whitmore, Kathryn F</td>
<td>146, 163</td>
</tr>
<tr>
<td>Whittingham, Colleen</td>
<td>104, 157, 168</td>
</tr>
<tr>
<td>Whittington, Nakisha Darlene</td>
<td>49</td>
</tr>
<tr>
<td>Wicker, Melissa</td>
<td>175</td>
</tr>
<tr>
<td>Wickmaraarachchi, Thilina</td>
<td>29</td>
</tr>
<tr>
<td>Wiggins, Christine</td>
<td></td>
</tr>
<tr>
<td>Wilburn, Marcy</td>
<td>29</td>
</tr>
<tr>
<td>Wilder, Phillip</td>
<td>156</td>
</tr>
<tr>
<td>Wilkinson, Ian A. G.</td>
<td>98, 175</td>
</tr>
<tr>
<td>Williams, Deborah Penelope</td>
<td>54</td>
</tr>
<tr>
<td>Williams, Olivia Ann</td>
<td>105, 117, 175</td>
</tr>
<tr>
<td>Williams, Sarah</td>
<td></td>
</tr>
<tr>
<td>Williams-Sanchez, Valerie</td>
<td></td>
</tr>
</tbody>
</table>

---

The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.
# LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>York, Lisa</td>
<td>26, 101</td>
</tr>
<tr>
<td>Young, Alexis Morgan</td>
<td>140</td>
</tr>
<tr>
<td>Young, Chase</td>
<td>87, 98</td>
</tr>
<tr>
<td>Young, Craig A.</td>
<td>75</td>
</tr>
<tr>
<td>Young, Michael J.</td>
<td>175</td>
</tr>
<tr>
<td>Young, Neisha Terry</td>
<td>175</td>
</tr>
<tr>
<td>Yu, Qun</td>
<td>127, 152, 175</td>
</tr>
<tr>
<td>Yu, Seongryeong</td>
<td>84, 101, 175</td>
</tr>
<tr>
<td>Yuan, Dongyang</td>
<td>150</td>
</tr>
<tr>
<td>Zaccor, Karla M.</td>
<td>175</td>
</tr>
<tr>
<td>Zaidi, Rahat Hasan</td>
<td>27, 52, 161, 166, 167</td>
</tr>
<tr>
<td>Zambak, Vecihi Serbay</td>
<td>50</td>
</tr>
<tr>
<td>Zammit, Katina</td>
<td>9, 69, 157, 168, 175</td>
</tr>
<tr>
<td>Zapata, Angie</td>
<td>104, 172</td>
</tr>
<tr>
<td>Zaragoza, Massiel</td>
<td>175</td>
</tr>
<tr>
<td>Zeng, Yong</td>
<td>87, 107, 167</td>
</tr>
<tr>
<td>Zengilowski, Allison</td>
<td>84, 175</td>
</tr>
<tr>
<td>Zhang, Chenyi</td>
<td>110</td>
</tr>
<tr>
<td>Zhang, Maverick Yunqiang</td>
<td>131</td>
</tr>
<tr>
<td>Zhang, Qing Archer</td>
<td>92, 175</td>
</tr>
<tr>
<td>Zhang, Rong</td>
<td>168, 172, 175</td>
</tr>
<tr>
<td>Zhang, Shiqing</td>
<td>116</td>
</tr>
<tr>
<td>Zhou, Chengcheng</td>
<td>61, 147</td>
</tr>
<tr>
<td>Zhou, Xiaodi</td>
<td>150</td>
</tr>
<tr>
<td>Zhou, Xuanya</td>
<td>140</td>
</tr>
<tr>
<td>Zoeller, Emily</td>
<td>57, 109</td>
</tr>
<tr>
<td>Zucker, Tricia</td>
<td>116</td>
</tr>
<tr>
<td>Zuiker, Steven E.</td>
<td>57, 109</td>
</tr>
<tr>
<td>Zygouris-Coe, Vicky</td>
<td>116</td>
</tr>
</tbody>
</table>

[The information in this program is current as of Nov. 10, 2022. For the most accurate information, please refer to the app or the online program.]