Message from the Leadership

As I sit here to pen this message of renewal and commitment to education, I am troubled and deeply disturbed with the recent news of the devastating shooting that occurred at The Tree of Life Synagogue in Pittsburgh, PA. The attack on Jews simply because they are Jews in America is unfathomable. Yet, this is a reality. It has become a commonplace in America for others to become victims simply because of human differences: differences in race, class, religion, gender, (dis)ability, sexual orientation, etc. The more I hear of such devastating tragedies, the more I am convinced that it is all rooted in hatred. Maya Angelou reminds us that “hate has caused a lot of problems in this world, but it has not solved one yet.” How should we respond to hate? The answer is simple—we must love. hooks (2000) helps us to understand that love is an action and never simply a feeling. As the chair of the ECEA and faculty member at the University of South Carolina, I am asking that we act. We must act in love. We must use our platforms, whether small or large, to speak out and interrupt systems that allow hatred to spill forth. We must not sit silently by and watch. We must educate those around us, whether young or old, to act in ways that create a socially just society. We must have hard conversations and stand up against injustice, even if we must stand alone. We must combat hate with love. Hate will not prevail. In short, my plea is that we act in ways that inevitably promote a just society for all despite our many differences. Do you accept my plea? The choice is yours!

I am honored to be serving as the ECEA assistant chair this year. I am currently an assistant professor at Illinois State University (ISU), located in central Illinois. At ISU I support early childhood teacher candidates, as well as those pursuing a bilingual or English as a second language endorsement. I encourage and prepare teachers to view students from culturally and linguistically diverse backgrounds from an assets-based perspective. I have been a part of ECEA’s Professional Dyads and Culturally Relevant Teaching (PDCRT) and now look forward to working with our chair, Michele Myers, to make all the amazing work of ECEA more visible throughout NCTE!

Michele Meyers

Sandra Osorio
Our members continue to share their knowledge and expertise across various educational communities. Here is a snapshot of some our work!


For a podcast preview of the article with the authors, see http://jolle.coe.uga.edu/current-issue/


Alicia Arce-Boardman, Haydée Dohrn-Melendez, & Kerry Elson
2018 Early Literacy Educator of the Year- Classroom Teachers

The NCTE Early Childhood Education Assembly is proud to announce the recipients of the 2018 “Early Literacy Educator of the Year Award,” for Classroom Teaching, Ms. Alicia Arce-Boardman (3rd grade, Northern Parkway Elementary School, Long Island, NY), Ms. Haydée Dohrn-Melendez (PK, Central Park East II Elementary, NY, NY), and Ms. Kerry Elson (K/1, Central Park East II Elementary, NY, NY). These educators lead through their teaching, using their classroom spaces and practices to embody culturally relevant teaching. Their nomination materials consistently illustrate the ways in which these teachers take a critical approach to the structures and constructs that dominate classrooms, questioning, problematizing, and building rich, culturally relevant communities within the confines of traditional school expectations. These are educators who truly see their students as the foundation of their classrooms, delving deep into the identities of children to build communities of learning. As so eloquently shared by Ms. Dohrn-Melendez:

Children come full, they come as full humans, full people, full. They come full with many different experiences ... and [we] get to be present in this kind of beautiful, uninhibited way of understanding that is so brilliant. Our world does a good job of trying to erase that, so it’s our job not to let that happen.

This perspective on the fullness, the wholeness of the individual children who inhabit their classrooms was clear in the pedagogies of each of these insightful educators. The Early Childhood Education Assembly is honored to bestow this award on these three teachers, who lead through their practice.
Kamania Wynter-Hoyte & Eliza Braden
2018 Early Literacy Educator of the Year- Teacher Educators

The NCTE Early Childhood Education Assembly is proud to announce the recipients of the 2018 “Early Literacy Educator of the Year Award,” for Teacher Educators are Dr. Kamania Wynter-Hoyte and Dr. Eliza Braden. Dr. Wynter-Hoyte and Dr. Braden are both Assistant Professors at the University of South Carolina (USC), and are being honored together due to the collaborative nature of their work, and the powerful impacts of that collaboration. The nomination materials of these two educators highlighted the myriad ways in which they touch the field of early childhood literacies, deeply impacting the academic conversation, the education of pre-service teachers, and the experiences of young children and practicing educators.

Their work on culturally relevant teaching, and the textured ways they use this perspective to shape early childhood education are a powerful example of leadership in our field. Dr. Braden and Dr. Wynter-Hoyte provide invaluable support to the Early Childhood Education Assembly (ECEA) of NCTE through their leadership on the Affirmative Action Committee. The voices that they offer, as well as the resources they provide, are essential to the identity and function of the ECEA. It is impossible to encompass the far-reaching work of these two educational leaders, from their work in the Urban Education Cohort and Urban Education Collaborative, Race, Equity, and Advocacy in Early Childhood Education (REACH), their participation in Professional Dyads and Culturally Relevant Teaching (PDCRT), and their ever-growing body of scholarship. In considering the already vast work of these two leaders, it is clear that they are doing work to shape communities, and to shape the worlds of young children, looking for every point of access to provide support and to affect change. As stated in their nomination:

What separates Dr. Wynter-Hoyte and Dr. Braden from many other early career teacher educators is that they do not engage in this work merely to add lines to their CVs. They engage because of strong convictions about affecting change, and they are dedicated to moving beyond the university walls to situate their work in schools and communities. Consequently, their efforts jointly and individually, result in profound differences in the lives of children, preservice teachers, practicing teachers, and their university colleagues.

The Early Childhood Education Assembly is honored to bestow this award upon such a powerful team of early childhood teacher educators!
Call for Manuscripts

 Perspectives and Provocations
 A Peer-Reviewed Journal published by the ECEA

Co-Edited by Kamania Wynter-Hoyte, Crystal Glover, Katie Kelly, and Ysaaca Axelrod

Perspectives and Provocations is the annually published journal of the Early Childhood Education Assembly—an assembly of early childhood researchers and educators within the National Council of Teachers of English. Perspectives and Provocations provides an outlet for Early Childhood teachers, researchers, and other constituents who have an interest in literacy and equity issues. We intend, through this publication, to create a space to critically advocate for diverse young children and their multiple and varied literacies. Articles in this publication should address the theoretical, research-based, and/or practitioner-oriented issues concerning children from birth through grade three, either and within various settings from home to school to community. Authors who publish within the journal should make clear connections between theory and practice that address timely, provocative topics. We welcome creative pieces and scholarly articles from classroom teachers, emerging researchers, and established researchers in the field. To be considered, submissions must be previously unpublished.

Submission Requirements


Format: Volume 7 submissions can be in one of two formats.

Format 1

Manuscript: Blinded 5,000-7,000 word manuscript
Abstract: 50-100 words
Title page: Must include author(s) name(s), address(es), phone number(s), e-mail(s), affiliation(s), and date of submission.

Note: Do not include self-citations, names, or affiliations on any other pages.

Format 2

Creative Piece: 750-2,000 word creative reflection on teaching practice or issues in early childhood literacy that could take the form of a short story, visual art and a caption, poem, or journal entry.

Title page: Must include author(s) name(s), address(es), phone number(s), e-mail(s), affiliation(s), and date of submission.

Note: Do not include names or affiliations on any other pages.

Procedures: Manuscripts/Reflections should be submitted electronically to the ECEA Journal editors. Submit via e-mail to Kamania Wynter-Hoyte wynterhk@mailbox.sc.edu as attachments in Word format. Please use the subject line ECEA Perspectives and Provocations Journal Submission.

ALL MANUSCRIPTS MUST BE SUBMITTED ELECTRONICALLY TO WYNTERHK@MAILBOX.SC.EDU

DEADLINE: May 17, 2019 at 11:59PM
Professional Dyads: Culturally Responsive Teaching Generated through Critical Dialogue & Practice

Professional Dyads and Culturally Relevant Teaching (PDCRT) was created in 2013 by the Affirmative Action Committee of NCTE’s Early Childhood Education Assembly (ECEA). The project consists of teacher and teacher-educator teams (dyads) collaborating to develop culturally relevant literacy practices in diverse early childhood classrooms. PDCRT is committed to a humanizing pedagogy with a focus on challenging and changing social inequities specifically in literacy education. The project validates and embraces the diversity of social, cultural, linguistic, and heritage knowledge as a foundation for teaching and assessment. PDCRT is also committed to supporting teachers to develop pedagogies that build young children’s academic proficiency through teaching grounded in students’ own communities, heritages, and languages while developing critical consciousness.

The dyads are part of a two year project that provides opportunities for ongoing face-to-face and virtual dialogue and collaboration. The past two PDCRT cohorts continue to influence the conversation around culturally responsive pedagogy through activism, numerous publications, local, national, and international presentations, as well as through active leadership roles in the NCTE community. The PDCRT 2017-2019 dyads are the third cohort of this project.

In July 2018, PDCRT Cohort III members from across the country met at NCTE headquarters in Urbana, IL for an annual summer institute. Over the course of three days, the teachers and teacher educators participated in dialogue around issues of equity in our schools and responsive practices that challenge those inequities. One question grounding the dialogue of the PDCRT institute was “What happens when we put culture first when we assess students?” The Center for Culturally Responsive Evaluation and Assessment (CREA) at the University of Illinois at Urbana-Champaign visited the cohort during the institute. CREA was created as a vehicle to engage in rigorous evaluation, assessment, research and practice relative to our schools, particularly schools serving children from poor and/or culturally diverse backgrounds.
During the summer institute in Urbana, dyads from Cohort III presented on-going work in their classrooms. Dyads shared instructional practices such as introducing culturally relevant literature, and connecting to historical and contemporary issues (both global and local). Teachers shared ways that they engage and develop partnerships with students, families and community. Teachers also highlighted their activism at the school, district and community levels. The dyads each focused on powerful teaching tools that revolve around culturally responsive ideas of inclusiveness, agency and equity.

Dyads in the cohort continue to develop their culturally responsive practices, drawing on the ideas and inspirations from their collective conversations at the summer institute. Tailored for their specific contexts, each PDCRT dyad draw on the funds of knowledge of children and families (including cultural resources and linguistic repertoires) to create strong classroom communities in which invite families are invited to participate in a variety of ways, including child/parent interviews and parent/family members as experts and guest speakers. Dyads look to ways of culturally responsive assessment such as class discussions, student stories and drawings, student oral and written responses to culturally relevant literature, songs, media, student and teacher co-made rubrics where students have a say on what is to be graded. Students in these educators’ classrooms are taking on real issues as local and global citizens and activists: making PSA videos and posters to bring light to school issues such as litter on the playground, students starting school petitions to fix broken technology, students speaking in front of community meetings to stop their school from being closed. PDCRT dyads lift up the identities of each student while fostering a strong sense of identity as readers and writers. The PDCRT is focused on powerful teaching tools that revolve around culturally responsive ideas of inclusiveness, agency and equity.

Current PDCRT co-directors are Alicia Boardman and Bilal Polson, and board members include: Roberta Price Gardner, Dinah Volk, Susi Long and Nancy Valdez-Gainer. On behalf of the PDCRT, we want to thank Julie May and Debbie Zargorski for your dedication and work as liaisons. We also want to thank the Executive Committee of NCTE for their support and funding.

Meet and learn more about our 2017-2019 PDCRT cohort:

**Elaine Nevers Williams, Peyton Forest Elementary**  
**Natasha Thorton, Kennesaw State University**  
**Atlanta, GA**

Elaine Nevers Williams and Natasha Thorton are facilitating work around identity and community. Students are doing a lot of writing about themselves and community. The dyad is inviting families and community members to share stories about the rich history of the Peyton Forest community in Atlanta. They will also engage with and learn from the homeless population in their community.

**Mukkaramah Smith, Lewis Greenview Elementary School**  
**Kamania Wynter-Hoyte, University of South Carolina**  
**Columbia, SC**

Mukkaramah Smith and Kamania Wynter-Hoyte have a goal to provide authentic learning activities that honor and validate students’ experiences, and funds of knowledge within and beyond the classroom by utilizing the reading and writing workshop to create opportunities for culturally relevant student assessment. The dyad has positioned students, families and community members as experts and has cultivated a strong sense of identity and pride through interviews with community members and parents.
Valente’ Gibson, Jackson Creek Elementary  
Eliza Braden, University of South Carolina  
*Columbia, SC*

Valente’ Gibson and Eliza Braden are making instructional decisions based on responsive teaching, working to understand students’ cultural and historical resources, as well as uncovering students’ linguistic repertoires. The students are engaging with critical multicultural literature, Socratic seminars, and writing about historical and contemporary issues.

Laryn Morgan, Cold Spring Environmental Studies Magnet School  
Tambra Jackson, Indiana University - Purdue University Indianapolis  
Indianapolis, IN

Laryn Morgan and Tambra Jackson are exploring culturally relevant teaching and assessment through the use of literacy centers in a first grade classroom. The dyad is working to establish authentic learning opportunities and means of assessment that are connected with monthly themes focused on empowering students.

Wanda Jaggers, J.B. Atkinson Elementary  
Amy Seely Flint, University of Louisville  
Louisville, KY

Wanda Jaggers and Amy Seely Flint are focused on culturally responsive interactive read alouds, instilling a strong sense of self and cultivating student voice. Students are developing an awareness of the world, addressing issues of fairness and advocacy. Students made public service announcements to help keep their school beautiful and clean.

Sandra Springer, Sanchez Elementary  
Tracey Flores, University of Texas, Austin  
Austin, TX

Sandra Springer and Tracey Flores have centered much of their learning to incorporate culturally relevant teaching in the form of community circles, classroom conversations, thematic literature units and family involvement. The students engage in the co-construction of knowledge through a dialogic curriculum as they think critically and become agents of change through activism in their school and community.

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**ECEA MEMBERSHIP**

**Annual Dues:**
- $10/Teacher membership
- $10/Student membership
- $15/Regular membership
- *Teachers receive the 1st yr. of membership free*

**Lifetime Dues:**
- $80.00/NCTE members
- $60.00/Teachers

**How to join:**
- ECEA Website
- http://www.earlychildhoodeducationassembly.com/

Select the membership link.
H. 44 Day of Early Childhood Opening Session: Raising Voices and Acting Out: Radical and Revolutionary Children's Books in ECE

Presenters: Nancy Valdez-Gainer, Zetta Elliott, Jesse Gainer, Roberta P. Gardner, and Maya Christina Gonzalez

Join an interactive discussion with award winning authors Zetta Elliott and Maya Christina Gonzalez centering their voices about their work. This session will shine a light on what it means to create radical and revolutionary children’s books that foreground and elevate students’ voices and diverse communities.

H. 13 What It’s Really Like: Finding and Telling Truths in Fiction Presenters: Pablo Cartaya, Matt de la Pena, Veera Hiranandani, Torry Maldonado, and JoEllen McCarthy Room 362 ABC

H. 27 Encouraging Inclusivity: Using Multimedia to Push Comfort Zones and Create Risk Taking Opportunities Presenters: Talia Hurwich, Meryl Jaffe, Adam Kullberg, Duncan Tonatiuh, and Tillie Walden Room 370 C

H. 28 Story Architects: Using Design Thinking to Inspire Creative Writing and Build Empathy Presenters: Rebecca Caprara, Melanie Conklin, Shelley Johannes, and Varian Johnson Room 350 E

H. 35 Let’s Counter Islamophobia through Stories Presenters: Gauri Manglik, and Sadaf Siddique Room 350B

H. 48 The Literacy Experiences of Diverse Children Presenters: Vanessa Heller, Sally Brown, and Caroline Petrov Room 350C

H. 53 Learning to Listen: Strategies to Elevate Family Voices in Literacy Learning Presenters: Mallory Locke, Charlene Klassen Endrizzi, Devorah Jensen, Maria McAndrew, Kathryn Norelli, and Jennifer Tuten Room 361A

I. 41 Their Words, Their Worlds: Amplifying Bilingual Learners Voices through Advocacy Presenters: Nathaly Batista-Morales, Samuel DeJulio, and Cori Salmeron Room 351E

I. 45 Moving Children’s Voices Center Stage Through Storytelling and Story-acting, Writing, and a School Family Library Presenters: RC Aitchison, Bobbie Kabuto, Tara Lencl, Katherine Malmquist, Kathleen Olmstead, and Melissa Wells Room 381B

I. 61 When Phonics Is the Foundation—in a Curriculum of Authentic, Deep Literacy Presenters: Rebecca Cronin, Lucy Calkins, Natalie Louis, and Rachel Rothman-Perkins Room 362DEF

I. 63 Collective Equity: Students Sharing Their Voices and Searching for the Voices of Others, Through Storytelling and Grand Conversations in the Classroom Presenters: Kelsey Corter, Jana Julka, Kara Langer, and Janet Rhi Room 351A

J. 18 “Let’s Play:” Early Learners Develop Language & Literacy and Tell Their Stories Using Digital Tools Presenters: Theresa McGinnis, Cecilia Candreva, and Patricia Reed-Meehan Room 350C

J. 34 Using Language and Literacy as Springboards for Social Action: Read Alouds and Class Conversations as Anti-Bigotry Tools Presenters: David Baksh, Kristin Beers, and Jen McCreight Room 332E
Students’ Language and Voices Raised Through Culturally Sustaining Read Alouds Presenters: Carmen Colon, Mollie Welsh, and Peggy McNamara Room 332F

Reflective Tools for Choosing High Quality Picturebooks in Equitable Classrooms Presenters: Christie Angleton, and Emily Zuccaro Room 343F

SESSION Sat. 2:45 pm – 4:00 pm

Beyond Baseball, Basketball, and Dia de los Muertos: Depicting the Everyday Lived Realities of Diverse Families in Children’s Picturebooks Presenters: Angie Zapata, Karla Moller, Matt de la Pena, Rashin Kheiriyeh, Meg Medina, and Dan Santat Room 362ABC

Every Whispered Voice: Engaging Kindergartners in Critical Literacy Presenters: Elizabeth Berniss, and Vicki Burger Room 370B

Speak Up, Stand Up! Honoring Scholars’ Voices Presenters: Eliza Braden, Jessica Burkett, Valente Gibson, and Sabina Mosso-Taylor Room 361D

Exploring Cultures through Multicultural Children’s Literature: Critical Conversations around Social Issues Presenters: Kaila Ruan, Rachel Snow, and Ebony Tinajero Room 351C

Names Stories, Storygathering, and Family Photo Collages—Practices That Honor Students’ Voices in Culturally Sustaining Ways Presenters: Alicia Boardman, Haydee Dorhn-Melendez, Kerry Eison, Kindel Nash, and Leah Panther Room 360D

Transformational Educators in the Diverse Classroom: Let Your Students’ Voices be Heard! Presenters: Fredeisha Harper, Marisa Frederick and Julie Paul Room 343F

CLOSING KEYNOTE: Sat 4:15-5:30 Room 371 B

Day of Early Childhood Closing Session: Reclaiming Our Voices through Our Stories Presenters: Julia Lopez-Robertson, Jessica Burkett, Maria Del Rocio Herron, and Sabina Mosso-Taylor

Stories are important tools for learning about each other’s lives. An administrator, teacher, literacy coach, and teacher educator working with diverse children and their families describe how they engage and learn from each other, children, and families through story to create more equitable and inspiring learning spaces for children and families.

Poster Session: Writing with Our Voices Rooms 350-360 Prefunction

Day of Early Childhood Business Meeting: Sat 6:00-7:15 Room 371 B

The Early Childhood Assembly provides a home for all who work with young children. We look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.

Early Childhood Get Together: Sat, immediately following the Business Meeting Room 371 B

All are invited and welcomed to fellowship!!