Message from the Leadership

Over the last two years, we have sustained our focus of creating equitable spaces in classrooms and across different contexts for our youngest learners as we collaborated, both nationally and internationally, with colleagues, teachers, families, administrators, conference attendees, and readers of our publications. Our individual, yet collective voices demanded that attention be given to the complex differences and commonalities among and across cultural, racial, linguistic, and ethnic groups, and that our actions supported equitable practices for all children. We asked ourselves and others to take actions to dismantle systematic, institutional practices that distorted or omitted the lived experiences of Black and Brown children and to create a broader curricular center, so that all children maintain pride and dignity in their heritages while valuing the lived experiences and heritages of others (Baines, Tisdale, and Long, 2018; Paris and Alim, 2017).

As my tenure as the chair of the Early Childhood Education Assembly (ECEA) comes to an end, I maintain my unwavering commitment to the organization and my goal of making the amazing work that is done in the assembly more visible throughout NCTE. I am confident and assured that the assembly will continue to thrive under the very capable hands of Dr. Sandra Osorio. Sandra is a visionary and will lead the assembly well. Finally, I would like to express my sincere appreciation to an amazing board and the ECEA members for making this a rewarding experience. I look forward to more opportunities as we continue this work.

Thank you Michele for your leadership and service! We look forward to continually learning from and working with you.
A message from our incoming chair, Dr. Sandra Osorio

I am honored to be serving as the ECEA chair this coming year. I have learned so much working with Michele as her co-chair these past couple of years. I look forward to continuing the amazing work on the ECEA as we continue to grow and center our early childhood work at both NCTE and beyond. This year our Day of Early Childhood will be across two days (Friday and Saturday), so I hope you are able to join us for all the amazing presentations and learning experiences. As always, we value your insight so please do not hesitate in getting involved. The ECEA is here to support the amazing work you are all doing!

PDCRT UPDATES

The Professional Dyads and Culturally Relevant Teaching (PDCRT) is committed to humanizing pedagogy with a focus on challenging and changing social inequities specifically in literacy education. The project consists of teacher and teacher-educator teams (dyads) collaborating to develop culturally relevant literacy practices in diverse early childhood classrooms.

Announcing the 2019-2021 PDCRT Cohort IV

Ms. Terri Washington & Dr. La Shaunda Evans
A.J. Lewis Greenview Elementary School Columbia, South Carolina

Ms. Noelle Mapes & Dr. Detra Price-Dennis
P.S. #142 New York City, NY
Teachers College, New York, NY

Ms. Jennifer Gonzalez, Ms. Valeria Nieto, and Dr. Tim Kinard
San Marcos Consolidated Independent School District, San Marcos, TX
Texas State University, San Marcos, TX

Mr. Rodrick Peele & Ms. Xiomara Flowers
Northern Parkway Elementary, Uniondale, NY
Queens College-New York, NY

Ms. Lisa Fisher & Dr. Kara Taylor
Ernie Pyle # 90 Indianapolis Public Schools, Indianapolis, IN
Indiana University Purdue University (IUPUI) - Indianapolis, IN

Ms. Alice Ensley & Dr. Sanjuana Rodriguez
Dalton Public Schools, Dalton, GA
Kennesaw State University, Kennesaw, GA

WE ARE LOOKING FORWARD TO LEARNING FROM YOUR COLLABORATIONS!
PDCRT collaborations have the power to transform classroom practice and inform current and future teachers and teacher educators! Be on the lookout for these two special publications based on the Early Childhood Assembly’s PDCRT.

Special Issue of Urban Education- Teaching as emancipatory practice: Professional partnerships enacting culturally relevant work, edited by Haeny Yoon, Michele Myers & Dinah Volk.

PDCRT participants from Cohort II interrogate their professional partnerships as they explore culturally relevant literacy practices in early childhood; challenging traditional school-university relationships; disrupting systems of power, privilege, and white supremacy; and foregrounding the emancipatory principles of Afrocentric practice. Article authors include Roberta Price Gardner, Sandra Osorio, Sara Carrillo, and Rachel Gilmore, (re)membering the past and helping children (re)member theirs; Haeny Yoon and Carmen Llerena, drawing on their histories of immigration to teach as they became friends in difficult times; Nancy Valdez-Gainer and Jesse Gainer, exploring their shifting expertise and communal responsibility in a storytelling curriculum; Janelle Henderson and Tasha Tropp Laman, sharing their conversations about race in inquiries with the children; and Shashray McCormack, who writes about “releasing the backpack of whiteness” to own her brilliance and that of her students. The issue also includes a review of Baines, Tisdale, and Long’s 2018 book.


This book features research and ideas generated from teacher-teacher educator partnerships within PDCRT participants from Cohort 1 including Alicia Arce-Boardman, Bilal Polosn, Chinyere Harris, Crystal Glover, Kindel Nash, Patricia Pina, Julia Lopez-Robertson, Mary Jade Haney and ECEA Board Members Dinah Volk and Erin Miller. The book will be published in 2020 as part of the NCTE/Routledge Research Series, edited by Susi Long and Valerie Kinloch. In their series foreword for the book, Long & Kinloch thoughtfully note, “In a world that is far from post-colonial as its institutions continue to be dominated by colonial European thought, the book provides background, motivation, and specific classroom examples for teachers, administrators, and teacher educators willing to change the long-held status quo.”

Annual Dues:
$10/Teacher membership
$10/Student membership
$15/Regular membership
Teachers receive 1st year membership for $1.

Lifetime Dues:
$80/NCTE members
$60/Teachers

Visit the ECEA Website
https://www.earlychildhoodeducationassembly.com
Select the membership link.
Dr. Tamara Spencer
2019 Early Literacy Educator of the Year

Dr. Tamara Spencer is an associate professor in the Justice, Community and Leadership Program/Teacher Education Department and Associate Dean in the Kalmanovitz School of Education at Saint Mary’s College of California. Her research is shaped by her experience as an early childhood educator in Philadelphia and New York City. She has served as an academic leader and teacher for over two decades, with a deep commitment to addressing the relationship between equity and pedagogy in early childhood language and literacy development. Her research identifies significant gaps between young children’s demonstrated competency in literacy and what is assumed about them as learners in school. She has been published in a variety of venues, such as: Language Arts, Young Children, Contemporary Issues in Early Childhood, Complementary Methods for Research in Education, and the Handbook of Early Childhood Literacy. Dr. Spencer translates her research into public awareness, publishing commentary that disrupts assumptions about children’s so-called deficits or the troubling consequences of the “academic” early childhood movement for children of Color. Her most recent research project provides early career support to teachers by using children’s literature to inform anti-racist pedagogy.

Wanda Jaggers
2019 Vivian Vasquez Teacher Scholarship

Wanda Jaggers is a Grade 1 teacher in Louisville, Kentucky. Wanda has participated in Kentucky Reading and Kentucky Writing Projects. Wanda is also a member of the Professional Dyads and Culturally Relevant Teaching, a national project sponsored by NCTE. In her first grade classroom, Wanda is committed to student success both inside of the classroom and in life. Wanda teaches hands on project-based learning that encourages students to find their voice and agency through all content areas. She believes that student success is promoted through meaningful relationships with students and their families. Currently in her sixth year of teaching, she has served as a mentor for future teachers, presented at workshops across the country and created reading curriculum
that focuses on students’ backgrounds. She serves in her community by volunteering with local organizations. Wanda Jaggers commits herself wholeheartedly to both her students and community, and believes every child can succeed when they are given the right tools and opportunities.

Valente’ Gibson
2019 Social Justice Award

Mr. Valente’ Gibson, just in his third year as a classroom teacher, has focused on the brilliance of Black students and their families as an anti-racist pedagogue. He has also offered his students opportunities to participate in civic-minded education by constantly using a number of culturally sustaining pedagogical moves. On any given day, one might hear Valente’ seamlessly integrating historical and contemporary issues, including engagements and lectures around Black Codes and #BlackLivesMatter. He is not afraid to touch on the difficult histories and topics so many teachers shy away from day in and day out. Mr. Gibson is involved in several social justice oriented initiatives efforts. He currently serves as the Center for the Education and Equity of African American Students (CEEAAS) model teacher. This means Valente’ serves as a model teacher for showcasing exemplary educational practices for African American children via collaboration with public schools, colleges, and universities. He is a pivotal member of Jackson Creek Elementary Culturally Relevant Teaching cohort. He is a participant of Project CHAANGE (Counternarratives for the History of African Americans Needing and Getting Emancipated). Mr. Gibson also serves on the Richland 2 School District’s TEACH to Lead Committee that honors the leadership qualities of teachers around the district. Valente’ has used this opportunity to work with both district level leaders and administration to design curriculum for schools.
Call for Manuscripts

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: June 1, 2020 at 11:59PM
It’s the start to a busy school year. Like many primary grade teachers, I (Wanda) spend the first few weeks implementing engagements that foster getting to know our classmates and classroom routines. We learn each other’s names, create heart maps of our interests for writing, listen to stories that highlight identity, and begin to build a community of learners based in emancipatory and culturally sustaining pedagogies. This way of teaching invites children’s lives and experiences into the curriculum, affirms who they are as individuals, recognizes the significance of race and culture in learning, and anchors instruction in critical practices. One important classroom routine to build a communal sense of learning is our interactive read aloud. In an interactive read aloud, I regularly stop reading the story to offer my own thinking, ask questions, and engage the children in conversation. I think it is important for students to have many opportunities to talk, generate new ideas and make their thinking visible. To support these conversations, reading texts where young learners see themselves, or as Rudine Sims-Bishops says reading books that are “mirrors” for children is essential as we explore concepts of identity and culture.

One morning, I introduced students to Where Are You From? by Yamile Saied Mendez. A young girl, faced with the question, “No, where are you really from?” turns to her abuelo for insights. This story enables listeners and readers to create connections, whether you’re six or twenty-six. When you see your story, share that story with others and hear others’ connections and stories, it’s a magical time. I previewed the book by first sharing with the children that when I read the book, I began to think about my own family. I then explained that everyone is from somewhere, everyone has things that make them happy, make them laugh, and sometimes people have differences. We generated a list of where we were from: “Louisville, 18th street, Earth, Kentucky” were some of the ideas we came up with. I then read the story and as I read, I stopped and I explained that “abuelo” means grandfather. Students eagerly shared what they call their grandparents—“papaw, pop, granddad, mawmaw, nanny, noonoo.” One student commented that everyone didn’t
use the same names but we still knew they were talking about their grandparents. After finishing the story, we referred back to our initial list of where we were from. This time my students were not focused on geographic locations, but familial locations such as “my mom’s heart, God, nice people, a nice place.” Our board was full!

From there, students wrote on notecards about where they were from, including details and why this was an important place. We linked all the sentences together to make a class poem. In doing this activity, we noticed that we had shared backgrounds and experiences; thus, creating relationships with each other and building a community of learners that serves as a foundation for our classroom community. Launching our year with literacy engagements that focus on identity, names, race, and culture enable my students to build on and expand their sense of self, concepts of belonging, and learning as a communal enterprise.

New Call for Papers
Occasional Paper Series #44- Bank Street College of Education
Having Difficult Conversations with Children’s Literature

Literature written for children involves a wide range of topics and representations, including things such as same sex families, poverty, homelessness, racism, and war. Teachers have long recognized literature as foundational to helping children navigate complex social, cultural, and emotional worlds. Experiences that may be confusing, frightening, or sensitive can produce a range of challenges and hurdles for children both in the classroom and in the larger world. Teachers often feel unprepared, unsupported, or fearful of addressing these experiences and may need help envisioning how they might open up these topics with children. In this issue of the Occasional Paper Series, we invite teachers to share their stories of using children’s literature to talk about difficult topics in the classroom. Manuscripts due January 31, 2020.
For more information: https://www.bankstreet.edu/research-publications-policy/occasional-paper-series/call-for-papers-44/
Our members continue to share their knowledge and expertise across various educational communities. Here is a snapshot of some our work!


Thiel J., & Hofsess, B. (2019). Digressive methodologies: Inviting the aesthetic and material into the phenomenological. *Qualitative Inquiry*.


Early Childhood Opening Session
Fairy Tale & Fractures Fairy Tale Connections for Today's Diverse Classroom
E.45 / Friday, November 22, 2019 / 9:30AM-10:45AM

Ashley Franklin
African-American Muslim author and adjunct college instructor
NO QUITE SNOW WHITE

Josh Funk
Author
IT'S NOT A FAIRY TALE series

Tara Lazar
Author
LITTLE RED GLIDING HOOD

Laura Murray
Author and former teacher
GINGERBREAD MAN LOOSE IN THE SCHOOL series

Jamilah Thompkins-Bigelow
Author
MOMMA'S KHIMAR

Character & culture diverse
Fairy Tales and Fractures
Fairy Tales can serve as inspiration and educational mentor texts. They are ripe for creative curriculum connections, including fun, hands-on lessons and activities in STEM, literacy and writing, social studies, and art opportunities for students.

Please join us for the ECEA Business Meeting
Saturday, November 23rd
6:00pm-7:15pm
Rm 328
Social Justice in the Classroom: Strategies and Tactics

Teachers at various levels share ways to confront topics of social justice and forcefully engage politics in the classroom.

Chair and Presenter: Reshma Ramkellawan-Arteaga
Rutgers, State University of New Jersey, New Brunswick

4:15-5:30PM
NOV 23, SAT 2019
Room 301

Presenters:
Jacobe Bell
Teachers College, Columbia University, New York, NY
Brandon Sams
Iowa State University, Ames
Mike Cook
Auburn University, AL
Tara Nappi
The American School of Madrid
Kisha Porcher
Rutgers, State University of New Jersey, New Brunswick
Colleen Rodgers
Teach for America, New Hampton, NY
Shelly Melchior
University of Alabama, Tuscaloosa
Sara Young
Worcester State University, MA
### 2019 NCTE ANNUAL CONVENTION

#### ECEA Sessions / Nov. 21-24, 2019 / Baltimore, MD

**Thursday, November 21, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
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| **9:30 a.m. - 10:45 a.m.** | • Nurturing the Spirit of Inquiry through Strategic Classroom Design: Structures and Processes that Support Curiosity, Mindfulness, and the Belonging of All Learners  
• A Shared Journey of Inquiry: An exciting student-initiated 2nd grade inquiry project  
• Play and Arts Based Literacy  
• Inviting Culturally Relevant/Sustaining Practices in Elementary Classrooms | 301, 302, 303, 305 |
| **11:00 a.m. - 12:15 p.m.** | • Genius Hour in the Elementary Classroom: Voice, Choice, and the Authentic Writing Process  
• Misreading the Science of Reading | 304, 306 |
| **1:00 p.m. - 2:15 p.m.** | • Cultures of Reading  
• Picture Books That Feature Mindfulness Elements: Two Literacy Educators’ Inquiry | Ballroom I & III, 305 |
| **2:30 p.m. - 3:45 p.m.** | • Critical Literacies in Classroom Settings  
• Race in Early Childhood Literature and Fostering Discussion  
• Exploring Race, Ethnicity, and Culture in Youth and Children’s Literature  
• Inquiry in the Outdoors: Place-Based Writing as an Avenue for Authentic Research  
• MOVING A SCHOOL TOWARDS SOCIAL JUSTICE THROUGH DEEP EXPLORATIONS OF PICTUREBOOKS  
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<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
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| 9:30 a.m. - 10:45 a.m. | At the Small Group Table with Our Earliest Readers: What’s Appropriate, Effective, and Joyful?  
Black Girl Literacies in and out of Classrooms  
Fairy Tale & Fractured Fairy Tale Connections for Today’s Diverse Classroom | 301  
303  
345 |
| 11:00 a.m. - 12:15 p.m. | Validating Home Languages and Literacy Practices  
What Really Matters? The Contribution of Embedded Literacy Methods Courses to Becoming a Teacher  
Becoming Global Citizens: Inquiry into Global Perspectives in the Early Childhood Classroom  
Playing with language: Young children inquiring about language  
Success: Inquiry in Special Education Settings  
Inquiry Through Our Eyes (Pratt Street Lobby East, level 300) | 303  
312  
336  
345  
348  
level 300 |
| 12:30 p.m. - 1:45 p.m. | Inquiry into Equity: Using a Collection of Multicultural Texts Across a New York City District  
Running Records and Miscue Analysis: Limits and Possibilities for Literacy Assessment  
Collaborative Inquiry and Writing as Activism in Elementary Classrooms  
Teaching as Emancipatory Practice: Mutual Mentorships Enacting Culturally Relevant Inquiries in Early Literacy  
Harnessing the Power of Nature to Create a Supportive Environment for Spirited Inquiry (Pratt Street Lobby East, level 300) | 302  
303  
335  
348  
level 300 |
| 2:00 p.m. - 3:15 p.m. | Social Emotional Learning through Literacies  
Transforming Classrooms Into Shared Spaces of Inquiry: Teachers and Students Learning Together  
Writing Inquiry  
Honoring Children: Towards Culturally Sustaining Early Literacy Teaching  
Wired for Inclusion: Exploring How Early Learners Write Themselves into Community through Spirited Inquiries | 301  
303  
310  
319  
348 |
| 3:30 p.m. - 4:45 p.m. | Spirited, Emotional, and Philosophical Literacies  
Play is Inquiry: Creating Spaces for Authentic Literacy Development  
"How Did the Artist Make the Fence Disappear on the Page?": Inviting K-3 Children’s Spirited Inquiries into Mandated Curricula  
Telling A People’s Story: Traveling Museum Exhibit leads to District Wide Inquiry  
Inquiry: Explorations into Curriculum Design to Spur Critical Reading, Writing, Thinking  
Your Story, My Story, Our Story: Picture Books to Explore Community  
Inquiry Starts with Empathy  
Let’s Visit the Pyramids Now: Supporting Inquiry and Curiosity through Virtual Field Trips (Pratt Street Lobby East, level 300) | 301  
302  
306  
317  
328  
330  
350  
level 300 |
### 2019 NCTE ANNUAL CONVENTION

**ECEA Sessions / Nov. 21-24, 2019 / Baltimore, MD**

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**Saturday, November 23, 2019**

<table>
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<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
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| 8:00 a.m. - 9:15 a.m. | Gamers Gotta Play: Minecraft, Roblox, Fortnite, Inquiry, Imagination, and Literacy  
|               | How Can Wordless Picture Books Be Used to Support English Learners in the Elementary Classroom?: Elementary Educators Reflect on How Inquiry Question Will Inform Future Literacy Instruction | 304  
|               | • Pratt Street Lobby East, level 300                                  |                       |
| 11:00 a.m. - 12:15 p.m. | Linking Literacy and STEAM: How Children's Literature Can Provide Opportunities for Transdisciplinary  
|               | Igniting and Fueling Teacher Inquiry in Urban Schools                 | 301  
|               | Inquiry Matters: Growing Beliefs and Practices that Nurture Children’s Hearts, Minds, and Actions | 304  
|               | • 304  
|               | • 305                                                               |                       |
| 12:30 p.m. - 1:45 p.m. | Pushing Forward: Methods for Advocacy of Teachers and Students  
|               | Languages of the Heart: Biliteracy and Culturally Sustaining Teaching Practices  
|               | Kids Can!: Using Student Interests and Choice to Drive Inquiry in the Primary Classroom | 301  
|               | • 304  
|               | • 305                                                               |                       |
| 2:45 p.m. - 4:00 p.m. | Reading and Inquiry: What’s the Hidden Connection?  
|               | Launching Inquiry with Place-based Culturally Relevant Instruction  
|               | Writing Our Multilingual Worlds: Translanguaging and Young Multilingual Students  
|               | Dialogic Discussions with Informational Text in Early Childhood Classrooms | 301  
|               | • 304  
|               | • 305                                                               | 317 |
| 4:15 p.m. - 5:30 p.m. | Social Justice in the Classroom: Strategies and Tactics  
|               | What, No Behavior Chart? Asset-Based Practices for Building an Empowering Literacy Community  
|               | Building Culture & Community of Readers  
|               | Learning as Inquirers: Use Asset-based Inquiry Projects to Empower Young English Learners’ Literacy and STEAM Learning | 301  
|               | • 304  
|               | • 305                                                               | 317 |
|               | • 305                                                               |                       |
**ECEA Sessions / Nov. 21-24, 2019 / Baltimore, MD**

**Sunday, November 24, 2019**

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
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| 9:00 a.m. - 10:15 a.m. | • An Inquiry for Educators: Religiously Diverse Students in your Classroom/School  
• Examining Representations of Whiteness  
• Reading, Writing, and Speaking for Us  
• Creating a Safe Place to Question: Teachers Making Spaces for Meaningful Literacy Practices with Required Texts  
• Supporting Critical Literacy through children’s literature that center immigrant and refugee experiences | 301  
302  
303  
316  
342 |
| 10:30 a.m. - 11:45 a.m. | • Critical Masculinity: Challenging the Representations of Race and Gender in Classroom Spaces  
• Building Communities of Readers and Writers: Fostering Writing and Reading Identities of Teachers and Students  
• Breaking Comfort Zone Barriers: Using Diverse Literature for Inquiry and Joy  
• Equity & Access in Children’s Literature: Pre-Service Teachers’ Inquiry Projects | 302  
303  
309  
316 |