



BUILDING SOLIDARITY ACROSS EDUCATIONAL COMMUNITIES:

CULTIVATING SPACES WHERE STUDENTS THRIVE

A RISE Caribbean Educational Research Conference.

MAY 30 – JUNE 1

*Hosted at the USF College of Education Tampa
campus & Patel College of Global Sustainability*

**FEATURED GUEST AND
RECOMMENDED BOOKS**



PATRIANN SMITH

FORTHCOMING: NOVEMBER, 2023

BLACK IMMIGRANT LITERACIES

INTERSECTIONS OF RACE, LANGUAGE, AND CULTURE IN THE CLASSROOM

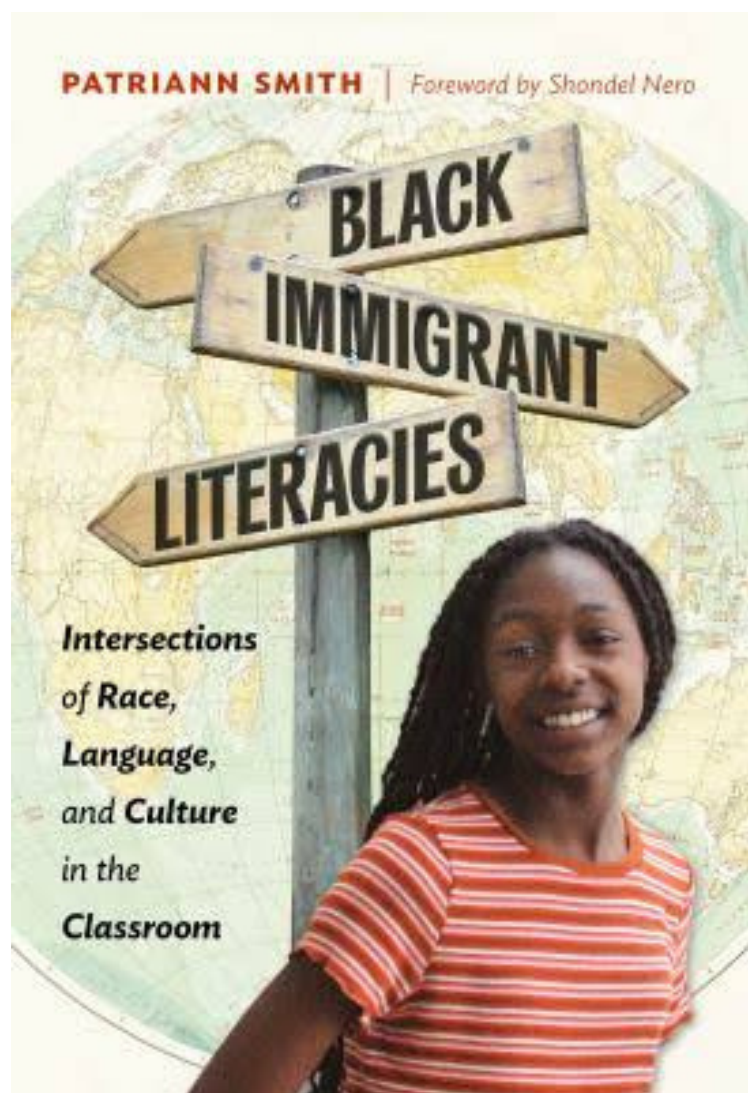
Learn how to center, affirm, and develop Black immigrant literacies in ways that allow all youth to engage with and honor their literacies. This book presents a framework to revolutionize teaching in ways that draw on students' assets for redesigning, rethinking, and reimagining literacy and the English Language Arts curriculum. This novel framework has five mechanisms through which Black immigrant literacies and languaging can be better understood: the struggle for justice, the myth of the model minority, transraciolinguistics, the local-global, and holistic literacies. Presenting authentic narratives of Afro-Caribbean youth, the author describes how teachers and educators can: (1) teach the Black literate immigrant; (2) use literacy and English language arts curriculum as a vehicle for instructing Black immigrant youth; (3) foster relations among Black immigrants and their peers through literacy; and (4) connect parents, schools, and communities. The text includes lesson plans, instructional modules, and templates that range in their focus from K-12 to college.

"Smith proffers a nuanced and rigorously researched Black Immigrant Literacies framework to provide an avenue to centralize race in the teaching of Black immigrant youth, and to give them an opportunity to thrive....She speaks to every audience that has a role in the education of Black youth—teachers, parents, peers, community members, administrators, policymakers....This book invites you into the conversation with honesty, grace, and love."

—From the Foreword by Shondel Nero, New York University

BOOK FEATURES:

- Details how teachers, curriculum, and instruction can benefit from understanding the experiences of Black immigrant students, and how that experience differs from other Black American students.
- Highlights authentic narratives that center the holistic voices of Afro-Caribbean immigrant youth from Jamaica and the Bahamas.
- Demonstrates how students grapple with racialization, becoming immigrants, and the responses of others to their use of Englishes in the United States.
- Offers research-based methods for teaching all students to draw on their metalinguistic, metacultural, and metaracial understandings in literacy and ELA classrooms.
- Presents concrete strategies for supporting Black immigrant populations in establishing and sustaining a sense of community across linguistic, cultural, and racial contexts.



176 PAGES
PAPERBACK, \$39.95,
HARDCOVER, \$120.00,
EBOOK, \$39.95,



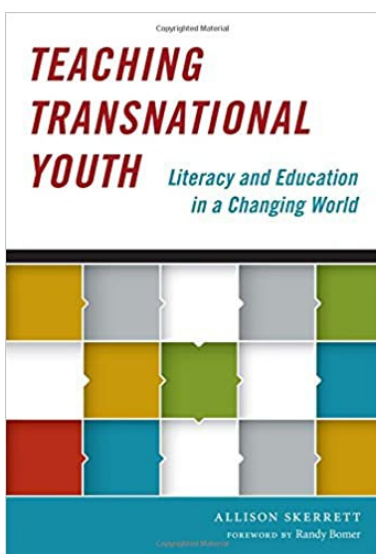
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ALLISON SKERRETT

TEACHING TRANSNATIONAL YOUTH LITERACY AND EDUCATION IN A CHANGING WORLD

This is the first book to specifically address the needs of transnational youth, a growing population of students who live and go to school across the United States and other nations including Mexico and different Caribbean islands. The author describes a coherent approach to English language arts and literacy education that supports the literacy learning and development of transnational students, while incorporating these students' unique experiences to enrich the learning of all students. Drawing from exemplary teachers' classroom practice and research-based approaches, the book demonstrates how teachers can engage with transnationalism to reap the unique and significant benefits this phenomenon presents for literacy education. These benefits include a deeper appreciation of cultural and linguistic diversity, an increased awareness of world citizenship, and the development of globally informed ways of reading, writing, investigating, and thinking.



Book Features:

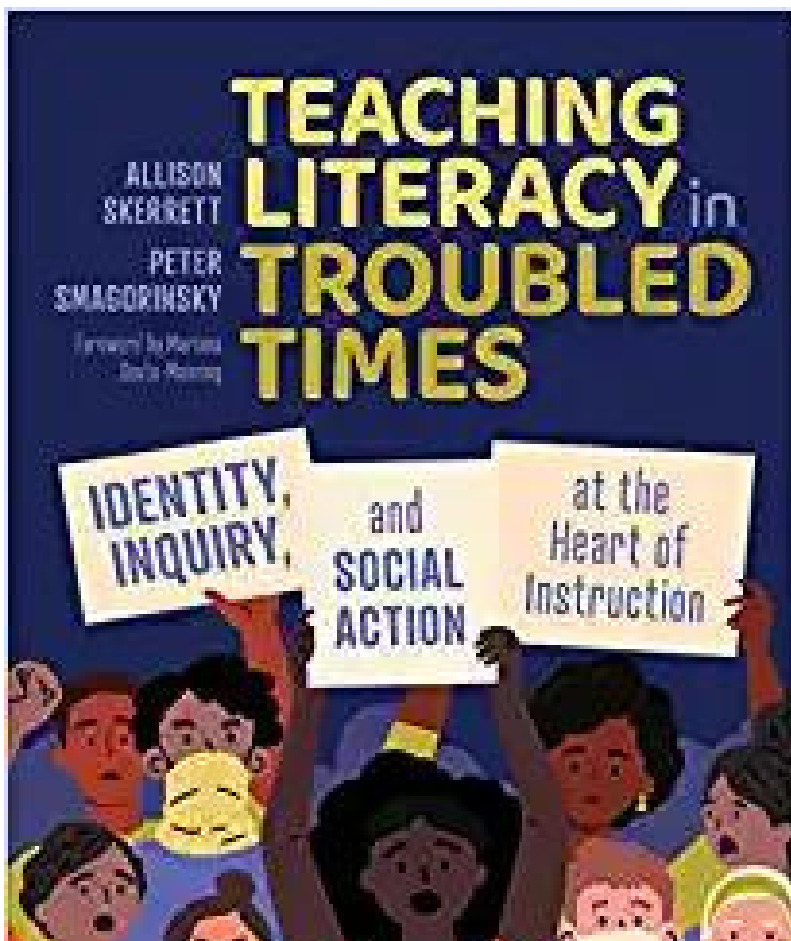
- Describes a comprehensive approach to literacy education that is more inclusive, productive, and powerful for all students.
- Shows teachers how attending to transnationalism can fit within and enhance the work they already do with all of their students.
- Includes learning activities that align with best practices for building multicultural, multilingual, and other forms of border-crossing knowledge and skills.
- Includes specific strategies teachers can use to address the unique challenges that transnationalism poses, such as extended absences from the classroom.

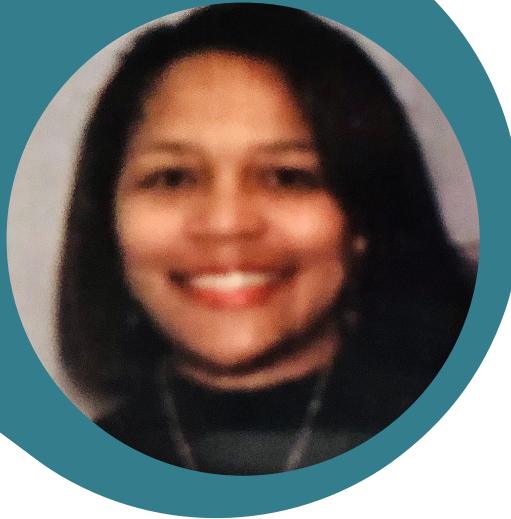
TEACHING LITERACY IN TROUBLED TIMES

IDENTITY, INQUIRY, AND SOCIAL ACTION AT THE HEART OF INSTRUCTION

BY: ALLISON SKERRETT & PETER SMAGORINSKY

Engage your students in critical thinking, literacy activities, and inquiry using as a springboard the personal and social issues of pressing importance to today's students.





ARLETTE WILLIS

AFFIRMING BLACK STUDENTS' LIVES AND LITERACIES

BEARING WITNESS

BY ARLETTE INGRAM WILLIS, GWENDOLYN THOMPSON MCMILLON & PATRIANN SMITH

Drawing on the authors' experiences as Black parents, researchers, teachers, and teacher educators, this timely book presents a multipronged approach to affirming Black lives and literacies. The authors believe change is needed—not within Black children, but in the way they are perceived and educated, particularly in reading, writing, and critical thinking across grade levels. To inform literacy teachers and school leaders, the authors provide a conceptual framework for reimagining literacy instruction based on Black philosophical and theoretical foundations, historical background, literacy research, and authentic experiences of Black students. This important book includes counternarratives about the lives of Black learners; research conducted by Black scholars among Black students; examples of approaches to literacy with Black children that are making a difference; conversations among literacy researchers that move beyond academia; and a model for engaging all students in literacy. *Affirming Black Students' Lives and Literacies* advocates for adopting a standard of care that will improve and support literacy achievement among today's Black students by rejecting deficit presumptions and embracing the fullness of these students' strengths.

AFFIRMING BLACK STUDENTS' LIVES & LITERACIES

Bearing Witness

Arlette Ingram Willis
Gwendolyn Thompson McMillon
Patriann Smith

BOOK FEATURES:

- A counternarrative of Black literacy history, lives, and learners.
- Narrative examples of Black literacy scholarship, by Black scholars who embrace their faith-walk as an integral part of their holistic approach to literacy teaching and learning.
- Discussion questions to spur conversations among school administrators, parents/caregivers, politicians, reading researchers, teacher educators, and classroom teachers.
- An array of extant Black scholarship that should inform literacy praxis and research.
- A conceptual framework, CARE, that is applicable for all learners with a focus on Black literacy learners.

FORTHCOMING: PRE-ORDER AVAILABLE

ANTI-BLACK LITERACY LAWS AND POLICIES

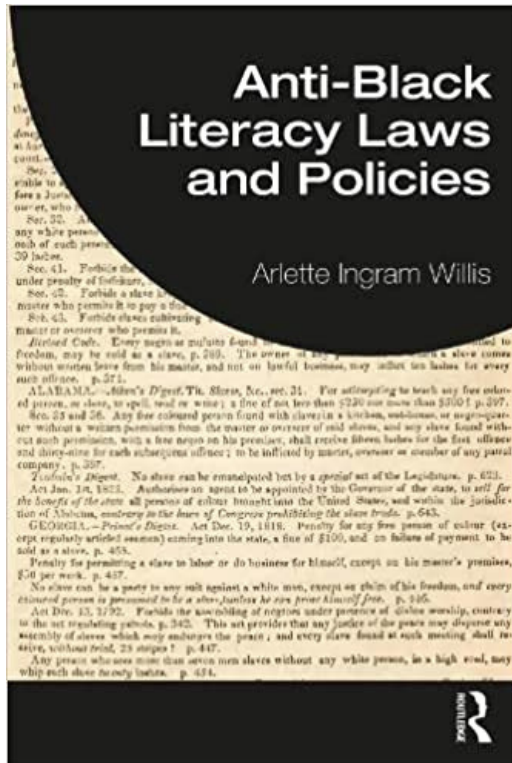
BY ARLETTE INGRAM WILLIS

A COUNTERNARRATIVE

This groundbreaking book uncovers how anti-Black racism has informed and perpetuated anti-literacy laws, policies, and customs from the colonial period to the present day. As a counternarrative of the history of Black literacy in the United States, the book's historical lens reveals the interlocking political and social structures that have repeatedly failed to support equity in literacy for Black students. Arlette Ingram Willis walks readers through the impact of anti-Black racism's impact on literacy education by identifying and documenting the unacknowledged history of Black literacy education, one that is inextricably bound up with a history of White supremacy.

Willis analyzes, exposes, illuminates, and interrogates incontrovertible historical evidence of the social, political, and legal efforts to deny equal literacy access. The chapters cover an in-depth evolution of the role of White supremacy and the harm it causes in forestalling Black readers' progress; a critical examination of empirical research and underlying ideological assumptions that resulted in limiting literacy access; and a review of federal and state documents that restricted reading access for Black people. Willis interweaves historical vignettes throughout the text as antidotes to whitewashing the history of literacy among Black people in the United States and offers recommendations on ways forward to dismantle racist reading research and laws.

By centering the narrative on the experiences of Black people in the United States, Willis shifts the conversation and provides an uncompromising focus on not only the historical impact of such laws and policies but also their connections to present-day laws and policies. A definitive history of the instructional and legal structures that have harmed generations of Black people, this text is essential for scholars, students, and policymakers in literacy education, reading research, history of education, and social justice education.



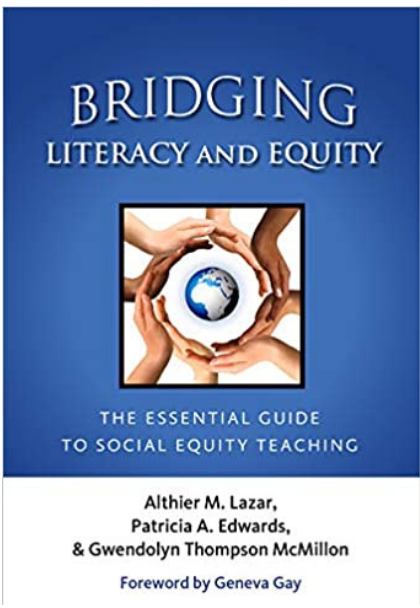


GWENDOLYN MCMILLION

BRIDGING LITERACY AND EQUITY

THE ESSENTIAL GUIDE TO SOCIAL EQUITY TEACHING

BY ALTHIER M. LAZAR, PATRICIA A. EDWARDS & GWENDOLYN THOMPSON MCMILLON



Bridging Literacy and Equity synthesizes the essential research and practice of social equity literacy teaching in one succinct, user-friendly volume. Chapters identify six key dimensions of social equity teaching that can help teachers see their students' potential and create conditions that will support their literacy development. Serving students well depends on understanding relationships between race, class, culture, and literacy; the complexity and significance of culture; and the culturally situated nature of literacy.

It also requires knowledge of culturally responsive practices, such as collaborating with and learning from caregivers, using cultural referents, enacting critical and transformative literacy practices, and seeing the capacities of English language learners and children who speak African American Language.

CHANGE IS GONNA COME

TRANSFORMING LITERACY EDUCATION FOR AFRICAN AMERICAN STUDENTS

BY PATRICIA A. EDWARDS, GWENDOLYN THOMPSON MCMILLON & JENNIFER D. TURNER

While many books decry the crisis in the schooling of African American children, they are often disconnected from the lived experiences and work of classroom teachers and principals. In *Change Is Gonna Come*, the authors look back to go forward, providing specific practices that K-12 literacy educators can use to transform their schools.

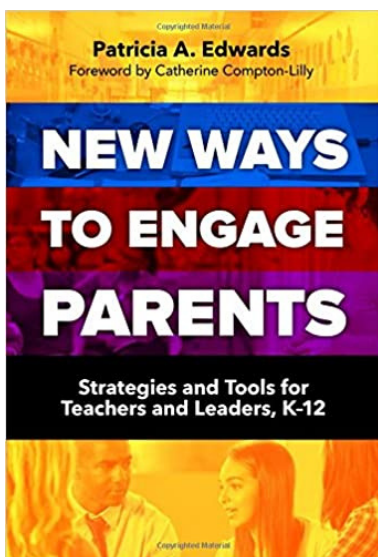


The text addresses four major debates: the fight for access to literacy; supports and roadblocks to success; best practices, theories, and perspectives on teaching African American students; and the role of African American families in the literacy lives of their children. Throughout, the authors highlight the valuable lessons learned from the past and include real stories from their own diverse family histories and contemporary classrooms.



PATRICIA EDWARDS

NEW WAYS TO ENGAGE PARENTS **STRATEGIES AND TOOLS FOR TEACHERS AND LEADERS, K-12**



Just as populations change, ideas about how to encourage and work with parents also need to evolve. This practical resource by bestselling author Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome, encourage, and involve parents. Enacting these types of practices requires a special kind of commitment from teachers and school leaders, which often coincides with a particular kind of mindset about families and one's responsibility to engage them. Educators often develop this mindset as they deepen their understanding of families, literacy/language, culture/race/class, and themselves. Edwards pulls these understandings together and presents them in a straightforward, concise, and easy-to-use guide that is perfect for professional learning communities and teacher preparation courses. *New Ways to Engage Parents* is essential reading for all educators who care deeply about working with a wide range of parents in today's schools.

BOOK FEATURES:

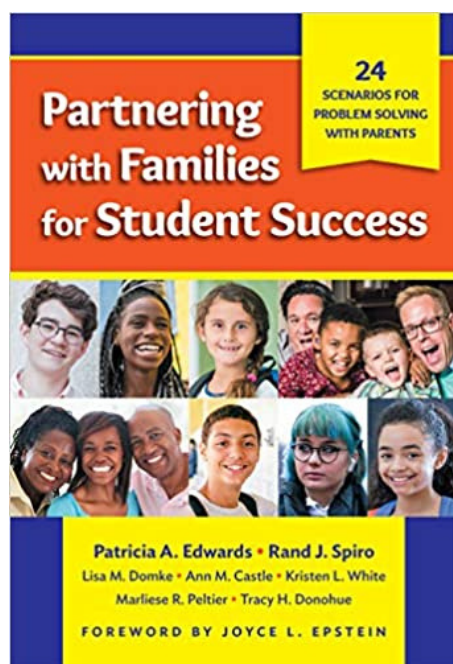
- A clear view of the changing community demographics and what that means for teachers and administrators.
- Strategies for communicating with parents, including the use of technology.
- The best times to make contact with parents.
- Examples of how to bring parents together for meaningful activities.
- The importance of understanding parental constraints and the need to meet them halfway.
- Approaches for overcoming "school ghosts" as well as negative histories and perceptions in the community.
- Additional resources available online, including an extended example of a parent-teacher-student conference

PARTNERING WITH FAMILIES FOR STUDENT SUCCESS

24 SCENARIOS FOR PROBLEM SOLVING WITH PARENTS

**BY PATRICIA A. EDWARDS, RAND J. SPIRO, LISA M. DOMKE, ANN M. CASTLE,
KRISTEN L. WHITE, MARLIESE R. PELTIER & TRACY H. DONOHUE**

This book helps teachers gain confidence and build sensitivity when interacting with caregivers and families who speak different languages and may come from different cultural, racial, and social backgrounds. By presenting various scenarios, the authors invite readers to reflect on issues they will face as practicing teachers in classrooms and across school districts. Chapter modules cover common challenges teachers face in a variety of situations, including conducting honest parent-teacher conferences, dealing with discipline issues, responding to confrontational parents, and educating neurodiverse students. Each module includes questions, worksheets, and background information for developing asset-based approaches, and each explores more than one solution to the challenges presented. This essential resource shows teachers how to consider caregivers' and students' underlying needs so they can better shape responses to the unique, changing situations in which they find themselves.



BOOK FEATURES:

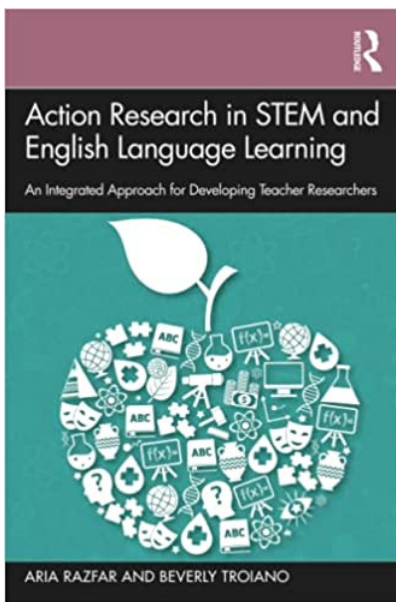
- Suggests strategies for navigating a variety of challenging situations teachers may face in working with caregivers to support students.
- Employs co-author Dr. Rand Spiro's Cognitive Flexibility Theory to help teachers build a repertoire of flexible responses to the many variations of caregiver situations that will arise.
- Offers a format designed so that readers can practice how to select, adapt, and combine knowledge to fit their unique situations and experiences with families.



ARIA RAZFAR

ACTION RESEARCH IN STEM AND ENGLISH LANGUAGE LEARNING

BY ARIA RAZFAR & BEVERLY TROIANO



Responding to the linguistic and cultural diversity of the U.S. K-12 student population and an increasing emphasis on STEM, this book offers a model for professional development that engages teachers in transformative action research projects and explicitly links literacy to mathematics and science curriculum through sociocultural principles. Providing detailed and meaningful demonstrations of participatory action research in the classroom, Razfar and Troiano present an effective, systemic approach that helps preservice teachers support students' funds of knowledge. By featuring teacher and researcher narratives, this book centers teacher expertise and offers a more holistic and humanistic understanding of authentic and empathetic teaching.

Focusing on integrating instructional knowledge from ESL, bilingual, and STEM education, the range of cases and examples will allow readers to implement action research projects in their own classrooms. Chapters include discussion questions and additional resources for students, researchers, and educators.

APPLYING LINGUISTICS IN THE CLASSROOM

A SOCIOCULTURAL APPROACH

BY ARIA RAZFAR & JOSEPH C. RUMENAPP

Making linguistics accessible and relevant to all teachers, this text looks at language issues in the classroom through an applied sociocultural perspective focused on how language functions in society and in schools—how it is used, for what purposes, and how teachers can understand their students' language practices. While touching on the key structural aspects of language (phonetics, phonology, morphology, and syntax), it does not simply give an overview, but rather provides a way to study and talk about language.

Each chapter includes practical steps and suggests tools for applying different kinds of linguistic knowledge in classrooms. The activities and exercises are adaptable to elementary or high school settings. Many examples focus on the intersection of math, science, and language. Teacher case studies show how real teachers have used these concepts to inform teaching practices. Given the increasing use of multimedia resources in today's schools, multiple mediums are integrated to engage educators in learning about language. The Companion Website provides a multitude of relevant resources that illustrate the diversity of language functions and debates about language in society.



APPLYING LINGUISTICS IN THE CLASSROOM

A Sociocultural Approach

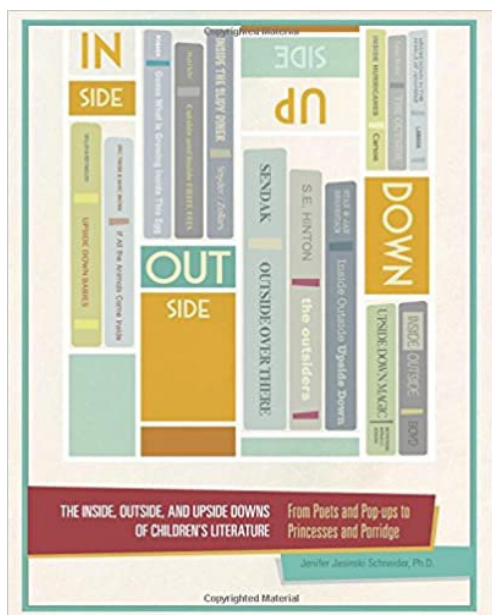
ARIA RAZFAR
JOSEPH C. RUMENAPP





JENIFER SCHNEIDER

THE INSIDE, OUTSIDE, AND UPSIDE DOWNS OF CHILDREN'S LITERATURE FROM POETS AND POP-UPS TO PRINCESSES AND PORRIDGE



The Inside, Outside, & Upside Downs of Children's Literature is a groundbreaking text in which Jenifer Jasinski Schneider explores current issues in children's and young adult literature through extended discourse and integrated digital resources. Although many children's literature textbooks are organized by genre and written just for teachers, this book targets all audiences who have personal, professional, or peripheral interests in what children and young adults read, why they read, and how books work.

Using a straightforward approach to analysis and written with a critical view of a \$4-billion-a-year industry, Jenifer Jasinski Schneider examines children's literature as a collection of texts that socialize youth, politicize identity, represent history, and become art. This book is relevant for anyone who wants to understand the value of children's literature across political, financial, cultural, educational, and social borders.



JIAN WANG

PAST, PRESENT, AND FUTURE RESEARCH ON TEACHER INDUCTION **AN ANTHOLOGY FOR RESEARCHERS, POLICY MAKERS, AND PRACTITIONERS**

BY JIAN WANG SANDRA J. ODELL & RENEE T. CLIFT

This anthology on teacher induction research is intended for researchers, policy makers, and practitioners in the field of teacher induction both nationally and internationally. This book is the final and major project of the Association of Teacher Educators' (ATE) Commission on Teacher Induction and Mentoring. Its importance is derived from three sources: (1) careful conceptualization of teacher induction from historical, methodological, and international perspectives; (2) systematic reviews of research literature relevant to various aspects of teacher induction including its social, cultural, and political contexts, program components and forms, and the range of its effects;

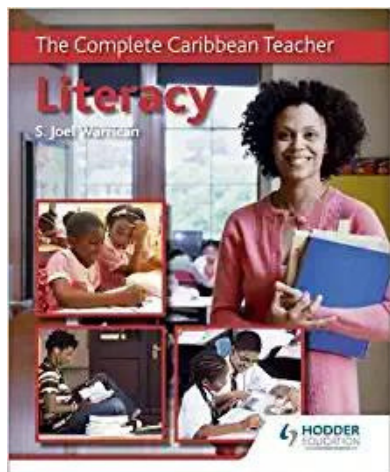
(3) substantial empirical studies on the important issues of teacher induction with different kinds of methodologies that exemplify future directions and approaches to the research in teacher induction. The content of the book has direct implications for ATE's membership since part of the ATE mission is to provide opportunities for personal and professional growth of the Association membership whether members are researchers, policy makers, or practitioners in teacher learning and/or teacher induction.





S. JOEL WARRICAN

COMPLETE CARIBBEAN TEACHER: LITERACY



Confidently face the unique challenges of literacy development in the Caribbean region with this literacy methodology text presenting accessible guidance, best-practice approaches and clear advice on strategy.

Develop your craft as a literacy practitioner, whether you are a teacher in training or a practising teacher, using traditional approaches emphasising best practice as well as alternative and non-traditional approaches to expand your repertoire.

- **Bring teaching theory to life with helpful guidance for translating theory into practice in the classroom.**
- **Immediately understand and benefit from advice with accessible explanations and easy-to-read guidance.**
- **Expand knowledge and skills further with additional web support for practising teachers, trainee teachers and lecturers at literacy.exintra.net/**



COREEN LEACOCK

RESEARCH METHODS FOR INEXPERIENCED RESEARCHERS
GUIDELINES FOR INVESTIGATING THE SOCIAL WORLD

BY COREEN J. LEACOCK, S. JOEL WARRICAN & GERALD ST C. ROSE

Research Methods for Inexperienced Researchers: Guidelines for Investigating the Social World demystifies the research process for students, teachers and members of the public and private sectors and just about anyone needing to access and analyse information. Presented in an easy-to-follow format, this timely and practical 'how to' guide will help the most novice of researchers. From the initial research idea to the final report, the student and general user alike will find this volume indispensable. Covering all aspects of research from the sources of information,

to the collecting, compiling and analysing of material, the theoretical and practical aspects of research are easily accessible to users at all levels. Straightforward, free of jargon and copiously enhanced with over 40 illustrative figures, **Research Methods** is an information-packed handbook for the information age.

