

CELT ANNUAL MEETING AND SOCIALS

@ NCTE 2026 Annual Convention, Philadelphia, PA

Saturday, November 21, 2026, 7-10pm

Room 201-AB in Pennsylvania Convention Center

New Member Presentations

"Caught Between Compliance and Conviction: An Autoethnography of Literacy Coaching Under Science of Reading Mandates"

Meghan Valerio, PhD
Adjunct Assistant Professor
School of Inclusive Teacher Education
BGSU College of Education and Human Development

This ongoing autoethnographic study examines the tensions experienced by a district literacy coach navigating Science of Reading informed mandates and curriculum implementation in an Ohio public school district. Drawing on reflective field notes and documented experiences from coaching conversations, professional learning, and instructional meetings, the study investigates how the coach negotiates competing expectations for policy compliance, teacher agency, and literacy instruction aligned with professional convictions. The ongoing analysis explores the emotional labor of mediating policy and practice, efforts to rebuild teacher trust and instructional agency, and competing understandings of literacy and instructional fidelity. By positioning the literacy coach as both an implementer of reform and a critical participant in its enactment, this study seeks to contribute to literacy teacher education conversations about instructional leadership, educator identity, and the complexities of translating policy into classroom practice.

"When Books Come Home: Picturebooks, Translanguaging, and Multimodal Literacy"

Dr. Rong Zhang (she/her/hers)
Assistant Professor
Department of Child Development, Literacy, and Special Education, Reich College of Education
Appalachian State University

This qualitative study examines how multilingual families engage with picturebooks at home through translanguaging, multimodal interaction, and culturally grounded meaning-making. Drawing on family interviews, questionnaires, reading recordings, and artifacts, the presentation highlights how home literacy practices support children's emerging bilingual and multimodal literacies while challenging deficit views of multilingual families.

See You There!