

# TCTELA 2026 CONFERENCE PROPOSAL SUBMISSION GUIDE



# *The Call for Proposals*



**Eva Goins, TCTELA President**

The Texas Council of Teachers of English Language Arts (TCTELA) is delighted to announce our upcoming conference, where we will explore the deep connections between literacy and the stories that shape who we are. With the theme "Historias: Literacy Living Within Us," we will celebrate how storytelling and literacy influence our identities. Join us as we come together to inspire and transform the foundation of literacy education.

In today's diverse educational landscape, it's crucial to recognize that every student has a story that shapes their learning. Let's celebrate the power of storytelling to foster empathy and connection. By embracing the diverse languages spoken across Texas, we honor that every story deserves to be known. As educators, it's our responsibility to adapt our approach, ensuring that all voices are heard and every student's success is supported.

Our conference will provide a platform for educators to share their expertise, exchange ideas, and inspire one another to elevate literacy instruction to new heights. Whether you're an experienced educator with innovative strategies to share or a researcher exploring groundbreaking approaches, we welcome your insights and contributions.

We invite proposals that address, but are not limited to, the following areas:

- Multilingual instructional strategies and translanguaging practices
- Utilizing the power of story to enhance literacy development
- Culturally responsive teaching practices in literacy
- Integrating technology to enhance literacy learning
- Promoting critical literacy and social justice in the classroom
- Differentiated instruction to meet the diverse needs of learners
- Assessing and evaluating literacy skills effectively
- Building literacy communities and fostering a love for reading and writing

**Proposal Submission Guidelines:**

- Proposals should be submitted electronically via our online submission form by September 1.
- Each proposal should include a title and an abstract and be grounded in research.
- Presentations can be in the form of workshops, panels, roundtable discussions, or interactive sessions and should align with the conference theme and objectives.
- Presentations need to engage participants actively and provide practical strategies and resources. In your proposal, indicate what participants will walk away with.

Join us as we celebrate the power of stories and embark on a journey to create inclusive, transformative literacy experiences that honor every student's voice and potential.

**Deadline is Monday, September 1, 2025.**

## Important Notes To Consider

- TCTELA presentation proposals are presented to the selection committee as a blind submission. Names, organization, title/position, and additional presenters are not provided until the end of the selection process. Sessions are selected based on a complete application and relevant topics in the field.
- Proposals are only accepted from those employed by school districts, universities, or regional service centers. Proposals are also accepted from pre-service teachers and graduate students. All others will require a sponsorship at the Novel level and should not submit a proposal. Contact [jennifer@ventureall.com](mailto:jennifer@ventureall.com) for sponsorship information.



# 3 Tips to Start Brainstorming

1. Consider your instructional strengths.
2. What do your colleagues ask you for support with regularly?
3. When colleagues visit your classroom, what do they want to know more about?



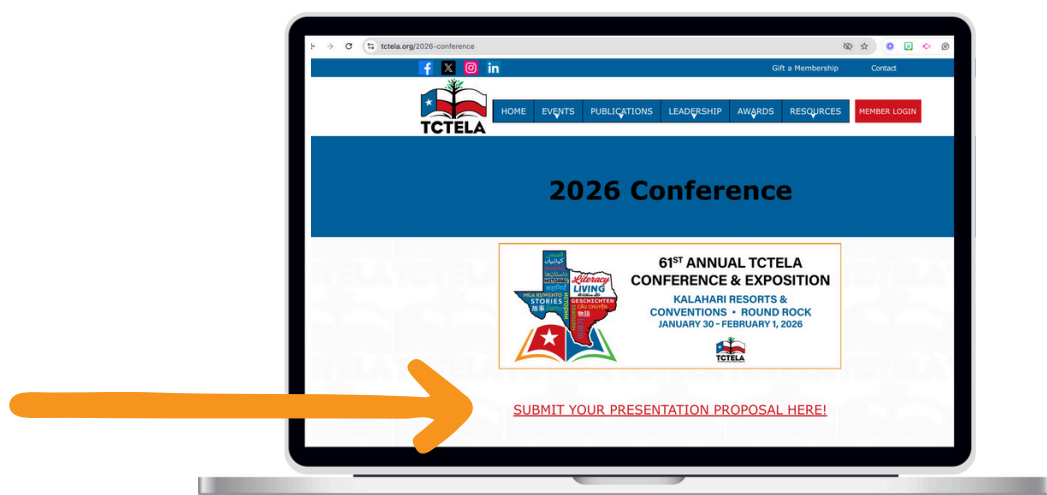
# When you are ready to start fleshing out your proposal(s), you will need the following information:

- **Title** - Can you connect your title to the conference theme? *(20 words max)*
- **Abstract** - This brief overview is intended for the conference program and will serve to publicize each session. *(75 words max)*
- **Learning Outcome** - In this session, participants will... *(50 words max)*
- **Foundational Research Annotated Bibliography** - This is a brief, annotated list of references used in proposal design that explains the theory supporting your content and practice. This will be used by the proposal review team to evaluate the proposal's context and value to TCTELA conference attendees. *(2-5 sources; 200 words max)*
- **Type** - A concurrent session is held in a room to itself with a provided projector and screen. Typically, 40-100 are in attendance. All roundtable presentations take place in a single room. Each presentation lasts 20-25 minutes then attendees switch to a different roundtable and the presentation is repeated. Audiovisual is not available. Typically 3-10 attend each round.



- **Format, Interaction, and Relevance to Call for Proposals** - Describe the intended format and organization of the session (*e.g., lecture, collaborative learning, panel, research discussion, etc.*). Be sure to address how you plan to engage the participants and how this proposal addresses the thematic call for proposals. Could your participants create something that they can walk away with and use immediately? (75-100 words max)
- **Intended Audience** - Pre-Kindergarten, Elementary, Middle School, High School, College/University, General (*Click all boxes that apply.*)
- **Special Focus Area(s)** - College, Career and Military Readiness, EL/Bilingual, Gifted and Talented, Pre-AP/AP, Learners with Special Needs, Teacher Development, Technology, Other (*Click all boxes that apply.*)

If you select GT, you must provide your GT certificate and connected research.



# Sample Proposal

**Title:** *Strengthening Academic Conversations to Strengthen Academic Achievement*

**Abstract:** As we grow in our understanding of the connections between RLA standards, we must consider the connection between how and when students speak about content and their ability to apply new learning. This session will illuminate the interconnectivity of quality conversations, academic language, and student performance while challenging antiquated approaches to vocabulary instruction. The information and strategies presented will lift the level of teaching in the classrooms of those new to the teaching profession as well as veterans.

**Learning Outcome: In this session, participants will:** gain new knowledge and/or deepen their understanding of how to craft lessons and learning opportunities that support students in engaging in substantial classroom conversations about content that includes academic language.

## **Annotated Bibliography**

Wright, Tanya S. (2021). *A teacher's guide to vocabulary development across the day*. Heinemann

Wright provides an unmatched resource for educators who are committed to assisting students in increasing their understanding of word meaning by providing vocabulary instruction that is meaningful, appropriate, and tucked into context. Readers are first introduced to research that supports the need for vocabulary development across the school day when it occurs, and how it looks. The next four sections provide information that supports vocabulary development during read-alouds, content-area learning, reading instruction, and writing instruction. The online resources that accompany this text include videos demonstrating whole and small-group lessons. This book serves as a gentle guide that stretches educators' thinking in regards to effectively teaching vocabulary.

Zwiers, J., & Hamerla, S. (2017). *The k-3 guide to academic conversations*. SAGE Publications.

This unique guide is a resource that primary teachers will use to foster purposeful content discussions regularly. The organization of the text in five scaffolded chapters increases the ease of use of the book. Most of the chapters contain content, sample lesson plans, additional activities to build a skill, and PLC prompts to stimulate teacher collaboration. This structure supports the format of the proposed session.

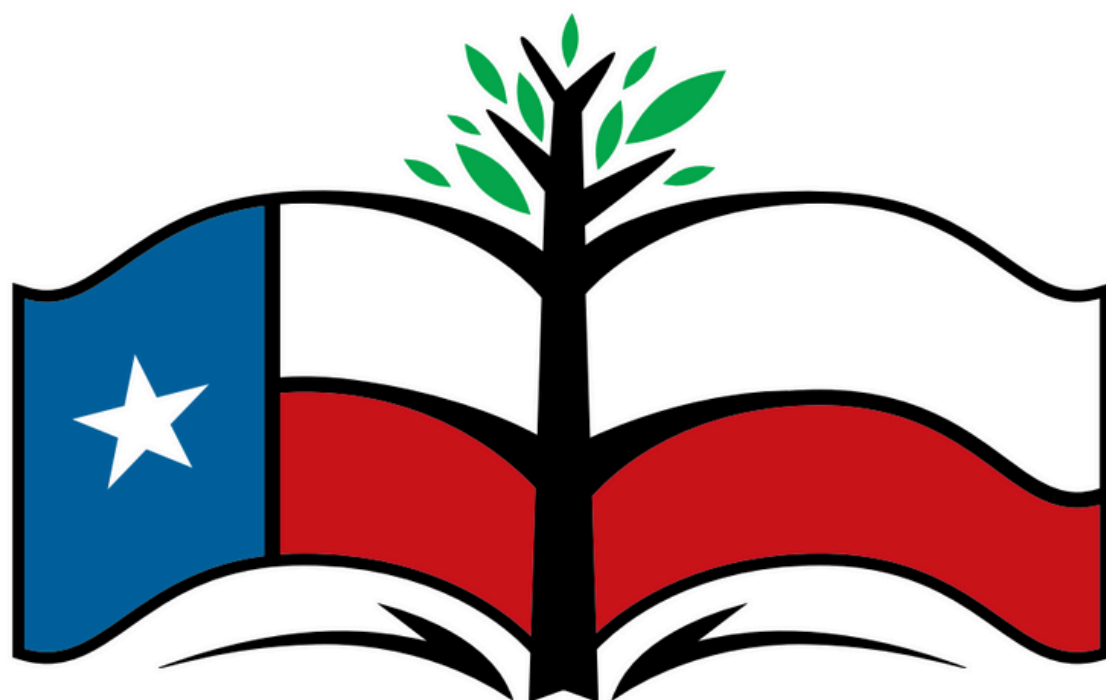
## **Format, Interaction, and Relevance to Call for Proposals:**

This session consists of a lecture with opportunities for attendees to apply a seven-step planning process. The presenter will model examining content standards, providing the proper context for conversations, crafting questions to propel understanding or highlighting misconceptions, guiding student conversations, capturing data, concluding the lesson, and considering the next steps. Teaching and learning conditions are continually changing. The need for strong and impactful instruction which results in exemplary student performance is needed now more than ever. We have the wonderful duty of adapting our approaches to meet these needs.



## Additional Tips:

- Try not to overthink it.
- Collaborate! Is there someone that you could work with? (*In our section, on your campus, a former colleague...*)
- If you have a great reference or piece of research, check its bibliography information. Who does your go-to researcher refer to in their work?
- Complete the work in chunks, in a notebook, or on a Google document. Transfer your work to the 2026 TCTELA Proposal Submission Form when ready.
- Start the process early so you are not pressed for time in August. **Proposals are due September 1st.**
- Ask for feedback! Consider asking for opinions during our monthly section meetings.
- Remember our mission: *TCTELA will advance the literacy growth of all Texas students by developing a network of diverse professionals and by providing professional development based on best practices in education.*



# **TCTELA**

**Texas Council of Teachers of English Language Arts**

## **61<sup>ST</sup> ANNUAL TCTELA CONFERENCE & EXPOSITION**

**KALAHARI RESORTS &  
CONVENTIONS • ROUND ROCK  
JANUARY 30 – FEBRUARY 1, 2026**

**[www.tctela.org](http://www.tctela.org)**