



**The New England Association  
of Teachers of English**

**124<sup>th</sup> Annual Conference**

# **Contested Knowledge**

*Literacy, Access, and Censorship Across the Curriculum*

**Keynote Speaker**

**Ann Braden**

*Author of *The Benefits of Being an Octopus*  
and *Hijacked by Goats**

**Eastern Connecticut State University  
Willimantic, CT  
October 23-24, 2026**

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# Contested Knowledge

NEATE is thrilled to welcome teachers, scholars, and students at all levels of education to the **124<sup>th</sup> Annual Conference** held on the campus of Connecticut's only public liberal arts institution, **Eastern CT State University**. Together, we will explore new ways to encourage literacy practices in our classrooms, drawing inspiration and knowledge from each other.

This year's theme, "**Contested Knowledge: Literacy, Access, and Censorship Across the Curriculum**," invites us to reflect on the role of literacy in helping students navigate an increasingly complex world. What happens when access to knowledge is restricted, when perspectives are narrowed, or when certain voices are excluded from public discourse? As English teachers, we do not simply teach students what texts mean; we teach them how to access, analyze, question, and evaluate texts for themselves. Encouraging students to inquire, to challenge assumptions, and to engage thoughtfully with multiple perspectives is essential work, central to both their intellectual development and their lives as literate citizens. In this context, Mihaly Csikszentmihalyi's questions are especially resonant today: "**What purpose does literacy serve? And, who benefits from it?**"

Throughout the conference, you will engage with sessions that explore:

- Student voice, agency, and belonging
- Global and inclusive literacies
- Courage, inquiry, and intellectual freedom
- AI, ethics, and inquiry
- Human-centered teaching and learning communities
- And many others!

We hope this conference reminds us of the critically important work we do every day to ensure students have access to literature and the literacy tools they need to use it. Thank you for the work you do every day to empower learners through language.

Warmly,

Dr. Mark Fabrizi  
NEATE Conference Chair



## Keynote Speaker

**Ann Braden**, a former middle school social studies teacher, is an acclaimed author known for her emotional honesty, social awareness, and deep empathy for kids navigating difficult circumstances. Her debut novel, *The Benefits of Being an Octopus*, was named an NPR Best Book in 2018. Since then, she has published several other well-received books, including *Hijacked by Goats* and *Flight of the Puffin*, both of which center on young people learning to stand up for themselves and others. She also helped organize #KidsNeedMentors, a program connecting authors with classrooms. Ann is a powerful new voice in contemporary children's literature.

## **Congratulations to our Award Nominees!**

### ***Ann Garland West Excellence in Teaching Award***

Matthew Goetz, English teacher, Ridgefield High School, Ridgefield, CT

Ellen Eberly, middle school English teacher, Bancroft School, Worcester, MA

Caitlin Barker, middle school English teacher, Bancroft School, Worcester, MA

Rebecca Nelson, English teacher, St. Raphael Academy, Pawtucket, RI

Michelle Plante, English teacher, Coventry High School, Coventry, RI

Eric Bergman, English teacher, The Morgan School, Clinton, CT

Robert Russo, Teacher Leader, Paul A. Dever Elementary, Boston, MA

Michael Gianfrancesco, English teacher, North Providence High School, North Providence, RI

Heather Ouellette-Cygan, English teacher, Concord High School, Concord, New Hampshire

Eddie Vautrain, English teacher, Old Saybrook High School, Old Saybrook, CT

### ***Marion Gleason Most Promising New Teacher Award***

Meghan Griffin, English teacher, Portland High School, Portland, ME

Jaclyn Hoffman, English teacher, Londonderry High School, Londonderry, NH

Matthew Gill, English teacher, Ayer-Shirley Regional High School, Ayer, MA

Lynn Geyer, English teacher, Coventry High School, Coventry, RI

### ***Ann Garland West Excellence in Teaching Award***

Do you have a veteran colleague who is overdue for some recognition? Take a few minutes to nominate them for NEATE's Excellence in Teaching Award. This award, presented annually at the NEATE Fall Conference, was established to recognize an ELA teacher with at least seven years of experience who exhibits the following qualities:

- Extensive knowledge of the discipline;
- Interest in and concern for students;
- Ability to challenge and motivate all students;
- Involvement in professional organizations and/or staff development; and
- Mentorship and guidance to colleagues

Nominate a colleague on our website

### ***Marion Gleason Most Promising New Teacher Award***

Is there a dynamite new teacher in your department or school? Take a few minutes to nominate them for NEATE's Most Promising New Teacher Award. This award, presented annually at the NEATE Fall Conference, was established to recognize an ELA teacher with one to six years of experience who exhibits the following qualities:

- Extensive knowledge of the discipline;
- Interest in and concern for students;
- Ability to challenge and motivate all students; and
- Involvement in professional organizations and/or staff development.

Nominate a colleague on our website

[www.neate.org/neate-awards](http://www.neate.org/neate-awards)

## Conference Schedule Overview

### Friday

|                    |                                                |
|--------------------|------------------------------------------------|
| 12:00 PM – 3:30 PM | Registration (Student Center Lobby)            |
| 2:00 PM – 2:10 PM  | Welcome to Day One! (Betty Tipton Room—BTR)    |
| 2:15 PM – 4:50 PM  | Friday sessions 1 & 2                          |
| 5:00 PM – 7:00 PM  | Appetizers, refreshments, and networking (BTR) |
| 6:00 PM – 8:00 PM  | Trivia competition! (BTR)                      |

### Saturday

|                     |                                                                                                                                                      |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00 AM – 11:45 AM  | Registration (Student Center Lobby)                                                                                                                  |
| 8:00 AM – 8:50 AM   | Breakfast (Betty Tipton Room—BTR)                                                                                                                    |
| 8:50 AM – 9:00 AM   | Welcome to Day Two! (BTR)                                                                                                                            |
| 9:00 AM – 11:35 AM  | Morning Sessions 3 & 4<br>Poet-of-the-Year Readings (Student Theatre)<br>Author Readings and Q-and-A (Student Theatre)<br>Vendors and Exhibits (BTR) |
| 11:40 AM – 11:50 AM | NEATE Affiliate Meeting (BTR)—all are welcome!                                                                                                       |
| 11:50 AM – 12:45 PM | Lunch and Award Presentations (BTR)                                                                                                                  |
| 12:45 PM – 1:45 PM  | Keynote Speaker: Ann Braden (BTR)                                                                                                                    |
| 2:00 PM – 3:15 PM   | Author Book Signing, Vendors, Raffle, and Exhibits (BTR)                                                                                             |
| 2:00 PM – 4:35 PM   | Afternoon Sessions 5 & 6                                                                                                                             |
| 4:35 PM – 5:00 PM   | Closing Remarks & Raffle (Student Theatre)                                                                                                           |

### Author Readings, Q-and-A, and Book Signing

NEATE is proud to welcome the following award-winning authors who will read from their works and participate in a Q-and-A in the Student Theatre (Session 4) and will be available to chat and sign copies of their books in the Betty Tipton Room Author Book Signing (Session 5).

**Shirley Vernick**, author of *The Sky We Shared*, *The Blood Lie*, and *Ripped Away*; **Paige Classey**, author of *Anna-Jane and the Endless Summer* and *Surviving the Madisons*; and **Alex Gino**, author of *Chris Makes a Friend*, *Green*, and *Melissa*; **Elly Swartz**, author of *Same Page*, *Hidden Truths*, and *Dear Student*, among others; and **Ellen Litman**, author of *The Last Chicken in America* and *Mannequin Girl*.

## Friday Session Schedule

**2:00 PM**

**Welcome to the 2026 NEATE Conference, Day One! (BTR)**

**2:15 PM – 3:30 PM**

**Session 1**

(G: General; EL: Elementary; MS: Middle School; HS: High School; CO: College; N: Great for novice teachers)

**A. Escalating English Language Arts for Literacy Learning (EL, MS, HS) *Susannah Richards* (Room 217)**

This presentation focuses on a curricular approach that integrates gifted education pedagogy with science of reading evidence. In this approach, students read high-quality literature of all types. Recent research indicates that students in elementary and secondary grades are reading and writing less than students of previous generations. This session focuses on using evidence-based practice to increase relevant and successful literacy development using high quality literacy and meaningful opportunities to demonstrate comprehension through reading, writing, listening, and speaking.us is on big ideas and not specific texts as the destination. The goal is to ignite, delight, and cultivate reading, writing, listening, and speaking as a lifetime habit that builds thinkers.

**B. The Rock and the Hard Place: Censorship, Moral Traps, and Moral Injury in the English Classroom (MS, HS, CO) *Katharine Covino and Ann David* (Room 219)**

Even if state or district policies do not require censoring books, the impacts of censorship do still impact teaching. This session will detail different kinds of censorship and how censorship leads to moral injury. Because, when teachers are forced to choose between selecting the best texts for their students, or following rules—written or unwritten—that restrict texts, they are in a moral trap, which can lead to moral injury. Participants will have an opportunity to consider their own experiences in light of their learning in the session and leave with actions to support intellectual freedom in their classrooms and schools.

**C. Integrated Ethical Architecture: Designing Learning Environments that Cultivate Judgment (G) *Don Vescio* (Room 221)**

Generative AI has prompted many educators to revise their AI policies, but policies alone do not teach ethical judgment. This interactive workshop introduces Integrated Ethical Architecture, a practical framework for embedding ethical reasoning throughout course design. Participants will explore strategies for moving beyond compliance by designing assignments, discussions, and assessments that help students develop thoughtful judgment in AI-rich learning environments. The session combines educational theory with practical examples that participants can adapt to their own disciplines.

**D. Going “Glocal”: Making Space for global Perspectives in the English Classroom (G) *Jaclyn Hoffman* (Room 223)**

As the world becomes increasingly interconnected, U.S. classrooms are facing growing pressure to narrow curricula and limit access to diverse perspectives. This workshop examines how English teachers can sustain globally focused instruction while navigating an evolving educational landscape. Through collaborative discussion, lesson design, and classroom examples, participants will develop standards-aligned strategies that foster critical thinking, empathy, and global competence. Educators will leave with adaptable resources and practical language for advocating for the value of global education in their schools and communities.

**3:35 PM – 4:50 PM**

**Session 2**

**E. Exposing Process: Disrupting Traditional Form (HS) *Sayward Parsons and Abigail Marks* (Room 217)**

This workshop explores ways we can stretch, bend, and push out against the boundaries of traditionally structured writing. Presenters will share ways they’ve countered AI with assignments that include physicality and favor unexpected connections over form. Participants will consider what they most value in original student work; there will be time to brainstorm how to disrupt their own formal assignments to encourage the unexpected.

**F. Applying Social Class Literacy to Literature and Students' Lives (MS, HS, CO)** *Sophia Tatiana Sariginides, Rebecca Ashley, Alexis Demers* (Room 219)

This panel presents approachable, engaging strategies for teaching about social class to students in middle, high school and college classrooms by foregrounding the impact of social class on our thoughts, beliefs and feelings and showing how these strategies deepen literary engagement and impacts students' understandings of their own lives. Using a sociocultural understanding of social class (Reay, 2005), presenters will share successful strategies for building a brave space for discussion, introducing fruitful key concepts about social class, sample textual analyses, and writing prompts.

**G. Graphic Novels for High Engagement and Multi-Lingual Learners: Literacy, Access, and Censorship Across the Curriculum (HS)** *Julia Dantzler and Nadia Tavares* (Room 221)

This session explores how graphic novels such as *Hey, Kiddo* by Jarrett J. Krosoczka can foster student engagement, agency, and rigorous literary analysis in secondary English classrooms. Drawing from classroom-tested lessons, participants will leave with practical strategies, including worksheets, graphic organizers, vocabulary activities, and discussion protocols, that support diverse learners such as multilingual learners (MLs) and reluctant readers.

**H. Beyond Behavior: Student Voice, Literacy Access, and Academic Belonging (HS)** *Joanna MacKenzie* (Room 223)

Students with emotional and behavioral disabilities are often viewed through a deficit lens before they are recognized as capable readers, writers, and thinkers. In many educational settings, academic expectations are lowered in the name of support, limiting opportunities for students to engage in rigorous learning and demonstrate growth. This interactive workshop explores how Bodies of Work, Evidence Collections, and structured student conferences can create meaningful access to literacy through accountability, participation, and high expectations. Participants will examine common barriers, explore classroom-tested examples and adaptable resources, and develop practical inclusive practices that support meaningful literacy engagement while ensuring all students have opportunities to contribute, demonstrate learning, and be recognized as valued members of the academic community.

***Special Event: Trivia Contest with Big Boy Trivia (BTR)***

Join us for appetizers, refreshments, and a trivia contest!



## Saturday Session Schedule

**8:50 AM**                      **Welcome to the 2026 NEATE Conference, Day Two! (BTR)**

**9:00 AM – 10:15 AM**                      **Session 3**

### ***Special Event: Poet-of-the-Year Readings (Student Theatre)***

Katharine Covino, Laura McDermott, and Amanda Mirabella.

**I. Navigating the Censorship of Writing in the Classroom: Lessons from Youth Prison Educators (MS, HS) *Allie Wolf* (Room 217)**

The censorship of writing and restrictions on how educators are permitted to teach writing are not new; however, navigating these restrictions in the classroom may be more fraught than ever. This workshop serves as an opportunity for educators to explore the experiences of youth prison educators, who navigate intensive restrictions and engage with censorship regularly. After diving into those lived experiences, the session will introduce fugitive pedagogy as a framework to navigate these experiences. Participants will then dive into moments of censorship in their settings in small working groups and discuss how they can navigate specific situations in their context.

**J. “I Don’t Know”: Teaching Authentic Vulnerability in the Age of Curated Certainty (HS) *Matthew Goetz* (Room 219)**

Students increasingly inhabit a world shaped by curated identities, algorithmic certainty, and performative correctness. In this session, participants will explore how these cultural pressures affect classroom discourse, interpretive confidence, and authentic student engagement. Drawing from classroom experiences, literacy theory, and interdisciplinary inquiry, this workshop argues that vulnerability is not incidental to learning, but necessary for it. English classrooms can become spaces in which ambiguity, uncertainty, and authentic intellectual risk-taking are actively cultivated--rather than avoided. Participants will leave with practical strategies for fostering discussion, inquiry, and interpretive confidence in an educational landscape increasingly shaped by performative curation.

**K. Responding to Censorship with the Integrity of Inquiry (G) *David Olio* (Room 221)**

The Russian dissident Solzhenitsyn declared “literature that dares not transmit the pains and fears of a society does not deserve the name of literature; it’s only a facade.” However, too many contest texts that speak to our full human experience in our current teaching ecosystems. This session will begin with the speaker’s gut-wrenching experience of a contested text and subsequent separation from a Connecticut district. Together, then, we will turn the focus to the joy of inquiry, a cornerstone of our teaching and learning lives. The workshop invites each participant to reflect on and produce a short memoir vignette for cataloguing in a public celebration of moments of inquiry and learning.



**EMILY  
DICKINSON  
MUSEUM**

10:20 AM – 11:35 AM

Session 4

***Special Event: Author Readings and Q-and-A (Student Theatre)***

Paige Classey, Alex Gino, Ellen Litman, Elly Swartz

**L. Picture This: Art-Based Strategies for Literacy, Risk-Taking, and Community (G)** *Michelle DeBlois* (Room 217)

What happens when we hand students a marker instead of demanding a paragraph? In this hands-on session, elementary and middle-level educators will experience three low-prep, high-impact art-based literacy strategies: (1) Draw Me a Tree (a poetry-generating drawing activity), (2) Finish the Picture (a creative writing prompt), and (3) Pictionary Formative Reading Check (a playful comprehension assessment). Participants will walk away having created their own ready-to-use materials, along with strategies for using visual art to build trust, reduce self-censorship, and cultivate a classroom community where every student feels safe to take creative risks.

**M. The Power of Many Languages: Diverse Literature and Translanguaging at a National Writing Project Site (MS, HS)** *Max Limric, Bryan Ripley Crandall, and Emmi Lawson* (Room 221)

For over 13 years, the Connecticut Writing Project (CWP) at Fairfield University, an affiliate of the National Writing Project, has offered young adult literacy labs for Connecticut students, including immigrant- and refugee-background youth. Amidst book bans designed to limit young people's access to literature about diverse identities and languages, this workshop highlights the linguistic and cultural relevance of multilingual texts and engages participants in interactive language learning games to empower language learners and to build culturally relevant pedagogy.

**N. Special Session: Poetry Workshop presented by the 2026 NEATE Poet-of-the-Year Finalists (G)** *Katharine Covino and Amanda Mirabella* (Room 223)

11:40 AM – 11:50 AM

**NEATE Affiliate Meeting—Please join us! (BTR)**



**EASTERN**  
**CONNECTICUT STATE UNIVERSITY**

**11:50 AM – 1:45 PM**

**Lunch, awards, & keynote speaker Ann Braden (BTR)**

**2:00 PM – 3:15 PM**

**Session 5**

***Special Event: Author Signings (BTR)***

Paige Classey, Alex Gino, Ellen Litman, Elly Swartz, Shirley Vernick

**O. “Reading Against Erasure”: Using Black and Jewish Literature to Teach Critical Thinking and Critical Empathy (EL, MS, HS, G) *Kennita Ballard* (Room 217)**

This interdisciplinary session explores the connections and distinctions between Black and Jewish narratives during Jim Crow America and Nazi Germany through both ELA and Social Studies lenses. Using literature, testimony, and primary sources, participants will explore how students can analyze propaganda, censorship, dehumanization, resistance, and historical erasure while practicing critical thinking and critical empathy. This session will model culturally responsive and historically grounded teaching practices that help students engage with difficult histories, evaluate multiple perspectives, and make meaningful connections between literature, history, and the world around them.

**P. Pushing Past Censorship to ignite Mental Health Literacy: Using Contemporary Literature as an Essential Bridge in the ELA Classroom—Roundtable (MS, HS) *Brooke Eisenbach, Jason Frydman, Michelle Pate, Natasha Segool, Julie Sochacki, Michael M. Gale, Jennifer Marro, Amanda Y. Gonzalez, MaKenna Sweeney, AJ Asomani-Adem, Audrey Milam, Afua A. Busia, and Kara Dembowski* (Room 219)**

Today’s adolescents face rising mental health challenges. At the same time, censorship and book bans continue to expand throughout the country. Literature holds the potential to serve as an essential gateway to reduce stigma and normalize mental health conversations in the classroom. This roundtable session explores a variety of contemporary titles educators can infuse into the classroom to blend the teaching of ELA and MHL for adolescent learners. Presenters will share strategies for implementing the literature, suggestions for centering ELA state frameworks alongside the pillars of MHL and facilitate conversations on navigating censorship battles in the middle/high school classroom.

**Q. Whose Thinking Counts? Rethinking AI Use as a Question of Authority and Voice (MS, HS, CO, G) *Nicole Godard and Kevin McKenna* (Room 221)**

When students reach for AI, we tend to ask whether they cheated. This workshop asks a different question: what does it mean that students so readily grant algorithmic text the authority they withhold from their own thinking? Drawing on a four-problem diagnostic framework - Policy/Norms, Belief, Capacity, and Motivation - participants will examine the conditions under which students defer to AI as authoritative knowledge and leave with a menu of proactive teaching moves designed to restore student voice as the kind of knowledge an ELA classroom is meant to cultivate. A diagnostic framework, concrete strategies, and sample assignments are provided.

**R. Cultivating Student Voice Through Poetry in a Changing World (G) *Tara Temprano* (Room 223)**

Rather than a lecture-based format, this workshop will model instructional practices through collaborative exploration. Participants will analyze short, accessible poems connected to current themes, participate in guided discussion protocols, using Reading Squares Discussion mats to promote respectful dialogue, and experiment with brief reflective poetry writing designed to support student advocacy and voice. Small-group collaboration will allow educators to adapt these strategies across grade levels and instructional contexts. By the end of the session, participants will leave with a curated menu of instructional strategies, discussion structures, and writing activities that support poetry instruction amid uncertainty. More importantly, they will leave energized and equipped to empower students to read, write, and speak with intention, using poetry to understand the world and imagine possibilities for change.

**3:20 PM – 4:35 PM**

## **Session 6**

### **S. Beyond Heritage Month: Engaging Students with Inclusive Literature (G) *Nancy Hope* (Room 217)**

Stories involving diverse perspectives belong in the English classroom throughout the year, not just during a designated heritage month. In addition to offering universal themes such as family or friendship, they foster identity, empathy and prosocial behavior through reading about other cultures in a range of genres. This session will introduce book selection tools that prioritize authentic voices, as well as curated book lists. Practical strategies and resources for weaving historically and culturally accurate books into established curricula and programming will be covered with an eye to creating meaningful experiences for all students.

### **T. Eat More CAIL: Critical AI Literacy (and Language Awareness) (HS, CO) *Shawna Shapiro* (Room 219)**

This workshop shows teachers how they can promote Critical AI Literacy (CAIL) with a focus on language awareness, so that students become stronger readers, writers, and media consumers (and creators). We open with a KWL activity to gauge what participants know and want to know about AI and CAIL. I then present a CAIL framework drawn from my work on critical language awareness (CLA) showing how I employ it in HS and college curricula focused on racial/linguistic justice, news media literacy, and multilingualism. Participants will have opportunities for their own applications and share-outs, as well as Q&A throughout.

### **U. Emotional Structures and Curriculum: A Classroom Framework for SEL, Cognition, and Literary Analysis (MS, HS, CO, G) *Mark Bartomeli* (Room 223)**

This workshop introduces a functional methodology for integrating emotional analysis and SEL competencies directly into established curriculum. Participants will explore how to view emotions as mappable structures within a text. Using guided metaphor, visual cognitive tools and student-facing interfaces, educators can guide both literary interpretation and student metacognition. Emotions can become as standardized as theme or characterization. Drawing from a classroom pilot and student data, the session demonstrates how these emotional structures bridge CASEL competencies with ELA standards. Attendees will interact with usable examples and collaborate on strategies to scale this framework across various grade levels and classroom dynamics.

**4:35 PM**

## **Closing Remarks and Raffle (Student Theatre)**

Join us in the BTR for closing remarks and the raffle drawings (must be present to win). Professional Development forms will be available at the end of each day (Registration Table). Remember to fill out your conference feedback form and leave it at the Registration Table.

## **Thank you!**

I would like to extend my warmest appreciation to the 2026 NEATE Conference Committee, without whose assistance this conference would not be possible: Mindy Butler, Robert Ford, Brooke Eisenbach, Whitney Geleney, Rebecca Ashley, Kristen Hunter, and Amy Plackowski. I would also like to thank Matthew Goetz, Lorraine Greenfield, and Dina Secchiaroli for their help. Finally, a special thank you to Eastern CT State University for hosting our conference again this year, to the presenters, and to John Beck and Dana Drouin for their tireless efforts.

Most of all, thank YOU for attending this conference and for sharing your knowledge and experience in the classroom. Your dedication to literacy and commitment to professional development help ensure a brighter future for today's students. If you would like to lend your time and talent to support NEATE, please speak with any Board member you see at the conference. I am celebrating my thirtieth year as a NEATE member, and it has been a consistently rewarding experience. I hope to see you all next year!

Mark Fabrizi, 2026 NEATE Conference Chair



2026 AFFILIATE  
Journal of Excellence Award

# *The Leaflet*

*Journal of the New England Association of Teachers of English*

## **Want to become a published author?**

Conference presenters are encouraged to turn their presentations into articles to submit to *The Leaflet*. All articles are peer-reviewed by members of our editorial board. We will work with new authors to help you strengthen your article for publication.

If you have any questions about the publication process, or you'd like some advice on manuscript preparation, please contact Dr. Mark Fabrizi ([fabrizim@easternct.edu](mailto:fabrizim@easternct.edu)), Editor of *The Leaflet*. Manuscript submissions are accepted year-round.

**Let us help you see your work in print!**

## **Call for Manuscripts**

*The Leaflet* is the oldest journal in the United States dedicated to the teaching of English. We provide English teachers across New England with articles focused on current pedagogy. We accept manuscripts for each issue that describe innovative teaching strategies, recent classroom research, lesson plans, and reading recommendations to support our vocation. Individual issues of *The Leaflet* centered on themes are intended to provide a focus for submissions, not to limit contributors to specific content. Consider themes as writing prompts rather than publication constraints. In addition, we will continue to publish book reviews (fiction and nonfiction), creative applications of technology, and original fiction, poetry, and even cartoons written by the very talented teachers among us.

### **Upcoming themes**

#### **Winter 2027: Reclaiming Human-Centered Literacy**

As districts reconsider one-to-one devices and reduce mandatory screen time, English teachers are reimagining reading, writing, and discussion through more tactile, communal, and analog practices. This issue explores how teachers rebuild deep reading stamina, restore face-to-face discourse, strengthen print-based literacy, and design balanced classrooms that use technology intentionally, not automatically.

**Submission deadline: January 1, 2027**

#### **Spring 2027: A Return to Reading: Rebuilding Stamina, Focus, and Human Connection**

English teachers are confronting a literacy crisis marked by shrinking attention spans and declining long-form reading stamina. To address students' rising digital fatigue, weakened comprehension, and difficulty sustaining attention across long texts, teachers have shifted toward using short stories and excerpts. Building off the Winter 2027 Issue, we invite educators to explore how secondary English classrooms can redevelop the habits that digital saturation has eroded: deep reading, annotation, discussion, and the immersive experience of living inside a book.

**Submission deadline: March 15, 2026**

## Congratulations to Our School Literary Magazine Award Finalists!

### ***Small Schools (750 students or fewer)***

*The Collection*, Cape Cod Regional Academy, Scott Dalton (advisor)

*The Dial*, Brattleboro Union High School, Allison Cram and Peter Cannizzaro (advisors)

*Patchwork*, Cushing Academy, Simon Hunt (advisor)

### ***Large Schools (more than 750 students)***

*The Abstract*, Waltham High School, Kristen Patterson (advisor)

*Marginal*, Hopkinton High School, Benjamin Lally (advisor)

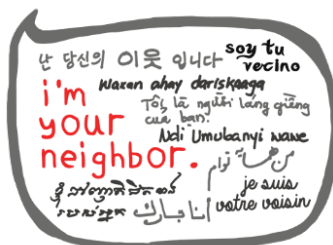
*The Sachem*, Algonquin Regional High School, Matthew Querino (advisor)

## Plan ahead for 2027!

Preparation for NEATE's 125<sup>th</sup> Annual Conference is already underway. We hold our conference in October each year, rotating locations among our beautiful New England states. The 2027 Conference is tentatively planned for Vermont, so watch for proposal invitations.



Fortunoff Video Archive  
For Holocaust Testimonies



# Discover the Power of Poetry

## Students will:

- Tour the Homestead to learn about the poet's early life, inspirations, and how she forged her own definition of poetry
- Explore Dickinson's writing process through a hands-on investigation of facsimile poem manuscripts
- Write an original poem, reflecting on their own lives with a Dickinson-inspired prompt.

[info@emilydickinsonmuseum.org](mailto:info@emilydickinsonmuseum.org)  
[EmilyDickinsonMuseum.org](http://EmilyDickinsonMuseum.org)



**EMILY  
DICKINSON  
MUSEUM**

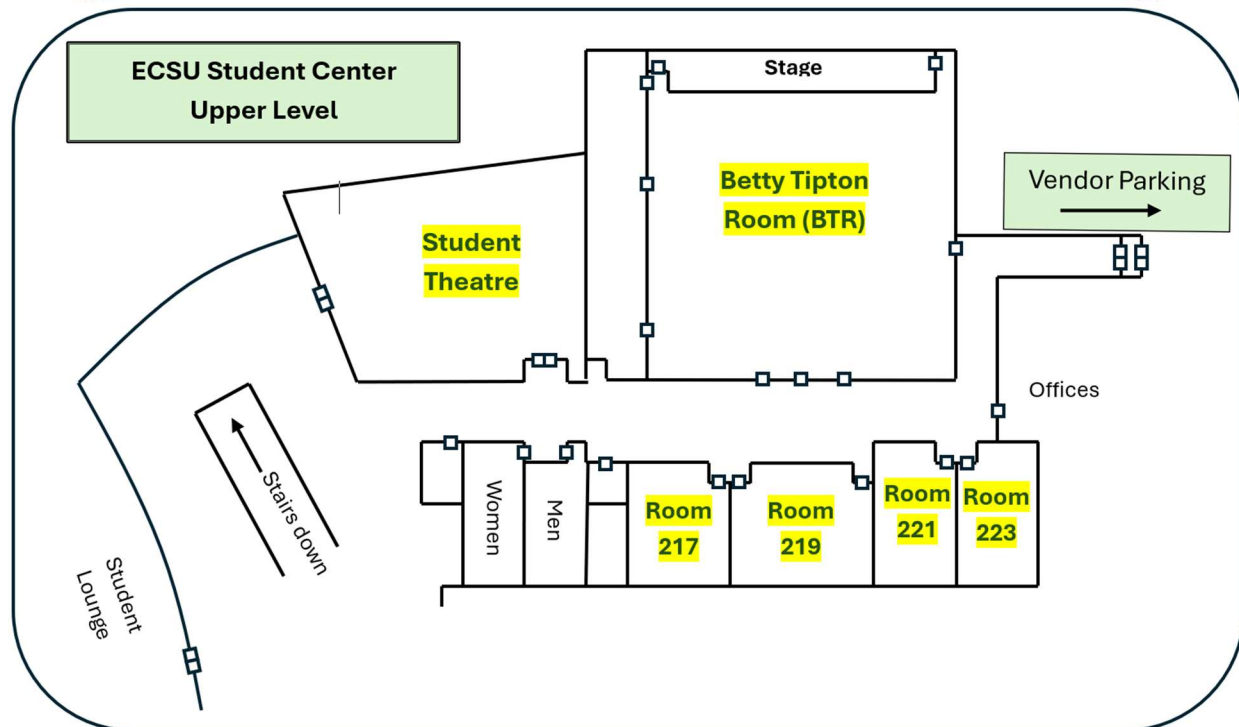
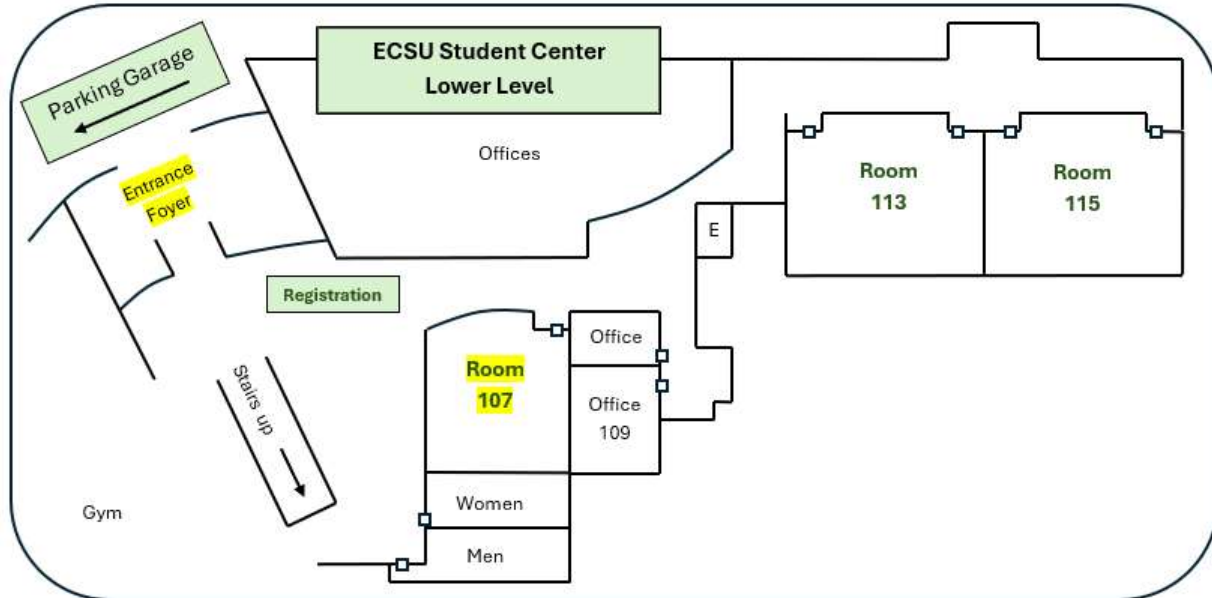
The Homestead | The Evergreens





# Eastern Connecticut State University

## Student Center Map



**Appetizers and refreshments are included Friday night**

**Breakfast and lunch are included on Saturday**