

2018 ANNUAL CONVENTION

PROGRAM

RAISING
STUDENT
voice

THURSDAY, NOVEMBER 15

WORKSHOPS / 11:30 A.M.–3:30 P.M.

W.01 Apps, Tools, and Strategies to Empower Students and Educators to Release Their Creativity

G

342 F

This half-day technology workshop sponsored by the Assembly on Computers in English (ACE) invites participants to explore digital movie-making and audio-recording apps, as well as graphic-design tools to give students and educators voice and agency and to encourage creativity and critical thinking.

Participants will learn a variety of movie and video apps and graphic-design tools that can be used to give voice to students and educators and to evaluate and respond to the voices of others. The sessions will provide opportunities to discuss how to move learners from merely consuming content to creating digital content and in this way to empower them to be advocates of social change, equity, and responsible citizenship in online, offline, and hybrid spaces.

Presenters: Katherin Garland, Santa Fe College, Gainesville, FL, “Communicating Social Justice Ideas with Digital Movie-Making Applications: How iMovie and Movie Maker Can Empower Students’ Voices”
Stephen Goss, University at Buffalo, SUNY; Ryan Rish, University at Buffalo, SUNY; and Aijuan Cun, University at Buffalo, SUNY, “Public Art Factory: Raising Student Voices Using Low-Tech and High-Tech to Publish Big Ideas in ELA”
Ewa McGrail, Georgia State University, Atlanta, and Patrick McGrail, Jacksonville State University, AL, “Video Podcasting: Learning How to Speak Well, Look Good, and Have Something to Say on Video”
Mary Rice, University of New Mexico, Albuquerque, “Discovering Voices and Telling Stories with Canva”

W.02 Balancing Tech with Traditional: Taming the Wild Text for Today’s Readers

E

M

340 B

Today’s readers are faced with the challenge of taming the wild text. They read across genres, for a variety of purposes, in both traditional and digital formats. This session will introduce five habits for successful reading: reading closely, widely, critically, deeply, and purposefully. Attendees will dive into easy-to-implement strategies and instructional methods, based in research, to help students cultivate strong reading skills in the 21st-century classroom. In addition, we will provide the argument and research for not only introducing digital texts into the classroom but also for finding the required balance as we honor the power of traditional printed text.

Students in today’s world are asked to do much heavy lifting as they gaze at a tablet, open a web browser or flip through the pages of a graphic novel. As educators, we can prepare students for this wild world by giving them the access to a toolbox of strategies so they can navigate through new and familiar spaces in the English language arts classroom and beyond. In this session, attendees will be introduced to more than the “why” by spending time focusing on the “how.” They will leave with actionable tips to take back to the teachers and students they support.

Presenters: Pam Allyn, author and consultant
Monica Burns, educator and consultant, ClassTechTips.com

W.03 Creative Community Collaborations: Raising Student Voice through Youth Participatory Action Research in the Literacy Classroom

G
TE

350 F

Building on understandings of youth-led action and responsibility, youth participatory action research (YPAR) scholars such as Ernest Morrell have found that youth coresearchers have been able to improve their sophisticated literacy skills through engagement in civic inquiry projects in YPAR. Moreover, youths' own concerns with their access to quality education and rigorous learning became a foothold for youth to engage in these civic inquiry projects. For instance, Nicole Mirra, Antero Garcia, and Morrell's work with the Council of Youth Research highlights the various methodological choices youth researchers make when collecting data for their collective inquiry.

In bringing together opportunities for meaningful engagement in participatory inquiry with youth and communities that begin with youth questions and end with collective civic action that holds potential for positive impact on policy and schools, the work of YPAR is where the interstices of relationality, respect, and responsibility meet. YPAR becomes a key tool for connecting education research with schools and communities in much-needed collaborations. Yet, when and where can these important and necessary collaborations come about?

Facilitators: Danielle Filipiak, University of Connecticut, Mansfield

Terry Flennaugh, Michigan State University, East Lansing
Joanne Marciano, Michigan State University, East Lansing
Rae Oviatt, Michigan State University, East Lansing
Vaughn Watson, Michigan State University, East Lansing

W.04 Decolonizing the English Classroom: What Can You Do?

G
TE

382A

This workshop will provide attendees, first, with a theoretical framework for understanding the inherently colonial nature of the educational system and, second, with practical steps that they might apply in their own classrooms and institutions for resisting such colonization and for decreasing the damage done to students via the educational system.

Using decolonial and critical race theories, facilitators will briefly present a lens for understanding the racism, xenophobia, and biases inherent in the American educational system. However, the primary focus of the workshop will be on practical steps that attendees can adopt or adapt for their own contexts—at the state, local, institutional, classroom, and personal levels. For each level, presenters will explore the degrees to which current practices are colonial and then offer practical suggestions for altering approaches.

Facilitators: Kevin DePew, Old Dominion University, Norfolk, VA

Kylowna Moton, LA City College, Los Angeles, CA
Michael Seward, University of Minnesota, Minneapolis
Vivian Yenika-Agbaw, Pennsylvania State University, State College

W.05 Enlightened Participation: Designing Infographics to “Illuminate” a Bigger Story

G
TE

352 E

Engagement in academic and civic discourse for students today seems to come at an even greater price per student. With each passing year, we lose the relevance, rigor, participation, and motivation necessary to promote students' interest in positive change in education and our world. Perhaps it's because we take the complex concepts and skills students need to master and either water them down or cut out their innate interestingness in the name of standardized tests and our own fear of change—and in that process diminish the opportunity for students to become better informed and contributing citizens in the process.

Participants in this workshop can build on their own instructional goals and learning objectives as a foundation for their work, while using creative process worksheets to document their own illuminated infographics, creating a plan for implementation as well as an authentic artifact they can take back to their classrooms/school sites to share with students and colleagues.

Presenters: Molly Adams, instructional coach/NWP teacher consultant, Ennis Independent School District, TX

David Cole, Project Director, NEXMAP/NWP teacher consultant

WORKSHOPS / 11:30 A.M.–3:30 P.M.

W.06 Fighting “Truth Decay”: Using Documentary Film in the Classroom

M
S
TE

350 E

It is becoming increasingly clear that an essential part of our job as English teachers today is to help our students differentiate between truth and fiction, fact and opinion, and news and “fake news.” This half-day workshop will present classroom teachers with rationales and classroom-tested strategies and lessons for incorporating more documentary film into the curriculum. The workshop will include presentations from classroom teachers, documentary filmmakers working in the field, consultants for film festivals from around the country, and developers of online educational resources for nonfiction film.

The session will conclude with an opportunity for collaborative planning and reflection as participants consider the ways that they will incorporate what they have learned in the workshop into their own classrooms. This workshop will help to address what NCTE has stated in the Definition of 21st-Century Literacies: “The 21st-century demands that a literate person possess a wide range of abilities and competencies, many literacies.”

Chair: John Golden, Portland Public Schools, OR

Presenters: Joshua Cabat, Roslyn Public Schools, NY
John Golden, Portland Public Schools, OR

Megan Pankiewicz, Col. Zadok Magruder High School, Rockville, MD

Renee Shea, writer/educator, Columbus, OH

Fran Sterling, consultant, Blueshift Education

W.07 Giving Voice and Power to Readers—Why Flexible Small Reading Groups Matter

E
M

352 F

In this session, we will explore how curating texts with students’ interests and curiosities in mind puts students’ voices at the forefront of our planning. We will show how to use our skills to make plans that are specific to our students’ collective and individual needs and discuss planning templates that give teachers a structure for creating responsive, flexible small-group learning experiences. We will explore ways teachers can curate texts that inspire students to want to read more. In addition, we will discuss different ways students can curate texts for themselves, igniting their own reading

while fostering independence and discovering their own voices.

We will show how students moved outside the classroom as curators for others in their learning community and share video of student-initiated book clubs and small-group conversations. We will co-construct independent small-group protocols with participants. Finally, this session will focus on how students took ownership by reading a menagerie of texts during small-group learning; how they developed diverse response strategies; and how they lifted their own deep thinking and that of others around them through constructive conversations, arguments, and writing.

Presenters: Barry Hoonan, Odyssey Multiage Program, Bainbridge Island, WA
Julie Wright, educational consultant/author

W.08 Growing Extraordinary Writers: Campus-Wide Writing Instruction K-5

E

351 E

Writing is a soft skill that is crucial for student success. Many teachers struggle with teaching writing and establishing the reading-writing connection in their classrooms. We will demonstrate the use of mentor texts to grow students as readers and writers.

Reading and writing are inseparable. They are as interdependent as breathing in and breathing out. The reading-writing connection is far more than simply combining reading and writing during the literacy block.

This connection involves critical thinking, structured oral discussions, and analyzing texts deeply as readers and writers. The use of mentor texts fosters the interdependence of reading and writing in more than one way; using text as an example of author’s craft and using a book of choice to encourage deep thinking are just two of the ways that teachers can use mentor texts.

Drawing inspiration from experts such as Lucy Calkins, Kylee Beers, Stephanie Harvey, and Jeff Anderson, we will walk through examples that illustrate how to effectively use mentor texts not just to improve reading skills but to grow extraordinary writers.

Presenters: Malene Golding, Houston Independent School District, TX
Cindy Puryear, Houston Independent School District, TX

W.09 Honoring Our Stories: Place- and Project-Based Multimodal Narratives for Change



330 B

This practical, hands-on workshop shows how to make curriculum relevant to diverse students through place- and project-based pedagogy. Teachers will learn how to create projects to engage students in reading, writing, and taking action in their school communities. Participants will explore methods of developing multimodal narratives to inspire change in their school communities, look at supporting research, hear from teachers who embraced the process, look at projects created by teachers, and leave with a plan for integrating place-based narratives into their own work.

Included in the workshop is a look at how place- and community-based pedagogy supports student motivation and agency and builds ownership in curricula. It looks at the ways in which multimodal narratives, place-based writing, storytelling, wikis, and VR platforms can support student understanding of community and transform acts of reading and writing into powerful modes of communication and invitations for community involvement and change.

Presenters: Tracy Cretelle, Rochester City School District, NY
Sharon Peck, SUNY Geneseo, NY

W.10 Learning to Go High: Lessons for the Awakening and Activation of Hope



352 D

Whatever the results of the 2018 elections, our country, and our students, will stand in need of moving on from the extreme divisiveness we have recently experienced: rebuilding our moral and psychological infrastructure and finding new forms of personal and collective hope in order to eventually put this divisiveness definitively in the past.

The sessions in this workshop will explore practical tactics for the awakening and activating of hope in the English classroom: rhetorical listening to build bridges over psychic walls, the personal creed to build bridges to a meaningful future, and memoirs of the soul to remember the gratitude and deep learning often found in the darkest of times. The workshop is an offshoot of the 2018 AEPL Summer Conference.

Chair and Presenter: Bruce Novak, Director of Educational Projects for the Foundation for Ethics and Meaning, “A Renewed Discipline of Personal and Interpersonal Studies to Generate a New Democratic Politics of Meaning”

Presenters: John Creger, American High School, Fremont, CA, “The Personal Creed and Personal Hope”

Abigail Michelini, California State University, Channel Islands, “Rhetorical Listening to Build Imaginative Bridges across Our Imagined Divides”

Bruce Novak, Director of Educational Projects for the Foundation for Ethics and Meaning, “A Renewed Discipline of Personal and Interpersonal Studies to Generate a New Democratic Politics of Meaning”

Nan Phifer, author, “Finding Hope *and* Gratitude in Working through Sorrows”

Kathleen Blake Yancey, Florida State University, “Rhetorics of Hope to Counter Rhetorics of Division”

W.11 Mirrors and Windows: Using Contemporary Latinx Art to Inspire Narratives and Poetry



342 C

The workshop will focus on using artwork—particularly that of marginalized or under-represented groups—to build community while supporting reflection, critical thinking, and writing inspiration. Participants will write a personal narrative or poem inspired by a piece of Latinx artwork.

Presenters: Betsy Andersen, Arts Council Santa Cruz County, CA

Julia Chiapella, Young Writers Program, Santa Cruz, CA

W.12 Use Digital Tools to Create Dynamic Fiction



350 D

Our students can write powerful stories, but sometimes writer’s block (fear/lack of inspiration/need for structure) stops the creative process. With the visual power of web tools, we can open portals to creativity, turning the classroom into a storyteller space. When our students try on various hats (literal and figurative) using avatars, suddenly brainstorming characters and points of view gets a lot more fun. When they plot using storyboards with heart-clutching moments, see how their stories start turning their own pages! And what about interactive graphics to sketch out potential settings or explore theme? The

WORKSHOPS / 11:30 A.M.–3:30 P.M.

writing process gets more fluid, flexible, and experimental, because these visual means spark meaningful fiction and get our students experimenting in the same playful, thoughtful ways authors do. In our time together, we'll analyze mentor texts (story and novel excerpts), brainstorm our own story ideas with digital tools, and then generate experimental paragraphs of text. You'll leave with several activities to empower students to create a digital portfolio of memorable fiction.

Presenter: Lyn Fairchild Hawks, Duke University Talent Identification Program, Durham, NC

W.13 Student Podcasting: Voice and Advocacy for Authentic Audiences

E
M
S

330A

In this hands-on session, attendees will discover the advantages of podcasting in the classroom, hear how secondary students produced their own podcasts, and have the choice to either craft their own podcast project or create a sample episode. Inspired by the popularity of the Peabody Award-winning Serial podcast, copresenter Kim Kemmer implemented a high-interest project combining research, argument, and podcasting in her eleventh-grade language arts classroom, where her students became detectives in solving a murder mystery from 1999. Whether it is solving a mystery or raising awareness of the critical issues of our time, podcasting is a great opportunity to give students a voice and a platform beyond the classroom. Copresenter Kate Jackson will share how tenth graders became advocates for human rights through student-produced podcasts, which gave students a voice in making local and global changes in society.

It is recommended that attendees bring an iPad, iPhone, tablet such as a Surface, or laptop. Session will reference Audacity, a free open-source audio software for recording and editing available to download at <https://www.audacityteam.org/> or Mac users may use GarageBand, which is preinstalled on most iPads and iPhones.

Presenters: Kate Jackson, Corona-Norco Unified School District, CA; *CNUSDeDChat*
Kimberly Kemmer, Corona-Norco Unified School District, CA; *CNUSDeDChat*

W.14 The Social Justice English Classroom

S

340A

Now more than ever, the sociopolitical climate in the United States urges us to consider the role of education in the development of future generations of engaged, informed citizen-participants. The English classroom, then, offers a unique environment wherein students may learn both how to speak out against injustices and how to fight for equity in an increasingly tempestuous world.

This workshop allows secondary educators the opportunity to build, from the ground up, an English curriculum that places equity and justice front and center. The workshop's focus will be fivefold: teaching with privilege, selecting literary works in line with social justice values, encouraging sociopolitical engagement through research, fostering cross-cultural experiences, and instilling empathy in our students.

Presenter: Samantha Doolittle, Abbott Lawrence Academy, Lawrence, MA

W.15 Using Playlists and Open Badges to Amp Youth Voices

M
S
C

332F

We invite participants into an exciting new approach to online blended learning that teachers at local sites of the National Writing Project are helping to develop through partnership with LRNG and with each other through our building, protecting, nurturing, and tweaking of an openly networked site for Youth Voices. At the beginning of the workshop, we'll do a playlist together—a curated group of online experiences designed around a theme. We will ask participants to do the activities outlined in a playlist that addresses a current issue facing our nation.

In the second half of the workshop, participants will build their own online projects for their students using Youth Voices and LRNG. We'll use a protocol to take a close, critical look at one of the playlists that we've developed; then we'll ask each participant to re-envision a project that they love to do with students because of how it helps youth to make their voices heard.

Facilitators: Paul Allison, New York City Writing Project, National Writing Project, Youth Voices
Christina Cantrill, National Writing Project
Joe Dillon, Denver Writing Project, CO
Lona Jack-Vilmar, New York City Writing Project
Jo Paraiso, Fremont High School, Oakland, CA
Dawn Reed, Red Cedar Writing Project, East Lansing, MI
Sam Reed, USchool, Philadelphia, PA
Chris Sloan, Judge Memorial Catholic High School, Salt Lake City, UT

W.16 Using Primary Sources to Develop Inquiry in the English Classroom

M
S
C

381 B

The objective of this workshop is to introduce participants to new primary source-rich resources for instruction and demonstrate proven strategies designed to support students' critical thinking skills. Attendees will navigate the Digital Public Library of America (DPLA) and its Primary Source Sets, collections of instructor-vetted primary sources on 160 topics in literature, history, and more, drawing on diverse resources found in DPLA—from newsreel footage to oral histories. Presenters will lead an interactive exploration of these free resources and collaborate with participants to develop approaches to incorporating primary sources that are optimized for their students and curricula. By the end of the session, attendees will have generated specific ideas for how to use a DPLA Primary Source Set or individual primary source in an upcoming course or assignment.

DPLA is a free national digital library that provides access to millions of materials from libraries, archives, and museums across the United States. DPLA Primary Source Sets were designed and created in collaboration with DPLA's Education Advisory Committee, a team of educators representing humanities disciplines across secondary and higher education.

Facilitators: Franky Abbott, Digital Public Library of America
Samantha Gibson, Digital Public Library of America
Susan Ketcham, East Central High School, St. Leon, IN
Lakisha Odum, Teachers College, Columbia University, New York, NY

W.17 Voices for Change: Creating Classrooms That Develop Student Voice and Agency through Story, Purposeful Talk, and Value for Multiple Perspectives

E

382 B

This workshop opens with exploration of a single text, engaging participants in authentic processes for thinking and talking together. Through reflection, participants explore their beliefs about comprehending as a process, the social nature of learning and effects on classroom community, the teacher as facilitator, the foundational importance of talk and varied perspectives as constructivist tools, and the development of student voice.

Emphasis then shifts from meaning making inside single texts to thinking and talking using text sets focusing on issues of significance through varied perspectives to broaden the range of voices in the meaning-making process. Participants will engage in a text set that expands meaning constructed in the original single text, experiencing the power of a range of genre and text types in the process.

The workshop focus will then shift to the instructional implications of this process, with time devoted to intentional teaching decisions, lesson design, and the design of text sets. Video, photos, and conversational excerpts will illustrate students and teachers, in both urban and rural classrooms, engaged in this work. Examples of charting to capture the collaborative process will be included.

Presenters: Debra Crouch, consultant
Maria Nichols, author

Affiliate Leadership Meeting

G

360 ABC

OPEN TO ALL

Sponsored by the Standing Committee on Affiliates

This meeting, hosted by the Standing Committee on Affiliates for affiliate leaders from across the country, will allow us to continue the work started at the 2017 Summer Leadership meeting. An opening session will be followed by breakout sessions on issues highlighted in a recent survey by affiliate leaders.

This session will provide colleagues with a series of opportunities to interact with the SCOA regional liaisons as well as engage with each other in a number of breakout sessions with topics chosen based on survey responses from those attending the summer conference. Breakouts will focus on conference planning, best practices in increasing and managing membership, organizing and strengthening affiliate governing boards, getting newsletters up and running, and best practices in strengthening website messaging.

Committee Members: Jean Boreen, Chair, Southern Utah University, Cedar City
 Kirstey Ewald, Incoming Chair, Central Rivers Area Education Agency, Cedar Falls, IA
 Lawrence Butti, Greenvale, NY; Region 1: CT, DE, ME, MA, NH, NY, RI, VT
 Margaret J. Ford, Campbell, OH; Region 2: DC, KY, MD, NJ, OH, PA, VA, WV
 Julie Rucker, Tift County High School, Tifton, GA; Region 3: AL, FL, GA, MS, NC, SC, TN
 Jim Kroll, L'Anse Creuse Public Schools, Macomb, MI; Region 4: IL, IN, MB, MI, MN, ND, SD, WI
 Lawrence A. Baines, University of Oklahoma, Norman; Region 5: AR, IA, KS, MO, NE, OK
 Tracy Kriese, West Ridge Middle School, Austin, TX; Region 6: LA, NM, TX
 Jeana M. Hrepich, Antioch University, Seattle, WA; Region 7: AK, AB, BC, ID, MT, OR, SK, WA, WY
 Stacey Takanishi, University of Hawaii-Manoa, Honolulu; Region 8: AZ, CA, CO, HI, NV, UT
 David Wendelin, Denver, CO

Affiliate Representatives Participating in Breakout Sessions:

Dave Wendelin, Colorado Language Arts Society, Denver
 Darrin Crovitz, Georgia Council of Teachers of English, Kennesaw
 Karla Hayslett, Ohio Council of Teachers of English Language Arts, Wilmington
 Jane Baber, Oklahoma Council of Teachers of English, Norman
 Josh Flores, Oklahoma Council of Teachers of English, Midwest
 Anastasia Wickham, Oklahoma Council of Teachers of English, Oklahoma City
 Lara Searcy, Oklahoma Council of Teachers of English, Tahlequah

A SESSIONS / 1:00–2:15 P.M.

A.01 A.C.C.E.S.S.ing Student Success: Supporting Culturally Relevant Pedagogy across Professional Development Practice Centers

E
M
S
TE

351 D

R

ELATE

This panel engages its audience to reflect on cultural competencies and share their ideas about how professional development practice centers in CRP might develop in their teacher education programs and teaching locations. ACCESS project plans, findings, and lessons learned will be shared with the audience.

Chair and Presenter: Donna L. Pasternak, University of Wisconsin–Milwaukee

Presenters: Leanne Evans, University of Wisconsin–Milwaukee

Xin Wu, University of Wisconsin–Milwaukee

A.02 Teachers as First Responders: 911 Students Need Their Voices Heard

M
S

332 E

NWP

As first responders, North Star of Texas Writing Project will share a framework of how to meet and challenge learning through texts such as commercials, news stories, and current events. This framework will help students find their voices through critically reading and writing about issues relevant to their lives.

Presenters: Holly Genova, Lewisville Independent School District, TX

Rhonda Lemieux, Decatur Independent School District, TX

Leslie Patterson, North Star of Texas Writing Project, Denton

Carol Wickstrom, North Star of Texas Writing Project, Denton

A.03 Latinx Experiences in Classrooms and Communities: Knowing Our Students through Text-Based Conversations across Picture Books, Middle Grade, and YA Book Clubs

E
M
S
TE

362 DEF

Rainbow

This session features teacher educators and authors with Latinx protagonists. Teacher educators present ways book clubs contribute to teachers' self-concepts and understandings of the Latinx students they teach. Authors discuss the experiences that shape the identities of their Latinx protagonists and how to use these texts as teaching tools.

Chair and Presenter: Carla España, Hunter College, CUNY

Presenters: Matt de la Peña, Penguin Random House
Luz Herrera, Fresno State University, CA

Meg Medina, Candlewick Press

Daniel José Older, Scholastic, Inc.

NoNieqa Ramos, Ashburn, VA

Lilliam Rivera, Simon & Schuster

Respondent: R. Joseph Rodríguez, California State University, Fresno

A.04 It “Literature-ally” Takes a Village!

E
M
S
TE

351 C

Children of all ages have a natural instinct to wonder, question life, and create new things; literacy opens these doors. Unfortunately, many children don't have access to literature outside of school. In this interactive session, we will discuss creative ways to unite communities to fill these literacy needs and gaps.

Chair: Deborah Perez, Humble Independent School District, TX

Presenters: Jennifer Burgess, Humble Independent School District, TX

Sherry Chapman, Humble Independent School District, TX

Courtney Friess, Humble Independent School District, TX

Amber Widmier, Humble Independent School District, TX

Jennifer Wilson, Humble Independent School District, TX

Jennifer Woodall, Humble Independent School District, TX

Jennifer Wright, Humble Independent School District, TX

A.05 Amplify!: Strategies for Elevating Student Voice in the Classroom and Beyond

S

352 A

This panel presentation will focus on the various ways we boost our students' voices—from teaching communication skills to empowering our students to make positive change in their schools and communities.

There will be a Q&A at the end of the session.

Presenters: Valeria Brown, Teaching Tolerance
Matthew Homrich-Knieling, César Chávez Academy, Detroit, MI

Julie Jee, Arlington High School, Lagrangeville, NY

Christie Nold, Frederick H. Tuttle Middle School, South Burlington, VT

Pernille Ripp, Global Read Aloud, Oregon, WI

José Luis Vilson, EduColor, New York, NY

A SESSIONS / 1:00–2:15 P.M.

A.06 Engaging Students in Critical Literacy with Newbery and Caldecott Award-Winning Books

G

351 B

Great stories naturally engage students' hearts and minds; a critical literacy approach goes a step further, engaging students in social awareness and action. This session examines the elements of critical literacy and shares strategies to use award-winning books to promote social justice action and student voice through critical literacy practices.

Presenters: Thor Gibbins, SUNY Oneonta
Rebecca Grove, Hood College, Frederick, MD
Maggie Peterson, University of Maryland, College Park

A.07 We Are All Language Learners! Strategies for Culturally Inclusive Classrooms

G

351 A

Welcoming English learners into our classrooms requires that we provide learners with engaging, relevant, and rigorous learning opportunities. Join us as we share our beliefs about being culturally responsive teachers and how this mindset has led us to strategies that support an inclusive and culturally relevant environment for English learners.

Presenters: Jessica Martell, Central Park East 2, New York, NY
Cris Tovani, Stenhouse Publishers and Heinemann
Stella Villalba, Dublin City Schools, OH

A.08 EXHIBITOR SESSION: Connecting Students with Language Arts and the Digital World

G

382C

Sponsored by EMC School

Meet Passport, EMC's state of the art digital learning environment that is uniquely designed for your language arts classroom. Learn how you can use Passport to engage all of your students with not only content but media literacy and communication tools. Leave with ideas you can implement in your classroom immediately!

Presenter: Karen Carrier, Learning Solutions Specialist, EMC School

AB SESSION / 1:00-3:45 PM

AB.01 Moving beyond the "Screentime" Debate: The Intersection of Teaching, Researching, and Parenting

G

TE

R

320 AB

How much screentime is too much? Are screens making us dumber or smarter, antisocial or more social? This session will present insight from educators who navigate decisions about the role of screens in their own homes. Working collaboratively, participants will build a "tips for parents" guide that can be distributed.

Chair: Kristen Hawley Turner, Drew University, Madison, NJ

Presenters: Troy Hicks, Central Michigan University, Mt. Pleasant, "The Circle' Is Ruining My Social Life: Rethinking Screentime in Our Children's Emotional, Intellectual, and Ethical Development"

Tom Liam Lynch, Pace University, New York, NY, "Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday Morning Cartoons: A Parent's Struggle with YouTube"

Roundtable 1: Engaging or Distracting?

Bill Bass, Parkway School District, Chesterfield, MO

Roundtable 2: Butterfly Wings and Belonging

Michelle Hagerman, University of Ottawa, Ontario, Canada

Roundtable 3: Phoning It In: Parenting in the Age of Smartphones

Lindy Johnson, College of William and Mary, Williamsburg, VA

Roundtable 4: "But, You're on YOUR Computer, Mom:" Aligning Our Practices and Our Parenting

Sara Kajder, University of Georgia, Athens

Roundtable 5: Toddlers, TVs, and Not Listening to Our Mothers

Lauren King, Drew University, Madison, NJ

Roundtable 6: "Can We Pretend We're on the iPad?": Perspectives on Screen Time from a Triplet Dad

William Kist, Kent State University, OH

Roundtable 7: Are Some Forms of Screentime More Valuable Than Others?

W. Ian O'Byrne, College of Charleston, SC

Roundtable 8: Engaging or Distracting?

Kritsy Pytash, Kent State University, OH

Roundtable 9: Can I Have My Ten Minutes?

Kristen Hawley Turner, Drew University, Madison, NJ

Roundtable 10: Gradual Acceptance: Embracing the Potential of Screens

Michelle Walker, Saxe Middle School, New Canaan, CT

Roundtable 11: Has Technology Destroyed a Generation?

Angela Wiseman, North Carolina State University, Raleigh

Roundtable 12: With Great Tools Comes Great Responsibility!

Carl Young, North Carolina State University, Raleigh

Roundtable 13: Information Diets, Fake News, and Digital Divides: Developing Our Digital Learning Identities

Andrea Zellner, Oakland Schools, Waterford, MI

B.01 Sharing Student Stories through the Arts



GRAND BALLROOM C

Expression through the arts and arts integration is one important way to help students raise their voices and share their stories. In this interactive roundtable session, participants can paint, draw, act, sing, create music, write poetry, and perform their ideas about strategies that promote student voice, equity, and justice.

Chairs and Presenters: Katherine Macro, University at Buffalo, NY, “Acting ‘as if’: Exploring Stories through Drama”

Pauline Schmidt, West Chester University, PA, “Silly Soliloquies: Student Voice through Performance”

Michelle Zoss, Georgia State University, Atlanta, “Exploring Identity through Mosaic and Conversation”

Roundtable 1: Creating Museum Exhibits in the ELA Classroom

Leonard Aguilar, Young Women’s College Preparatory Academy, Houston, TX

Roundtable 2: Using Art to Create New Identities as Social Activists

Sara Bangert, Indiana University–Purdue University at Indianapolis

Roundtable 3: Finger Painting and Poetry: Raising Our Voices with Our Hands

Sarah Brashear, Bridgeland High School, Cypress, TX

Roundtable 4: Drama and Theater Strategies to Support Writing

Kay Cowan, University of Tennessee at Chattanooga

Roundtable 5: Writing and Performing Spoken Word Poetry: A Hands-On Workshop

Carrie Deahl, Maryvale High School, Phoenix, AZ

Roundtable 6: Look at What I Have to Say: Examining Audience through Photography

Michael DiCicco, Northern Kentucky University, Highland Heights

Roundtable 7: Raising Student Voices in Song: Singing Our Lives and Our Struggles

Tim Duggan, Northeastern Illinois University, Chicago

Roundtable 8: Voice and Choice: Found Poems as Text-Response Strategy

Toby Emert, Agnes Scott College, Decatur, GA

Roundtable 9: Visual Art Strategies to Support the Reluctant Reader

Nicole Gillispie, University of Tennessee at Chattanooga

Roundtable 10: Masks to Unmask the Meaning in Poetry

Kelly Groark, Vistas High School, Klein Independent School District, TX

Roundtable 11: Visual Art Strategies to Support Comprehension

Hunter Jamerson, University of Tennessee at Chattanooga

Roundtable 12: How Repurposing Steel Supports Strong Revision in Writing

S. Rebecca Leigh, Oakland University, Rochester, MI

Roundtable 13: Synectics Poetry: A Fun Way to Synthesize Literary Learning

Kayla Logan, University of Houston, TX

Roundtable 14: Bringing the Storytelling Magic of Face Changing into the Classroom: The Art of Biàn Lian 变脸

Rebecca Maldonado, University of Oklahoma, Noble

Roundtable 15: Raising Our Voice: Music Strategies to Support Fluency

Alexa Newman, University of Tennessee at Chattanooga

Roundtable 16: Finger Painting and Poetry: Raising Our Voices with Our Hands

Chea Parton, The University of Texas at Austin

Roundtable 17: Drama Seed Strategies to Support Literacy Development

Kristin Rayment, University of Tennessee at Chattanooga

Roundtable 18: Creating Cultural Connections through Cultural X-rays, Photos, and Found Poetry

Peggy Rice, Ball State University, Muncie, IN

Roundtable 19: Masks to Unmask the Meaning in Poetry

Susy Roberts, Vista High School, Klein Independent School District, TX

Roundtable 20: Creating Cultural Connections through Cultural X-rays, Photos, and Found Poetry

Jacob Sliger, Ball State University, Muncie, IN

Roundtable 21: Becoming Part of the Story: Performing Art Strategies to Give Students Voice

Philip Strang, University of Tennessee at Chattanooga

Roundtable 22: Modeling Our Learning Selves: Responses to Abstraction in Clay

Laura Turchi, University of Houston, TX

Roundtable 23: Symbolizing Experience: Personal Reflection through Body Biography Drawings

Alisha White, Western Illinois University, Macomb

Roundtable 24: Writing and Performing Spoken Word Poetry: A Hands-On Workshop

Wendy R. Williams, Arizona State University, Mesa,

Roundtable 25: Synectics Poetry: A Fun Way to Synthesize Literary Learning

Eve Zehavi, University of Houston-Downtown, TX

B SESSIONS / 2:30–3:45 P.M.**B.02 Looking to Learn: Supporting Content-Area Inquiry with Images****G****320 C**

In this highly interactive session, presenters will share fresh visual strategies teachers can immediately use in their classrooms. Participants will try out image floods, identity sketchnotes, family expertise webs, and reflection charts that support inquiry in all content areas. A full-session “live” sketchnote will be created and shared.

Presenters: Harvey Daniels, Santa Fe, NM, “The Close Reading of Images: Seven Structures for Visual Learning in the Content Areas”

Tanny McGregor, West Clermont Schools, Cincinnati, OH, “Drawn to Discover: Everyday Sketchnotes for Learning and Reflection”

Nancy Steineke, Illinois Writing Project, Brookfield

B.03 Talking Race: Pushing Past the Superficial to the Conversations Our Students Need**G****351 F**

In these trying and complicated times, there always seems to be a call for a national conversation about race. As educators, we face many challenges when leading such conversations with our students, not the least of which is deciding which conversations are meaningful and which are only distractions. After we make this distinction, there are so few actual professional development opportunities where we can practice the skills that it takes to get these conversations right.

Presenters: Arlene Casimir-Siar, Teachers College, Columbia University, New York, NY
 Sonja Cherry-Paul, Farragut Middle School, Hastings on Hudson, NY
 Lakisha Howell, Teachers College Reading and Writing Project, New York, NY
 Matt Kay, Science Leadership Academy, Philadelphia, PA

B.04 Assessment-Capable Learners**E****M****S****351 A**

Assessment-capable learners understand their current level of performance and compare that with the desired level, select tools for learning, seek feedback, and recognize when they have learned.

Presenters: Douglas Fisher, Health Sciences High, San Diego, CA
 Nancy Frey, San Diego State University, CA

B.05 Stories Matter**G****351 C**

Stories can help our students discover and clarify their own voices. Stories can help us to know our world better. Stories can help us to understand our world and the people in it. This session will highlight stories, real and imagined, and how they can be of value to ALL our students and to ourselves. Join us as we share stories and strategies that help all readers but especially our striving readers become readers they need to be.

Presenters: Kylene Beers, author and consultant, The Woodlands, TX
 Teri Lesesne, Sam Houston University, Huntsville, TX

B.06 Leading Literacy from Behind: Empowering Teachers to Learn and Lead



352 A

Literacy leaders take different forms. Some hold the title of principal or department chair. Others are called instructional coaches or education consultants. Many are classroom teachers. This session's panel represents all of these types of leaders. What the panelists have in common is their belief that the best leaders are those who empower and grow teachers in collaborative, professional environments. During this session, each panelist will share an experience where he or she "led from behind," supporting educators as they redesigned literacy curriculum, implemented new instructional methodology, pursued professional goals, or embarked on their first years of teaching. Roundtable discussions will follow the brief presentations.

Presenters: Oona Marie Abrams, Chatham High School, NJ, "Transformative Teacher Leadership through Vulnerability and Authenticity"
Christopher Bronke, Downers Grove North High School, IL, "How Might We?: Using Design Thinking to Refocus PLC Work"
Tom Marshall, Stony Lane Elementary School, Paramus, NJ, "Making Relevant Teacher Learning Part of the Evaluation Process"
Heather Rocco, Chatham High School, NJ, "Genius Hour as Professional Development: Opportunities to Inspire Real Teacher Growth"
Yolanda Stewart, Columbus City Schools, OH, "Using Tatum's *Enabling* Framework to Coach New Teachers"

B.07 Reading Together to Confront Social Issues: Book Clubs as a Pathway to Understanding and Activism



LGBTQ
Rainbow

351 D

In this interactive panel, presenters will introduce a book club unit focused on reading for social issues and discuss how book clubs can deepen students' connections to one another, literature, and issues of the day. Participants will see student work and receive handouts including suggested book titles and teaching tools.

Presenters: Audra Robb, Teachers College Reading and Writing Project, New York, NY
Emily Strang-Campbell, Teachers College Reading and Writing Project, New York, NY

THURSDAY GENERAL SESSION

4:00–5:30 P.M.

Chimamanda Ngozi Adichie

GENERAL ASSEMBLY THEATER ABC

Speaker Introduction: Stella Villalba, Dublin City Schools, OH

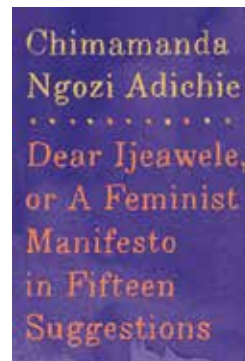
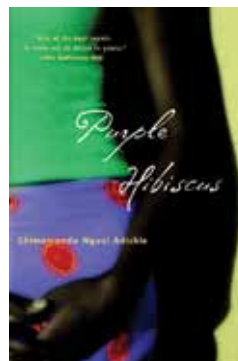
Speaker: Chimamanda Ngozi Adichie

Chimamanda Ngozi Adichie was born in Enugu, Nigeria. Her first novel, *Purple Hibiscus* (2003), won the Commonwealth Writers' Prize, and her second novel, *Half of a Yellow Sun* (2006), won the Orange Prize. Her 2013 novel *Americanah* won the US National Book Critics Circle Award and was named one of the *New York Times* Top Ten Best Books of 2013. Her most recent book, *Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions*, was published in March 2017. She was named one of TIME magazine's 100 Most Influential People in the World in 2015, and Fortune magazine named her one of the World's 50 Greatest Leaders in 2017.

A book signing will follow the event; the first 250 in line will receive a free book.



Wani Olatunde



Sponsored by



Education

SECTION GET-TOGETHERS

Elementary Section Get-Together

GRAND BALLROOM C

Meet NCTE's elected leaders who represent the Elementary Section, network with educators from across the country, and snack on hors d'oeuvres while learning about "funds of knowledge" with keynote speaker **Luis C. Moll**.

Presiding and Speaker Introduction: Kathryn F. Whitmore, University of Louisville, KY
Speaker: Luis Moll, professor emeritus, University of Arizona



Early Literacy Educator of the Year Award

Recipient: Alicia Arce-Boardman, Northern Parkway Elementary School, Long Island, NY; Eliza Braden and Kamania Wynter-Hoyte, University of South Carolina, Columbia.

Language Arts Distinguished Article Award

Recipient: Laura Ascenzi-Moreno, Brooklyn College, Brooklyn, New York, "Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility" (July 2018)

Outstanding Elementary Educator Award

Recipient: Luis C. Moll, professor emeritus, University of Arizona

Middle Level Meet-Up

Sponsored by



GRAND BALLROOM B

Kick off your convention experience with this gathering of middle level attendees. There will be food, friends, and the chance to meet Section leaders, as well as a keynote from award-winning author **Duncan Tonatiuh**. Duncan will sign books after the event.

Presiding: Christopher Lehman, The Educator Collaborative, Astoria, NY
Speaker: Duncan Tonatiuh



Miles Vidlor

Secondary Section Get-Together

Sponsored by



bedford, freeman & worth
high school publishers

GRAND BALLROOM A

Gather with hundreds of other secondary teachers to kick off the Convention in this opening session that features a welcoming community, a keynote address from **Daniel José Older**, and refreshments! Daniel will sign books after the event.

Presiding: Shekema Silveri, IFE Academy, East Point, GA
Speaker Introduction: Vaughn Watson, Michigan State University, East Lansing
Speaker: Daniel José Older



John Midgley