

MONDAY SESSIONS A.1-A.6

10:00-11:00

- Technology
- Prof. Development
- Leadership
- Common Core
- Writing



James Daubs

A.1 Assessing the Common Core, 10:00-11:00

James Daubs, The College Board, New York, jdaubs@collegeboard.org

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This session, presented by an assessment specialist who is also a former ELA instructor, will provide specific methods for testing students' comprehension and mastery of the Common Core Standards for English Language Arts.



Jan Clinard

A.2 Reducing Remediation in College Writing through Sustained Leadership that Fosters Communities of Practice, 10:00-11:00

Jan Clinard, University of Montana-Helena, jan.clinard@umhelena.edu

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Over a period of 12 years, the Montana University System tested nearly 100,000 high school juniors whose essays were scored through a collaborative process that included training of trainers, scoring that doubled as professional development, and the use of results for placement into college composition. As high school teachers learned what kind of writing the colleges and universities required, student writing improved, cutting in half the need for remedial writing. Learn how this happened, why it led to controversy, who tried to kill it, and MUSWA's ultimate fate.



Frank Baker

A.3 All Media Start as Writing: Media Literacy for the 21st Century, 10:00-11:00

Frank Baker, Media Literacy Clearinghouse, Inc., fbaker1346@aol.com

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Media is the world of our students; yet today's curriculum virtually ignores it. Many teachers are not comfortable teaching with popular culture or youth media. Jim Burke (*The English Teachers Companion*) urges all teachers to embrace teaching with media—or risk becoming obsolete. Using hands-on, engaging and relevant activities, the presenter will guide educators in ways that help them feel comfortable teaching with AND about the media.



Peg Tyre

A.4 The Good School: How Smart Parents Get Their Kids the Education They Deserve, 10:00-11:00

Peg Tyre, Author, Educational Researcher,

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Peg Tyre will be talking about her most recent book, the critically acclaimed *The Good School*, which distills 30 years of blue chip education research to help parents, teachers, principals and members of the school board determine if what is happening in a community, a school and a classroom around test scores, reading, math, the balance of recess and seat time and class size conforms with what research tell us are the best educational practices. *The Good School* been featured in USA Today, Salon, on Reuters, in Time and People magazines, and on NPR. "She wields research like a scythe," wrote the New York Times, "slicing through the thick growth of deeply rooted beliefs about education."



Elle Yarborough



April Brannon



Katherine Mason

A.5 Learning and Teaching the Vignette to Encourage Reflective Practice in the Classroom, 10:00-11:00

April Brannon, California State University, Fullerton, abrannon@exchange.fullerton.edu

Katherine Mason, Wichita State University, Kansas, katherine.mason@wichita.edu

Elle Yarborough, Northern Essex Community College, Haverhill, Massachusetts, elleyw@hotmail.com

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As faculty who work with future English teachers in English education courses, supervise student teachers, and work with current English teachers in professional training and coaching roles, we appreciate the importance of reflective practice in our discipline. Using vignette writing to reflect on and understand our experiences as English teachers can help us to gain an understanding of what our students go through when they write, and can help us to better understand our teaching.



Pamela Doiley



Tom McCulley

A.6 Differences That Matter: Reflective Thinking and Writing for First-Year Student Success with Peer Review Writing across the Disciplines, 10:00-11:00

Pamela T. Doiley, Jon W. McCormack Middle School, Dorchester, Massachusetts, pdoiley@boston.k12.ma.us

Tom O. McCulley, Heartland Community College, Illinois, tom.mcculley@heartland.edu

Missy Nieveen Phegley, Southeast Missouri State University, mphegley@emo.edu

R. Joseph Rodriguez, The University of Texas at Austin, joseph.rodriguez@austin.utexas.edu

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The interest in writing for the college level that reflects college readiness has intensified in recent years across the country and has entered our PK16 classrooms as standards, curricula, courses, and textbooks are realigned and redesigned. This presentation will highlight classroom-tested strategies and routines that create successful pathways for students graduating from high schools to enter community colleges and universities. This session will feature presenters who will share recent leadership and writing-task practices that strengthen students' thinking and writing readiness and transition to higher learning environments with disciplinary literacies. Brains-on activities, strategies, routines, and scenarios with web-based resources on writing and learning with instructional interactions will be shared. Selected clips from the documentary titled *French Fries Are Not Vegetables* (2011) by Peter Berkow will be viewed to highlight recent college preparation approaches.



Missy Nieveen Phegley



R. Joseph Rodriguez

11:00-11:15 Break sponsored by Heinemann

- Technology
- Prof. Development
- Leadership
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- Writing

MONDAY SESSIONS B.1-B.3

11:15-12:00 | 12:00-12:45



John Creger

B.1 Expecto Patronus for the Common Core: Seven Strands for Depth, 11:15-12:00

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John Creger, American High School, Fremont, California, jcreger@jps.net

Want to ensure that Common Core Standards not corner our students NCLB-style in the deathly shallows of skill and drill? Then we must have a professional understanding of *depth*. The session opens with a Model of Deepened Learning, a patronus against the shallows. Safe now from dark corporate magic, we customize our session. You cast two votes from a menu of seven curricular strands designed to: cultivate *students' wisdom*; foster *pervasive questioning*; make a routine of *sustained purposeful reflection*; mix in a regular practice of *classroom meditation*; support the development of each student's *Personal Creed* (NCTE/NWP James Moffett Award); and more. After sampling classroom activities from elected strands, we take home resources for the others, and follow up on English Companion Ning.



Michele Albano

B.1 Don't Throw the Baby Out! Connecting Quality Writing Projects from the Past to the Common Core, 12:00-12:45

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Michele Albano, Lyons Township High School, Illinois, albanomichele@rocketmail.com

One high school's gap analysis between what has been taught and the expectations of the Common Core Standards found that the teaching of "argumentative literacy" has been neglected in favor of the more traditional genres of narrative, expository, and persuasive. This presentation is designed for ELA departments interested in expanding their writing capacities by infusing argument into an otherwise traditional writing project. The session will feature hands-on work of the participant's choice with either a writing project brought by the participant or an existing project brought by the presenter. Participants will leave with an extensive writing unit suitable for all levels of students.



Trisha Kocanda



Ed Zwirner

B.2 Focus on Feedback—One Township's Journey to Improve Writing Instruction, 11:15-12:00

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Trisha Kocanda, Winnetka Public Schools, Illinois trishakocanda@winnetka36.org

Ed Zwirner, New Trier Township High School, Illinois, zwirner@newtrier.k12.il.us

The New Trier Township Language Arts Steering Committee was interested in creating an opportunity for teachers across the township (grades 6-9) to discuss the types of feedback they give to students on their written assignments. The goal of these discussions was to shed light on what teachers find to be the most effective and productive ways to give directions that encourage rather than discourage young writers. Through these discussions, we gained insight into what we, as a township, believe to be strong, purposeful writing based, not on the summative evaluation of individual pieces, but rather on how we might guide students through the drafting process in order to help them grow as writers. This presentation will expose differences in what teachers value and how they provide direction to their students.



Jeff Cebulski



Tommy Jolly



Robert Vanderburg

B.2 From Raw to Refined: Inviting Middle and Secondary Students to the University, 12:00-12:45

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Jeff Cebulski, Kennesaw State University, Kennesaw, Georgia, jmc8157@kennesaw.edu

Tommy Jolly, East Paulding High School, Dallas, Georgia, jolly.tommy@gmail.com

Robert Vanderburg, Claflin University, Orangeburg, South Carolina, rvanderburg@claflin.edu

The rigors of college-level reading and writing require years of preparation. In this presentation, university and secondary educators discuss the successes and challenges of two unique partnerships that invite middle and secondary students to read challenging non-fiction texts, compose critical responses, and receive tutoring and critique from university-level writing instructors. Through these programs, teams consisting of teachers at all involved levels have taken ownership of their professional development and collaborated on reshaping writing curricula for the benefit of their students. Attendees will discuss relevant non-fiction texts and evaluate authentic student writing samples.



Tristan Siple



Gina Siple

B.3 Process Tech! Middle and High School Tech Tools for Enhancing the Writing Process, 11:15-12:00

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Gina Siple, Buckley Country Day School, gsiple@gmail.com

Tristan Siple, The Kew-Forest School, drtstiple@gmail.com

Participants will learn to use tech tools such as Kidblog, MS Track Changes, Wordle, and Turn-it-in to help students curate textual evidence, develop reflective analytical thinking, and augment sophisticated claim-making. Participants will engage in all stages of the writing process, while learning how to incorporate Process-Tech! into their curriculums.



Tina Marchiano

B.3 The 21st Century Student Writer: Using Social Media to Improve Writing and Enhance Peer Review, 12:00-12:45

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Tina Marchiano, Pascack Valley High School, New Jersey, tmarchiano@pascack.k12.nj.us

This presentation will include strategies for using Twitter, Edmodo, and Google in the English classroom. Through use of these resources and sites, students provide one another with constructive feedback and publish their work online. As the class embraces the technological advancements of the 21st century, using tools with which they are familiar, student engagement increases. Further, students have 24/7 access to peer revision and reflection throughout the recursive process of writing.

- Technology
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MONDAY SESSIONS B.4-B.6

11:15-12:00 | 12:00-12:45



Carleen Cary



Sherrae Hayes



Ashley Newby

B.4 Back Talk: Students as Literacy Leaders in Out-of-School Spaces, 11:15-12:00

Carleen Carey, Michigan State University, careycar@msu.edu

Sherrae M. Hayes, Michigan State University, hayessh2@msu.edu

Ashley Newby, Michigan State University, newbyash@msu.edu

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In this workshop, panelists will demonstrate and discuss dialogic practices of teacher-leadership that tune educators (in)to the voices/frequencies African-American youth use in their daily literacy practices. Using multiple experiences of African-American urban youth, they will examine how these youth “write” in plural ways to express their interests and passions, including using school-based literacy practices in the out of school spaces, bringing fashion-based literacy practices to school, and bringing rapping and rhyming habits of youth culture into formal schooling spaces.



Claudia Reder

B.4 The Poetry Project: The Voices of English Language Learners, 12:00-12:45

Claudia M. Reder, California State University at Channel Islands, claudia.reder@csuci.edu

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How do we allow students to analyze an issue through movement, language, art, music, and storytelling? In this workshop, we will listen to and read English Language Learners’ thoughts and concerns, read quotes collected from various sources, and create our own group poem. We will develop our collaborative effort further through tableau, art, and soundscape. Reflection will allow individuals to remake and re-imagine their own poems. We will conclude by discussing ways to adapt these techniques for classroom use.



Lauren Heimlich



Emily Meixner

B.5 Teaching Writing to Each Other: Professional Development & the Power of Electronic Writing Portfolios, 11:15-12:00

Lauren Heimlich, Roy W. Brown Middle School, Bergenfield, New Jersey, lheimlich@bergenfield.org

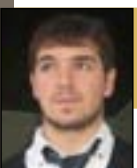
Emily Meixner, The College of New Jersey, Ewing, meixner@tcnj.edu

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How can we foster leadership and professional engagement in young teachers? How can we provide opportunities for teachers to teach writing to each other? Participants in this session will explore how to develop a culture of home-grown professional development in their schools, specifically focusing on best practices in writing instruction. Drawing on a successful model of professional development in a secondary English education program in which recent alumni provide professional development to pre-service teachers, participants will have the opportunity to explore how this model might be translated into their own school contexts. Additionally, participants will be provided with a specific PD example on electronic writing portfolios created by a second-year teacher. Instructional technologies, example portfolios, and specific writing methodologies will be shared.



April Gonzalez



Alex Witkowski

B.5 The Portfolio Project: Growing Writers for the Future, 12:00-12:45

April Gonzalez, South Brunswick High School, april.gonzalez@sbschools.org

Alex Witkowski, South Brunswick High School, alex.witkowski@sbschools.org

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Participants will understand how the portfolio project can serve as a best practice to address the Common Core State Standards within the traditional curriculum in a meaningful way. Participants will know how to prepare for and implement a year-long portfolio project. Participants will understand how the portfolio project can support teachers in ensuring that their students meet the standards set forth in the CCSS.



Victor Jaccarino

B.6 The Common Core: The Shifts and Application in the ELA and Content Area Classrooms, 11:15-12:45

Victor Jaccarino, Hofstra University; Eastern Suffolk BOCES; educational consultant, viceed@aol.com

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This workshop will highlight some of the shifts that The Common Core demands of us along with practical ways of addressing the standards and their implications in our ELA and content area classrooms. There will be suggested activities to do with groups of teachers upon return to your districts as well as hands-on activities to develop a better understanding of the Common Core State Standards. If you bring your laptop, the presenter will share the PowerPoint and handouts with you.

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MONDAY SESSIONS C.1-C.3

2:30-3:45



Virginia Mix



Whitney
Whealdon

C.1 Adapting Classroom Writing to the ELA Common Core Standards, 2:30-3:45

Virginia Mix, English Language Arts Assessment Consultant, virginia_mix@yahoo.com

Whitney Whealdon, English Language Arts Program Coordinator, Louisiana Department of Education, whitney.whealdon@la.gov

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The Common Core Standards are coming! What can classroom teachers do to prepare students for the changes ahead? Join the presenters as they speak to the changes in assessment and instruction in the English Language Arts classroom as states and districts move toward the Common Core. The presentation's focus will be on classroom writing instruction and how daily writing activities and assessment can meet the expectations of the Common Core while remaining engaging and student-centered. Attendees will discover what changes they can expect on state writing exams. The presenters will provide concrete examples of previous testing materials and new testing materials aligned to the Common Core. Participants will discuss how to implement these changes in writing activities, classroom instruction, and testing in the classroom. Attendees will also craft and review both multiple-choice and extended-response writing items while exchanging personal experiences and effective practices from their own classrooms.



David Arbogast



Lisa Hughes

C.2 A Reading/Writing Workshop Curriculum: How to Design It, Support Teachers, and Build Leadership Capacity across a District or School, 2:30-3:45

David Arbogast, Loudoun County Public Schools, Ashburn, Virginia, david.arbogast@lcps.org

Lisa Hughes, Sterling Middle School, Ashburn, Virginia, lisa.hughes@lcps.org

Jennifer Miller, Smarts Mill Middle School, Ashburn, Virginia, jennifer.miller@lcps.org

Colleen Milligan, Smarts Mill Middle School, Ashburn, Virginia, colleen.milligan@lcps.org

Sonja Polcen, Stone Hill Middle School, Ashburn, Virginia, sonja.polcen@lcps.org

Michele Schmidt, Loudoun County Public Schools, Ashburn, Virginia, michele.schmidtmoore@lcps.org

Laura Tucker, Smarts Mill Middle School, Ashburn, Virginia, laura.tucker@lcps.org

Allyson White, Blue Ridge Middle School, Ashburn, Virginia, allyson.white@lcps.org

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Literacy Journey is a professional development series designed in our school district to support reading and writing instruction. We developed it in conjunction with our revised curriculum that emphasizes critical reading and writing from an inquiry approach. In this session, we will share our journey as we redesigned our middle school English curriculum to support inquiry in a reading and writing workshop and implemented a graduate level professional development series to foster teacher reflection on instructional practices and build leadership capacity within district schools. After an overview of our journey, participants will engage in the following stations, each of which gives participants an opportunity to analyze artifacts from teachers and students, view videos of our practice, and reflect and network with others:

- Redesigning Reading and Writing Curriculum to Foster Inquiry and Independence
- Building Leadership Capacity Across a District
- Fostering Teachers as Writers, Readers, and Researchers
- Using Portfolios for Reflection and Assessment.



Colleen Milligan



Jennifer Miller



Sonja Polcen



Michele
Schmidt



Laura Tucker



Allyson White



Voice is the imprint of ourselves on our writing. It is that part of the self that pushes the writing ahead, the dynamo in the process.

~Donald Graves

MONDAY SESSIONS C.3-C.6

2:30-3:45

- Technology
- Prof. Development
- Leadership
- Common Core
- Writing



James Forman

C.3 Leading from the Middle: 21st Century Writing with Blogs, Websites, and iPads, 2:30-3:10

James Forman, The Buckley School, jforman@buckleyla.org

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What are the theoretical and practical implications of using 21st-century tools to teach traditional English Language skills? How can student blogs, websites, iPads, and teaching visual and digital literacy enhance learning and strengthen writing skills? How can department chairs 'lead from the middle,' modeling for others how to use tech tools for writing and reading? Audience members will share their experiences with adopting tech tools for writing.



Liz Spencer

C.3 Using iPad Apps to Teach Writing in the Common Core, 3:10-3:45

Elizabeth Spencer, Brookfield High School, Brookfield, Connecticut, spencerl@brookfieldps.org

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The presentation will show how a series of iPad Apps are used with students during the writing process to help them develop and organize ideas for a common-core-based writing assignment. Examples of student work will be part of this presentation.



Melanie Mayer

C.4 If You Can't Stand the Heat, Get Back in the Kitchen! Non-fiction Writing Instruction That Works, 2:30-3:45

Melanie Mayer, Port Aransas Independent School District, Texas, melter215@aol.com

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Stephen King said, "Colonel Sanders sold a hell of a lot of fried chicken, but I'm not sure anyone wants to know how he made it." As writing instructors, we need to know how writers "make" it. We must get in the kitchen, so to speak, and provide access, motivation, and empowerment to our students in the area of non-fiction writing. In this humorous and inspirational interactive PowerPoint session, award-winning classroom teacher, presenter, and author Melanie Mayer provides instructional strategies, activities, readings, and student samples that elevate non-fiction writing beyond the classroom and the state assessment test.



Elsie Lindsay Olan Rios

C.5 Stories of Past and Present Experiences: Reflective Practices that Revisit and Reshape Teachers' Writing Instruction, 2:30-3:10

Elsie Lindsay Olan Rios, University of Central Florida, Orlando, elsielindyolan@gmail.com

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This presentation will highlight features of how pre-service teachers engage in storytelling in order to explain their learning of writing and writing instruction. Participants will discover a more nuanced understanding and perspective of writing activities (writing in a storied fashion) conducive to learning and reflection. The presenter will encourage the audience to experience narrativization where criticality is fostered through reflective practice. Participants will be encouraged to write and exchange their stories of learning to write and learning to teach writing. They will also share their stories with each other, discuss their roles as teachers of writing and respond, revisit, and reshape their pedagogical practices prevalent in their stories.



Takayuki Enomoto

C.5 A Teacher Preparation Program with a Professional Comedy Storyteller, 3:10-3:45

Takayuki Enomoto, Waseda Gakuin High School, Tokyo, Japan, meimeians@hotmail.com

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The importance of a teacher preparation program (of language arts teachers) lies in how to prepare college students to communicate better with their future students, as well as the texts (both literary and informative) they will teach. Here is a unique program from Waseda University in Tokyo that enhances college students' ability to interact with both audience and the text. "Rakugo" is a traditional style comedy storytelling art from the 18th century that employs only the simple gestures to narration in order to create the universe of various stories. CEL participants will have a chance to watch a professional "rakugo" storyteller and experience essential skills for classroom teaching.



Sarah Tantillo

C.6 Connecting Reading, Writing and Test Prep Instruction, 2:30-3:45

Sarah Tantillo, Consultant, literacycookbook@gmail.com

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This session provides practical resources and strategies for effective literacy instruction in grades 3-12, addressing these questions: What are the key critical reading strategies, and how do we use them to comprehend? How can we connect reading, writing, and test-prep instruction to strengthen students' literacy skills?

3:45-4:00 Break sponsored by

MONDAY SESSIONS D.1-D.3

4:00-5:00

- Technology
- Prof. Development
- Leadership
- Common Core
- Writing



Kathleen Rowlands

D.1 Changing an Instructional Culture: Reflective Practice and the Common Core State Writing Standards, 4:00-5:00

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Kathleen Dudden Rowlands, California State University, Northridge, krowlands@csun.edu

What are the instructional implications of the newly adopted CCSS in writing? What will students (and teachers) gain or lose? In this interactive session, participants will examine the Anchor Standards for writing in grades K-12 (including History/Social Studies, Science, and Technical Subjects) to reflect upon these questions. The presenter will suggest some initial instructional strategies designed to help students develop the writing proficiencies the CCSS describe.



Joseph Flanagan



Elizabeth Kahn



Tom McCann

D.2 What Are the Odds? A Leader's Capacity for Effecting Instructional Change, 4:00-5:00

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Joseph M. Flanagan, Adlai E. Stevenson High School, Illinois, jflanagan@d125.org

Elizabeth Kahn, James B. Conant High School, Illinois, ekahn@d211.org

Thomas McCann, Northern Illinois University, tmccann1@niu.edu

Several sources remind us that teachers tend to revert to imitating the way that they were taught when they were in school. According to Lortie, new teachers enter the profession after serving a long "apprenticeship of observation" as students watching the teachers in their classrooms. These models are powerful, but not always positive. Given the many factors that can suppress the professional growth of teachers, what chance does a school leader have in prompting and coaching any teacher to more progressive ways of teaching? Three panelists will engage the audience in exploring the extent of this problem and the avenues for effecting positive change.



Meredith Caro



Deb Svec

D.3 Rigor in Writing through Reading Engagement: School Doesn't Have to Be So Boring, 4:00-4:30

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Meredith Caro, Palm Beach Gardens High School, Florida, meredith.caro@palmbeachschools.org

Deb Svec, Palm Beach Gardens High School, Florida, debbie.svec@palmbeachschools.org

Using an alluring social network vehicle, this session will demonstrate how to use a safe, collaborative, fun but rigorous method of setting up teams of writers whose purpose is to compose textually complex questions for fiction as well as non-fiction titles. These questions are the building blocks for web-based games students anywhere in the world will play using an open source gaming tool, Cranium CoRE (Community of Reading Engagement).



Colette Bennett



Stephanie Pixley

D3. You Ain't Nothin' but a Blog Hound, 4:30-5:00

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Colette Bennett, Wamogo Regional High School, Litchfield, Connecticut, cbennett@rsd6.org

Stephanie Pixley, Wamogo Regional High School, Litchfield, Connecticut, teachcmb56@aol.com

So, your students blog. But are they blogging effectively? Are they using blogging platforms for authentic communication? Can you improve student responses to posts beyond, "I liked what you wrote"? In this presentation, we share successful strategies to organize, assess, moderate, and expand student blogging in and outside the classrooms.



Ipublish texts, novels, poems, and "papers." And in all of these roles I find the process of discovery through language taking place. I do not agree with the educational segregation of functional and imaginative writing, creative and noncreative writing. I know the process of discovery takes place when I write fiction and nonfiction, poetry and memos. To produce letters, reports, novels, essays, reviews, poems, and academic papers that say something, you have to allow language to lead you to meaning.

~Donald Murray

- Technology
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MONDAY SESSIONS D.4-D.6

4:00-5:00



Bil Chinn

D.4 Fostering Emerging Leaders, 4:00-5:00

Bil Chinn, CEL Secretary to the Executive Committee, Alberta, Canada, bilchinn@telusplanet.net

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Cohort #1 of CEL's Emerging Leader Fellowship is drawing to a close; cohort #2 is just beginning. Join our two 2011/12 fellows/mentor pairs, as well our six new 2012/13 fellows and their mentors, to learn more about this exciting opportunity/initiative and to meet and interact with participating emerging, as well as seasoned, leaders as they share information about fellow/mentor process, observations and insights.



Greg Schreur

D.5 Teachers as Practitioners: Collaborative Writing Groups as Sustained, Organized Professional Development, 4:00-4:30

Greg Schreur, Grand Rapids Public Schools, schreur@grps.org

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Too often professional development surrounding the teaching of writing overlooks a fundamental issue: the need for teachers to continually improve their own writing. Research is demonstrating that a number of writing teachers lack confidence in their own ability to write and to provide meaningful feedback to others' writing. The objectives of this session are to present the need for writing teachers to become practitioners, and to outline how teacher-writer groups may be used to empower teachers in sustained, organic, collaborative professional development.



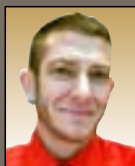
Joan Hunzicker

D.5 Using Learning Journals and Small-group Discussion to Engage Pre-Service Teachers in Critical Reflection, 4:30-5:00

Jana Hunzicker, Bradley University, jhunzicker@bradley.edu

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This interactive conference session will describe how one college professor uses learning journals and interactive, small group discussion to engage pre-service teachers in critical reflection and share preliminary findings from a mixed methods study of pre-service teachers' perceptions about written and verbal reflection as learning processes. Participants will experience the use of learning journals and interactive, small group discussion firsthand. The session will conclude with whole group discussion focused on the implications and challenges of written and verbal reflection as learning processes for P-12 students, pre-service teachers, and practicing professionals.



sj Miller



Nicole Sieben

D.6 Narratives and Pathways to Writing Hope, 4:00-5:00

sj Miller, University of Missouri, Kansas City, sosefit@aol.com

Nicole Sieben, Adelphi University, Long Island, New York, nicolepsieben@yahoo.com

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A growing body of research on hope literature in education explains students' motivations and experiences in their academic goal pursuits. Although hope is a dispositional trait, it is domain specific and can be cultivated in an academically supportive environment. When students have writing hope, they are more cognizant of the multiple pathways towards achieving their writing goals, and they have the motivation to continue working towards set goals. This presentation will share the stories and voices of at-risk English teacher education candidates. Preparing pre-service teachers with hope-based writing skills gives them agency to recast their own writing efficacy. The presenter will share effective strategies for building writing hope with beginning teachers, who, in turn, can develop writing hope in their classrooms. Attendees will participate in interactive hope-building activities that can be reproduced in high school and college classrooms.

5:30-6:30: CEL Monday Social sponsored by

- Technology
- Prof. Development
- Leadership
- Common Core
- Writing

TUESDAY SESSIONS E.1-E.5

8:50-9:50



**Christopher
Bronke**



**Janice
Schwarze**

E.1 Getting to the Core: One District's Approach to Making Sense of the Common Core State Standards, 8:50-9:50

Christopher Bronke, Downers Grove South High School, Illinois, cbronke@csd99.org

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Janice Schwarze, Illinois State Liaison, Downers Grove South High School, Illinois, jschwarze@csd99.org

Two department chairs from a suburban high school will share how they helped teachers understand the standards and then identify and respond to gaps in their curriculum. Additionally, they will explain how they worked with other department chairs to begin the process of developing common understandings within the school. Attendees at this workshop will be invited to share their own stories so that everyone walks away with a few different approaches to making sense of the Common Core Standards.



**Scott
Eggerding**



Ryan Goble

E.2 The Key to Writing Curriculum: High Interest Interdisciplinary Teacher Inquiry, 8:50-9:50

Scott Eggerding, Lyons Township High School, District 204, Illinois, seggerding@lths.net

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Ryan Goble, Teachers College, Columbia University, New York; Mindblue Consulting, mindblue@me.com

How do you lead curriculum development in a world of common core? It's simple. Insist on student engagement around essential questions to empower students to develop a wide range of literacies. Too much jargon? Come see what happened when a reading specialist, an AP lit teacher, an interpersonal communication teacher, and two biology teachers got locked in a room with inquiry-based literacy materials and a consultant from Mindblue. By simply focusing on student engagement, participants will learn how language arts leaders can catalyze literacy instruction among a wide range of disciplines, standards, and outcomes.



Tom Lisack

E.3 Candid Camera: Producing Comprehensive Screencasts to Annotate Papers & Launch Effective Revision, 8:50-9:50

Thomas Lisack, Rasmussen College, thomas.lisack@rasmussen.edu

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This session will demonstrate how to personalize feedback to students in a face-to-face manner while using the screencast technology. The teacher is able not only to point out feedback in papers but also to offer much-needed personalized explanation and suggestions for improvement through this visual-audio medium. The video conference launches students into the next draft of the paper and decreases the amount of time spent wondering how a draft may be improved. When working with less skilled writers, teachers are able to provide a "lesson" on grammar, punctuation, and mechanics that is tailored to each student's abilities. This presentation will include an opportunity for attendees to try screencasts with sample papers. Teachers will record video comments, annotate papers on a screen, and take home their personal screencast via email.



Darolyn Jones

E.4 Practice What You Preach: Teaching Pre-Service Teachers to BE Writers, 8:50-9:20

Darolyn "Lyn" Jones, Indiana State Liaison, Ball State University, ljones2@bsu.edu

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As a writing instructor in a community arts center, I could no longer be the "sage on the stage." This wasn't school and the rules of school didn't apply. I had to learn to write prompts that made people want to write because they didn't have to. And I had to get over my teacher self and learn to write and share. In this presentation, learn and experience prompts and methods that dispel the myths of writing and successfully create a community of writers and teachers.



**Jeanette
Toomer**

E.4 History Behind *The Bluest Eye*: Connecting to Write the Research Paper, 9:20-9:50

Jeanette Toomer, School for Community Research & Learning, New York City Dept. of Ed., jtoomer@dramadiscoveryandlearning.com

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This workshop focuses on investigating the historical background of a fictional text to develop a research paper based on this text-to-world connection. Students read *The Bluest Eye*, which makes several allusions to the world of segregation and racism in the 1940s. Over several weeks they pre-write, develop an outline and research a societal problem evident in Morrison's novel. Under the controlling idea of "social change," they develop a thesis statement exploring segregation, violence against women or the Great Migration. Common Core Standards drive the students' reading research and writing process. The presenter will share the curriculum plan, student portfolios, and artifacts with participants. The session will include interactive activity and a PowerPoint presentation.



**Jennifer
Rauscher**

E.5 Writing as Leadership: Inviting Teacher Reflection and Development, 8:50-9:50

Jennifer Rauscher, D.C. Everest School District, Wisconsin, jrauscher@dce.k12.wi.us

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How might an understanding of today's educational context, adult development theory, and writing to learn inform English leadership? Participants in this presentation will explore this question through a variety of write-pair-share activities (entrance and exit tickets, text annotation, response journals, quick writes, and self-assessments) designed to invite reflection and development. Through writing and sharing, participants will be invited to examine their assumptions about writing, adult development, and leadership; to lead with ongoing teacher development in mind (development-focused leadership); and to transform common "writing to learn" activities into respectful yet powerful developmental invitations for pre-service, new, and veteran English teachers.

9:50-10:00 Break sponsored by

- Technology
- Prof. Development
- Leadership
- Common Core
- Writing

TUESDAY SESSIONS F.1-F.5

10:00-11:00



Rebecca Sipe



Amanda Stearns-Pfeifer

F.1 Teacher Negotiation and the Common Core Standards, 10:00-11:00

Rebecca Sipe, Honors College, Eastern Michigan University, Ypsilanti, rsipe@emich.edu

Amanda Stearns-Pfeifer, University of Wisconsin Eau-Claire, amanda.m.stearns@wmich.edu

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As the Common Core State Standards are being introduced and implemented in our schools, both teachers and literacy leaders find themselves in a position of negotiating their curricular decisions in order to “meet” the standards. However, standards implementation can be a catalyst for teacher reflection on the effective classroom practices they already use, and it can allow teachers the opportunity to collaborate with colleagues. Similarly, literacy leaders can use the Common Core to help colleagues reflect upon successful current practices while also opening the door for growth, creativity, and innovation. In this session participants will learn how teachers in one study maintained their curricular autonomy during standards implementation while also maintaining a greater sense of connectedness to both their curriculum and their students. Participants will then build upon this discussion to consider ways for extending negotiation to their colleagues across their school and district, empowering teachers instead of coercing them into standardization. In the final session in the Standards Strand, participants will have the opportunity to raise new questions for consideration and consider plans for implementation in their schools.



Colette Bennett



Stephanie Pixley

F.2 Writer’s Workshop Graduates to High Tech Literature Circles, 10:00-11:00

Colette Bennett, Wamogo Regional High School, Litchfield, Connecticut, cbennett@rsd6.org

Stephanie Pixley, Wamogo Regional High School, Litchfield, Connecticut, teachcmb56@aol.com

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This session will feature strategies currently used in the teaching of writing at the middle and high school levels using a variety of 2.0 technologies including blogs, wikis, and document-sharing software. All strategies align with objectives of the English Language Arts Common Core Standards. The emphasis will be on providing examples of differentiated student-centered activities that will develop independence in the reader’s transition from middle school to high school. High Tech writing provides opportunities for student accountability, group collaboration, and whole class communication.



Sue Levine-Kelley



Ed Solis

F.3 Writing to Learn: Using the Process for Professional Learning to Model Classroom Learning, 10:00-11:00

Sue Levine-Kelley, Glenbrook South High School, Illinois, slevine-kelley@glenbrook225.org

Edward Solis, Glenbrook South High School, Illinois, esolis@glenbrook225.org

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In this session, participants will explore ways to use the “writing-to-learn” process as part of professional learning. The presenters will share how they have used the writing-to-learn process in their respective departments as a tool for professional growth while creating greater empathy for students. Participants will have the opportunity to discuss strategies that can be used to support teacher reflection and collaboration while working toward department and organizational goals.



Kathy Bliss



Daisy Johnson



Kitty Warsame

F.4 Supporting New Teachers, 10:00-11:00

Kathy Bliss, Lone Star Community College, Texas, kathybliss@gmail.com

Daisy Johnson, Lake Minneola High School, Florida, johnsond@lake.k12.fl.us

Kitty B. Warsame, Lone Star College System, Texas, kbwarsame@gmail.com

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This presentation will share results of three descriptive survey studies to administrators and teachers in public school and higher education regarding the effectiveness of novice teacher support structures, the components of an effective induction program, and specific factors that influence teachers’ decisions to stay in the teaching profession. Activities include an interactive question-and-answer session to share the depth of the survey findings and how to better support new teachers through active leadership skills.



Wanda Porter

F.5 Special Meeting for New Members of the CEL Executive Committee, 10:00-11:00

Chair: Wanda Porter, Hawaii State Liaison, Kailua, wandrport@hawaiiantel.net

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A good style in literature, if closely examined, will be seen to consist in a constant succession of surprises.

~Ford Maddox Ford