STORY AS THE LANDSCAPE OF KNOWING

National Council of Teachers of English
104th Annual Convention

November 20–25, 2014
Gaylord National Resort and Convention Center, Washington, DC

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Program Editors: Carol Wagner, Amy Stark, Jody Boles
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Thank you!
Welcome to the 104th Annual Convention of the National Council of Teachers of English and to our celebration of story as a way we explore meaning and possibility in our lives and world.

Our experiences together over the next several days in Washington, DC, will provide multiple opportunities to connect with each other and with ideas and issues critical to our work as educators. The many sessions, awards, luncheons, committee and caucus meetings, exhibits, and workshops in this program indicate the rich possibilities of those connections to story as the landscape of knowing. Story will weave through the sessions as we share our narratives of innovation and challenge and engage in conversations with each other. Story is the glue that will bind us together as a community in our shared journeys of professional inquiry.

As you attend sessions and events, greet friends and colleagues but also find time to have a conversation with someone you don’t know as you sit in a session, stand in line, or grab a bite to eat. Grow your social network of colleagues who share your commitment to professional inquiry. Those networks will sustain you long after you leave this Convention. Particularly greet those who are first-time attendees and who may feel lost and overwhelmed by the wealth of possibilities at a large convention.

Be sure to download the NCTE Convention app to use on your smart phones or tablets. You can use it not only to keep your schedule but to engage with others. Keep the Convention story alive through social media. Post to Twitter or Instagram using our hashtag #ncte14 (Tag your photos and videos #nctegram to give NCTE permission to post them); comment on our Facebook wall; and even find the Convention on Pinterest and Tumblr. Reach out and network with colleagues.

No gathering of this size occurs without the commitment and efforts of many people. I particularly want to acknowledge the work of the staff of NCTE, proposal reviewers, presenters, volunteers, and local arrangement committee for their willingness to contribute their expertise and time. Thanks also to those of you who are attending the Convention—taking time away from other responsibilities can be stressful. I know you are here because you believe in the need to reinvigorate and recommit yourself to the beliefs and ideas that are at the heart of your work.

My hope is that this Convention provides you with many new stories of possibility to share with others and a community of colleagues that sustains your inquiry long after you leave Washington. Coming together at NCTE provides each of us with the opportunity to become part of a larger movement that can make a difference for our students.

Kathy G. Short, President-Elect, National Council of Teachers of English
Most teachers pass away as they have lived, quietly, but with deep effect upon those to whom they are closest. They are mourned and celebrated by their families and students, privately, often without public announcement of their loss. The profession and the world feel the loss of every individual who has spent so much of a life’s energy giving, to students, to the future, whether or not we can list them by name. A few such losses from the past year—those for whom we had knowledge at press time—are listed below. We will miss them.

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<th>Lettie Albright</th>
<th>Cynthia A. Graylee</th>
<th>Deborah Martinson</th>
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2015 NCTE Convention
Minneapolis, Minnesota

The NCTE affiliates hosting the 105th Annual Convention in Minneapolis, Minnesota, invite convention registrants to stop by booth #803 in the NCTE Exhibit Hall/Prince George’s B/C, Level 2 to find out more about the host city. The Minneapolis Convention will meet November 19–24.

Dates and sites for other future conventions are:

- **2016**
  - Atlanta, Georgia
  - November 17–22

- **2017**
  - St. Louis, Missouri
  - November 16–21

- **2018**
  - Houston, Texas
  - November 15–20

- **2019**
  - Philadelphia, Pennsylvania
  - November 21–26

- **2020**
  - Denver, Colorado
  - November 19–24

NCTE Assembly for Research Mid-Winter Conference

- **2015**
  - New Orleans, Louisiana
  - February 6–8

Conference on College Composition and Communication (CCCC)

- **2015**
  - Tampa, Florida
  - March 18–21

Conference on English Education (CEE)/International Federation of Teachers of English (IFTE)

- **2015**
  - New York, New York
  - July 6–9

Whole Language Conference

- **2015**
  - Atlanta, Georgia
  - July 9–11
THURSDAY
Meetings of Council Committees, 8:00 a.m.-5:00 p.m.
Preconvention Sessions, 2:30-3:45 p.m.
Get-Together Reception, 3:30-5:00 p.m.
Elementary, Middle Level, and Secondary Get-Togethers, 4:30-6:00 p.m.
Thursday General Session, 6:30-8:00 p.m.

FRIDAY
Friday General Session, 8:00-9:15 a.m.
Hearings on Resolutions, 9:15-11:00 a.m.
Meetings of Council Committees, 9:30 a.m.-4:30 p.m.
A Sessions, 9:30-10:45 a.m.
AB Session, 9:30 a.m.-12:15 p.m.
B Sessions, 11:00 a.m.-12:15 p.m.
Exhibits Open, Noon-6:00 p.m.
C Sessions, 12:30-1:45 p.m.
Middle Level and Conference on English Education Luncheons, 12:30-2:15 p.m.
D Sessions, 2:30-3:45 p.m.
DE Session, 2:30-5:15 p.m.
E Sessions, 4:00-5:15 p.m.
Annual Business/Board of Directors Meeting, 5:30-7:00 p.m.
Cultural Celebration, 7:00-9:00 p.m.
College Celebration and Reception, 7:30-10:00 p.m.

SATURDAY
ALAN Breakfast, 7:00-9:15 a.m.
Meetings of Council Committees, 8:00 a.m.-4:30 p.m.
F Sessions, 8:00-9:15 a.m.
FG Sessions, 8:00-10:45 a.m.
Now Screening at NCTE 2014, 9:00 a.m.-5:00 p.m.
Exhibits Open, 9:00 a.m.-5:00 p.m.
G Sessions, 9:30-10:45 a.m.
GH Session, 9:30 a.m.-12:15 p.m.
H Sessions, 11:00 a.m.-12:15 p.m.
Research Roundtables, 11:00 a.m.-5:15 p.m.
Elementary, Secondary, and College/CCCC Luncheons, 12:30-2:30 p.m.
I Sessions, 1:15-2:30 p.m.
J Sessions, 2:45-4:00 p.m.
JK Session, 2:45-5:30 p.m.
K Sessions, 4:15-5:30 p.m.
Special Interest Groups, 5:45-7:00 p.m.

SUNDAY
Affiliate Roundtable Breakfast, 7:00-9:00 a.m.
Children’s Literature Assembly Breakfast, 7:00-9:00 a.m.
Sunday General Session, 9:00-10:15 a.m.
Exhibits Open, 9:00 a.m.-1:00 p.m.
L Sessions, 10:30-11:45 a.m.
M Sessions, Noon-1:15 p.m.
Conference on English Leadership Luncheon, Noon-2:00 p.m.
N Sessions, 1:30-2:45 p.m.
CEL Convention, 2:30-5:00 p.m.
Elementary, Middle Level, and Secondary Section Steering Committee Meetings, 12:30-5:00 p.m.

MONDAY
One-Day Workshops, 9:00 a.m.-3:30 p.m.
ALAN Workshop, 8:00 a.m.-5:00 p.m.
CEL Convention, 8:00 a.m.-5:00 p.m.

TUESDAY
CEL Convention, 8:00 a.m.-2:00 p.m.
ALAN Workshop, 8:00 a.m.-2:00 p.m.
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**REGISTRATION**

The NCTE Registration Desk is located in Prince George’s Exhibit Hall A, Level 2

**Registration Hours**
- Thursday — Noon-6:00 p.m.
- Friday — 7:00 a.m.-6:00 p.m.
- Saturday — 7:30 a.m.-5:00 p.m.
- Sunday — 8:00 a.m.-3:00 p.m.
- Monday — 8:00-10:00 a.m.

**Name Badges.** NCTE Annual Meeting name badges are required for admission to all sessions. Replacements for lost or forgotten name badges can be printed at NCTE Registration in Prince George’s Exhibit Hall A, Level 2.

**Meal Tickets.** Tickets to Convention meal functions were mailed in October and November. If you do not have tickets for events you purchased, visit NCTE Registration for replacement tickets. Tickets for meal functions are not refundable or sold onsite.

**Lost and Found.** Found items can be dropped at NCTE Registration. They will be held until the end of the day and then given to the Gaylord National Resort security team.

**Audio or Video Recording.** As a courtesy to speakers, please request permission before recording any presentations. Speakers reserve the right to refuse permission.

**EMERGENCIES**

In case of an emergency in the hotel, contact Gaylord National Safety Services at extension 333 or 301-965-4500. Nearest hospital: Fort Washington Medical Center, 11711 Livingston Road, Fort Washington, Maryland 20744, and the Nearest pharmacy is CVS Pharmacy Drug Store, 162 Fleet Street, National Harbor, Maryland 20745.

**NCTE ANNUAL CONVENTION MOBILE APP**

Searching through hundreds of sessions just got a whole lot easier. The NCTE Annual Convention Mobile App is available now for Apple and Android. It provides a quick way to search convention sessions, download session handouts, view maps of the Gaylord National, connect with other attendees. The app will also be the best place to find updates to session locations, speakers, and events.
NCTE AFFILIATES
Millie Davis, senior developer, affiliated groups and public outreach, will be happy to meet with interested members. Make an appointment at the registration desk or with her at the Affiliate Representatives Meeting on Friday, 4:00-5:15 p.m., ABM/BOD Meeting, or the Affiliate Breakfast.

ANNUAL BUSINESS MEETING
The Annual Business Meeting for the Board of Directors and Other Members of the Council will take place Friday from 5:30-7:00 p.m. in Maryland C. All registered attendees are invited to attend as participants. Voting cards and official credentials for NCTE directors and for members who wish to vote at the Annual Business Meeting may be picked up at the NCTE Registration Information Desk in Prince George’s Exhibit Hall A, Level 2 any time Thursday or Friday, or beginning at 4:45 p.m. on Friday outside the door to Maryland C, the location for the Annual Business/Board of Directors Meeting. The agenda and rules of conduct for the meeting will be available at the door of the meeting room. The rules of conduct for the meeting are also included in the back portion of this program book.

Procedures and Resolutions. The responsibility of the Committee on Resolutions is to review all resolutions submitted and to initiate resolutions. In accordance with NCTE policy, Rochelle Rodrigo, the Resolutions Committee Chair, requested that proposed resolutions, signed by at least five Council members, be submitted in writing no later than October 15. An open meeting for review and comment on draft resolutions will be held on Friday from 9:15 to 11:00 a.m. in National Harbor 15. Proposed resolutions will be acted upon at the Annual Business/Board of Directors Meeting. A discussion of the procedures for considering resolutions and sense-of-the-house motions will be available at the door of the meeting room.

Nominations for 2015 Elections. The nominating committees of NCTE, CEE, TYCA, and the Elementary, Middle Level, Secondary, and College Sections of NCTE will accept nominations for the 2015 elections during the 2014 Convention. Bring your questions and your nominations to the Annual Business/Board of Directors Meeting on Friday, November 21, and to the committees’ open meetings Saturday, November 22, Noon-12:45 p.m. (National Harbor 10), and Sunday, November 23, 10:30 a.m.-11:30 a.m. (Maryland A).

ANTI-HARASSMENT POLICY
The National Council of Teachers of English hosts conventions and meetings to provide literacy educators with professional learning experiences, opportunities to build professional networks, and access to new products and services. To ensure that all participants—member and nonmember attendees, exhibitors, speakers, staff, and volunteers—are able to benefit from NCTE events, the Council is committed to providing harassment-free conference experiences for everyone regardless of gender, gender identity and expression, sexual orientation, physical appearance, disability, ethnicity, race, age, or religion.

NCTE is committed to hosting events where participants may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited:

- harassment or intimidation related to gender, gender identity and expression, sexual orientation, disability, race, age, religion;
- deliberate intimidation, stalking, or following;
- harassing photography or recording;
- sustained disruption of talks or other events;
- inappropriate physical contact and unwelcome sexual attention.

Participants are expected to observe this code of conduct policy in all conference venues and social events. Exhibitors in the exhibit hall and participants at social events held in conjunction with the conference are also subject to the anti-harassment policy. Participants asked to stop any harassing behavior are expected to comply immediately.

Please contact any NCTE staff member at the convention site to intervene if you believe that you have been harassed or that a harassing situation exists. All reports will be directed immediately to the NCTE Director of Conventions and/or the NCTE Executive Director, who will determine and carry out the appropriate course of action. The Director of Conventions and Executive Director may consult other NCTE staff, leaders, and legal counsel as appropriate, and may involve venue security and/or local law enforcement, if deemed necessary.
SPECIAL SEQUENCES OF SESSIONS

Sessions with special focus or in special sequences fall into the following groups:

**Rainbow Strand.** Sessions in this strand focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students.

**Research Strand.** Sessions carrying this label are the result of a refereed selection process sponsored by the NCTE Standing Committee on Research.

**Early Childhood Day.** Sessions marked with this logo focus on issues and strategies for teaching preschool and early elementary-age children.

**Whole Language.** Whole language animates many sessions throughout the program, beginning with an opening general session at 9:30 a.m. on Friday.

**LGBT Strand.** The sessions on this strand focus on issues pertaining to lesbian, gay, bisexual, and transgendered students and teachers as well as textual and cultural representations of lesbians, gay men, bisexuals, and the transgendered in the specific context of the teaching of English Studies and English language arts.

**CEE Sessions.** The sessions in this strand are sessions of particular interest to teacher educators.

**NCLE Sessions.** These sessions highlight ways educators are taking the lead to strengthen literacy learning in every content area.

**CEL Sessions.** These sessions are designed to help department chairs, K-12 supervisors, and other leaders in improving the quality of English instruction.

A WORKSHOP FOR EVERY LEVEL

Throughout the following workshop descriptions, each title includes a letter code in parentheses, indicating the level or levels of interest embraced by the topic:

(E) for elementary,
(M) for middle,
(S) for secondary,
(C) for college,
(G) for general interest, and
(TE) for teacher education.
Among the thousands who attend the NCTE Annual Convention annually are pre-kindergarten through university educators, department chairs, principals, reading specialists, English teacher educators, composition professors, administrators, curriculum specialists, literacy coaches, graduate assistants, and parents. They come together to explore and discuss the latest in classroom practice, trends, research, and policy affecting literacy education.

With over 35,000 individual and institutional members world-wide, NCTE is dedicated to improving the teaching and learning of English and the language arts at all levels of education. Its membership is composed of elementary, middle, and high school teachers, supervisors of English programs, college and university faculty, teacher educators, local and state agency English specialists, and professionals in related fields.

Among NCTE’s ongoing programs and services designed to improve literacy education are the National Center for Literacy Education (NCLE), the James R. Squire Office for Policy Research in the English Language Arts, the ReadWriteThink website, the Connected Community social network, and the NCTE book and journal publications program. Each of these initiatives is designed to deepen our knowledge of teaching and learning practices. To find out more, please visit the NCTE Central area at the 2014 Convention.

NCTE members are active in the Council’s work through membership in one of its four major sections: Elementary, Middle Level, Secondary, or College. Members also enjoy access to 10 NCTE journals and professional publications including College English, English Journal, Language Arts, and Voices from the Middle. Each year, NCTE also publishes 12–15 books on topics from college composition and rhetoric to literacy research to emergent literacy practices.

Members with special interests find a professional home in NCTE conferences or constituent organizations that provide publications, professional development, and other services. Among these groups are the Conference on College Composition and Communication (CCCC), the Conference on English Education (CEE), the Conference on English Leadership (CEL), the Whole Language Umbrella (WLU), and the Two-Year College English Association (TYCA).

The Council is strongly committed to diversity and inclusion. During the Convention, you are encouraged to attend the Cultural Celebration on Friday evening and meetings sponsored by NCTE caucuses and/or the educational sessions identified in the Rainbow Strand. You also won’t want to miss presentations by Fellows in the Cultivating New Voices among Scholars of Color program (hosted by the Research Foundation) or awards presentations associated with the Leadershift Initiative (Advancement of People of Color Leadership Award and Early Career Educator of Color Leadership Award).

In addition, numerous assemblies serve members with special interests in children’s literature, research, writing centers, adolescent literacy, the literature and culture of Appalachia, media arts, gay/straight educators’ alliance, and many other areas. Many Council members are active in a nationwide network of more than 100 local, state, student, and regional affiliate councils.

To find out more about joining NCTE and receiving its services and publications, visit NCTE Central, NCTE Exhibit Hall/Prince George’s Exhibit Hall A, Level 2.
Officers, Members of the Executive

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Teachers College, Columbia University, New York, New York

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University of Arizona, Tucson

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Thurgood Marshall Fundamental Middle School, Saint Petersburg, Florida

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The Cambridge Rindge and Latin School, Cambridge, Massachusetts

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SANDRA WILDE
Hunter College, City University of New York, New York

Chair, Middle Level Section
SARA KAJDER
The University of Georgia, Athens

Chair, Secondary Section
JOCELYN CHADWICK
Harvard Graduate School of Education, Cambridge, Massachusetts

Chair, College Section
R. JOSEPH RODRIGUEZ
The University of Texas, El Paso

Chair, CCCC
HOWARD B. TINBERG
Bristol Community College, Fall River, Massachusetts

Associate Chair, CCCC
ADAM BANKS
University of Kentucky, Lexington

Chair, CEL
WANDA PORTER
Kailua, Hawaii

Chair, TYCA
ANDY ANDERSON
Johnson County Community College, Overland Park, Kansas
Committee, and NCTE Staff

**STAFF ATTENDING**

**Executive Director**
Kent Williamson

**Deputy Executive Director**
Mila Thomas Fuller

**Administrative Liaisons**
Kelly Searsmith
Linda Walters-Moore
Jo Anna Wisniewski
Debbie Zagorski

**Affiliated Groups and Public Outreach**
Lori Bianchini
Millie Davis
Beth Shaum

**Conventions and Meetings**
Sue Gallivan
Eileen Maley
Tisha Sarver
Amy Stark

**Finance**
Stan Burton
Karen Kesler

**Information Technology**
Stewart McGill

**NCLE Project**
KaiLonnie Dunsmore
Lara Hebert
Kristen Suchor

**NCTE DC Office**
Barbara Cambridge
Darren Cambridge
Jenna Fournel
Lu Ann McNabb

**NCTE West Office**
Dale Allender

**Professional Learning**
Lisa Fink
Leslie Froeschl
Sharon Roth

**Promotions**
Lori Cooper
Emily Nafziger

**Publications**
Kurt Austin
Bonny Graham

Chair, CEE
LOUANN REID
Colorado State University, Fort Collins

President, Whole Language Umbrella
DEBRA GOODMAN
Hofstra University
Hempstead, New York

Executive Director
KENT WILLIAMSON

Deputy Executive Director
MILA THOMAS FULLER

Director, Policy, Research, and Development
DARREN CAMBRIDGE

Communication Alliance Strategist
JENNA FOURNEL

Director, NCTE West
DALE ALLENDER
California State University, Sacramento

Director, James R. Squire Office
ANNE RUGGLES GERE
Ann Arbor, Michigan

Senior Developer, Affiliates and Communication
Millie Davis
INDEX to NCTE and Conference Meetings

All Council assemblies, committees, caucuses, collaboratives, Conference on English Education committees, Conference on College Composition and Communication committees, and committees of the Conference on English Leadership that meet during the Convention are listed alphabetically below. Meeting days are noted immediately after the committee/commission/assembly name.

ASSEMBLIES AND COLLABORATIVES

Assembly for Advisers of Student Publications/Journalism Education Association, Saturday, 5:45-7:00 p.m., National Harbor 4
Assembly for Expanded Perspectives on Learning, Saturday, 5:45-7:00 p.m., National Harbor 13
Assembly for the State Coordinators of English Language Arts, Thursday 8:00 a.m.-5:00 p.m., Chesapeake 1
Assembly on American Literature, Saturday, 5:45-7:00 p.m., National Harbor 10
Assembly on Computers in English, Saturday, 5:45-7:00 p.m., Chesapeake 2/3
Assembly on Literature for Adolescents of NCTE/ALAN Executive Board Meeting, Sunday 2:00-3:00 p.m., Azalea 2
Assembly on Literature and Culture of Appalachia, Saturday, 5:45-7:00 p.m., National Harbor 7
Children’s Literature Assembly, Saturday, 5:45-7:00 p.m., Chesapeake J/K/L
Children’s Literature Assembly Board Meeting, Friday, 7:00-9:15 a.m., Chesapeake F
Collaborative on Contemporary Literacies, Popular Culture, and Out-of-School Spaces Annual Meeting, Saturday, 5:45-7:00 p.m., National Harbor 3
Early Childhood Education Assembly, Saturday, 5:45-7:00 p.m., Chesapeake 4/5
Emeritus Assembly, Saturday, 5:45-7:00 p.m., Chesapeake G/H/I
English as a Second Language Assembly, Saturday, 5:45-7:00 p.m., National Harbor 11

International Writing Centers Association, Saturday, 5:45-7:00 p.m., National Harbor 5
Language Collaborative, Saturday, 5:45-7:00 p.m., Chesapeake 7/8/9
Media Literacy Assembly Organizational Meeting, Saturday 5:45-7:00 p.m., National Harbor 6
Reading Collaborative, Saturday, 5:45-7:00 p.m., Chesapeake 10/11/12
Women in Literacy and Life Assembly, Saturday, 5:45-7:00 p.m., National Harbor 12

NCTE COMMITTEES

Achievement Awards in Writing Advisory Committee, Saturday, 8:00-10:00 a.m., Chesapeake A
College Section Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., Chesapeake 12
College Section Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A
College Section Steering Committee, Thursday, 1:00-5:00 p.m., Chesapeake 12
Committee on Affiliates, Friday, 12:30-3:30 p.m., National Harbor 8
Committee Against Censorship, Friday, 11:00 a.m.-1:00 p.m., Presidential Boardroom
Committee on International Concerns, Saturday, 10:00 a.m.-12:00 p.m., Hospitality Room
Committee on Racism and Bias, Thursday, 1:00-3:00 p.m., National Harbor 14
Committee on Research, Friday, 9:30-10:45 a.m., National Harbor 8
Editorial Board, Sunday, 9:00 a.m.-3:00 p.m., Presidential Boardroom
Elementary Section Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., National Harbor 10
Elementary Section Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A
Elementary Section Steering Committee, Thursday, 8:00 a.m.-4:00 p.m., Chesapeake D
Elementary Section Steering Committee, Sunday, 12:30-5:00 p.m., Potomac 1
Charlotte Huck Award for Outstanding Fiction for Children Committee, Friday, 9:30-10:45 a.m., National Harbor 14
Lesbian, Gay, Bisexual, and Transgendered Issues in Academic Studies Advisory Committee, Friday, 4:00-5:15 p.m., Presidential Boardroom
Middle Level Section Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., National Harbor 10
Middle Level Section Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A
Middle Level Section Steering Committee, Thursday, 8:00 a.m.-4:00 p.m., Chesapeake 10
Middle Level Section Steering Committee, Sunday, 12:30-5:00 p.m., Potomac 2
NCTE Award for Excellence in Poetry for Children Selection Committee, Saturday, 8:00-10:00 a.m., Presidential Boardroom
NCTE/CAEP Lead Reviewers, Thursday, 9:00 a.m.-3:00 p.m., Chesapeake 5/6
NCTE/CAEP All Program Reviewers Work Session, Friday, 7:30-9:15 a.m., National Harbor 11
NCTE Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., National Harbor 10
NCTE Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A
Orbis Pictus Award for Outstanding Nonfiction in Children’s Literature Committee, Thursday, 3:00-5:00 p.m., National Harbor 15
Professional Dyads and Culturally Relevant Teaching Project, Friday, 9:30 a.m.-2:30 p.m., National Harbor 1
Program to Recognize Excellence in Student Literary Magazines Advisory Committee, Thursday, 11:00 a.m.-6:00 p.m., National Harbor 13
Promising Young Writers Advisory Committee, Saturday, 10:00 a.m.-12:00 p.m., Chesapeake 6
Research Forum, Saturday, 2:45-4:45 p.m., Presidential Boardroom
Research Foundation, Sunday, 11:00 a.m.-4:00 p.m., Fort Washington Boardroom
Resolutions Committee, Wednesday, 8:00 a.m.-5:00 p.m., Hospitality Room
Resolutions Committee, Thursday, 8:00 a.m.-12:00 p.m., National Harbor 1
Resolutions Committee, Friday, 9:15 a.m.-11:00 a.m., National Harbor 15
Secondary Section Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., National Harbor 10
Secondary Section Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A
Secondary Section Steering Committee, Thursday, 8:00 a.m.-4:00 p.m., Chesapeake E
Secondary Section Steering Committee, Sunday, 12:30-5:00 p.m., Potomac E
Two-Year College English Association Executive Committee, Saturday, 8:00 a.m.-5:00 p.m., National Harbor 8
Two-Year College Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., National Harbor 10
Two-Year College Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A
Whole Language Umbrella Conference Executive Board Meeting, Thursday, 10:00 a.m.-4:00 p.m., Chesapeake 3

CAUCUS MEETINGS
Black Caucus Executive Committee Meeting, Friday, 5:00-6:30 p.m., National Harbor 14
Black Caucus Open Forum Meeting, Saturday, 11:00 a.m.-12:15 p.m., Azalea 1
Jewish Caucus Meeting, Friday, 4:00-5:15 p.m., Azalea 3
Latino Caucus Executive Committee Meeting, Friday, 9:30-10:45 a.m., Presidential Boardroom
Latino Caucus Open Forum Meeting, Saturday, 11:00 a.m.-12:15 p.m., Azalea 2

CONFERENCE ON ENGLISH EDUCATION COMMITTEES
Executive Committee, Thursday, 8:00 a.m.-5:00 p.m., Chesapeake 2
Conference on English Education Nominating Committee, Saturday, 11:00 a.m.-1:00 p.m., National Harbor 10
Conference on English Education Nominating Committee, Sunday, 10:30 a.m.-12:30 p.m., Maryland A

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION COMMITTEES
Officers Meeting, Saturday, 2:00-5:00 p.m., Fort Washington Boardroom
Executive Committee Retreat, Sunday, 2:00-6:00 p.m., Maryland D
Executive Committee, Monday, 8:00 a.m.-5:00 p.m., Annapolis 3/4

CONFERENCE ON ENGLISH LEADERSHIP COMMITTEE
CEL Chairs and Newly Elected Meeting, Tuesday, 8:40-9:40 a.m., Chesapeake B
Executive Committee, Saturday, 8:00 a.m.-5:30 p.m., National Harbor 15
State Liaisons, Sunday, 9:00-10:00 a.m., National Harbor 1
What Is College-Level Writing? An Update and Symposium
Friday, November 21, 9:30-10:45 a.m.
The editors of the popular NCTE books *What Is College Level Writing?* (2006) and *What Is College-Level Writing? Volume 2: Assignments, Readings, and Student Writing Samples* (2010) will host a wide-ranging discussion about college-level writing. Professors Sullivan, Tinberg, and Blau will report on feedback they have received about these books and discuss upcoming plans for a book about college-level reading.

An A+ Framework for Language Learners (and All Learners): Authentic, Affirming, and Accessible
Friday, November 21, 2:30-3:45 p.m.
Learners are supported and successful when an A+ framework for learning is considered. In this interactive presentation we’ll explore fundamentals of the framework, with ideas to immediately implement. An overview and artifacts from an effective writing workshop, with a multilanguage 5th-grade classroom, provide examples of the framework.

Stories of Reading: Rethinking Instruction in a Digital Age
Saturday, November 22, 8:00-9:15 a.m.
While think-alouds, annotations, and participating in a community of readers all help develop comprehension skills, students today are faced with new modes of reading. This session will explore what it means to be a reader in a digital age, providing ideas to teach students to become savvy digital readers.

Working with Disciplinary Literacies: Moving from Principles to Practice
Saturday, November 22, 2:45-4:00 p.m.
Do you ever feel a gap between research studies and classroom practice? Do you wonder how to translate those studies into effective and creative instruction? The authors of three new NCTE books will share their experiences in moving from research-based principles to innovative practices surrounding the topic of Disciplinary Literacies.

Teaching Young Adult Literature through Differentiated Instruction
Sunday, November 23, 10:30-11:45 a.m.
This session has three objectives: 1) to put sophisticated young adult literature at the center of high school English curriculum; 2) help busy teachers judge the quality of young adult novels and pick novels suitable for whole-class instruction, and 3) provide differentiated reading instructional strategies for teaching young adult literature.
General SESSIONS

THURSDAY—6:30-8:00 p.m.

The Thursday General Session sets the tone for the 2014 NCTE Annual Convention by using new digital tools and old-fashioned dramatics to tell the story of some surprising ways members have made a difference through the Council in 2014. The story leads into a presentation by Sonia Nazario. Nazario has spent more than 20 years reporting and writing about social issues in the United States, including hunger, drug addiction, and immigration.

“Enrique’s Journey,” Nazario’s story of a Honduran boy’s struggle to find his mother in the United States, won more than a dozen awards, including the Pulitzer Prize for feature writing, the George Polk Award for International Reporting, the Grand Prize of the Robert F. Kennedy Journalism Award, and the National Association of Hispanic Journalists Guillermo Martínez-Márquez Award for Overall Excellence.


In 1998, Nazario was a Pulitzer Prize finalist for a series on children of drug-addicted parents. She won a George Polk Award for Local Reporting in 1994 for a series about hunger among school children in California.

FRIDAY—8:00-9:15 a.m.

Friday morning begins with a welcome from Kaya Henderson, Chancellor of the DC Public Schools, and keynote address by Marian Wright Edelman, founder and president of the Children’s Defense Fund. The morning continues with a conversation between five individuals who have taken leadership as authors and/or illustrators in speaking out about the underrepresentation of people of color in books for children and young adults. The heart of the panel will be the importance of literature as mirrors and windows, as well as its importance as maps of imagination in the lives of children. The discussion will explore the continual decline in people of color in books and why that matters, and will suggest steps for action and ways we can each assume responsibility for change.

Reshaping the Landscape of Story: Creating Space for Missing and Marginalized Voices

Each of these panelists has taken leadership as authors and/or illustrators in speaking out about the under-representation of people of color in books for children and young adults. The heart of the panel will be the importance of literature as mirrors and windows, as well as its importance as maps of imagination in the lives of children. The panel discussion will explore the continual decline in people of color in books and why that matters, and will suggest steps for action and ways we can each assume responsibility for change.
Thursday, November 20, 4:30-6:00 p.m.

ELEMENTARY SECTION GET-TOGETHER

Carmen Agra Deedy

Carmen Agra Deedy is perhaps best known for her children’s books, including The Library Dragon, the ALA’s Pura Belpre Honor Book, Martina the Beautiful Cockroach, and New York Times Bestseller, 14 Cows for America. While she is an award-winning author and storyteller, Deedy is also an accomplished lecturer, having been a guest speaker for the TED Conference, the Library of Congress, and Columbia University, among other notable venues. She is also the host of the three-time Emmy Award-winning children’s program Love that Book. Most important Deedy spends much of the year traveling across North America and the Caribbean performing for children. They remain, unapologetically, her favorite audiences.

Thursday, November 20, 4:30-6:00 p.m.

MIDDLE LEVEL SECTION GET-TOGETHER

T. A. Barron

T. A. Barron grew up in Colorado ranch country and traveled widely as a Rhodes Scholar. He is the winner of the 2011 de Grumond Medallion for “lifetime contribution to the field of children’s and young adult literature” and many other awards. Barron is the author of more than 25 highly acclaimed books, many of which are international bestsellers. They include The Lost Years of Merlin (now being developed into a feature film), The Great Tree of Avalor (the first book in the New York Times bestselling series), The Ancient One (the tale of a brave girl and a magical tree), and The Hero’s Trail (nonfiction stories of courageous kids). Though he’d dreamed as a young man of becoming a writer, Barron couldn’t find anyone to publish his first novel. He joined a business, eventually became president, then decided to try again. So in 1990, he surprised his business partners by moving back to Colorado to become a writer and conservationist. In 2000, he founded a national award to honor outstanding young people who help their communities or the environment: the Gloria Barron Prize for Young Heroes, which honors 25 highly diverse public-spirited kids each year. He recently produced a documentary film, Dream Big, profiling seven winners of the Barron Prize. When not writing or speaking, Barron serves on many boards, including those of Princeton University, where he helped to create the Princeton Environmental Institute, and The Wilderness Society, which recently honored him with its highest award for conservation work. His favorite pastimes are hiking, camping, and skiing in Colorado with his family.

Limited theater seating will be available in the back of each luncheon rooms for attendees without event tickets. Programming begins thirty minutes after the start of the luncheon.
Thursday, November 20, 4:30-6:00 p.m.

SECONDARY SECTION GET-TOGETHER

Jim Burke

Jim Burke teaches English at Burlingame High School in California, where he has worked since 1992. He is the author of more than 20 books, including *The Common Core Companion* series and *The English Teacher’s Companion*. He is currently working with Gerald Graff and Cathy Birkenstein on a high school edition of *They Say/I Say: The Moves That Matter in Academic Writing* for W. W. Norton. He has received numerous awards, including the Distinguished Service Award from the California Association of Teachers of English, Exemplary Leader Award from the Conference on English Leadership, Best Social Network for Educators as moderator of the English Companion Ning, and the Intellectual Freedom Award from NCTE. He currently serves on various committees as PARCC, the Advanced Placement program, and the College Board 6–12 English Language Arts Advisory Committee. Burke lives in San Francisco with his wife, three children, dog, and two tortoises.

Friday, November 21, 7:30-10:00 p.m.

COLLEGE CELEBRATION AND RECEPTION

Doug Hesse

Doug Hesse is founding executive director of writing and professor of English at the University of Denver, where he has been named Distinguished Scholar. He is also the current Vice President of NCTE. Hesse is author of some 60 essays and chapters, in journals ranging from *CCC* and *College English* to *English Journal* and *JAC*, and coauthor of four books, including *Creating Nonfiction* with Becky Bradway. His scholarship focuses on creative nonfiction, narrative and rhetoric, pedagogy, program administration, and professional issues in writing, composition, and English studies. He has made more than 100 conference presentations, over 30 of them as keynote or plenary speaker. Past national leadership roles include serving as chair of the Conference on College Composition and Communication, president of the Council of Writing Program Administrators, chair of the MLA Division on Teaching, member of the MLA Committee on Contingent Labor in the Profession and associate director of the WPA Consultant Evaluator Service. Before coming to Denver, Hesse spent 20 years at Illinois State University, where he directed the writing program, the graduate program in English, the Center for the Advancement of Teaching, and the University Honors Program. His PhD is from the University of Iowa. Hesse also sings with the Colorado Symphony Orchestra Chorus.

Saturday, November 22, 7:00-9:15 a.m.

ASSEMBLY ON LITERATURE FOR ADOLESCENTS OF NCTE (ALAN) BREAKFAST

Andrew Smith

Andrew Smith knew ever since his days as editor of his high school newspaper that he wanted to be a writer. He is the award-winning author of several young adult novels, including the critically acclaimed *Winger* (starred reviews in *Publishers Weekly*, *Kirkus Reviews*, *Booklist*, and *Shelf Awareness*; an Amazon “Best of the Year”; and an ALA Top 10 for 2014) and *The Marbury Lens* (YALSA BFYA and “Best of the Year” in both *Publishers Weekly* and *Booklist*). His seventh novel, *Grasshopper Jungle*, won the 2014 *Boston Globe-Horn Book* Fiction Award for Excellence in Children’s Literature and received starred reviews from *Kirkus, Publishers Weekly, School Library Journal*, and *Shelf Awareness*. Smith lives in Southern California.
Friday, November 21, 12:30-2:15 p.m.
MIDDLE LEVEL SECTION LUNCHEON

Joseph Bruchac

Joseph Bruchac is a writer and traditional storyteller whose work often reflects his American Indian (Abenaki) ancestry and the Adirondack Region of northern New York, where he lives in the house in which his grandparents raised him. He holds a BA in English from Cornell University, an MA in literature and creative writing from Syracuse University and a PhD in comparative literature from the Union Institute of Ohio. Founder and executive director of the Greenfield Review Literary Center and the Greenfield Review Press, Bruchac draws on his Abenaki Indian ancestry for much of his writing. A martial arts expert, he holds a 5th-degree black belt and Master's rank in Pentjak-silat and a blue belt in Brazilian jiu jitsu. He and his two grown sons, James and Jesse, who are also storytellers and writers, work together on projects involving the preservation of Native culture, Native language renewal, the teaching of traditional Native skills, and environmental education. He is the author of more than 120 books in several genres for young readers and adults, and his experiences also include running a college program in a maximum security prison and teaching in West Africa. Bruchac’s newest books include a picture book coauthored with his son James, Rabbit’s Snow Dance; a bilingual collection of poems in English and Abenaki co-authored with his younger son Jesse, Nisnol Siboa/Two Rivers; and the young adult post-apocalyptic novel Killer of Enemies, winner of the 2014 Native American Librarians Association's American Indian Youth Literature Award.

Friday, November 21, 12:30-2:15 p.m.
CONFERENCE ON ENGLISH EDUCATION LUNCHEON

Matt de la Peña

Matt de la Peña is the author of five critically acclaimed young adult novels: Don’t Lie, Mexican White Boy, We Were Here, I Will Save You, and The Living. He’s also the author of the award-winning picture book A Nation’s Hope: The Story of Boxing Legend Joe Louis (illustrated by Kadir Nelson). His debut novel, Ball Don’t Lie, was made into a major motion picture of the same name starring Ludacris, Nick Cannon, Emilie de Ravin, Grayson Boucher, and Rosanna Arquette. In 2013 de la Peña wrote a book in Scholastic’s popular Infinity series called Curse of the Ancients. He has also published short fiction and essays in various newspapers, literary journals, and websites, including The New York Times, NPR.org, Pacific Review, One Teen Story, The Vincent Brothers Review, Chiricu, George Mason Review, and Allegheny Literary Review. De la Peña received his MFA in creative writing from San Diego State University and his BA from the University of the Pacific, where he attended school on a full athletic scholarship for basketball. He currently lives in Brooklyn, New York, where he teaches creative writing at NYU and Vermont College and visits high schools and colleges all over the country.

Saturday, November 22, 12:30-2:30 p.m.
BOOKS FOR CHILDREN LUNCHEON

Jacqueline Woodson

Jacqueline Woodson is the author of more than thirty young adult, middle grade, and picture books, including Each Kindness, Beneath the Meth Moon, Feathers, Miracle Boys, and Brown Girl Dreaming, the last of which is a 2014 National Book Award finalist. Woodson is a three-time Newbery Honor winner, a two-time National Book Award finalist, and winner of a Coretta Scott King Award, three Coretta Scott King Honors, and a Caldecott Honor as well. She’s also the recipient of the Margaret A. Edwards Award for lifetime achievement for her contributions to young adult literature, and the winner of the Jane Addams Children’s Book Award for Each Kindness. In 2013 she was the United States nominee for the Hans Christian Andersen Award. Woodson lives with her family in Brooklyn, New York.
Saturday, November 22, 12:30-2:30 p.m.

SECONDARY SECTION LUNCHEON

Cory Doctorow

Cory Doctorow is a science fiction novelist, blogger, and technology activist. He is coeditor of the popular weblog Boing Boing (boingboing.net) and a contributor to The Guardian, The New York Times, Publishers Weekly, Wired, and many other newspapers, magazines, and websites. He was formerly director of European affairs for the Election Frontier Foundation (eff.org), a nonprofit civil liberties group that defends freedom in technology law, policy, standards, and treaties. He holds an honorary doctorate in computer science from the Open University (UK), where he is a visiting professor; in 2007, he served as the Fulbright Chair at the Annenberg Center for Public Diplomacy at the University of Southern California. He has won the Locus and Sunburst Awards and has been nominated for the Hugo, Nebula, and British Science Fiction Awards. His latest young adult novel is Homeland, the bestselling sequel to 2008’s Little Brother. His latest novel for adults is Rapture of the Nerds, written with Charles Stross and published in 2012. Doctorow co-founded the open source peer-to-peer software company Opencola, which was sold to Open Text Corporation in 2003, and currently serves on the boards and advisory boards of the Participatory Culture Foundation, the Clarion Foundation, the Glenn Gould Foundation, and the Chabot Space and Science Center’s Space Time project. His forthcoming books including In Real Life (a graphic novel), Information Doesn’t Want to Be Free (a nonfiction book about copyright), and a children’s picture book.

Saturday, November 22, 12:30-2:30 p.m.

COLLEGE SECTION/CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION LUNCHEON

Peter Cook and Kenny Lerner

Flying Words Project is an American Sign Language (ASL) literature poetry troupe comprising of deaf poet Peter Cook and his hearing coauthor, Kenny Lerner. The goal of Flying Words is the same as that of all poets—to play with language. ASL is a language of moving pictures, so Cook and Lerner juxtapose imagery you can see in creating their work. The pieces are first written in ASL. When a poem is completed, Cook and Lerner then try to figure out how to voice it—in other words, how to express just enough with words and sounds so that hearing members in the audience can see the images for themselves. Cook is an internationally renowned deaf performing artist whose works incorporate American Sign Language, pantomime, storytelling, acting, and movement. He lives in Chicago and teaches in the Department of ASL-English Interpretation at Columbia College, where he received the 1997 Excellence in Teaching Award. He loves to tell stories to his son. Lerner has worked with Cook as part of Flying Words Project since 1984. Lerner received his BA from Beloit College and his MEd in deaf education from the University of Virginia. He teaches “History of Modern America” while tutoring all history and science technology and society courses offered at the Rochester Institute of Technology in Rochester, New York.

Sunday, November 23, Noon-2:00 p.m.

CONFERENCE ON ENGLISH LEADERSHIP LUNCHEON

Naomi Shihab Nye

Naomi Shihab Nye was born in St. Louis, Missouri, to a Palestinian father and American mother. Her adolescent years were spent in both Jerusalem and San Antonio, Texas, and her experiences within different cultures have influenced much of her work. Nye has received a Lannan Fellowship, a Guggenheim Fellowship, the Witter Bynner Fellowship from the Library of Congress, and four Pushcart Prizes. Her collection 19 Varieties of Gazelle: Poems of the Middle East was a finalist for the National Book Award, and her collection Honeybee was awarded the Arab-American Book Award. She has also edited several honored and popular poetry anthologies, including Time You Let Me In, What Have You Lost?, Salting the Ocean, and This Same Sky. She is the author of the novels Habibi and Going Going. She currently serves on the Board of Chancellors for the Academy of American Poets. She lives with her family in San Antonio, Texas.
In order to take full advantage of the convention location, we added several sessions at museums and cultural centers in the Washington, DC, area. Attendees will get up close and personal with primary source documents and artifacts and learn how to access the resources of these institutions in the classroom. Advance registration was required. Tickets are not available onsite.

Buses will meet participants at the entrance to the Gaylord National Resort and depart for the offsite venues at 11:00 a.m. Events at the museums will conclude at 3:00 p.m. and buses will return to the Gaylord National Resort by 4:00 p.m.

**LIBRARY OF CONGRESS**

Primary sources are the raw materials of history and culture. At this session, we will investigate a wide range of primary sources from the Library of Congress—from letters to photographs to maps—and work with Library of Congress staff on strategies for literacy in the English Language Arts classroom and in cross curricular studies. Teachers also will visit the Library’s Thomas Jefferson Building and tour some of its highlights, for example the iconic Main Reading Room as well as special exhibits from the collections.

*Hosted* by Meg Steele, Library of Congress

**UNITED STATES HOLOCAUST MEMORIAL MUSEUM**

What experiences—in school, media, and through personal interactions—shape our narrative of the Holocaust? Using photos from the US Holocaust Memorial Museum archives, this activity challenges us to consider ourselves, our audiences, and the world around us when we teach the Holocaust at this time.

*Speakers:*
Peter Fredlake, US Holocaust Memorial Museum
Kristin Thompson, US Holocaust Memorial Museum

**FOLGER SHAKESPEARE LIBRARY**

Join us for a workshop at the Folger Shakespeare Library in Washington, DC, Shakespeare’s taproot in America. Home to the world’s largest and finest collection of Shakespeare materials and to major collections of other rare Renaissance books, manuscripts, and works of art, the Library is also home to Folger Education, the nation’s leader in the teaching and learning of Shakespeare. In this hands-on workshop, you—along with members of the Folger staff and your colleagues from around the country—will be able to examine closely a First Folio and other rare materials, work with Shakespeare’s language on the Folger stage, and explore teaching tools and strategies that have proven successful with all kinds of middle and high school students.

*Hosted* by the staff of the Folger Shakespeare Library
A.01  Diane Ravitch: Censorship, Freedom, and Democracy  
Woodrow Wilson A  
Sponsored by the Standing Committee against Censorship, and the Assembly on Literature for Adolescents of NCTE/ALAN Anti-Censorship Committee, open to all  
This session invites convention participants to join in conversation centered on the writings of Diane Ravitch, a leading advocate for democratic education and the freedom and autonomy of America’s teachers. Participants are invited to share experiences and thoughts related to either or both of her titles, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America’s Public Schools* (2013) or *The Death and Life of the Great American School System* (2010). Small group conversation will center on how these titles inform the conceptions, perceptions, and realities of censorship in our schools, libraries, and communities. The session will conclude with a larger discussion of resources and recommendations for educators as they work to preserve the freedom to read, write, and think.  

Co-chairs: Joan Kaywell, University of South Florida, Tampa  
Wendy Glenn, University of Connecticut, Storrs  
Speaker: ReLeah Cossett Lent, author/educational consultant, Morganton, Georgia

A.02  WLU Opening Session: Telling a Story, Taking a Stance, Creating a World!  
Potomac 5/6  
Educators from Arizona’s Zaharis Elementary will describe the essential role of story in developing a school culture where learners create meaningful adventures, struggle for justice, and experience an illumination of life. Our own stories that move learners beyond passive acceptance toward agency and action will be featured.  

Chair: Mike Oliver, Zaharis Elementary School, Mesa, Arizona  
Speakers: Ranelle Rothlisberger and Julie Reichert, Zaharis Elementary School, Mesa, Arizona, “Story as a Pathway for Teaching for Justice and Care”  
Jenny Crandell and Jeanne Boiarsky, Zaharis Elementary School, Mesa, Arizona, “Story as a Pathway to History and an Understanding of the Present”

B.31  Celebrating Outstanding Writing in English Education; the Emig and Meade Awards  
Chesapeake B  
The Conference on English Education gave two prestigious awards in honor of Janet Emig and Richard Meade. In this session, the winners will present the work that earned them this year’s tribute.  

Chair: Louann Reid, Colorado State University, Fort Collins  
Speakers: Marcelle Haddix, Syracuse University, New York  
Troy Hicks, Central Michigan University, Mount Pleasant  
Detra Price-Dennis, Teachers College, Columbia University, New York, New York

C.23  2014 Outstanding Educators in the English Language Arts—Changing Our Hearts, Minds, and Actions: Inquiry as a Way of Being  
Woodrow Wilson D  
Sponsored by the Elementary Section Steering Committee, open to all  
Heidi Mills and Tim O’Keefe will chronicle critical incidents in their professional journeys that have shaped their current beliefs and practices. Using classroom vignettes, videos, and student artifacts, they will theorize from curriculum and assessment practices in Tim’s second and third grade classrooms at the Center for Inquiry in Columbia, South Carolina. They will explore a range of topics including kidwatching, content literacy, and teaching for democracy and social justice through collaborative inquiry.  

Chair: Sandra Wilde, Hunter College, City University of New York, New York  
Speakers: Tim O’Keefe, Center for Inquiry, Columbia, South Carolina  
Heidi Mills, University of South Carolina, Columbia
DE.01 High School Matters

Potomac A/B

High School Matters encapsulates the best elements conventions often offer separately: collegial collaboration, relevance, and engagement. The Secondary Section invites you to join us for this innovative session experience. Expect to take home a variety of ideas, concepts, strategies, and approaches peer-to-peer.

Chair: Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

Keynote Speakers: Carol Jago, University of California, Los Angeles
Kelly Gallagher, Anaheim Union High School District, California

Theater 1: Creative Approaches to Encourage Active Interaction with Nonfiction
Lori Lemieux and Erin Ruggiero, Moon Area School District, Pittsburgh, Pennsylvania

Theater 2: Youth Narratives and African American Cultural Practices: Lessons from a High School Community of Practice
Anne Echols, The Howard School, Atlanta, Georgia and Alisha White, Western Illinois University, Macomb, “Stories from the Past: A Tale of Two Maidens as a Frame for Teaching Feminist and Disability Studies Theories”
Donja Bridges, The Ohio State University, Columbus, “Youth Identities and African American Cultural Practices: Lessons from a High School Community of Practice”
Patrick Hunt, Brooklyn Institute for Liberal Arts, New York, “Rotten English, Rotten Stories”
Wendy Keyser, University of Massachusetts, Amherst, “Shaking the Tale: Pairing Texts to Create Multifaceted Narratives”

Theater 3: Global Cultural Narratives
Karen Magro, University of Winnipeg, Manitoba, Canada, “Strength and Struggle: Storytelling to Empower”
Saif Raza, Lord Botetourt High School, Roanoke, Virginia, “Teaching High School Students to Examine Cultural Artifacts in Literary Stories”

Theater 4: Multicultural Voices of Youth
Adam Henze, Indiana University, Bloomington and Matthew Hernandez, Get Lit Words Unite, Indianapolis, Indiana, “Addressing Trauma and Social Crises in the Classroom through Spoken Word Pedagogy”
Karin Van Orman, Teachers College, Columbia University, New York, New York, “Street Cred: Pedagogical Possibilites of Street Fiction”

William Parsons, North Broward Preparatory School, Coral Springs, Florida, “Complex Texts? Mash ‘Em Up!”
Jan Buley, Laurentian University, Sudbury, Ontario, Canada, “You’ll Never Forget These Stories”

Theater 5: Troubling Trayvon: Teaching Social Justice in the Dialogic Classroom
Jennifer Whitley, The University of Georgia, Athens

Theater 6: Serving Equity and Social Justice: Making Meaning and Finding Purpose through Youth Cultures
Jabari Mahiri, University of California, Berkeley, and Noah Golden, Chapman University, Orange, California, “Challenging Deficit Constructions of Male Youth Labeled ‘At-Risk’”
Robert Petrone, Montana State University, Bozeman, “Making Meaning and Finding Purpose through Youth Cultures”

Catherine Pearson, Sarah Redmond, and Vinita Ahuja, Georgetown Day School, Washington, DC, “Service-Learning: Igniting the English Classroom through Reciprocal Relationships”

Respondent: R. Joseph Rodriguez, The University of Texas, El Paso

Theater 7: Lexiles Are Not Enough! Text Complexity and Quality Adolescent Literature about Marginalized Teens
Marshall George and Brian Kelley, Fordham University, New York, New York

Theater 8: ACE Writers: Establishing a Common Language and a Successful Format for Writing across Grades and Disciplines
Cari Thornton and Christine Baker, Saint Martin de Porres High School, Cleveland, Ohio

Theater 9: Cultivating the Landscape of Teenagers through Literature
Julie Roos, Canyon Springs High School, Las Vegas, Nevada, “Story as a Window into Argument”
Erin McNamara, Guilderland High School, New York, “Cultivating the Landscape of Teenagers through Literature”
Sharon Kane, State University of New York, Oswego, “Navigating the College-and-Career-Readiness Landscape through New Adult Literature”
Peter Galalis, Wayland High School, Massachusetts, “Science Fiction as a Landscape for Critical Inquiry"
**Theater 10: NCLE: Paths toward Literacy Learning**
William Brozo, George Mason University, Fairfax, Virginia, “Fact and Fiction: Expanding Knowledge and Skill in the English/Language Arts”
Bethany Shaffer, Albert Einstein High School, Kensington, Maryland, “Creating Narrative-Inspired Lesson Plans to Access Student Discourse and Stories on a Daily Basis”

**Theater 11: Close Read and Landscape**
Elizabeth Coleman, Scotch Plains-Fanwood High School, Scotch Plains, New Jersey and Alisa Zonis, Livingston, New Jersey, “Reading to Write: Close Reading in the Secondary Classroom”
Wayne Brinda, University of Pittsburgh at Bradford, Pennsylvania, “Activate Reading Engagement with an In-Class Field Trip”
Susan Lovelace, Sebastian River High School, Melbourne Beach, Florida, “Imagine Outside”

**Theater 12: Dialogue and Culture through Personal Narratives**
Charles Youngs, Bethel Park High School, Pittsburgh, Pennsylvania, “Reading August Wilson’s Stories Against Teenie Harris’ Photographic Landscape”
Clare Hagan, DeWitt Clinton High School, Bronx, New York, “Object Stories: Museums as a Resource for the English Classroom”

**Theater 13: Countercultural Narratives**
Mark Meacham, University of North Carolina, Greensboro, “‘This is an African Production’: Exploring How an Eleventh Grade English Student Constructed a Personal Narrative to Position as Other than African American”
Jenna Copper, Slippery Rock Area High School, Pennsylvania, “Higher-Order Teaching: The LTI Model for Multiple Perspectives Analysis”
Sandra Hughes-Hassell, University of North Carolina, Chapel Hill, “Multicultural Young Adult Literature as a Counter-Storytelling Tool”

**Theater 14: Writing through Memoir and Self-Reflection**
Aimee Myers, University of Oklahoma, Norman, “Circles of Self: Engaging Students through Self-Reflection and the Power of Language”
Sahar Mustafah, Homewood-Flossmoor High School, Flossmoor, Illinois, “Power of Memoir as Telling and Understanding: How Students’ Personal Narratives Cultivate Social and Literary Appreciation”

**Theater 15: The Danger of the Single Story as a Lens to Examine Literature, Media, and Social Interactions**

**Theater 16: Using Diverse Media Forms: Comics, Graphic Novels**
Ashley Alcorn, Benet Academy, Chicago, Illinois, “Comics, Commentary, and Community: Ways to Build Competency and Confidence in the Creative Writing Classroom”
Dorothy Sutton, Metro Early College High School, Dublin, Ohio, “Critical Classroom Dialogue: Combating Single Stories with Persepolis”

**Theater 17: Students and Personal Narrative Writing**
Bronwyn LaMay, Oakland Public Schools, California, “Writing Love and Agency: Narrative Revisions in the Academic and Life Texts of High School Youth”
Elizabeth C. Lewis, Dickinson College, Carlisle, Pennsylvania, “The Power of One: Migrant ELL Youth Explore Identity and Agency through Personal Narrative”

**Theater 18: Student Voice and Common Core State Standards**
Alice Hays, Arizona State University, Tempe, “Changing the World”
Trevor Stewart, Virginia Tech, Blacksburg, “Using Story to Bring Order to Chaos: Engaging Writing Instruction and the Common Core State Standards”
Bryan Ripley Crandall, Fairfield University, Connecticut, “The Negative Images Are Inaccurate’: Writing with Urban Youth to Counter the Stories Being Told about Them”
Lauren McClanahan, Western Washington University, Bellingham, “This Is Not MY Kind of Story—But I LOVE It!”

**Theater 19: Power, Politics, Social Justice: The Old and the New**
Laura Pritchard Dobrin, Nansemond-Suffolk Academy, Suffolk, Virginia, “Stories from the Great War: Re-connecting with the Literature of World War I on the Centenary”
Maridella Carter, Blue Springs School District, Missouri, “American Voices Declaring Who We Are: The Stories Embedded in Public Advocacy Speeches”
E.27  On Metaphor: Using Metaphor to Teach and Improve Writing
Baltimore 5
Metaphors are ubiquitous. Educators should develop courses that exploit the centrality of metaphorical thinking, thereby foregrounding the relevancy of the major’s expertise at cultivating skillful practitioners of metaphor. Proficient metaphorical thinkers offer an invaluable contribution to innovation and industry and to how people may tell their own stories and histories.

Chair: Cristina Kirklighter, Texas A&M University, Corpus Christi

Speakers: Renee Moreno, California State University, Northridge, “‘You Say Histories, I Say Stories...’: Metaphorical Uses of Forgetting and Remembering to Teach Research and Writing”
Dale Allender, Director, NCTE West and California State University, Sacramento, “Teachers Teaching Myth: In Search of a Metaphor”
Hoke Glover, Bowie State University, Maryland, “Metaphor as the Key Process in the English Discipline: Applying the Skills of Poetry in the Classroom”

F.07  An Author’s Visit Re-Imagined: The Collaborative Possibilities between a School and a Working Writer
Woodrow Wilson D
A YA author, a teacher and a principal share the development process and specifics of their now-annual seventh grade creativity program, focusing on its basis in both the author’s writing and in the school’s English curriculum. We will explore with attendees ways to tailor this program to fit any author’s genre, content, and craft, and any school’s academic focus.

Chair: Edgar McIntosh, Ardsley School District, New York
Speakers: Cameron Brindise, Ardsley Middle School, New York
Edgar McIntosh, Ardsley School District, New York
Jeff Baron, author, Greenwillow Books, New York, New York

F.37  Day of Early Childhood Opening Session: (Re)Positioning Early Literacy Practices—Everyday Stories of Culturally Relevant Teaching in Primary Classrooms
Woodrow Wilson B
In this panel session, diverse teachers and teacher educators illuminate everyday stories in culturally and linguistically diverse public, primary grades classrooms: stories that (re)position students’ identity, language, culture, and student voice as the focal point of literacy instruction. This highly engaging presentation will involve the audience through small and whole group participation.

Chair: Ernest Morrell, Teachers College, Columbia University, New York, New York
Chinyere Harris, University of North Carolina, Charlotte
Mary Jade Haney, Horrell Hill Elementary School, Hopkins, South Carolina
Julia Lopez-Robertson, University of South Carolina, Columbia
Alicia Boardman, Northern Parkway School, Uniondale, New York
Bilal Polson, Northern Parkway School, Uniondale, New York
Jessica Martell, PS 75 The Emily Dickinson School, New York, New York
Mariana Souto-Manning, Teachers College, Columbia University, New York, New York
Iris Patricia Piña, El Centro Academy, Kansas City, Kansas
Kindel Turner-Nash, University of Missouri, Kansas City

F.40  Voices from the Secondary/Postsecondary Transition: Continuing Discussion from the Conference on College Composition and Communication Listening Tour
National Harbor 3
This panel will briefly report on data from the CCCC “Listening Tour,” which built a rich portrait of 2,200 incoming composition students’ immediate writing histories and predictions for college. Panelists will facilitate a discussion of implications of this data for the teaching of writing at the secondary and postsecondary levels.

Chair: Dylan B. Dryer, University of Maine, Orono
Speakers: Dominic DelliCarpini, York College of Pennsylvania, York
Linda Adler-Kassner, University of California, Santa Barbara
Dylan B. Dryer, University of Maine, Orono
G.33 Current CEE Research Initiatives: Teacher Preparation, Educational Equity, and Politics of the Common Core
National Harbor 10
The recipients of the annual research grants sponsored by the Conference on English Education will present their work twice so that participants can attend two roundtable sessions.
Roundtable 1 - The final analysis of a national survey of English educators and the results of a qualitative study of over 100 methods course syllabi will be presented as elements of a major study of how English teachers are prepared by institutions of higher education in rapidly-changing times.
Roundtable 2 - This presentation examines the politicized process by which Indiana became the first state to withdraw from the Common Core State Standards.
Roundtable 3 - This presentation investigates English teachers’ understandings of the Common Core State Standards and the ways in which existing policy and school organization interact with the “rigor for all” rhetoric of the Common Core.
Chair: Louann Reid, Colorado State University, Fort Collins
Roundtable 1: A New Era of English Teacher Preparation: Findings from a National Study
Donna Pasternak, University of Wisconsin, Milwaukee
Leslie Rush, University of Wyoming, Laramie
Heidi Hallman, University of Kansas, Lawrence
Samantha Caughlan, Lansing, Michigan
Laura Renzi, West Chester University of Pennsylvania, West Chester
Roundtable 2: Standardization vs. Differentiation: How English Teachers Interpret the Common Core State Standards and Implications for Educational Equity
Emily Hodge, Pennsylvania State University, University Park
Roundtable 3: Pushmipullyu Politics
Tara Star Johnson, Purdue University, West Lafayette, Indiana

I.35 The History of the NCTE Rainbow Strand
National Harbor 10
Sponsored by the NCTE Latino Caucus and the NCTE Black Caucus, open to all
In 1987 the Task Force on Racism and Bias and the Minority Affairs Advisory Committee developed the NCTE Convention Planning Rainbow Strand. This session will focus on the history of how Rainbow reviewers planned/reviewed/recommended/created sessions focused on “teaching and affirming culturally and linguistically diverse students” and its impact on a national level for teachers of English.
Chair: Cristina Kirklighter, Texas A&M University, Corpus Christi
Roundtable 1
Victor Villanueva, Washington State University, Pullman
Roundtable 2
Roseann Dueñas Gonzalez, University of Arizona, Tucson
Roundtable 3
Alfredo Celeden Lujan, Santa Fe, New Mexico
Respondent: Renee Moreno, California State University, Northridge

JK.01 Middle Level Mosaic: Stories from the Middle
Woodrow Wilson A
Sponsored by the Middle Level Steering Committee, open to all
If you teach middle school students, then this year’s Middle Level Mosaic is the place to be! In this powerhouse session, various teen experts—a mixture of YA authors, current teachers, and education specialists—will discuss ideas and issues relevant to today’s middle school students. You definitely don’t want to miss this lineup!
Co-chairs: Michael J. Vokoun, Corbett Preparatory School of IDS, Tampa, Florida
Jason Griffith, Lamberton Middle School, Carlisle, Pennsylvania
Speakers: Linda Rief, University of New Hampshire, Durham, and Oyster River Middle School, Durham, New Hampshire
Teri Lesesne, Sam Houston State University, Huntsville, Texas
Donalyn Miller, O. A. Peterson Elementary School, Fort Worth, Texas
Kylene Beers, educational consultant, The Woodlands, Texas
Tradebook Authors: Alan Lawrence Sitomer, Disney Book Group, New York, New York
Chris Crutcher, HarperCollins/Greenwillow, New York, New York
LIFETIME ACHIEVEMENT AWARDS

NCTE Advancement of People of Color Leadership Award
This award is given to an NCTE member of color who has made a significant contribution to NCTE and the development of our professional community. Presented at the Thursday General Session, November 20.

2014 Recipient: Keith Gilyard, Pennsylvania State University, University Park

NCTE Distinguished Service Award
The NCTE Distinguished Service Award recognizes a person or persons who have exhibited valuable professional service to the profession, scholarly or academic distinction, distinctive use of the language, and excellence in teaching. Presented at the Board of Directors Meeting, Friday, November 21.

2014 Recipient: Sharon H. Chaney, Union University, Hendersonville, Tennessee

James R. Squire Award
This award recognizes outstanding service, not only to the stature and development of NCTE, and the discipline which it represents, but also to the profession of education as a whole, internationally as well as nationally. Presented at the Board of Directors Meeting, Friday, November 21.

2014 Recipient: Yetta M. Goodman, University of Arizona, Tucson

SPECIAL COUNCIL AWARDS

NCTE Early Career Educator of Color Leadership Awards
This award provides early career teachers of color a national forum for professional collaboration, development, and supports them as they build accomplished teaching careers. Presented at the Thursday General Session, November 20.

Winners: Tamera Jenae Carter, John H. Phillips Academy, Birmingham, Alabama
Tiffany A. Flowers, Georgia Perimeter College, Clarkston
Lorena German, Lawrence High School, Massachusetts
Elizabeth Isidro, Texas Tech University, Lubbock
Kelly Shin Kim, The Learning Center for the Deaf, Framingham, Massachusetts
Alexis Renea McGee, Texas State University, San Marcos

NCTE Media Literacy Award
This award, given by the NCTE Media and Digital Literacies Collaborative, showcases NCTE members who have developed innovative approaches for integrating media analysis and composition into their instruction. The Media Literacy Award is given to an individual, team, or department that has implemented and refined exemplary media literacy practices in their school environment. Presented at the Sunday General Session, November 23.

Winner: Denise Grandits, St. Amelia School, Tonawanda, New York

NCTE/SLATE National Intellectual Freedom Award
Established in 1997, this award is given by the NCTE Standing Committee Against Censorship to individuals, groups, or institutions that merit recognition for advancing the cause of intellectual freedom. Presented at the Thursday General Session, November 20.

Winner: Brian Jeffrey, Montclair High School, California; nominated by the California Association of Teachers of English

Honorable Mention: Karen Andrus Tollafeld, Kent State University, Ohio; nominated by the Ohio Council of Teachers of English Language Arts
The George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language

The NCTE Orwell Award, given by the NCTE Public Language Awards Committee, recognizes writers who have made outstanding contributions to the critical analysis of public discourse. Presented at the Sunday General Session, November 23.

Winner: The Onion, Chicago, Illinois. The Onion (http://www.theonion.com) is an American digital media company and news satire organization.

NCTE Public Doublespeak Award

The NCTE Doublespeak Award, given by the NCTE Public Language Awards Committee, is an ironic tribute to public speakers who have perpetuated language that is grossly deceptive, evasive, euphemistic, confusing, or self-centered. No award being given this year.

RESEARCH AWARDS

Promising Researcher Award

This award is given by the NCTE Standing Committee on Research and recognizes individuals who have completed a dissertation, thesis, or initial, independent study after the dissertation. Presented at the Annual Research Award session on Saturday, November 22.

Winners: Gholnecsar Muhammad, Georgia State University, Atlanta
Rebecca Lorimer Leonard, University of Massachusetts, Amherst

David H. Russell Award for Distinguished Research in the Teaching of English

This award recognizes outstanding work of scholarship or research in language, literature, rhetoric, or pedagogy and learning, published during the previous five years. Presented at the Sunday General Session, November 23.

Winner: David E. Kirkland, Michigan State University, East Lansing

Alan C. Purves Award

The Alan C. Purves Award is presented annually to the author(s) of the Research in the Teaching of English article, from the previous year's volume, judged most likely to have a significant impact on literacy learning and/or teaching.

Winner: Victoria Purcell-Gates, University of British Columbia, Vancouver, Canada

Cultivating New Voices Among Scholars of Color Grant Program

The NCTE Research Foundation's two-year program is designed to provide support, mentoring, and networking opportunities for early career scholars of color. The program aims to work with graduate students of color to cultivate their ability to draw from their own cultural/linguistic perspectives as they conceptualize, plan, conduct, and write their research. The program provides socialization into the research community and interaction with established scholars whose own work can be enriched by their engagement with new ideas and perspectives.

2014 Cohorts: Keisha McIntosh Allen, Teachers College, Columbia University, New York, New York
Steven Alvarez, University of Kentucky, Lexington
Donja Bridges, The Ohio State University, Columbus
Cati de los Rios, Teachers College, Columbia University, New York, New York
Sakeena Everett, Michigan State University, East Lansing
Lorena Gutierrez, Michigan State University, East Lansing
Marilisa Jimenez, Hunter College, New York, New York
Lamar Johnson, Miami University, Oxford, Ohio
Clifford Lee, University of California, Los Angeles
Sandra Osorio, Illinois State University, Normal
Gabriela Romero, University of Illinois, Urbana-Champaign
Joanna Wong, University of California, Davis

ELEMENTARY SECTION AWARDS

Donald H. Graves Award for Excellence in the Teaching of Writing

Recognizes a teacher in grades K–6 who demonstrates an understanding of student improvement in the teaching of writing. Presented at the Elementary Get-Together on Thursday, November 20.

Winner: Margaret Simon, Iberia Parish Gifted Program, Louisiana

NCTE Outstanding Elementary Educator Award

Recognizes a distinguished educator who has made major contributions to the field of elementary English language arts education. Presented at the Elementary Get-Together on Thursday, November 20.

Winners: Heidi Mills and Tim O’Keefe, Columbia, South Carolina
NCTE Orbis Pictus Award for Outstanding Nonfiction for Children
Established to promote and recognize excellence in the writing of nonfiction for children. Presented at the Children Luncheon on Saturday, November 22.


MIDDLE LEVEL SECTION AWARDS

NCTE Outstanding Middle Level Educator in the English Language Arts Award
This award is sponsored by the Scholastic language arts magazine SCOPE and recognizes exceptional English language arts teachers of grades 6-8 who have demonstrated excellence in teaching and inspired a spirit of inquiry and a love of learning in their students. Presented at the Middle Level Luncheon on Friday, November 21.

Winner: Fran H. Squires, Pine View School, Osprey, Florida

NCTE Richard W. Halle Award for Outstanding Middle School Educator
Honors a junior high/middle level educator who has worked to promote understanding of the developmental needs and characteristics of young adolescents, especially in the English language arts. Presented at the Middle Level Get-Together on Thursday, November 20.

Winner: Jeffrey N. Golub, Seattle, Washington

SECONDARY SECTION AWARDS

High School Teacher of Excellence Award
This award recognizes and celebrates high school teachers who are nominated by their state affiliate. Presented at the Secondary Luncheon on Saturday, November 22.

Winners:
Cathy Taylor Bell, George Jenkins High School, Lakeland, Florida, Florida Council of Teachers of English
Christopher L. Dowlen, Martin Luther King Magnet School, Nashville, Tennessee, Nashville Council of Teachers of English
Sarah Mulhein Gross, High Technology High School, Lincoft, New Jersey, New Jersey Council of Teachers of English
Terry Hiemer, Crete High School, Nebraska, Nebraska English Language Arts Council
Katherine (Kate) Hoffman, State College High School, Pennsylvania, Pennsylvania Council of Teachers of English and Language Arts
Paul Jenkins, Prince Edwards County High School, Farmville, Virginia, Virginia Association of Teachers of English
Steven Maack, Wichita High School East, Wichita, Kansas, Kansas Association of Teachers of English
Joann E. Martin, North High School, Phoenix, Arizona, Arizona English Teachers Association
Emily A. Mowery, Armuchee High School, Rome, Georgia, Georgia Council of Teachers of English
Blair L. Perzentka, Marshall High School, Wisconsin, Wisconsin Council of Teachers of English
Julie Roos, Canyon Springs High School and the Leadership and Law Preparatory Academy, North Las Vegas, Nevada, Southern Nevada Council of Teachers of English
Michelle Ryan, Lincoln Community High School, Lincoln, Illinois, Illinois Association of Teachers of English
Anne Sahlberg, McKinleyville High School, California, California Association of Teachers of English
Theresa Vara-Dannen, University High School of Science and Engineering, Hartford, Connecticut, New England Association of Teachers of English
Julene Waffle, Morris Central High School, New York, New York State English Council
Sarah Zerwin, Fairview High School, Boulder, Colorado, Colorado Language Arts Society

Edwin M. Hopkins Award
This bi-annual award recognizes outstanding English Journal articles written by someone who does not qualify for the Paul and Kate Farmer Award.

Winner: To Be Announced November 2015

Paul and Kate Farmer English Journal Writing Award
This award is given annually to the authors of two articles written by teachers and published in English Journal during the previous school year. Presented at the Secondary Luncheon on Saturday, November 22.

Winners:
Donna Canan, Kirkwood High School, Missouri
David Peter Noskin, New Trier Township High School, Winnetka, Illinois

Honorable Mentions:
Michael Pagliano, St. Mary’s College of Maryland, St Mary’s City
Jennifer Isgitt and Quentin Donnellan, Fossil Ridge High School, Keller, Texas
COLLEGE SECTION AWARDS

Richard Ohmann Award for Outstanding Article in College English
This award recognizes an outstanding article published in College English in the past volume year. Presented at the College Celebration on Friday, November 21.
Winner: Jim Ridolfo, University of Kentucky, Lexington

CONFERENCE ON ENGLISH EDUCATION (CEE) AWARDS

CEE Cultural Diversity Grant
This grant is offered for first-time NCTE Convention presenters who are members of ethnic groups historically underrepresented in NCTE and CEE. Presented at the CEE Luncheon on Friday, November 21.
Winners: Steven Alvarez, University of Kentucky, Lexington
Sana Ansari, Chicago Public Schools, Illinois

CEE Janet Emig Award for Exemplary Scholarship in English Education
The Emig Award recognizes an exceptional article for excellence in scholarship and educational leadership published in the CEE journal English Education within the previous calendar year. Presented at the CEE Luncheon on Friday, November 21.
Winners: Marcelle Haddix, Syracuse University, New York
Detra Price-Dennis, Teachers College, Columbia University, New York, New York.

CEE Richard Meade Award for Research in English Education
This award is given to honor the late Richard Meade of the University of Virginia for his contributions to research in the teaching of composition and in teacher preparation, and recognizes published research-based work that promotes English language arts teacher development at any educational level and in any scope and setting. Presented at the CEE Luncheon on Friday, November 21.
Winner: Troy Hicks, Central Michigan University, Mount Pleasant

CEE Research Initiative Grants
The CEE Research Initiative grants contribute to CEE’s mission and efforts to communicate more effectively with many different audiences: state and federal policymakers, accreditation agencies, school/department administrators, researchers, teacher educators, practicing teachers and other education leaders. Presented at the CEE Membership Meeting and Social, Friday, November 21.
Winners:
Conceptions, Goals, and Practice of Socially Just English Education: Who Are We As Activist Allies?
Terri L. Rodriguez, College of St. Benedict, St. Joseph, Minnesota

Exploring the Teaching and Learning of LGBT-Themed Young Adult Literature in a Queer-Friendly High School
Mollie V. Blackburn, The Ohio State University, Columbus

Staying to Talk, Talking to Stay: A Study of the Relationships between Teacher/Student Talk and Teacher/Student Retention
Deborah Bieler, University of Delaware, Newark

Students Producing Critical Digital Media: Leveraging Social Media to Address Social Issues
Ryan M. Rish, Kennesaw State University, Georgia

CONFERENCE ON ENGLISH LEADERSHIP (CEL) AWARDS

CEL Best Article of the Year Award
This award is given annually to the authors of two articles written and published in English Leadership Quarterly (ELQ). Presented at the CEL Luncheon on Sunday, November 23.

CEL Exemplary Leader Award
This award is given annually to an NCTE member who is an outstanding English language arts educator and leader. Presented at the CEL Luncheon on Sunday, November 23.
Winner: Douglas Fisher, San Diego State University, California

CEL Leadership Achievement Award
This award is given in recognition of leadership achievement. Presented at the CEL Luncheon on Monday, November 24.
Winner: Natalie Morey, Maryknoll School, Honolulu, Hawaii

CEL Innovative Leadership Award
This award is given to an early/mid-career leader in recognition of their innovative leadership at the local, regional, and/or national level. Presented at the CEL Luncheon on Monday, November 24.
Winner: Meenoo Rami, Science Leadership Academy, Philadelphia, Pennsylvania
NCTE AFFILIATE AWARDS

All NCTE Affiliate Awards are presented at the Affiliate Breakfast, Sunday, November 23 and given by the NCTE Standing Committee on Affiliates

Affiliate Excellence Awards

This award is given to affiliates that meet standards of excellence to which all affiliates should aspire.

Winners: Colorado Language Arts Society, English Language Arts Council of the Alberta Teachers Association, Florida Council of Teachers of English, Georgia Council of Teachers of English, Ohio Council of Teachers of English Language Arts, Oregon Council of Teachers of English, Texas Council of Teachers of English Language Arts, and Virginia Association of Teachers of English

Student Affiliate Excellence Awards

This award is given to establish high standards of performance for student affiliates and to honor those affiliates which meet these standards. Qualifications for the award represent standards of excellence to which all student affiliates should aspire.

Winner: Metropolitan State University of Denver, Colorado

Affiliate Journal Award

This award is given to affiliate journals that are evaluated by a panel of judges as best meeting the award criteria.


Honorable Mentions: OJELA: Ohio Journal of English Language Arts, edited by Sally Lamping, Wright State University, Dayton, published by the Ohio Council of Teachers of English Language Arts

English in Texas, edited by Jane Saunders, Gwynne Ash, Lori Assaf, Carol Delaney, and Valerie Taylor, Texas State University, San Marcos, published by the Texas Council of Teachers of English Language Arts.

Affiliate Intellectual Freedom Awards

This award is given to state, regional, and provincial affiliates to honor individuals, groups, or institutions that merit recognition for advancing the cause of intellectual freedom.

Winners: The Nebraska English Language Arts Council recognizes Michael Barth, Gordon, Nebraska

The Ohio Council of Teachers of English Language Arts recognizes Karen Andrus Tolliafield, Kent, Ohio

Affiliate Multicultural Program Awards

This award is given to affiliates who adopt programs, policies, activities, and other events which encourage greater participation and development of multicultural involvement within each affiliate.

Winners: Georgia Council of Teachers of English

Oregon Council of Teachers of English

Affiliate Newsletter Award

This award is given to affiliate newsletters that are evaluated by a panel of judges as best meeting the award criteria.

Winner: Texas Voices, edited by Jennifer Engle, San Angelo, Texas, published by the Texas Council of Teachers of English Language Arts

Honorable Mention: NDCTE Newsletter, edited by Jeremy Murphy, West Fargo, North Dakota, published by the North Dakota Council of Teachers of English.

Affiliate Website Award

This award is given to affiliate websites that have websites that best meet set criteria.


NCTE Fund Teachers for the Dream Affiliate Awards

The NCTE Fund invites affiliates to implement initiatives aimed at recruiting English language arts teachers of color and will offer grants to those selected affiliates.

Winners: Georgia Council of Teachers of English

Nebraska English Language Arts Council

Ohio Council of Teachers of English Language Arts

Affiliate Leadership Development Awards

The award is designed to encourage the participation of early career teacher leaders in both NCTE (beginning at the Annual Convention) and the affiliate (through all its activities).

Winners: Nebraska English Language Arts Council recognizes Maggie Deschaine, Beatrice, Nebraska

Ohio Council of Teachers of English Language Arts recognizes Whitney Lovejoy, Manchester, Ohio

Affiliate Membership Recruitment Awards

This award is given to affiliates with the highest percentage of membership increase. To be eligible, affiliates must electronically send their membership lists to NCTE.

Winners: California Association of Teachers of English

Illinois Association of Teachers of English, Ohio Council of Teachers of English Language Arts, Oregon Council of Teachers of English, Pennsylvania Council of Teachers of English Language Arts
Prince George’s B/C, Level 2

The Annual NCTE Exposition will be open during the following times:

- **Friday, November 21** — Noon–6:00 p.m.
- **Saturday, November 22** — 9:00 a.m.–5:00 p.m.
- **Sunday, November 23** — 9:00 a.m.–1:00 p.m.

A complete list of convention exhibitors begins on page 207.

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**NCTE BOOK TALK CAFÉ**

Grab a coffee at the newest addition to the NCTE Exhibit Hall. The Book Talk Café is a great space to meet your favorite publishers and learn about their newest titles. Take advantage of the comfortable space in the Exhibit Hall to hear about new nonfiction and fiction for young readers and adults. A complete schedule of participating exhibitors is available in the NCTE Exhibit Hall. Check the Exhibitors tab for a list of participating companies, or search the NCTE app.

**EXHIBITOR SHOWCASE**

The Exhibitor Showcase gives you a chance to learn more about products, techniques, and services provided by NCTE exhibiting companies. During each thirty-minute session, exhibitors will demonstrate the use of online tools and content, share resources that can supplement instruction, introduce new products or services, present core educational content, or demonstrate hands-on learning. Check the Exhibitors tab for a list of participating companies, or search the NCTE app.

**NCTE CENTRAL**

Be sure to visit the NCTE store, located in the Exhibit Hall, for the latest NCTE products and publications. Browse a huge selection of NCTE books and gift items. Pick up a free journal sample. Explore NCTE’s professional learning opportunities with NCTE staff. Learn more about the Literacy in Learning Exchange, and put your school on the map.

**NCTE LOUNGE**

Looking for a place to continue a discussion after an interesting session? Need a place to meet colleagues and debrief about sessions? The Lounge inside the NCTE Exhibit Hall is the place to go. The Exhibit Lounge is open during NCTE Registration Center hours.
Help spread the word and get teachers all across the country excited about the 2014 NCTE Annual Convention!

What tips do you have for first-time convention attendees?
Which speakers are you excited to hear from at Convention?
What sessions do you plan to attend?
Who are you looking forward to meeting?

Follow NCTE on Instagram
A picture is worth a thousand words. Share your #NCTE14 story on Instagram! Be sure to tag your photos #NCTE14 to give NCTE permission to use them.
www.instagram.com/nctegram

Follow NCTE on Twitter
Follow @ncte and #NCTE14 for all of the latest news on the 2014 Annual Convention. Also, be sure to use #NCTE14 in your tweets to share your thoughts on Convention or to get your convention questions answered by colleagues. Be sure to join us at the November #ncetchat as convention registrants and those wishing they could attend share information about #NCTE14.
www.twitter.com/ncte

“Like” NCTE on Facebook
“Like” the NCTE page, join the NCTE Annual Convention 2014 event, post your comments, and read comments from others. Share convention information with your friends, and join in Facebook discussions.
www.facebook.com/ncte.org

Follow NCTE on Pinterest
Follow NCTE on Pinterest for convention news, teaching ideas, and more! And don’t forget to start your own Annual Convention board as you prepare for the Convention!
www.pinterest.com/nctedotorg

Join the NCTE Group on LinkedIn
Start and post to discussions while networking with other English language arts professionals on the NCTE LinkedIn Group!
www.linkedin.com/groups?most Recent=&gid=1228057

Browse the Connected Community
Tap into the Connected Community, an online social network for NCTE members. Browse materials from previous Conventions (and from NCTE 2014 as it nears), get tips from others who have attended in the past, share your thoughts on teaching and learning, convention sessions, and more!
www.ncte.connectedcommunity.org

Share YOUR Story on SOCIAL MEDIA!