7:00–9:15 a.m.

ALAN Breakfast—Assembly on Literature for Adolescents of NCTE (ALAN)
Ballroom B

CHRIS CRUTCHER has written 10 critically acclaimed novels, an autobiography, and two collections of short stories. Drawing on his experience as a family therapist and child protection specialist, Crutcher writes honestly about real issues facing teenagers today: making it through school, competing in sports, handling rejection and failure, and dealing with parents. His titles include Period 8, Angry Management, Deadline, Staying Fat for Sarah Byrnes, The Sledding Hill, and King of the Mild Frontier: An Ill-Advised Autobiography. Crutcher has won three lifetime achievement awards for the body of his work: the Margaret A. Edwards Award, the ALAN Award, and the NCTE National Intellectual Freedom Award. He lives in Spokane, Washington.

Keynote: Chris Crutcher, HarperCollins
AW.01 NCTE Awards Presentation

200E

Join us for a complementary light breakfast before we celebrate recipients of NCTE’s highest honors as they receive their awards.

Chair: Douglas Hesse, NCTE President-Elect, University of Denver, Colorado

Presentation of the George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language
Winner: Anthony Cody, author of The Educator and The Oligarch: A Teacher Challenges The Gates Foundation, Willits, California

Announcement of the Public Doublespeak Award
Winner: Senator Joni Ernst, United States Senator for Iowa

Presentation of the 2015 Early Career Educator of Color Leadership Awards
Winners: Sara P. Alvarez, University of Louisville, Kentucky
Jalissa Bates, Central Middle School, Gonzales, Louisiana
Felicia Hamilton, Global Experience Magnet School, Bloomfield, Connecticut
Shenika Hankerson, Wayne State University, Detroit, Michigan
Ellenar Harper, Tallahassee Community College, Florida
Jazmen N. Moore, Chicago Math & Science Academy, Illinois

Presentation of the 2015 Media Literacy Award
Winner: Mary Ressler, Centerville Middle School, Lancaster, Pennsylvania

Presentation of the Barksdale-Turner Scholarship in African American/Black Literature:
Winner: Antonio Moses, North Carolina Central University, Durham

Presentation of the 2015 David H. Russell Award for Distinguished Research in the Teaching of English
Winner: Rewriting the Basics: Literacy Learning in Children’s Cultures by Anne Haas Dyson, University of Illinois at Urbana-Champaign

Presentation of the NCTE National Intellectual Freedom Award
Winner: Laurie Halse Anderson, Penguin Young Readers Group

Presentation of the 2015 Advancement of People of Color Leadership Award
2015 Recipient: Violet J. Harris, University of Illinois at Urbana-Champaign

Presentation of the 2015 James R. Squire Award
2015 Recipient: Awarded posthumously to Kent D. Williamson
**F Sessions — 8:00–9:15 a.m.**

**F.01 Literacy through Science Journalism:**
Real World Writing in Middle and High School ELA and Science

205AB

Responsibility, creativity, and arts of language come together in this NSF-funded approach to content literacy that has middle and high school students eager to write. ELA and science students research and write about current science news for teen audiences. Hands-on workshop. Learn to integrate SciJourn (www.scijourner.org) into your classroom.

**Speakers:** Marsha Buerger, Jefferson County Public Schools
Jean Wolph, University of Louisville

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**F.03 Power to the People! Giving Power Back to Students in Writing and Assessment**

210AB

Building confident writers and responsible citizens requires that teachers share responsibility for evaluation with their students. This interactive presentation features strategies and best practices for how to structure learning in classrooms, virtual environments, and writing centers to foster student reflection, peer collaboration, and leadership throughout writing, revision, and evaluation processes.

**Speakers:** Amber Jensen, Thomas A. Edison High School, Alexandria, Virginia, “Digitizing Peer Review in Classrooms and Writing Centers”
Maggie Shea, Minnetonka High School, “Turning the Tables: Students as Teachers and Tutors”
Elizabeth Thackeray, East High School, Salt Lake City, Utah, “Developing Reflective Authors and Evaluators”

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**F.04 The Danger of a Single Story:**
Exploring the Dualities of Immigrant Narratives in Adichie’s Fiction

L100B

Focus will be on using Adichie’s works (Americanah, TTYAN) to explore the possibilities of teaching the dualities of immigrant narratives. Participants will share specific teaching strategies and assessment tools for incorporating Adichie’s works into diverse settings that are aligned to Common Core, IB, and AP learner achievement goals.

**Co-Chairs:** Lena Tashjian, Baltimore City College High School
Amber Phelps, Baltimore City College High School

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**F.05 I’m Not a Hammer:**
Expanding the Use of Dialogue through Socratic Circles

M100G

We invite teachers, district leaders, literacy coaches, and teacher educators to a session on sustained and embedded work with teachers in a single school district taking up a dialogic tool. Presentation will blend both data-based and practice-informed understandings of the work.

**Co-Chairs:** Tracy Kincy, Bentonville Public Schools, Arkansas
Shawn Quinlan, Bentonville Public Schools, Arkansas

**Speakers:** Holly Howard, Bentonville High School
John Watts, University of Arkansas, Fayetteville

**Respondent:** Christian Goering, University of Arkansas, Fayetteville

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**F.06 Demystifying Writing for Publication from the Inside-Out:**
Learning from New Scholars’ Research in the Teaching of English Manuscripts and Reviews

L100E

In an attempt to demystify the publication process to ensure the inclusion of a diverse range of scholarly voices in academic journals, this panel presentation will take audience members behind the scenes of the publication process at Research in the Teaching of English, the flagship research journal of the National Council of Teachers of English.

**Speakers:** Ellen Cushman, Michigan State University, East Lansing
Christian Ehret, Vanderbilt University
Ty Hollett, Vanderbilt University
Kati Macaluso, Michigan State University, East Lansing
Cori McKenzie, Michigan State University, East Lansing
Amanda Smith, Michigan State University, East Lansing
Amy Stornaiuolo, University of Pennsylvania
F.07 Reading, Creating, Exhibiting: Expanding Digital Creativity with the 90-Second Newbery Film Festival

Watch exceptional 90-Second Newbery films and learn techniques, strategies, and best practices to create your own successful 90-Second Newbery program. Listen to insights from educators who have effectively collaborated to support digital literacy. Gain practical advice and tools to empower students to retell award-winning stories in innovative ways.

Chair: James Kennedy, Founder of the 90-Second Newbery Film Festival
Speakers: Eti Berland, Hebrew Theological College
Jennifer Verbrugge, Minnesota Department of Education State Library Services
Elisa Gall, Latin School of Chicago

F.10 Bringing Voice to the Voiceless: Writing Persona Poems

This workshop explores the persona poem, which promotes empathy, or “social imagination,” encouraging students to get inside the head and heart of another human being. Participants will meet literary and historical characters who have experienced gentrification and write persona poems which bear witness to the heartache of losing one’s community.

Speakers: Linda Christensen, Lewis and Clark College, Portland, Oregon
Dyan Watson, Lewis and Clark College, Portland, Oregon
Renée Watson, DreamYard

F.11 Literacy as a Lifeline

This presentation discusses how to distill the basic literacy concepts for the twenty-first century social media market. We present how to teach the many language arts using social justice movements as case studies for analyzing and evaluating messaging, such as communicated by Twitter, and photo essays such as Snapchat.

Speakers: Stephanie Jirard, Shippensburg University
Cheryl Slattery, Associate Professor of Reading/Literacy

F.12 Language Arts: Five Years in a Time of Change

The purpose of this proposal is to share insights and challenges of the Language Arts editorial team during their tenure as editors. The editors will share “favorite” articles, inner workings of the journal, and the impact of new formats on the journal and its readership.

Chair: Amy Flint, Georgia State University
Speakers: Amy Flint, Georgia State University
Laura May, Georgia State University, Atlanta
Peggy Albers, Georgia State University, Atlanta
Rebecca Barria, Georgia State University
Caitlin Dooley, Georgia Department of Education
Teri Holbrook, Georgia State University, Atlanta

F.13 Write your Story: Blogging as Advocacy

Do you have something to say about writing instruction in K–12 schools, or do you have a classroom story to share? Do you have trouble finding the time or confidence to write publicly? This writing-rich session will help you craft your ideas for an authentic audience.

Chair: Patricia Dunn, Stony Brook University
Roundtable 1: “Just Keep Writing” Lindsay Jeffers, Western Michigan University, Kalamazoo, Amber Warrington, The University of Texas, Austin
Roundtable 2: “Thinking outside the Box” Kristen Turner, Fordham University, New York, New York
Roundtable 3: “Making Our Work Visible and Vocal” Mark E. Letcher, Lewis University, Joliet, Illinois
Roundtable 4: “What’s Audience Got to Do with It?” Sarah Hochstetler, Illinois State University
Roundtable 5: “Formal Wear, Business Casual, and Sweats: Choosing the Right Clothes for Your Words” Leah Zuidema, Dordt College, Sioux Center, Iowa
F Sessions — 8:00–9:15 a.m.

F.14 Learning the Art of Writing from the Writers: Authors’ Best Lessons to Help Students Find Their Voice Through Their Writing
103
Hear a diverse group of authors share their best writing lessons for teachers to use with students. Attendees will rotate through six roundtables where they will participate in a writing activity led by each author which they can take back and incorporate into their own classroom teaching.

Co-Chairs
Jillian Heise, Indian Community School of Milwaukee, Wisconsin
Teresa Bunner, Wake County Public Schools
Roundtable 1: e.e. Charlton-Trujillo, Candlewick
Roundtable 2: Margarita Engle, Simon & Schuster
Roundtable 3: C. Alexander London, Penguin Young Readers
Roundtable 4: Sonia Manzano, Scholastic
Roundtable 5: Matt de la Peña
Roundtable 6: Jason Reynolds, Simon & Schuster

F.16 Developing Resilience for a Satisfying Teaching Life
211AB
This session guides participants through reflective exercises designed to support them in considering how to develop resilience and a satisfying teaching life. Participants will also consider how to use these exercises to support students. The session opens with seated asana and meditation before moving into written reflection and sharing.

Speakers:
Mijin Yeom, Teacher College, Columbia University, “Teaching as Inquiry”
Catherine DeLazzero, Teachers College, Columbia University, “Defining Resilience and Committing to Life Goals and Self Care”
Sayeeda Copeland, Hostos Community College at CUNY, “Classroom Applications: A Student’s Perspective”
Molly Bradley, Teacher’s College, Columbia University, New York, “Developing Supportive Relationships”

F.17 Insights, Innovation and Inspiration for Those Working in the Evolving World of Language Arts
Auditorium 2
Language Arts instruction has exploded into a complex, multi-faceted discipline. Yet despite its development, the teaching of English still firmly rests on time-honored, classical traditions. Join four teacher-authors as they offer a balance of insightful, innovative, and inspirational ideas for responsibly and creatively tackling the demands of modern-day ELA education.

Chair: Alan Lawrence Sitomer, Disney Publishing Worldwide
Speakers: Jim Burke, Burlingame High School, “Composing Ourselves: Identity and Ownership in Academic Writing”
Alan Lawrence Sitomer, “In and Beyond the Walls of a Language Arts Classroom”
Jeffrey Wilhelm, Boise State University, “Best Practices about What Students Need to Notice in a Text”

F.19 NaNoWriMo: Investing in CCSS by Engaging Students with Creative Writing
207AB
Common Core has become an integral part of lesson planning, sometimes at the loss of creative writing. Learn how to create a writing program that celebrates novel writing using National Novel Writing Month (NaNoWriMo). Engage students while fostering creative writing; meet Common Core Standards and prepare students for PARCC.

Speakers: Erik Burgeson, Worthington Schools
Thomas Strous, Worthington Schools

F.20 Seeking Authenticity: Student-Produced Media in a Participatory Culture
M100J
English teachers and teacher educators come together in this panel presentation to advance the composition and wide distribution of student-generated media. Attendees are invited to learn how and why middle- and high-school teachers are facilitating the production and distribution of zines, a collaborative middle-grades novel, and short-story film adaptations, respectively.

Chair: Kathy Garland, Santa Fe College, Gainesville
Speakers: Kyle Jones, Kennesaw State University, Georgia, “Zine Culture: Exploring Participatory Culture through Student DIY Media”
Brian Kelley, Pennsylvania Writing and Literature Project, “Authentic Writing through Collaboration that Matters”
Luke Rodesiler, Indiana University-Purdue University, Fort Wayne, “Rationalizing the Production and Distribution of Student-Generated Media”
Respondent: Jason Griffith, Carlisle High School, Pennsylvania
**F.21 Pedagogy and Play in Writing Instruction**

This panel offers a theoretical model for principles of play in writing pedagogy, and a case study about using Xtranormal to comprehend conversational structures in academic discourse. We also address Anne Haas Dyson’s scholarship, which reveals how early literacy instruction systematically stifles students’ desires for play, creativity, and social connection.

**Speakers:**
- Michael Cripps, University of New England, “Academic Discourse in Play: A Case Study of Text-to-Speech Animation Tools in the Composition Classroom”
- Julia Garrett, University of Wisconsin, Madison, “Principles of Play: Tracing a Constellation of Practice”
- Margaret Bertucci Hamper, University of Wisconsin, Madison, “Beyond Audience: Cooperative Process Pedagogy in College Composition”

**F.23 Beyond the Classroom: Teaching Relevant Contemporary Texts and Issues**

Students are not just the future—their work is important today. When our lessons invite students to analyze and respond to the world, we develop civic engagement and reach beyond the classroom. This session will share examples of teachers integrating real-world texts and inviting students into authentic, relevant conversations.

**Speakers:**
- Daniel Laird, Leslie Public Schools, East Lansing, Michigan
- Dawn Reed, Okemos High School, Michigan
- Mitchell Nobis, Seaholm High School, Michigan
- Carrie Nobis, West Bloomfield High School, Michigan

**F.24 The Resilience-Building, Transformative Powers of Children’s and Young Adult Literature**

This panel discussion with esteemed authors and literacy activists will illuminate and reinforce the resilience, building power of authentic texts through conversation we build with students around it, and the writing and storytelling students do in response to it. A call to action for the power of authentic text!

**Chair:** Kylene Beers, Reading and Writing Project, Teachers College

**Speakers:**
- Carmen Agra Deedy, Peachtree Publishers
- Pam Allyn, LitWorld & LitLife

**F.25 Cultivating and Assessing Educator Knowledge Across Secondary, Two-Year, and Library Contexts**

This session offers four research studies about cultivating and assessing educator knowledge.

**Speakers:**
- Wendy Rickman, University of Central Arkansas, Jeff Whittingham, University of Central Arkansas, “The Stonewall Award: A Study of the Attitudes of Preservice Librarians”
- Melanie Landon-Hays, Western Oregon University, Kimberly Ilosvay, University of Portland, Amanda Villagómez, Eastern Oregon University, “Material Matters: What Teachers Have to Say about the Curriculum”
- Christie Toth, University of Utah, “How (and Why) Two-Year College Teacher-Scholars Access Scholarship”
- Sharilyn Steadman, East Carolina University, “Effectively Developing Expertise: Using Video to Hone Teacher Candidates’ Classroom Observation Skills”

**F.26 Reading Jacqueline Woodson in Upper Elementary and Middle Grades Classrooms: Exploring LGBTQ Topics through Her Novels and Picture Books**

We will consider the books of award-winning author Jacqueline Woodson as one way to make classrooms more inclusive of LGBTQ topics. Using examples from a 4th-5th grade teacher, we will provide suggestions and assistance in developing ways for teachers to take on this work using Woodson’s picture and chapter books.

**Speakers:**
- Maree Bednar, Indianola Informal K–8, Columbus, Ohio
- Jill Hermann-Wilmarth, Western Michigan University, Kalamazoo
- Caitlin Ryan, East Carolina University
F.27 Exploring the Arts of Language and Books—Creativity, Engagement, and Communication of BIG Ideas: Presenting Award-Winning Authors Who Share the Gifts of Language, Imagery, Knowledge, and Joy with Readers, Igniting a Lifetime of Engaged Reading

L100C

Award-winning authors and illustrators will discuss the ways they use language and visuals to craft engaging books for middle-level readers. They will discuss their research, writing and visual techniques, and the ways they have chosen to inform, inspire, and engage readers for a lifetime of proficient reading.

Chair: Donna Knoell, educational consultant/author, Shawnee Mission, Kansas

Speakers:
Salina Yoon, Bloomsbury, “Telling Stories with BIG Ideas for the Smallest of Readers”
Susan Stockdale, Peachtree, “Engaging and Informing Readers with Rhyming Text and Vibrant Illustrations”
Chris Grabenstein, Random House Books for Young Readers, “Engaging Readers with Humor and Creativity”

F.28 (Re)negotiating Racialized Identities and Selves Through Literacy Practices and Understandings

206AB

This session presents four very different contexts which highlight in sophisticated and powerful ways student (re)negotiated notions of race, power, and language through their literacy practices.

Speakers:
Jieun Kim, University of Wisconsin, Madison, “‘Nope. It’s secret!’ Exploring One Biracial Asian American Child’s Literate and Racial Identities”
Abigail Rombalski, University of Minnesota, “Social Media: A Sounding Board Self-Cypher”
Jennifer Stone, University of Alaska, Anchorage, “Legacies of Language Sponsorship and Stewardship in Alaska”
Ting Yuan, College of Staten Island, CUNY, “I know nothing! A Chinese-American boy’s Contesting Identities and Multimodal Literary Creations”

F.29 Composing Selves in Digital Spaces: Knowledge for Teaching and Learning

M100B

This session presents research on the ways students across age levels compose selves through digital radio, video game, tablet, and digital video spaces. Knowledge for preservice and practicing teachers is offered.

Speakers: Lucinda Juarez, Texas A & M University, Corpus Christi, “Transforming Literacy Instruction: Exploring Preservice Teachers’ Collaborative Creativity in Writing with Tablet Technology”
Candance Doen-Stevens, University of Wisconsin, Milwaukee, “The Rhetorical Work of Sound Design in Radio Documentary”
Dong-shin Shin, University of Cincinnati, “Digital multimodal writing: Creativity and Discursive Construction of Authorial Voice”
Carolyn Stufft, Stephen F. Austin State University, “Connections between YAL Texts and Adolescents’ Videogame Play”

F.30 Igniting Instruction—Round 2

L100FG

In each of these talks the speakers will use twenty presentation slides, each timed for twenty seconds. When the five minutes are up, so is the talk. As these speakers share what sparks their passions—an electrifying classroom practice, a blazing classroom project, a hot new creative tool, a provocative idea—they will fire up your imagination and illuminate new ways to kindle a passion for reading, writing, and thinking in your students.

Speakers:
Sarah Brown Wessling, Johnston High School, Iowa, “Teaching’s Red Balloon: When They Learn to Think”
Barry Gilmore, Hutchison School, Memphis, Tennessee, “Playground Rules: What Students Can Teach Us About Reading and Choice”
David Finkle, Southwest Middle School, “Writing From Life and Imagination”
Andrea Finkle, Southwestern Middle School, Florida, “What’s Your Point, Poet? The Intersection of Poetry and Persuasion”
Christopher Lehman, The Educator Collaborative, “Schools That Grow Have Amazing Instructional Coaches (Who Are Given Time to Actually Coach!”
Penny Kittle, Kenneth High School, “Notebook Hour: Where Sketching, Writing, and Revising Meet”
Troy Hicks, Central Michigan University, Mount Pleasant, “Awareness as Assessment: Process, Product, and Reflection with Digital Writing”
F.31 Let It Go! Let ‘Em Talk! Eliminating Word Poverty and Deepening Thought in Elementary Classrooms through Cross-Curricular Storytelling, Student-Led Inquiry, and Practical Instructional Routines

209AB

Oral language instruction has rightfully moved to the forefront of the education conversation. As Vygotsky speculated, language is, indeed, the tool of thought. Teachers can create classrooms that empower young children to discover words, ideas, and their voices by implementing authentic practices such as oral storytelling and student-led inquiry.

Speakers: Jennifer Waisanen, Anchorage School District
Aeriale Johnson, North Slope Borough School District

F.32 Sustaining Teachers through Writing on the High Plains

L100A

In this panel session, secondary teachers from Eastern North Dakota and Northwestern Minnesota discuss the ways in which developing their own writing practice—and sharing it with students—sustains them as professionals. Session attendees are invited to participate in writing with this community of teacher-writers from the High Plains, each of whom will share a favorite writing prompt.

Chair: Kelly Sassi, North Dakota State University, Fargo
Speakers: Isaac Lundberg, Moorhead Public Schools, Karen Taylor, Horizon Middle School, “Social Justice Writing in Collaboration with Social Studies”
Erika Dyk, North Dakota State University, Fargo, “How Teachers’ Writing Affects Students’ Writing”
Angela Cunningham, Moorhead High School, “Supporting Teachers in Their Own Practice of Writing”

F.33 Celebrating Diversity Within and Beyond the Classroom: Young Adult Literature, Equity, and Social Justice

102DEF

Sponsored by the CEE Commission: Study & Teaching of Adolescent Literature

In this conversation session, acclaimed Young Adult authors Padma Venkatraman and Dana Walrath discuss creating stories rich in culture, community, and social responsibility. Table leaders will engage attendees in discussions related to teaching Young Adult books that reach beyond the classroom, encouraging readers to consider issues of equity and social justice.

Chair: Kelly Bull, Notre Dame of Maryland University, Baltimore
Keynote Padma Venkatraman, Penguin Young Readers
Dana Walrath, Random House

Roundtable 1: “Changing Perspectives on Accepting Disabilities: Wonder Works!” Judith Hayn, University of Arkansas, Little Rock
Respondent: Shannon Mortimore-Smith, Shippensburg University

Roundtable 2: “Eleanor & Park: Learning about Poverty—Awareness, Identity/Empathy, and Advocacy” Steffany Maher, Western Michigan University
Respondent: Mark Sulzer, University of Iowa, Iowa City

Roundtable 3: “Maintaining Personal Integrity amidst Overwhelming Hostilities: Equity and Social Justice in Catch You Later, Traitor” Lisa Hazlett, University of South Dakota, Vermillion
Respondent: Ann Marie Smith, The University of Texas of the Permian Basin, Odessa

Roundtable 4: “Exploring the Guatemalan Revolution: Tree Girl by Mikaelson” Emily Pendergrass, Vanderbilt University
Respondent: Erin Stephens, Nashville, Tennessee

Roundtable 5: “Cultural Expectations and Gender Roles: Studying Strong Women in Venkatraman’s Novels” Kelly Bull, Notre Dame of Maryland University, Baltimore
Respondent: Robert Prickett, Winthrop University, Rock Hill, South Carolina

Roundtable 6: “Addressing the Immigrant Experience in the United States through Fiction and Nonfiction:” Kathryn Kelly, Assembly on the Literature and Culture of Appalachia, Christiansburg, Virginia
Respondent: Carey Applegate, University of Wisconsin, Eau Claire
F Sessions — 8:00–9:15 a.m.

Roundtable 7: “Using Historical Context to Augment the Literary Experience: The Ottoman Empire and Like Water on Stone” Evelyn Spratt, Notre Dame of Maryland University
Respondent: Steven Bickmore, Louisiana State University, Baton Rouge

Roundtable 8: “Marcelo and the Real World: Social Justice and a Disability Lens” Emily Wender, Indiana University of Pennsylvania
Respondent: Amanda Haertling Thein, University of Iowa

Roundtable 9: “Enhance Adolescent Agency and Advocacy through the Use of Manzano’s Revolution of Evelyn Serrano” Jody Polleck, Hunter College, City University of New York, New York
Respondent: William Williams, Concord University

Roundtable 10: “Some Assembly Required & Rethinking Normal: Transgender Teens and the Construction of Identity” Melanie Hundley, Vanderbilt University, Nashville, Tennessee
Respondent: Cheryl North, University of Maryland Baltimore County, Baltimore

Respondent: Linda Spears-Bunton, Florida International University

F.34 Digital Possibilities for Preservice English Teachers 201AB
This session provides specific strategies to support preservice teachers’ meaningful engagement with different digital tools.
Chair: Gail Gibson, University of Michigan
Speakers: Merideth Garcia, Aubrey Schiavone, and Gail Gibson, University of Michigan, “From the Blackboard to the Blogosphere: Course Blogs as a Tool for Fostering Preservice Teacher Professionalization”
Jennifer King, SUNY Geneseo, “Exploring Digital Possibilities in the Arts of Language: iPad Integration in a Teacher Education Literacy Course”

F.35 Crafting Dialogic Spaces through Linguistically Diverse Text: Teaching Elementary-Age Children to Be Language Variationists 211CD
Students in a southeastern housing community listened to stories, read dialogue, and critiqued language, exploring the genre and cultural nuances. Critical discussions with children open a unique dialogic space to discuss and debate linguistic dexterity. In exploring multi-dialectic literature they were able to play the role of linguistic critics.
Speakers: Gertrude Tinker Sachs, Georgia State University
Ewa McGrail, Georgia State University, Atlanta
Nicole Dukes, Georgia State University

F.36 Day of Early Childhood Opening Session: Literacy as an Anti-Bias Matter 213AB
This opening presentation emphasizes that anti-bias work in early childhood education is not only about changing curriculum, but requires thoughtful, strategic, long-term planning that addresses all components of an early childhood program. With a powerful combination of conceptual frameworks, strategies, and practical tools, Louise Derman-Sparks, renowned expert on anti-bias education, explains the structural and individual changes that should be fostered for more equitable education in early childhood.
Co-Chairs: Erin T. Miller, University of North Carolina, Charlotte
Mariana Souto-Manning, Teachers College, Columbia University
Maria V. Acevedo, University of Massachusetts–Boston
Keynote Louise Derman-Sparks

F.37 Being Strategic with Collaborative Learning: Why Intentional Group Formation Matters L100D
Using a combination of theory, anecdotal experience, and practical application, this panel will explore group work by discussing the theories behind using and assessing group work, discussing innovative ways to create groups, and offering two specific projects that conference attendees can integrate into their own classrooms.
Chair: Michael MacBride, Minnesota State University, Mankato
Speakers: Colin Scharf, Minnesota State University, Mankato
Michael MacBride
Todd R. Anderson, Iowa Central Community College
Heidi Burns, Minnesota State University, Mankato
F.38 Understanding the Literacy Experiences and Opportunities of English Language Learners and Providing Support for Success

M100A

In the changing contexts of education today, English language learners must negotiate their literate identities through a variety of practices—from arts integration to writing, to social interactions. This session presents various contexts to support their ongoing success.

**Speakers:** Anny Fritzen Case, Gonzaga University, “‘More than Our Words’: The Possibility for Mutually Responsive ELL/Non-ELL Interaction”
Merryl Goldberg and Laurie Stowell, Cal State, San Marcos, “Developing English Learner’s Literacy through Arts Integration”
Erin Laverick, The University of Findlay, “Code Meshing within Multimodal Frameworks”
Tanya Morin, University of Wisconsin, Madison, “It’s the Little Things: An Exploration of the Ways in which Teachers Build on ELL Students’ Out-of-School Experiences”

F.41 Global Read-Aloud—Making Connections Around the World, Within Communities, Classrooms, and Ourselves

101D

Imagine 300,000 students, immersed in a book, discussing with students and authors, using technology to spark a global conversation; this is the Global Read-Aloud. Join our panel featuring the founder as well as alumni authors. Be inspired to connect and be inspired to create your own global project!

**Chair:** Pernille Ripp, Oregon School District, Wisconsin
**Speakers:** Sharon Draper, Simon & Schuster, Inc.
Michelle Kedzierski, Orland School District 135
Katherine Applegate, Macmillan
Kate Messner, Bloomsbury
Jennifer Holm, Random House Children’s Books
Lynda Mullaly Hunt, Penguin Young Readers

F.42 Bring Students into the Conversation: Goal-Setting, Tool-Making That Supports Transfer

M100H

What if we were able to recruit students to self-select their goals and work toward them with enthusiasm, agency and, most of all, joy? In this panel, we will examine how students can author their own reading and writing goals, build tools that accelerate progress, and support transfer and independence.

**Speakers:** Valerie Geschwind, Teachers College Reading and Writing Project
Marjorie Martinelli, Teachers College Reading and Writing Project
Ryan Scala, Teachers College Reading and Writing Project
Amy Tondreau, Teachers College

F.43 Seeing Beyond Our Own World: Using Character Point-of-View Activities to Introduce Students to Critical Theory

M100C

Applying critical theory to texts in the secondary classroom can help adolescent readers see beyond “the limits of their world.” These presenters draw from Lois Tyson’s and Deborah Appleman’s work to demonstrate how point-of-view activities can help critical theories, such as Marxism and feminism, become accessible and relevant for students.

**Speakers:** Amanda Stearns-Pfeiffer, Oakland University, Rochester, Michigan, “All the Ways to Read an Orange”
Kristin Sovis, Saginaw Valley State University, “Using Character Point-of-View Activities to Introduce Students to Critical Theory”

F.44 The Art of Fostering Deep Discussions: Expanding the School-Home-Community Dialogue

M100I

Presenters on this panel will discuss how we learn about ourselves, others, and the greater world around us through meaningful engagement in discussions. We share topics on social justice integration, preservice teachers’ grappling with multicultural literature, and African American students’ views about their literacy practices.

**Chair:** Ruth McCay Lowery, The Ohio State University, Mansfield
**Speakers:** Cheryl Logan, The Ohio State University at Mansfield, “The Art of Viewing: Preservice Teachers Interacting with Multicultural Literature”
Kathleen Colantonio-Yurko, University of Florida, “A Seat at the Table: African American Students’ Views on Multicultural Literature”
Mario Worlds, The University of Florida, “Fostering Community-Based Literacy in Urban Neighborhoods”
F Sessions — 8:00–9:15 a.m.

F.45 “I make the best books you’ve ever seen!” Children’s Growth as Readers, Writers, and Artists in Storying Studio
L100J

The presenters share examples of mini-lessons, connections to CCSS, and young children’s reading and composing in writing and art in Storying Studio, including how Storying Studio fits into mandated curriculums. Case studies of three first graders of differing abilities will highlight children’s growth.

Co-Chairs: Prisca Martens and Ray Martens, Towson University, Maryland
Speakers: Michelle Doyle, Pot Spring Elementary School, Timonium, Maryland
Laura Fuhrman, Pot Spring Elementary School, Timonium, Maryland
Jenna Loomis, Seventh District Elementary School, Maryland

F.46 “It’s like having two people inside of one body.” Buffalo Youth Leverage DuBois’s Double Consciousness in Contemporary Young Adult Literature
208AB

This classroom demonstration shares strategies, activities, handouts, and assignments that support teaching high school students about racialized adolescent identity development and writing complementary semi-autobiographical narratives through readings of The Souls of Black Folk alongside The Absolutely True Diary of a Part-Time Indian and The Girl Who Fell from the Sky.

Speakers: Alicia Monaco, Health Sciences Charter School
Jevon Hunter, The State University of New York, Buffalo State

F.47 Word by Word: The Art of Crafting Responsibility and Creativity
101A

Art innovates. Art empowers. Art taps into imagination. Integrating visual and project-based arts into the ELA classroom builds students’ analytical skills in turn enhancing students’ writing. The three classroom teachers appearing here are proud to collaborate with and present alongside multiple award-winning author and illustrator, Melissa Sweet.

Chair: Paul Hankins, Floyds Knobs, Indiana, “Outsider Artists Come Inside: A Look at Lesser-Known Artwork in the English Language Arts Classroom”
Speakers: Lee Ann Spillane, Orange County Public Schools, Orlando, Florida, “The Art of Analysis and Argument”
Glenda Funk, Highland High School, Pocatello, Idaho, “Empowering Student Research Through Picture Books”
Illustrator: Melissa Sweet, illustrator, Houghton Mifflin Harcourt, Boston, Massachusetts

FG Sessions—8:00–10:45 a.m.

FG.01 Our Stories, Our Voices: Valuing Our Research
101FG

Sponsored by the National Center for Literacy Education

How much power and influence do we have when we build and flex our teacher-as-researcher muscles? How much greater still can we become when we are part of a community of teacher researchers? Like EdCamps and Unconferences, this NCLE Practice Exchange experience is driven by those in the room, learning from the expertise and experiences of the collaborative teams and individual educators who want to further build their research practices through conversation with and feedback from like-minded peers.

Facilitator: Lara Hebert, National Council of Teachers of English

114  NCTE 105th Annual Convention Program
THE SCREENING ROOM: FILMS AT NCTE

9:00 a.m.–5:00 p.m.

Now Screening at NCTE 2015
Auditorium 3
Sponsored by the Media and Digital Literacies Collaborative

Now Screening at NCTE screens recent feature films and award-winning short films. All films featured at the screenings can become springboards for classroom study. As noted below, our selected films intersect with the various NCTE strands. Teaching tips about films screened at the conference and materials about additional educational films that teachers may consider using for their classes will also be supplied on our website and some will be offered in print form. For information, teaching tips, and materials go to our website at http://nctescreeningroom.weebly.com.

Co-Chairs: Laura Brown, Adlai E. Stevenson High School, Lincolnshire, Illinois
Stephanie Weiss, Barrington High School, Illinois

Consultants: William Kist, Kent State University, Ohio
Frank Baker, Media Literacy Clearinghouse, Columbia, South Carolina
Jane Nickerson, Gallaudet University, Washington, DC
Mary Christel, Indian Trails Public Library, Wheeling, Illinois

Facilitators: Melissa Mack, Adlai E. Stevenson High School, Lincolnshire, Illinois
Christina Anker, Adlai E. Stevenson High School, Lincolnshire, Illinois
Jolene Heinemann, Barrington High School
Kirsten Voelker, Adlai E. Stevenson High School, Lincolnshire, Illinois
Denise Foster, Adlai E. Stevenson High School, Lincolnshire, Illinois

9:00–10:35 a.m.

NCTE is proud to begin this year’s screenings with this exciting documentary from Academy Award Winners Kevin Spacey and Sam Mendes (American Beauty). This film is as engaging as any Kevin Spacey performance and would make an excellent film text in any study of Shakespeare. It explores the very nature of Shakespeare’s work, it’s international and timeless appeal, and its impact on those who perform it.

NOW in the Wings on a World Stage (95 minutes)
SPACEY and Treetops Production

“Kevin Spacey, Sam Mendes and the Bridge Project Company go on the road in NOW: in the Wings on a World Stage. In over 200 performances, and across 3 continents, Kevin and the troupe reveal some of the most intimate moments behind the scenes of their staging of Shakespeare’s classic tragedy, Richard III. Their story and experiences weave around, and reflect on, excerpts from the play from their various locations, from Epidaurus to Doha, and provides a great opportunity for those who have never experienced Spacey on stage to witness his immersive and captivating interpretation of Richard III. NOW chronicles the first collaboration between Spacey and Mendes since both won Academy Awards® for their work on American Beauty.”
https://www.kevinspace.com/nowthefilm

10:40 a.m.–12:13 p.m.

Our second film is a biographical documentary about one of America’s greatest playwrights, August Wilson (1945–2005). American Masters has been bringing us award-winning biographical profiles since 1986. August Wilson spend part of his writing career here in Minneapolis, Minnesota, and we wish to recognize his contributions to American literature. This is the first documentary about the Tony- and Pulitzer-winning playwright and includes new interviews with stars of film and stage, interviews with his family, scenes from his award-winning plays, and more.

August Wilson: The Ground On Which I Stand (93 minutes)
THIRTEEN’s American Masters

“The first documentary about the Tony- and Pulitzer-winning playwright August Wilson is a co-production of THIRTEEN’s American Masters series and WQED. Unprecedented access to Wilson’s theatrical archives, rarely seen interviews and new dramatic readings bring to life his seminal ten-play cycle chronicling each decade of the Twentieth Century African American experience, including the Tony Award- and Pulitzer Prize-winning Fences and Pulitzer Prize-winning The Piano Lesson. Film and theater luminaries including Viola Davis, Charles Dutton, Laurence Fishburne, James Earl Jones, Suzan-Lori Parks and Phylicia Rashad share their stories of the career- and life-changing experience of bringing Wilson’s rich theatrical voice to the stage. Wilson’s sister Freda Ellis, his widow and costume designer Constanza Romero, as well as friends, colleagues and scholars trace Wilson’s influences, creative evolution, triumphs, struggles and quest for cultural determinism before his untimely death from liver cancer.”
http://www.pbs.org/wnet/americannmasters/episodes/august-wilson-the-ground-on-which-i-stand/film-preview/3610/
THE SCREENING ROOM: FILMS AT NCTE

12:15–1:08 p.m.  
Our next film explores the effect of online social media in the lives of our students. This documentary would be a “must see” in any middle/high school Internet education program or media curriculum, but would also make a great supplement to literary inquiries related to healthy/unhealthy relationships, our need for approval and connection, and/or our search for identity.

**Generation Like (53 minutes)**  
FRONLINE

“FRONLINE has served as American public television’s flagship public affairs series since 1983. Described by The Atlantic as ‘the best news program on television,’ the series has built a reputation for powerful investigative storytelling that tackles the tough, controversial and complex stories that shape our times.” (http://www.pbs.org/wgbh/pages/frontline/about-us/) This Frontline episode explores the question: “What happens when the traditional teenage quest for identity and connection occurs online?”

http://www.pbs.org/wgbh/pages/frontline/generation-like/

1:10–1:21 p.m.  
Our next film is both eye-opening and frightening. To what extent is the press free to report the news? This documentary would be an outstanding selection for any high school or university media course. It would also fit nicely into a literary inquiry of censorship, power and information, or dystopia.

**Shadows of Liberty (excerpt of 11 minutes)**  
Bullfrog Films

“Shadows of Liberty reveals the extraordinary truth behind the news media: censorship, cover-ups and corporate control. Filmmaker Jean-Philippe Tremblay takes a journey through the darker corridors of the US media, where global conglomerates call the shots. For decades, their overwhelming influence has distorted news journalism and compromised its values. In highly revealing stories, renowned journalists, activists and academics give insider accounts of a broken media system. Controversial news reports are suppressed, people are censored for speaking out, and lives are shattered as the arena for public expression is turned into a private profit zone. Tracing the story of media manipulation through the years, Shadows of Liberty poses a crucial question: why have we let a handful of powerful corporations write the news? Media reform is urgent and freedom of the press is fundamental.”

http://shadowsofliberty.org/the-film/

1:25 – 1:56 p.m.  
Our next short film would be an excellent addition to any curriculum for social-emotional learning. This short documentary could be an important piece in any inquiries focused on tolerance and understanding, the relationship between perception and identity, or the nature of true beauty.

**On Beauty (31 minutes)**  
Positive Exposure

“In the unflinching new film On Beauty, director Joanna Rudnick (In the Family) follows former fashion photographer Rick Guidotti, who after 15 years of working for clients such as Yves Saint Laurent, Elle, and Harpers Bazaar, grew tired of seeing the same ideal of beauty “spit up at us constantly”. Disillusioned by the industry, in a moment of serendipity, Rick walked by a young woman with Albinism (a genetic condition that results in loss of pigmentation in the hair and eyes) at a New York City bus stop, and wondered why she wasn’t considered beautiful in his other world. This exploration resulted in a show-stopping magazine spread for Life Magazine featuring young women with Albinism smiling out from under the headline ‘Redefining Beauty’.”

http://positiveexposure.org/about-the-program-2/test-page-3/

2:00 – 2:13 p.m.  
This short narrative film is a favorite of our screeners. It’s an outstanding example of visual storytelling, choosing to tell this fascinating story without any dialogue. This short film would make an excellent pairing with Romeo and Juliet, or would be a rich source of discussion in any literary inquiries related to love and hate, good and evil, courage, prejudice, and/or perception.

**No Love Lost (13 minutes)**  
IB Film in association with Prime Focus

“A boy and a girl nurture a secret romance in spite of the realities of their religious and cultural backgrounds. The young lovers are unaware that the boy is being stalked, the stalker’s intent unclear. As the couple struggles to be open about their relationship, the stalker’s intentions become apparent as the story takes a thought provoking turn and culminates in the trio coming face to face. No Love Lost is a modern day tale of unexpected love set against the backdrop of centuries old prejudices and perceptions.”

https://www.facebook.com/No.Love.Lost.the.Film
2:20–2:45 p.m.

Our next two films were nominated for the Academy Award in the short films category. We feel fortunate to be able to screen it here for you today. The film offers thought-provoking stories of friendship and the impact our actions have in the lives of others.

Parvaneh (25 minutes)

Directed by Talkhon Hamzavi, this film was nominated for this year’s Oscar in the short films category. Parvaneh is a young Afghan immigrant living in a transit center in the Swiss mountains. When she learns that her father is ill, she travels to Zurich in order to send money to her family. This precipitates an unlikely friendship with a young Swiss girl. The encounter gives us much to consider: culture, identity, friendship, parental relationships, and much more. This film could be used as part of a literary inquiry, but would also make be an excellent selection to study film technique and storytelling and/or as a prompt for creative writing.

The Homestretch (90 minutes)

While this animated film is aimed toward elementary and middle school children, the art and metaphor are rich enough for a high school class to explore and discuss, especially as a model for creative writing. Elementary and middle school grades would find this an outstanding film for use in an anti-bullying campaign.

The Dam Keeper (18 minutes)

“The Dam Keeper, an original animated short film by feature animation artists Robert Kondo and Dice Tsutsumi, tells the tale of a young pig encumbered with an important job, and the meeting of a new classmate who changes everything… Set in a desolate future, one small town’s survival is solely due to a large windmill dam that acts as a fan to keep out poisonous clouds. Despite bullying from classmates and an indifferent public, the dam’s operator, Pig, works tirelessly to keep the sails spinning in order to protect the town. When a new student, Fox, joins Pig’s class, everything begins to change. Made up of over 8,000 paintings, The Dam Keeper blends traditional hand-drawn animation with lush brushstrokes to bring Kondo and Tsutsumi’s celebrated painting-style to life like never before.”

4:45–5:00 p.m.

SPECIAL EVENT: Q and A with Maria Rivera

Following the screening of “Homestretch” we will have a Q and A with Maria Rivera. She is a teacher in Chicago Public Schools, at Curie Metropolitan High School. Originally from Detroit, Michigan, Maria moved to Chicago twenty years ago, in pursuit of her own education. She teaches English, English as a Second Language, drama, and reading. Her work with students is featured in two anthologies of student writing, in collaboration with the not-for-profit, 826CHI, entitled “The Noise Felt Human” and “Around That Age I Liked to Play With Fire.” She has participated in several student theater productions with Chicago Shakespeare Theater and American Theater. Maria is a subject of student theater productions with Chicago Shakespeare Theater and American Theater. Maria is a subject of our featured documentary, The Homestretch, a film that follows Chicago’s homeless youth through education, housing, social, and familial issues. Through her work via the film, she has become an advocate for homeless youth, having traveled across the country to discuss the film and the issues it brings to light. Maria contributes a unique perspective to the public dialogue on the challenges these young people face, as an educator, and a formerly homeless student, herself. She has worked with a variety of organizations to advocate for the proper care and treatment of these young people, their caregivers and families, and educators.

Facilitator: Laura Brown, Adlai E. Stevenson High School, Lincolnshire, Illinois
G Sessions — 9:30–10:45 a.m.

G.01 Becoming Critical Educators: Responsibly Navigating Creativity and Critical Commitments in Early Career English Language Arts Praxis

For novice teachers committed to social justice pedagogy, early experiences in the classroom involve balancing critical commitments and the constraints and pressures of increasingly oppressive schools and classrooms. Including the voices of novice teachers, this panel opens space for discussing the ways we might support novices in becoming critical educators.


Speakers: Hannah Tegt, Denver Public Schools, “Navigating No Excuses: Building Student Relationships through Writing in a Constrained Classroom”

Greg Payne, University of Colorado Boulder, “Somewhere Between Burnt and Faded: Middle Ground for Critical Novice Educators”

Chelsea Hernandez, University of Colorado Boulder, “In Lak’Ech and Reading Instruction: Encouraging New Ways of Viewing and Defining Texts”

Kaela Lind, University of Colorado Boulder, “Balancing Authority with Authoritarianism in the High School English Classroom”

G.02 An Obligation for the Art of Language

Though the twenty-first century emphasizes informational texts, argumentation, and similar tasks, the presenters of this session argue that creative and artistic activities cannot be neglected in language arts classrooms. The presenters will demonstrate how creative tasks can be incorporated into classrooms with tangible outcomes and curriculum alignments.

Speakers: Jill West, Western Carolina University

Shaddoe Ross, Cleveland County Schools

G.03 Enhancing the Language Arts through the Use of e-Texts

Today’s students encounter a wide variety of digital reading experiences and electronic texts, including e-books, e-textbooks, and websites. This session explores using e-text integration to meet the CCSS, how students can become strategic e-text readers, and ways teachers can evaluate and choose e-texts that support academic goals and individual students’ needs.

Speakers: Lotta Larson, Kansas State University

Elizabeth Dobler, Emporia State University
G.04 Critical Encounters with Nonfiction: A Literature Lover’s Approach
205CD
The Common Core State Standards require an increased focus on literary nonfiction and informational texts. Yet most teachers rely on fiction when they teach skills of reading and interpretation. Three experienced teachers offer a range of activities designed to help incorporate nonfiction texts using the lenses of contemporary literary theory.

Chair: Carol Jago, University of California, Los Angeles
Speakers: Deborah Appleman, Carleton College, Northfield, Minnesota
Martha Cosgrove, Retired
Rachel Malchow-Lloyd, Champlin Park High School; Augsburg College

G.05 Teaching Beyond the Classroom: Social Media as Teacher Activism and Professionalism
102DEF
Drawing on Audre Lorde’s “For the master’s tools will never dismantle the master’s house, these roundtables will explore how social media (blogging, Twitter, Facebook, etc.) can serve as the new tools to reclaim the teaching profession through teacher voice, teacher stories, and public scholarship and activism.

Co-Chair: Sean Connors, University of Arkansas, Fayetteville
Roundtable 1: “Just Write: Blogging for Change” Sarah Hochstetler, Illinois State University, Mark E. Letcher, Lewis University, Joliet, IL, Leah Zuidema, Dordt College, Sioux Center, Iowa, Kristen Turner, Fordham University, New York, New York
Roundtable 2: “Why is no one reading my blog?”
Steven Zemelman, Illinois Writing Project, Evanston, Peter Smagorinsky, The University of Georgia, Athens
Roundtable 3: “Teaching beyond the Classroom: Creating a Public Voice for Literacy Advocacy”
Paul Thomas, Furman University, Greenville, South Carolina,
Roundtable 4: “Fist Pumps and Paradigm Shifting: Redefining Contextual Implications of Social Constructs and Their Lived Experiences” Nakeisha Primus, Millersville University, Kristy Girardeau, Arbor Station Elementary School, Douglasville, Georgia, Shekema Silveri, IFE Academy of Teaching & Technology, Atlanta, Georgia

Roundtable 6: “What Is and Isn’t Covered Under the Mantle of Academic Freedom?” Christian Goering, University of Arkansas, Fayetteville
Roundtable 7: “Cultivating Your Role as a Teacher-Activist” Shawna Coppola, Rollinsford Grade School
Roundtable 8: “Interrupting the Preschool to Prison Pipeline in Education” Jeanette Toomer, Drama Discovery and Learning, New York, New York, and New York City Department of Education, New York

G.06 Revved for Research: Tips and Tricks You Can Take Back to the Classroom
L100J
Through questions, discussion, and sharing of best practices, five award-winning nonfiction authors will share innovative, student-friendly research tips that teachers can take back to their classrooms. What makes writing truly shine? Information gathered beyond books and online sources, including interviews, site visits, and experiential learning.

Chair: Alyson Beecher, Pasadena Unified School District, California
Sy Montgomery, Houghton Mifflin Harcourt Books for Young Readers
Speakers: Loree Griffin Burns, Houghton Mifflin Harcourt
Sarah Albee, Bloomsbury
Chris Barton, Millbrook Press
Laura Purdie Salas, Millbrook Press

G.07 Teaching Native American Speculative Fiction: Going beyond the Traditional Tropes of Horror, Dystopia, and Science Fiction
L100B
Using Native American speculative novels written for middle/high school and college levels, this teaching demonstration will show how teachers can use genre fiction to generate a variety of tangible outcomes. Participants will obtain practical methods and resources that will promote high-impact learning.

Speakers: Laura Bolf-Beliveau, University of Central Oklahoma, Edmond, Timothy Petete, University of Central Oklahoma, Edmond, “Teaching Native American Speculative Fiction: Going Beyond the Traditional Tropes of Horror, Dystopia, and Science Fiction”
**G.08 Twenty-first Century Literacies in the Literacy Workshop for English Language Learners**

*M100F*

How do we create opportunities for English language learners to creatively participate in a literacy workshop to compose their identities and strengthen their academic language? This presentation describes our experiences with a Nonfiction literacy workshop for English learners, focusing on literacy engagements that build academic literacy through the use Twenty-first century literacies.

**Speakers:** Michele Marx, Hofstra University, Hempstead, New York  
Andrea Garcia, Hofstra University, Hempstead, New York  
Lorraine Radice, Long Beach Middle School, New York  
Michelle DeLeo, Hofstra University

**G.09 Forwarding New Notions of Adolescence/ts among Prospective English Teachers**

*L100FG*

In this session, presenters will explore multiple social constructions of adolescence/ts in, through, and beyond Young Adult literature and discuss the importance of these constructions in English teacher education.

**Chair:** Robert Petrone, Montana State University, Bozeman  
**Speakers:** Susan Groenke, University of Tennessee,  
Mark A. Lewis, Loyola University Maryland, Baltimore,  
Sophia Sarigianides, Westfield State University, Massachusetts, Kelly Wallace, University of Tennessee, “Applying the Youth Lens in High School”  
Chea Parton, Purdue University, “Bullying, Boyfriends, and the Blur: ELA Student Teachers’ Perceptions of Adolescence/ts”

**G.10 Teaching Subversively: When You Have No Choice**

*200A*

The purpose of this session is to discuss ways that teachers can subvert the implementation of policies and curricula that go against their training and teacher instincts. This session will explore curricular relevance, meaning making, critical literacy, inquiry methods and strategies for survival (all topics in Postman Weingartner’s and Herndon’s books, yet entirely relevant in the current reform climate).

**Chair:** Michael Moore, Georgia Southern University, Statesboro  
**Speakers:** Brian Charest, The Nova Project  
Michael Moore, Georgia Southern University, Statesboro  
Don Zancanella, University of New Mexico, Albuquerque  
Todd DeStigter, University of Illinois, Chicago

**G.11 Unpacking Texts and College Discourse(s): Implementing Inclusion through (Re)Reading Creative Literacies for Young Adults**

*M100H*

This panel presentation focuses on literacy, diverse texts, and literature. Participants will gain a deeper understanding of the importance and how to implement diverse narratives creatively and responsibly in the classroom to extend the arts of language. This presentation is salient for teachers, teacher educators, and college instructors.

**Co-Chairs:** Jeanine Staples, Pennsylvania State University, University Park  
Isabel Baca, University of Texas at El Paso  
Vivian Vasquez, American University, Washington, DC  
**Speakers:** Tiffany Flowers, Georgia Perimeter College, “Unpacking African American Books for Young Adults and Teens”  
Elizabeth Isidro, Texas Tech University, Lubbock, “Do I Look Like a Teacher? A Critical Reading of Teacher Images through Visual Discourse Analysis”  
Alexis McGee, University of Texas at San Antonio, “Remixing Texts for First Year English (FYE): Inclusion for Cultural Diversity”

**G.12 CLA Master Class (Part 1): The Power of Transmedia: An Exploration into Literature PLUS**

*101D*

Sponsored by the NCTE Children’s Literature Assembly

We all have students who simply do not like to read books. This is not to say that they don’t read; they might spend hours reading and writing online—but they’re just not “into books.” How can we, as educators, share our passion for books? In this session we suggest that perhaps the best way to bring readers to love literature is to engage them in the study and creation of transmedia and multi-platform literature projects: digital content, trading cards, video games, and movies that work together with and promote book-reading and literature. Melanie Hundley will provide a summary of the transmedia landscape today, with Tom Angleberger (Origami Yoda, Star Wars: Return of the Jedi) and Robin Wasserman (Voyagers: Game of Flames) discussing their work as examples of multi-platform projects.

**Co-Chairs:** Janet Wong, Pomelo Books  
Barbara Kiefer, The Ohio State University, Columbus  
Melanie Hundley, Vanderbilt University, Nashville, Tennessee
Tradebook Authors: Tom Angleberger, Disney Publishing
Robin Wasserman, Random House Children’s Books
Respondents: Linda Parsons, The Ohio State University, Marion
Lauren Aimonette Liang, University of Utah, Salt Lake City

G.13 Beyond Beats and Rhymes: A Conversation on Hip-Hop in the New English Classroom
101A
Sponsored by the NCTE Black Caucus
This session reimagines hip-hop in the English classroom by featuring an interactive and engaging discussion between leading hip-hop educators whose work in English classrooms and research on hip-hop education illustrate ways in which hip-hop can interrupt master narratives of sociality while helping students experience school in smart, relevant, and engaging ways.

Speakers: Michael Cirelli, Urban Word, NYC/Los Angeles
David E. Kirkland, New York University

G.14 Meet the Next Program Chair
208CD
Come meet with current NCTE Vice President and 2016 Convention Chair, Susan Houser, to share your ideas, suggestions and comments about next year’s convention which will be held in Atlanta, Georgia. Next year’s theme, “Faces of Advocacy”, will feature some new and innovative sessions and approaches. We are looking for you to be involved in this planning and informational session.

Speaker: Susan Houser, NCTE Vice President, retired Middle Level Educator, Saint Petersburg, Florida

G.15 Sustainability, Literacy, and the Corporatization of the Classroom
202AB
The speakers in this session will address two central crises facing English teachers today: the global environmental crisis and the corporatization of English and English education, with some alternative perspectives and a call to action.

Speakers: David Schaafsma, University of Illinois, Chicago, “Jane Addams and an Ecology of Care: Confronting Arne Duncan and the Department of Education”
Robert Yagelski, SUNY-Albany, "Writing, Well-Being, and Change: English Education in a Threatened World"

G.16 Rewriting Power Relations: Expanding our Vocabulary of Power as Teachers of English
L100H
Using illustrative cases, this interactive panel highlights and expands our vocabulary of power beyond the critique of domination (power over) to include goal-directed investment (power to) and solidarity (power with). Panelists brainstorm with participants on ways to responsibly and creatively enact facilitative and relational power—across classrooms, departments/schools, and community sites.

Speakers: Beth Godbee, Marquette University, “Power With: Relations and Solidarity”
Thomas Ferrel, University of Missouri, Kansas City, “Power To: Goal-directed Investment”
Rasha Diab, The University of Texas at Austin, “Power Over: The Critique of Domination”

G.17 Responsible and Responsive Reading: Understanding How to Nurture Skill and Will
Auditorium 2
Do you want to create passionate readers who hunger for another book and want to help those readers learn skills to read critically and closely? Then this session is for you. Join us as we discuss strategies that help all readers, but especially struggling readers, comprehend at deeper levels and share titles that get your most reluctant of readers asking for more books to read.

Chair: Kylene Beers, Reading and Writing Project, Teachers College
Kylene Beers, “Helping Students with Critical, Close Reading”
Robert Probst, Marathon, Florida, “Responsible and Responsive Reading”
Respondent: Teri Lesesne, Sam Houston State University, Texas
G Sessions — 9:30–10:45 a.m.

G.18 Step over the Threshold with Us: Teaching Scholarship as a Responsible and Creative Conversation
210AB
Threshold concept, often unspoken and unrecognized, are ideas central to a discipline. When understood, they transform how one thinks and communicates. Our panel, spanning middle school to college, will focus on “Scholarship is a Conversation” to model a rhetorically-nuanced inquiry process that might serve other teachers of research and writing.

Chair: Debbie Abilock, consultant, Palo Alto, California
Speakers: Nick Carbone, Humanities Editorial Department, Macmillan, “Building the Bridge from High School: Inquiry Research in College Composition”
Susan Smith, Harker School, “Using History and Global Studies to Ground the High School to College Roadmap”
Tasha Bergson-Michelson, Castilleja School, “A Developmentally-appropriate Sequence for Middle School Research Projects”
Debbie Abilock, consultant, Palo Alto, California, “A Rationale for Teaching through Thresholds”

G.19 Fostering “Flow” with Urban Students: Multimodal Texts, Close Reading, and Accountable Talk
L100A
In this experiential session, participants will learn how the Close Reading Framework may be used to foster positive feelings of “flow” when engaging with texts. The Framework consists of a text set (including multimodal and complex texts), research-based best practices in reading instruction, accountable talk structures, and a culminating evidence-based writing task.

Speakers: Bridget Abbas, Thurgood Marshall Academy Public Charter School
Kate Marsh, District of Columbia Public Schools

G.20 How Do We Get Them to Join and Come to the Conference?
M100E
How do you encourage teachers to join professional organizations and attend/present at conferences? Presidents of university-based, state, and local language arts organizations studied this situation and have some data-based suggestions to discuss with you. Advance our expertise? Teach beyond the classroom? Make healthy teachers? PD may be the answer.

Speakers: Louisa Kramer-Vida, Long Island University, New York
Roberta Levitt, Long Island University Post

G.21 Transformative Stories from Pius X High School: How Holocaust Education Changed a School
M100B
Consider that “the signposts on the road to Auschwitz” were clear to those who were taught to read critically and write thoughtfully. Experienced educators will share ideas and resources to inspire teachers in progressing from classroom instruction to community outreach and professional development opportunities to sustain their teaching careers.

Speakers: Tom Seib, Pius X High School
Jane Connealy, Nebraska Writing Project Consultant
Lauren Funk, Pius X High School
Katie Elsener, Pius X Writing Center Consultant

G.22 Empowering the Voice of the At-risk Learner
Rainbow Auditorium 1
Join highly-acclaimed Young Adult authors for a panel discussion on access, equity, empowerment, and being “at-risk” in America. Participants will view clips from the documentary At-Risk Summer to shape the conversation. Panelists will share strategies and answer questions regarding identifying and effectively connecting with at-risk students in the classroom.

Chair: Carrie Watson, Never Counted Out
Speakers: A.S. King, Never Counted Out
Ellen Hopkins, Never Counted Out
Matt de la Peña, Penguin Young Readers Group
e.E. Charlton-Trujillo, Candlewick
Meg Medina, Candlewick

At-Risk Summer: Screening
Free showing of acclaimed At-Risk Youth Documentary starring the authors of this panel! Door prizes, free books for 1st 50 attendees and featured author reception!
Saturday, 11/21/15, 5–7 p.m., Doors Open 4:30 p.m.
St. Anthony Main Theatre, 115 SE Main St, Minneapolis
Info: CuriousCityDPW.com/ars/ncte

G.23 The Magic of Room 24: How Reflections of Shared Experiences Lead to New Understanding
200B
First-grade teacher Gwen Struble and Severe Intellectual Disabilities teacher Annie Jones invite you to join them in their students’ journey of friendship. This visually-rich presentation demonstrates how they come together to create an interactive and reflective experience leading to an increasingly socially-conscious classroom. Discover the magic of Room 24.

Speakers: Annie Jones, Zaharis Elementary School
Gwen Struble, Zaharis Elementary School
G.24 Eight Great Classic and Contemporary American Nonfiction Texts

This conversation session will celebrate the increasing presence and power of nonfiction in today's English classrooms. Presenters will introduce contemporary American nonfiction texts from the past decade as a way to help teachers enliven the instruction of time-tested nonfiction classics.

**Co-Chairs:** Alan Brown, Wake Forest University
Mark E. Letcher, Lewis University, Joliet, IL
Joan Mitchell, Wake Forest University

**Keynote:** Karen Blumenthal, Macmillan Children's Publishing Group

**Roundtable 1:** Joan Mitchell, Wake Forest University and Heather Wiley, Wiley, R. J. Reynolds High School, Winston-Salem, North Carolina
Classic: *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass
Contemporary: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

**Roundtable 2:** Wendy Glenn, University of Connecticut, Storrs and Danielle King, University of Connecticut
Classic: "Letter from a Birmingham Jail" by Martin Luther King, Jr.
Contemporary: *The Port 50: Disaster, Mutiny, and the Fight for Civil Rights* by Steve Sheinkin

**Roundtable 3:** Joan Kaywell, Penguin and Paula Greathouse, Tennessee Technological University
Classic: *Warriors Don’t Cry: A Searing Memoir of the Battle to Integrate Little Rock’s Central High* by Melba Pattillo Beals
Contemporary: *Positive: A Memoir* by Paige Rawl

**Roundtable 4:** Lisa Scherff, Cyprus Lake High School, Fort Myers, Florida and Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia
Classic: "Sinners in the Hands of an Angry God" by Jonathan Edwards
Contemporary: *Jesus Land* by Julia Scheeres

**Roundtable 5:** Alice Garcia, East Ascension High School, Louisiana and Kate Youngblood, R.J. Reynolds High School
Classic: *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs
Contemporary: *Brown Girl Dreaming* by Jacqueline Woodson

**Roundtable 6:** Jennifer Buehler, Saint Louis University and Betty Bayer, Pattonville High School
Classic: *Walden* by Henry David Thoreau
Contemporary: *Steve Jobs: The Man Who Thought Different* by Karen Blumenthal

G.25 Sharing Responsibility: Lessons from Writers that Inspire Student Writing Lives

How do we simultaneously allow students to BE writers while teaching them to write? Teacher and author panelists share ways in which authors’ revealed writing processes and writerly lives can be transferred, creating authentic writing conditions in classrooms to support students of all ages in the arts of language.

**Co-Chairs:** Linda Urban, Houghton Mifflin Harcourt
Melissa Guerrette, Oxford Elementary School

**Speakers:** Erin Dionne, Penguin/Dial Books for Young Readers, New York, New York
Cynthia Lord, Scholastic

G.26 Promoting Joy, Creativity and Responsibility through Literacy Engagement Strategies

Students are successful when teaching is artful and includes strategies and tools that engage them as learners. In this interactive session, participants will examine three strategies that are seminal to building engagement and promoting agency, creativity, and joy: choice, reflection, and peer mentoring.

**Speakers:** Lisa Eickholdt, Georgia Gwinnett College
Tiffany Coleman, Georgia Gwinnett College
Patricia Vitale-Reilly, LitLife West Hudson
G Sessions — 9:30–10:45 a.m.

G.27  Racial Justice and Critical Literacies in the Early Childhood Classroom

These sessions explore what happens when young children have authentic opportunities to engage with societal issues and author classroom curricula using critical perspectives.

Speakers: Dana Frantz Bentley, Buckingham Browne and Nichols School, Mariana Souto-Manning, Teachers College, Columbia University, “Our Classroom, Our Stories, Our Selves: Diverse Literacies in Early Childhood”

G.28  Discourses of Diversity: Critical Literacy and Identity Work in Early Childhood and Preservice Teacher Education

These presentations focus on discourses of diversity and preservice teacher education. The first presentation presents findings from a study that examined the ways preservice teachers of color negotiated their linguistic identities. The second explores how teaching visual rhetoric and picture book codes within culturally conscious texts can open new pathways for critical literacy.

Speakers: Roberta P. Gardner, Georgia State University, Atlanta, Georgia, “Do You See What I See? Engaging in Exploratory Talk & Visual Analysis with Culturally Conscious Texts”
Ranita Cheruvu, William Paterson University, “Negotiations of Racial and Linguistic Identities amongst Discourses of Diversity: Learning from Preservice Teachers of Color”

G.30  Digital Pedagogies and Approaches to Media

Mezzanine Lobby

Now that digital media and other technologies have been a part of our teaching conversations for many years, new strategies continue to emerge, including those for teaching media literacy and criticism. This session features 15 posters that address a range of course levels and teaching opportunities. Attendees are welcome to spend time at individual posters according to their interests, engaging presenters in conversations.

Poster 1: “Reaching beyond the Classroom: Top Five Lessons to Flip in the Writing and Reading Workshop” Dana Johansen and Sonja Cherry-Paul, Teachers College, Columbia University, New York
G.31 Integrating Digital and Media Tools into Instruction

Now that digital media and other technologies have been a part of our teaching conversations for many years, new strategies continue to emerge, with exciting promise for teachers at all levels. This session features thirteen roundtable discussions offering a range of ideas.


Roundtable 2: “Inter-generational E-mentoring via Voice Over Internet Protocol Video Conferencing” Kelly Kingsley, Peru State College

Roundtable 3: “Digital Learning: Using Google to Enhance and Transform Your Classroom” Christina Jakubas, Neuqua Valley High School, and Melissa Wilson, Neuqua Valley High School

Roundtable 4: “Integrating Apps into Elementary Language Arts Learning” Madeleine Israelson, College of Saint Benedict

Roundtable 5: “Written Text: Alive with Technology” Lynn Gorey, Maercker School District #60, and Sheri DeCarlo, Maercker School District #60

Roundtable 6: “Fostering Creative Responses to Literature Using Digital Media” Kelly Finan, Church Lane Elementary Technology School, Bettie Parsons Barger, Winthrop University


Roundtable 8: “The Personhood Project: A Multimodal Mirror to Memoir” Mary Wright, University of Wisconsin River Falls

Roundtable 9: “Responding at the Intersection of Worlds: Pinterest / Literature / Art / Scholarship” Daniel Woods and Robert Williams, Radford University


Roundtable 11: “Using Digital Tools as a Response to Children’s Literature” Chelsey Bahlmann, The University of Georgia, John Sessler, PBS LearningMedia

Roundtable 12: “Carrying the Baton: Creating a Literacy Community on Instagram” Sheryl Long, Salem College

Roundtable 13: “Preparing Low SES Students for Success in a Digital Age at a Technologically Barren Institution” Aaron Stepp, University of Nebraska, Lincoln

G.32 Creative Literacy Strategies for EVERY Teacher’s Toolkit

Struggling to find “tools” to engage your students? This session will provide middle-level and secondary teachers with ready-to-implement strategies to put in their “toolkits.” Attendees will actively participate in using each strategy and will be given ideas for how to incorporate these “tools” in both literacy and content classes across multiple grade levels.

Co-Chairs: Shirley Chancellor, Lake Hamilton School District
Donna Smith, Lake Hamilton School District
Speaker: Rachael Walston, Lake Hamilton School District

G.33 Supporting Preservice Teachers as Readers and Teachers of Readers: A Cross-Campus Collaboration to Promote Learning about and with Children’s Literature

This presentation explores brown-bag workshops created to strengthen preservice teachers’ understandings of and appreciation for children’s literature. Engagement in an abbreviated session of Books à la Carte and a rich discussion of its design prompt consideration of ways to adapt it for use with preservice teachers in various contexts.

Speakers: Julie Derden, Illinois State University
Sarah French, Illinois State University
Sherry Sanden, Illinois State University

G.34 What Makes Jewish Children’s Literature Jewish? Dilemmas and Debates

The portrayal of Jews and Jewish life in children’s literature does not always provide an accurate or appropriate representation. In this session, we discuss what makes Jewish children’s literature authentic. We focus attention on accuracy, the distinctness and diversity of the Jewish experience, Holocaust representations, and Jewish philosophies and values.

Speakers: David Bloome, The Ohio State University
Laurie Katz, The Ohio State University, Columbus
Rosemary Horowitz, Appalachian State University, Boone, North Carolina
Evelyn Freeman, The Ohio State University, Columbus
G Sessions — 9:30–10:45 a.m.

G.35 Writing for their Lives: Supporting Civically and Community-Engaged Writing
L100E

Through the examination of out-of-school literacy programs, this panel presentation discusses the affordances of non-traditional spaces for reading and writing and highlights the ways in which English and Literacy educators can support the practices of civically and community-engaged Twenty-first century writers.

Chair: Marcelle Haddix, Syracuse University, New York

Speakers:
- Alvina Mardhani-Bayne, Syracuse University, “Radical Youth Literacies in Out-of-School Spaces”
- Bryan Ripley Crandall, Fairfield University, Connecticut, “Embracing Ubuntu when Writing Our Lives”

Respondent: Gholnecsar Muhammad, Georgia State University, Atlanta, “History as Innovation: Lessons in Literacy Pedagogy from Out-of-School Literacy Collaboratives”

G.36 Justice, Creativity, Transfer: Mindful Evaluation for the Next Generation
M100J

This interactive session focuses on using contract grading as well as self-grading policies as more mindful grading practices in the writing classroom, one that cultivates a social justice agenda, creativity and risk-taking, and noncognitive and metacognitive dimensions of learning that have shown to be key to success in school and the workplace. This session offers writing teachers a way to meaningfully join composition theory to pedagogical praxis.

Speakers:
- Andrew Wilson, University of Florida, “Empowering Reflection: Self-Grading in the College Writing Classroom”
- Jennifer Consilio, Lewis University, Asoa Inoue, University of Washington Tacoma, Sheila Kennedy, Lewis University, “Justice, Creativity, Transfer: Mindful Evaluation for the Next Generation”

G.37 Touching the Hearts, Minds and Hands of all Learners: Respect and Empathy in the Classroom and Beyond
200I

How can teachers foster empathy and kindness to create a more inclusive learning community? Mentor authors Trudy Ludwig, Marissa Moss, and Kathryn Otoshi along with educator JoEllen McCarthy will share texts, digital tools, and literacy snapshots that fully engage the minds, hearts, and hands of all learners.

G.38 LGBTQA Issues 202: Teachers and Teacher Educators as Allies
L100D

In this interactive professional development session for teachers and teacher educators, Jenny Betz, Director of Education and Youth Programs at Gay, Lesbian, and Straight Education Network (GLSEN), discusses ELA teachers’ roles as advocates for LGBTQ students and the need for safe, supportive school environments. Also, participants will learn about GLSEN’s Safe Space Campaign and their LGBTQ-Inclusive Curriculum Guide for Educators.

Chair: Toby Emert, Agnes Scott College, Decatur, Georgia

Respondent: Craig Young, Bloomsburg University of Pennsylvania

G.39 Compassionate Poetry and the Ethics of Prewriting: Using ReadWriteThink.org to Promote an Expansive View of Writing
205AB

Sponsored by ReadWriteThink.org

This session celebrates that writing for important social and personal purposes such as community building and ethical inquiry is alive and well in many classrooms. Learn about ReadWriteThink.org resources that support writing for authentic purposes, try them by writing yourself, and plan how you will use them in your classroom.

Chair: Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, Illinois

Scott Filkins, Co-director, University of Illinois Writing Project
G.40  Equity, Social Justice, and Advocacy for Literacy

Roundtable leaders present research and strategies for teaching literacy and social justice issues, not only in classroom settings but also community settings.

Chair: Scott Ritchie, Kennesaw State University

Roundtable 1: “Reading Another Culture: Teaching Diversity without Reinforcing Stereotypes” Katie McEnaney, EAGLE School of Madison

Roundtable 2: “Language Arts in Rural Schools: Its Meaning for Rural Students, Teachers, Citizens” Sarah May Clarkson, Juniata College

Roundtable 3: “Empowering Praxis in Our Youngest Citizens—Helping Elementary School Students Investigate and Respond to Contemporary Social Issues” Ryan Colwell, Fairfield University

Roundtable 4: “Creating a Global Sisterhood: Using the Arts of Language in an Online Exchange” Elizabeth Singleton, University of Maryland College Park

Roundtable 5: “Accrediting English” Ryan Skinnell, San Jose State University

Roundtable 6: “Creating Spaces for Critical Conversations in Dialogical Classrooms” Jennifer Whitley, The University of Georgia, Athens

Roundtable 7: “Fostering Peace and Justice through the Arts” Carol Williams, Webster University

Roundtable 8: “Constructing Classrooms of Energized and Engaged Learning by Teaching the Stances of Flexibility, Optimism, Responsibility, Empathy, and Resilience” Christine Hertz, Shelburne Community School, Kristine Mraz, New York City Board of Education, New York

Roundtable 9: “No Story Lives Unless Someone Wants to Listen: Connecting Students to the Lives and Lived Experiences of Community Veterans through Digital Storytelling” Stephanie Reid, Hamline University and River Falls School District


Roundtable 11: “Teaching the Art of Language Equitably, Creatively And Responsibly: Explicit Language Pedagogy for Inclusion and Access” Cornelia Paraskevas, Western Oregon University,

G.41  Practicing What We Teach in Writing Methods: Crossover Strategies for Preparing Elementary and Secondary English Language Arts Teachers

In this session, panelists will share writing methods assignments (digital documentaries, field journals, collaborative presentations, annotated bibliographies) that feature Graham and Perin’s (2007) eleven elements of effective writing instruction. Participants will critique the assignments and discuss how preservice teachers’ understandings of effective elementary and secondary writing instruction can be transformed.

Speakers: Allison Wynhoff Olsen, Montana State University
Maureen McDermott, Nova Southeastern University, Fort Lauderdale, Florida
Kia Jane Richmond, Northern Michigan University
Christy Doherty-McDowell, Henderson State University
Matthew Kilian McCurrie, Columbia College, Chicago, Illinois

G.42  A Critical Inquiry Approach for Addressing Common Core

This session describes key components of a critical inquiry approach for use in the classroom to address the Common Core State Standards. Two literacy scholars and three classroom teachers share insights from classroom practice that illustrate the benefits of a critical inquiry approach to implementing the CCSS.

Chair: Allen Webb, Western Michigan University, Kalamazoo

Richard Beach, University of Minnesota, Elizabeth Erdmann, Jefferson High School, Bloomington, Minnesota, “Engaging in Argumentative Discussion and Writing to Address Issues of Privacy and Institutional Surveillance Related to Teaching 1984”
John Boylan, Iowa City West High, Amanda Haertling Thein, University of Iowa, “Challenging Beliefs about the Working Poor through an Interactive Approach to Nonfiction”

G.43  The Journey of an Idea

Students are immersed in the journeys of inspirational innovators. Energized by these innovators, our 5th graders realize that amazing contributions and discoveries are often ignited by a single question. This leads students to embark on journeys based on their own interests and passions.

Speakers: Johanna Scozzafava, Mamaroneck Union Free School District
Rachel Morse, Mamaroneck Union Free School District
Annie Ward, Mamaroneck Union Free School District, New York
Ginny Lockwood, Lockwood Educaitonal Consulting and Mamaroneck Schools

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G Sessions — 9:30–10:45 a.m.

G.44 Becoming and Being Equity-Minded English Teachers in Urban Schools

Teacher educators in an urban secondary English teacher preparation program describe how they prepare preservice teachers to be social justice agents in urban schools. Two graduates from the program, now in their second year of teaching, describe their experiences working to improve teaching, learning, and equity in their urban schools.

Co-Chairs: Amber Warrington, The University of Texas at Austin
Allison Skerrett, The University of Texas at Austin

Speakers:
Thea Williamson, The University of Texas, Austin, “Preparing Preservice English Teachers to be Change Agents in Urban Schools”
Alex Kameen, STEM Preparatory Academy, “Building on Urban Students’ Strengths for Reading and Writing Beyond ”

G.45 Collaborative Composition as Dialogic Possibility: Of Meaning, Self, and Other inside a Homeless Shelter, a Virtual Community (Video Game), and a Standard Classroom

We explore the possibilities of dialogic and collaborative composition across literacy contexts: a writing workshop at a homeless shelter, a digital world inside the Hunger Games, and a language arts classroom in which everyone writes. What happens when we appropriate Bakhtin’s notion of dialogic tools inside these co-constructed composing spaces?

Chair: Bonnie Sunstein, University of Iowa, Iowa City
Speakers:
Mark Sulzer, University of Iowa, Iowa City
Rossina Liu, University of Iowa, Iowa City
Stacy Haynes-Moore, The University of Iowa

G.46 NCTE Outreach and Communication Network

The best thing NCTE can contribute to the world of literacy education is the expertise and ideas of its passionate, committed, knowledgeable members. In this session we’ll explore the many ways members can and are using NCTE resources to champion their own local causes. We’ll also consider how you can get your voice heard through NCTE communications channels all year long. From blogs to social media to advocacy day to various monthly initiatives and events there are several ways we can work together to get the wisdom of our field out into the world.

Facilitators: Jenna Fournel, Communications Director
Millie Davis, Senior Developer, Affiliates and Director, Intellectual Freedom Center

H Sessions—11:00 a.m.–12:15 p.m.

H.01 Writing to Make a Difference: Teaching Opinion Writing to Empower Students to Change the World (K–5)

This session will focus on teachable moments to engage K–5 students in reading and writing opinion texts. We will share lessons that encourage meaningful and current opinion topics of choice, such as treatment of animals, responsibility towards the environment, and marriage equality. Mentor texts encouraging opinion writing will be shared.

Speakers: Kate Norem, The Bush School
Megan Sloan, Snohomish School District

H.02 Reading Assessment that Matters: Pushing Back with Retrospective Miscue Analysis

In this presentation we provide classroom examples of assessment measures that combat the current “efficient, teacher-proof, and scientific” testing environment. We will provide examples and materials that demonstrate assessment measures like miscue analysis and retrospective miscue analysis and consider the importance for helping children generate individual theories of reading.

Chair: Renita Schmidt, The University of Iowa, “Why Reading Assessment Matters”
Speakers:
Heidi Meyer, The University of Iowa, “Retrospective Miscue Analysis: Third Graders Empowered in the Reading Process”
Tifani Daly, The University of Iowa, “Building Confidence and Redefining Reading With Retrospective Miscue Analysis”
Meg Jacobs, Cornell College, “So Just How Complex is the Literacy of Young Children? Seeds of Inquiry and Lifelong Intellectual Curiosity”
William Poock, Mid-Prairie Community Schools, “Exploring Changes in Students, Teachers, and Reading through Collaborative Retrospective Miscue Analysis”
H.03  Literacy as Social Justice: Reading and Writing the World with Culturally Relevant and World Literature
L100D
In this demonstration we share the activities of a critical literacy project using world and culturally relevant literature to engage and inform, inspire discussions and written texts about social justice in classrooms with majority Latin@ students. Teachers tapped into students’ rich cultural literacies and linguistic knowledge.

Chair: Jose Montelongo, New Mexico State University, Las Cruces
Speakers: Perla Barbosa, New Mexico State University, Las Cruces
Johanna Esquivel, New Mexico State University, Las Cruces
Anita Hernandez, New Mexico State University, Las Cruces
Denise Corrales, Booker T. Washington Elementary

H.04  Meet the Editors
101FG
Participants will have the opportunity to meet the journal editors, explore the publishing possibilities available with the NCTE journals program, and discuss specific article prospects with the editors. Submission guidelines will be available for all NCTE journals.

Chair: Kurt Austin, National Council of Teachers of English
Editors: Ricki Ginsberg, University of Connecticut, Storrs, coeditor, The ALAN Review
Wendy Glenn, University of Connecticut, Storrs, coeditor, The ALAN Review
Danielle King, University of Connecticut, Storrs, coeditor, The ALAN Review
Kelly Ritter, University of Illinois at Urbana-Champaign, coeditor, College English
sj Miller, University of Colorado, Boulder, coeditor, English Education
Tara Star Johnson, Purdue University, West Lafayette, Indiana, coeditor, English Education
David Gorlewski, State University of New York at New Paltz, coeditor, English Journal
Julie Gorlewski, State University of New York at New Paltz, coeditor, English Journal
Miriam Martinez, University of Texas, San Antonio, coeditor, The Journal of Children’s Literature
Sharon O’Neal, Texas State University, San Marcos, coeditor, The Journal of Children’s Literature
Denise Dávila, University of Nevada-Las Vegas, incoming coeditor, Language Arts
Jonda McNair, Clemson University, coeditor, Language Arts

H.05  Teaching in the Creative, Connected, and Learning-Centered Classroom
208CD
With ever-increasing opportunities to create, connect, and compose, new modes of learning and engagement are possible and the opportunities for crafting ever more personalized, connected, and meaningful learning experiences for youth grow daily. What then is the role and responsibility of the literacy and language arts educators?

Roundtable 1: Stephanie Rollag, University of Minnesota, Minneapolis
Roundtable 2: Clifford Lee, Saint Mary’s College of California
Roundtable 3: Christina Cantrill, National Writing Project, University of California, Berkeley
Roundtable 4: Antero Garcia, Colorado State University, Fort Collins

H.06  (Re)negotiating Power and Privilege in Teacher Professional Learning
M100A
This session presents four studies of the ways teachers (re)negotiate power and privilege across dimensions of race, space, national borders, and classroom learning communities.

Speakers: Jenny Martin, Bridgewater College, Virginia, Sarah Morris, West Virginia University, “Shared Leadership, Democratic Learning, and New Literacies in Teacher Education”
James Anderson, Lander University, Christian Goering and David Jolliffe, University of Arkansas, Fayetteville, “‘You end up having to go it alone’: A Grounded Theory Study on Tensions in Teacher Advocacy in Rural Schools”
H Sessions — 11:00 a.m.–12:15 p.m.

Christina Berchini, University of Wisconsin-Eau Claire, “Crystallizations of Whiteness: Exploring White Teacher Identity to Reframe Conversations about Whiteness in Education”

Jennifer Sanders, Oklahoma State University, Sharlene Kenyon, Oklahoma State University, Abby Weyen, Oklahoma State University, “The Socio-cultural and Socio-political Dynamics of International Professional Development”

H.07 Defining Public Education for Minority Students
L100H

Sponsored by the NCTE Black Caucus

The Black Caucus is proud to sponsor a panel discussion on Defining Public Education for Minority Students. The panel of scholars, teachers, parents, students, administrators, community members, and researchers from the Minneapolis area and across the United States will discuss issues of educating students of color in America today.

Chair: Jane Bean-Folkes, Rowan University

Speakers: Tracey Pyscher, Metropolitan State University, “Is the Classroom the Only Resource to Teaching Literacy?”

Ezra Hyland, University of Minnesota, “How Can Schools and Communities Partner to Meet the Literacy Needs of Their Students?”

Brian Lozenski, Macalester College, “What Supports Do Teachers and Administrators Need to Support Students from Diverse Settings?”

H.08 Preparing your NCTE/CAEP Report: Strategies from the CEE Community
211AB

This session provides a forum in which English teacher educators can discuss with one another and with trained NCTE program reviewers, their strategies to meet the 012 NCTE/CAEP English Education Standards.

Speakers: Paul Yoder, NCTE/NCATE SPA Review, Kirkville, Missouri, “Unpacking SPA Expectations for Standard VI”

Charles Duke, Retired, Tracy Fredman, Wellston Middle and High School, Wellston, Oklahoma, Patricia Mulcahy-Ernt, University of Bridgeport, “Insuring Alignment of English Education Candidate Performance Assessments with the New NCTE English Education Program Standards”

Gloria Eastman, Metropolitan State University of Denver, Colorado, Patricia Mulcahy-Ernt, University of Bridgeport, “Insights from a Standard VI Reviewer”

sj Miller, University of Colorado, Boulder, “Historicizing Standard VI”

Leslie David Burns, University of Kentucky, Lexington, “Explorations in Assessing Standard VI”

H.09 Reaching Hard-to-Reach Students: Authors Tell Their Stories
206AB

Engage in a dynamic, illuminating discussion with authors Soman Chainani, Kevin Emerson, Jennifer Nielsen, Jason Reynolds, and Sara Zarr, moderated by a middle school teacher, about reaching those students who struggle to thrive in modern education. Authors will discuss their work and personal experience, share insights, and respond to questions.

Speakers: Soman Chainani, HarperCollins Children’s Book

Kevin Emerson, Random House

Jennifer Nielsen, Scholastic

Jason Reynolds, Simon & Schuster

Sara Zarr, Balzer+Bray, Harper Collins

Respondent: Jillian Heise, Indian Community School of Milwaukee, Wisconsin

H.10 Teaching Techniques: Using Technology for Feedback, Teaching for Transfer, Introducing Kinesthetic Activities, and Blending Creative Writing and Composition
202AB

This session provides a “tasting menu” of pedagogical strategies: new ways to use digital tools to respond to student writing, question-asking and collaborative activities to facilitate knowledge transfer, kinesthetic exercises for learning writing principles, and the use of texts about creative writing to teach composition.

Speakers: Jenia Walter, Aims Community College, “The Art of Hands-on Learning: Using Kinesthetic Activities to Teach Writing Creatively”

Jessica Menkin Kontelis, Texas Christian University, “Imitation, Invention and Inspiration: Blurring Boundaries Between Composition Studies and Creative Writing”

Gage Jeter, University of Oklahoma, “First-Year Composition: Teaching for Transfer”

John Gallagher, University of Illinois, Urbana-Champaign, “Using Technology to Enhance Feedback for Student Essays”
H.11 Recentering Latin@ Students’ Linguistic and Cultural Knowledge in Language Arts Instruction through Chicana Feminist Theories

The studies on this panel draw on Chicana feminist theories to examine instructional practices that position Latin@ students’ knowledge and lived experiences at the center of language arts instruction in K–16 classrooms. Panelists discuss how this repositioning led emergent bilingual/trilingual students to utilize their knowledge for literacy learning.

Speakers: Christina DeNicolo, Wayne State University, Detroit, Michigan, “‘God Day’! Drawing on Spiritual Knowledge across Languages in a First Grade Classroom”
Monica Gonzalez, University of Colorado, “La Migra, La Frontera, y Papeles: Unveiling Decolonial Literacy Practices through Testimonio”

Respondent: Christina DeNicolo, Wayne State University, Detroit, Michigan

H.12 Watching the Wheels Turn: Critical Moment Teaching in Critical Language Study

The presenters will share experiences teaching an inquiry-based unit aimed at developing critical language awareness, focusing on the opportunities and challenges they encountered in critical moment teaching. As part of the session, participants will consider the role that critical moment teaching might play in their own work with students.

Speakers: Stacia Long, Del Valle High School
Gusty Simpson, Del Valle High School
Michelle Fowler-Amato, University of Texas at Austin

H.13 Teaching in Prisons

America’s prisons are a vital place for literacy teaching. This panel will share perspectives and practices for teaching incarcerated readers and writers.

Speakers: Vanessa Rouillon, James Madison University, Harrisonburg, Virginia, “Rhetoric from within Prison Walls: Responsibility and the Language Arts after Confinement”
Daniel Cleary, Lorain County Community College, “The View from inside: Teaching Incarcerated Writers”
Joseph McCarty, Stanford University, “Prison Politics: Navigating Nuance to Bring Post-Secondary Education to Incarcerated Students”

H.14 The Art of Inquiry: Curiosity, Responsibility, and Social Action

Curiosity, interest, and passion feed the creativity and imagination that enable our students to see a world without limit, but kids’ questions seem to end when school begins. How can teachers rekindle student curiosity? Our five panelists will share new ideas and new strategies for inquiry that leads to action.

Speakers: Harvey Daniels, Conwin, Heinemann, “Visual Comprehension: The Close Reading of Images”
Nancy Steineke, Illinois Writing Project, “Inquiry Begins with the Person Next to You!”
Steven Zemelman, Illinois Writing Project, Evanston, “The Kids Are Ready to Act—Are We?”
Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado, “Foster Curiosity by Modeling Our Own”
Sara Ahmed, Bishops School, San Diego, California, “Social Justice: The Intersection of Curiosity and Inquiry”

H.15 Expert-to-Expert on the Joy and Power of Reading: A Panel Discussion

Dr. Ernest Morrell, NCTE Immediate-Past President, Kwame Alexander, Newbery Medal winner, and Pam Allyn, founder of LitWorld, sit down for a lively and thought-provoking conversation about the joy and power of literacy. Moderated by past NCTE president Kylene Beers, this panel of illustrious educators will offer its insights about the importance of independent reading, student book selection, and other pressing issues on teachers’ minds. Find out how the joy and power of literacy has transformed the lives of those four educators and what they are doing to assure that others reap the benefits of a rich and engaging life among books. The aim of the panel is to help teachers help students craft reading lives in which they make their own book choices and read deeply and with clear purpose. The right book is a key. It can open a world of profound understanding, empathy, and joy.

Chair: Kylene Beers, Reading and Writing Project, Teachers College

Speakers: Ernest Morrell, NCTE Past President, Teachers College, Columbia University, New York, New York
Kwame Alexander, Houghton Mifflin Harcourt
Pam Allyn, LitWorld & LitLife
H.16 Affiliate Awards: Opportunities for Affiliates to Showcase Their Work to Support ELA

Sponsored by the Standing Committee on Affiliates

This session will focus on the various Affiliate awards (Affiliate Excellence, Student Affiliate Excellence, Journal, Multicultural Program, Newsletter, and Website) that the Standing Committee on Affiliates awards each year and provide helpful information to affiliate leaders to better understand what the committees look for when making award decisions.

Chair: Angela Hansen, Northern Arizona University

Speakers:
- Jean Boreen, Northern Arizona University, “Affiliate Excellence Award”
- Carol Revelle, University of North Texas, Denton, “Writing the Successful Award Application”
- Curtis Bobbitt, University of Great Falls, Steve Hubbard, Region 3 Representative, Andalusia, Alabama, “Award Judging: What We Look for in a Successful Application”

H.17 Sugar and Spice and Everything . . .

FIERCE: Using Literature to Explore Gender Equity Issues of Middle School Girls

L100I

The middle school years can be the most awkward and uncomfortable for maturing females. Adolescent literature with strong female protagonists can help girls to identify and develop their fierceness. Come interact with four nationally acclaimed authors as they discuss being female, gender equity, and their focus on powerful girl characters/stories.

Chair: Shannon Collins, Lincoln Memorial University

Speakers:
- Emery Lord, Bloomsbury Children’s Books
- Catherynne Valente, Macmillan Children’s Publishing Group
- Elizabeth Wein, Disney Publishing Worldwide
- Tiffany Schmidt, Bloomsbury Children’s Books
- Shannon Collins, Lincoln Memorial University
H.19 The Work of Play: Building a Common Core Curriculum of Responsibility, Creativity, and Joy

200B

A misunderstanding of the implementation of Common Core as well as a fundamental lack of knowledge of child development has led many schools to essentially eliminate play. We believe that rigorous cognitive work and play are not mutually exclusive, rather they are one and the same. We will examine different types of play, play during choice time and recess and the play in work; how the principles of play can be infused in curriculum across the day.

Speakers: Cheryl Tyler, Teachers College Reading and Writing Project, “The Work of Play”
Kristine Mraz, New York City Board of Education, New York, “Building a Common Core Curriculum of Responsibility, Creativity, and Joy through Play”

H.20 The Creativity and Art of the (Online) Social Annotation of Literary Texts.

L100B

In this workshop, participants will engage in social annotation (print, digital, and multimodal) of a range of texts using writing and found pictures. The facilitators will use these activities to lead participants in the exploration of online social annotations tools (e.g., Genius, Annotating Studio, VideoANT, Thinglink).

Speakers: Ryan Rish, University at Buffalo (SUNY, New York)
Derek Wright, Kennesaw State University, Georgia
Aaron Levy, Kennesaw State University, Georgia

H.21 Digital Literacy and the Future of Teaching and Learning

208AB

This session explores digital reading and literacy and its effect on student learning and classroom techniques. Roundtable leaders will share proven strategies to implement media literacy in the classroom and ways preservice teachers implement Web 2.0 tools to enhance teaching and learning, demonstrate how they have engaged students and improved grammar and writing skills with the NoRedInk website, and explore the problems and pitfalls with digital reading and provide solutions for adapting to this (r)evolution.

Chair: Michael Vokoun, Corbett Preparatory School of IDS, Tampa

H.22 Cultivating the Art of Teaching through Creative Learning Opportunities

G

200J

Looking to ignite teacher-led learning in your community? This session will demonstrate how to revolutionize face-to-face and virtual professional learning. Walk away ready to host an edCamp, teacher book club, community-based blog or just re-energize your professional learning.

Speakers: Denise Ousley-Exum, University of North Carolina, Wilmington
Elizabeth Scanlon, Cypress Creek High School, Orlando, Florida
Lee Corey, Department of Defense, Japan
Jennifer Kosloski, Cypress Creek High School, Orlando, Florida

H.23 One Day, All Voices: Perspectives on Empathy and Student Voice

213AB

This session provides multiple perspectives on how to cultivate student voice and empathy through the written and spoken word.

Speakers: Marissa Bulger, Connelly School of the Holy Child, Katie Moylan, Connelly School of the Holy Child, “The Study of Influence; Nonfiction in the High School Classroom”
Kelly Lagioia, Schaumburg High School, “Exercises in Empathy: The Importance of Teaching Spoken Word Poetry in our Classrooms”
Elizabeth Hollis, Norcross High School, “The exhilarating ripples of voice: The Importance of Student Voice in Writing Instruction”
H.24 Showcasing Responsibility, Creativity and the Culturally Relevant Early Literacy Pedagogy and Processes through Professional Dyads of Culturally Relevant Teaching

L100E

Early Childhood Education Assembly

In this panel session, initial participants in the NCTE funded Professional Dyads of Culturally Relevant Teaching project, engage teachers and teacher educators in conversations about racially and culturally just education by sharing: 1) findings from our research inquiries into culturally responsive early literacy teaching, 2) new learnings about university-school partnerships.

Speakers: Alicia Boardman, Northern Parkway School, Uniondale, New York
Mary Jane Haney, Horrell Hill Elementary School
Chinyere Harris, University of North Carolina, Charlotte
Crystal Glover, University of North Carolina, Charlotte
Jessica Martell, Central Park East II School, New York, New York
Kindel Nash, University of Missouri - Kansas City
Mariana Souto-Manning, Teachers College, Columbia University, New York
Bilal Polson, Bay Shore, New York
Julia Lopez-Robertson, University of South Carolina

H.25 Creating Cultures of Undergraduate Research: Four Perspectives

101H

Sponsored by the CCCC Committee on Undergraduate Research

Undergraduate research, a high-impact educational practice, engages students “with actively contested questions … and the sense of excitement that comes from working to answer important questions” (Kuh, 2008, p. 10). This panel examines how writing studies can foster communities of practice around undergraduate research, extending learning beyond the classroom and engaging students with disciplinary inquiry.

Speakers: Jessie Moore, Elon University, “A Gateway to Professionalization: An Undergraduate Research Poster Session”
Jane Greer, University of Missouri, Kansas City, “Habits of Mind, Habits of Heart: What Publication Data Reveals about Undergraduate Researchers in Writing Studies”
Dominic DelliCarpani, York College of Pennsylvania, “Developing Cross-Institutional Networks for Undergraduate Research in Writing Studies”
Jenn Fishman, Marquette University, “Catching Fire: Community, Collaboration, and Undergraduate Research”
Roundtable 14: “How Middle Grade Students Make Meaning with a Graphic Novel” Aimee Rogers, University of North Dakota,

H.27 The Laramie Project
L100A
Sponsored by the LGBT Strand
Building on a semester-long action research project during which four high school English teachers taught the play “The Laramie Project” to their students for the first time, this session offers those teachers’ stories, excerpts from the play, and ideas for using the play as an invitation to important discussions about issues of equity and social justice. Participants will also be introduced to a new curriculum guide for the play. Judy Shepard and Susan Burk of the Matthew Shepard Foundation join the session as respondents.

Speakers: Toby Emert, Agnes Scott College, Decatur, Georgia
Respondents: Judy Shepard, Matthew Shepard Foundation Governing Board
Susan Burk, Matthew Shepard Foundation

H.28 Learning to Lead, Leading to Learn:
Leading New Initiatives with Love, Agency, and Energy
200E
Sponsored by the Conference on English Leadership
How do we lead new educational initiatives in our learning communities, leading to shifts in thinking and school transformation? In this high energy, jam-packed session, presenters and roundtable discussions will share methods that leaders can use to ensure new (or re-newed) initiatives are met with engagement and energy.

Chair: Rebecca Bowers Sipe, Eastern Michigan University
Speakers: Maggie Beattie Roberts, Teachers College Reading and Writing Project, Christopher Lehman, The Educator Collaborative
Roundtable 1: “Literacy Coaching: A Key to Helping ALL Teachers Improve Student Literacy” Janice Schwarze, Downers Grove North High School, Illinois,
Roundtable 2: “Maximizing Meetings and Maintaining Morale” Anna J. Small Roseboro, consultant, Grand Rapids, Michigan
Roundtable 3: “Initiating a Successful Independent Reading Program at the Secondary Level” Heather Rocco, School District of the Chathams

Roundtable 4: “Fighting Xenophobia: Teaching and Learning to Expand Our Circles” Elizabeth Truesdell, Keaau, Hawaii
Roundtable 5: “Having Difficult Conversations” Tom Scott, Milwaukee, Wisconsin
Roundtable 6: “Seven Must-Haves for Formative Assessment” Scott Eggerdeng, Lyons Township High School, La Grange, Illinois
Roundtable 7: “Engaging All Students: Questions, Conversations, and Academic Dialogue” Kerry Mess, Rufus King International School
Roundtable 8: “Influential Leadership for Maximum Impact” Karen Delbridge, Laramie County School District #1, Wyoming
Roundtable 9: “How Instructional Teaming Can Improve Teaching and Learning” Elizabeth Crooks, New Britain High School, Connecticut
Roundtable 10: “Leadership Matters: In Small Schools and Rural Communities” Lynn Aprill, Bonduel High School
Roundtable 11: “‘Influencing Change by Engaging the Skeptical’ Bil Chinn, Conference on English Leadership, Alberta, Canada
Roundtable 12: “Influencing Change by Engaging the Skeptical” Bil Chinn, Conference on English Leadership, Alberta, Canada
Roundtable 14: “Leadership Matters: In Small Schools and Rural Communities” Lynn Aprill, Bonduel High School
Roundtable 15: “Close Reading as Writing Instruction: A Path to Writer’s Craft” Emily Meixner, The College of New Jersey, Ewing
Roundtable 16: “Wonder and Joy: Close Readings of Transcendent Texts” Gordon Hultberg, West Jordan Middle School,
Roundtable 17: “Responding to Our Keynote” Wanda Porter, past chair, Conference on English Leadership,
Roundtable 18: “New Voices in a Time of Change” Greg Van Nest, Leonia Public Schools, New Jersey

H.29 NCTE Collaborative Roundtable
102DEF
Sponsored by the NCTE Collaboratives
NCTE Collaboratives are groups established by members who have a passion for a particular topic or field within our professional community. This roundtable session will give Collaborative members and others with an interest in joining a Collaborative a chance to meet, network, and learn about new initiatives and studies.

Chair: Susan Houser, NCTE Vice President, retired Middle Level Educator, Saint Petersburg, Florida
H Sessions — 11:00 a.m.–12:15 p.m.

**H.30**  
**Diverse Language Arts through Contemporary Voices: Applying the “Kehinde Wiley Effect” to Engage, Invest, and Invite Students to Complex Texts**  
**M100I**  
Explore contemporary voices and diverse language forms as gateways to complex texts that may not initially resonate with today’s student. Presenters will demonstrate how they utilize familiar language forms, such as street art and music, to initiate and maintain student engagement in English/Language Arts curricula while meeting the CCSS’s demands.  

**Speakers:** Tara Wood, Black Horse Pike School District, New Jersey  
Kristy Johnston, Black Horse Pike Regional School District

**H.31**  
**Exploring Close Reading with Adolescent ELLs: Navigating Four Corners of the Text**  
**M100B**  
Common Core State Standards (CCSS) has prompted an emphasis on text-based evidence and close reading of informational text. While examining benefits and detriments of close reading, this session reports on the results of the study on utilizing close reading with ELLs. It offers implications for the classroom and ESL teachers.  

**Speakers:** Natalia Ward, The University of Tennessee  
Betty Thomason, Maryville City Schools  
Clara Lee Brown, University of Tennessee, Knoxville

**H.32**  
**Reading as Activism: Bearing Witness to Trauma and Genocide in Young Adult Literature**  
**205CD**  
Five teachers discuss the importance of reading global literature, share their experiences reading unimaginable stories of genocide alongside students, and lead round table discussions on ethical reading practices with The Absolutely True Diary of a Part-Time Indian, Broken Memory, First They Killed My Father, Forgotten Fire, Tree Girl, and Things Fall Apart.  

**Chair:** Sarah Donovan, Dominican University, River Forest, “How Can We Forgive? Recovery and Resilience in Broken Memory and The Absolutely True Diary of a Part-Time Indian”  

**Roundtable 1:** “First They Killed My Father by Loung Ung” Mike Krzysztofiak, G.S. Hubbard High School,  

**Roundtable 2:** “Tree Girl by Ben Mikaelsen” Amy Estanislao, G.S Hubbard High School  

**Roundtable 3:** “Things Fall Apart by Chinua Achebe” Sabrina Anfossi-Kareem, Instituto Health and Science Academy  

**Roundtable 4:** “Forgotten Fire by Adam Bagdasarian” Stefanie Rittner, Winston Campus Junior High

**H.33**  
**The Audacity of Narrative: Project-Based Learning Isn’t Just For STEM and STEAM**  
**M100C**  
Our presentation illustrates how ELA teachers can imbue their classrooms with rich literature, fiction, and narrative ways of knowing through project-based learning. Utilizing an interactive media format, we will showcase the steps of creating high interest inquiry-based units that encourage student engagement and problem solving.  

**Speakers:** Linda Lee, Kalamazoo Public Schools  
Shanon Wintz, Kalamazoo Central High School  
Elaine Sayre, Kalamazoo Central High School, Michigan  
James Muchmore, Western Michigan University

**H.34**  
**Past, Present, and Future: Advocacy and NCTE**  
**101C**  
The history of advocacy and NCTE is a long one, and for over 100 years the organization and its members have taken important stands on crucial literacy and social justice issues. Advocacy continues today, and the speakers outline the past, present, and future of advocacy within and outside NCTE.  

**Chair:** Erika Lindemann, University of North Carolina, Chapel Hill  

**Speakers:** Cathy Fleischer, Eastern Michigan University  
Ken Lindblom, Stony Brook University, New York  
R. Joseph Rodriguez, The University of Texas, El Paso  
Peter Smagorinsky, The University of Georgia, Athens  
Leila Christenbury, Virginia Commonwealth University

**H.35**  
**Redefining Notions of Young Children’s Composition in Classrooms and Communities**  
**210AB**  
These two presentations examine the interactions of young children’s experiences in writers workshops in and out of school.  

**Speakers:** Haeny Yoon, Teachers College, Columbia University, “Learning How to Become a Writer in School: Kindergarteners’ Understanding of the Written Word”  
H.36  Extending Expertise: Writing Teachers Learning Together  
L100FG
Engage with us in Prominent Feature Analysis, a process of extending our expertise of student writing, of digging deeply into the strengths and needs of student writers, ultimately leading to more sophistication and depth in student writing. Our interactive process focuses on Prominent Feature Analysis, using student writing for discoveries.

**Speakers:** Keri Franklin, Missouri State University, Springfield  
Richard L. Graves, Auburn University  
Rachel Schober, Missouri State University  
Sherry S. Swain, National Writing Project

H.37  Drilling Down into Discipline Literacy  
L100C
_Sponsored by the Annenberg Foundation_
Teachers will learn how to shift to a discipline literacy focus, equipping students to understand a range of content, both text and visual. Participants will view and discuss video classroom lessons in ELA, math, science and history, and hear a professional filmmaker discuss literacy skills used in her work.

**Speakers:** Anna Brooks, WGBH Education  
Michele McLeod, Annenberg Foundation

H.38  National English Honor Society for High Schools: Taking Students and Educators Beyond the Classroom to Make a Difference  
M100D
National English Honor Society (NEHS), established in 2005, now has over 700 high schools engaged in deepening the understanding and appreciation of English that engage in community literacy efforts. This session will feature NEHS chapter advisors who will share how they have moved their students beyond the classroom, helping them put their passion for English to work for others.

**Speakers:** Dave Wendelin, National English Honor Society  
Warren Bowe, Chippewa Falls Senior High School  
John Manear, Seton-LaSalle High School, Pittsburgh, Pennsylvania  
Pam Bowe, Chippewa Falls Senior High School  
Stephanie Robertson, Smithville High School

H.40  Our Civic Responsibilities: Lessons Learned from Teaching Crowdfunding as an Emerging Site of Civic Rhetoric  
200A
In keeping with the NCTE’s annual convention theme of responsibility, creativity, and the arts of language, this panel provides an account of lessons learned from two professional writing courses designed around the theme of crowdfunding as an emerging site of civic rhetoric and public literacy.

**Speakers:** Jeffrey Gerding, Purdue University  
Kyle Vealey, Purdue University

H.41  “Pockets of Hope”: Urban and Rural Literacies in Minnesota  
101D
_Sponsored by the Standing Committee on Research_
In resistance to reductionist representations critical literacy work, this symposium highlights transformative learning spaces for youth, families, and communities across the State of Minnesota. We’ve gathered a diverse set of people who will discuss their work—these powerful “pockets of hope” in urban and rural communities. Together we’ll examine the relationships between local literacy work, social justice, and community.

**Chair:** Audrey Lensmire, Augsburg College

**Speakers:**  Rick Lybeck, University of Minnesota  
Marie Strampe, Seward Montessori School, “Critical Voices in Literacy Learning: Schoolchildren Speak Out”  
Genovee Ford, Network for Children of African Descent, “Reach Them to Teach Them! Literacy and the Development of African Cultural Identity”  
Sirad Shirdon, University of Minnesota, “Reimagining Literacy Interventions with Immigrant Populations: A Case Study of the Somali Diaspora”

H.42  Six Debut Authors Talk About Writing and Teaching Works Like Theirs  
200I
Six new authors of young adult literature will discuss their own and other recent Young Adult works, providing ideas for teaching reading, writing, and revision stemming from those books and from their own practices.

**Speakers:** Class of 2K15 (authors)—Stacey Lee, MarcyKate Connolly, Sona Charaipotra, Jennifer Brooks, Virginia Boecker, Holly Bodger
SATURDAY LUNCHEONS

12:30–2:15 p.m.

Children’s Book Awards Luncheon

101A

The winners of the 2015 Charlotte Huck Award for Outstanding Fiction for Children, Orbis Pictus Award for Outstanding Nonfiction for Children, and the Award for Excellence in Poetry for Children will speak at this Luncheon.

Keynote Speakers:

CANDACE FLEMING, Schwartz & Wade, Random House Publishing, Orbis Pictus Award for Outstanding Nonfiction for Children Winner

ANN M. MARTIN, Feiwel and Friends, Macmillan Publishing, Charlotte Huck Award for Outstanding Fiction for Children Winner

MARI LYN SINGER, Penguin Young Readers, Award for Excellence in Poetry for Children Winner

Presiding: Ted Kesler, Queens College, Flushing, New York and Detra Price-Dennis, Teachers College, Columbia University, New York

Introducing and Presenting Orbis Pictus Award: Award Committee Chair, Cyndi Giorgis, University of Texas, El Paso

Orbis Pictus Award Winner: Candace Fleming, Schwartz & Wade, Random House Publishing

Introducing and Presenting Charlotte Huck Award: Award Committee Chair, Barbara Kiefer, The Ohio State University, Columbus

Charlotte Huck Award Winner: Ann M. Martin, Feiwel and Friends, Macmillan Publishing

Introducing and Presenting Excellence in Poetry for Children Award: Award Committee Chair, Nancy Hadaway, University of Texas, Arlington

Excellence in Poetry for Children Award Winner: Marilyn Singer, Penguin Young Readers

Secondary Section Luncheon

Ballroom B

LOIS LOWRY is known for her versatility and invention as a writer. She was born in Hawaii and grew up in New York, Pennsylvania, and Japan. She first captured young readers in 1977 with her award-winning first novel, A Summer to Die.

From there she went on to create the popular Anastasia Krupnik series. Lowry has written more than 30 children’s books, and she has received countless honors. She was awarded the Newbery Medal for two of her novels, Number the Stars and The Giver. She has also received the Boston Globe–Horn Book Award, the Dorothy Canfield Fisher Award, the California Young Reader’s Medal, and the Mark Twain Award. The film adaptation of Lowry’s The Giver was released in 2014.

Presiding: Katie Greene, West Forsyth High School, Cumming, Georgia

Keynote Speaker: Lois Lowry

Introducing Speaker: Courtney Morgan,

Introducing and Presenting the High School Teachers of Excellence Awards: Janis Motten-High, Kenai Peninsula College

Introducing and Presenting the Farmer Awards: Julie Gorlewski and David Gorlewski, State University of New York at New Paltz

Introducing and Presenting the Hopkins Awards: Julie Gorlewski and David Gorlewski
College Section/Conference on College Composition and Communication Luncheon

Seasons

FRANK X WALKER is a Kentucky native and a graduate of the University of Kentucky, with an MFA in writing from Spalding University. He is currently a professor in the Department of English at the University of Kentucky and is founding editor of Pluck! The Journal of Affrilachian Arts & Culture. In 2013 he was appointed poet laureate of Kentucky, becoming the youngest and the first African American to hold that position.

The multidisciplinary artist and writer is the author of eight collections of poetry: Affrilachia; Buffalo Dance: The Journey of York, which won the Lillian Smith Book Award; Black Box; When Winter Come: The Ascension of York; Isaac Murphy: I Dedicate This Ride; Turn Me Loose: The Unghosting of Medgar Evers, winner of the 2014 NAACP Image Award for Outstanding Literary work in Poetry and the Black Caucus of the American Library Association’s Honor Award for Poetry; About Flight; and The Affrilachian Sonnets. He is also a 2005 recipient of the Lannan Literary Fellowship in Poetry. Walker is cofounder of Message Theater and the Affrilachian Poets and was named one of “the most creative teachers in the South” by the Oxford American: The Southern Magazine of Good Writing. His invention, the word Affrilachia, is included in the Oxford American Dictionary.

Presiding: R. Joseph Rodriguez, The University of Texas, El Paso
Keynote Speaker: Frank X Walker
Introducing Speaker: Howard Tinberg, Bristol Community College, Fall River, Massachusetts
I Sessions — 1:15–2:30 p.m.

I.01 Professional Learning Community: Writing Across the Grades
208CD

In this session teachers will focus on how PLCs help to ensure continuous learning and professional development in a collaborative-teaming approach as well as provide applicable writing workshop strategies from authentic classroom experiences. Each of the presenters will share teaching techniques and how they implemented them within their classroom.

Speakers: Jill Egbert, Holy Angels School
Amy McDonald, Holy Angels School
Kathy Alexander, Holy Angels School
Emily Hoffman, Holy Angels School

I.02 Writing Our Future: Engaging Families in After-School Literacy Spaces
L100A

Sponsored by the NCTE Latin® Caucus

This presentation will open the seams of a collaborative and dynamic after-school family writing project for K–3 ethnically and linguistically diverse students and their parents. We will provide strategies and tools for creating an after-school writing project to help build bridges between home and school literacies.

Chair: Tracey Flores, Arizona State University, Tempe
Speakers: Amy Liermann, ASU Preparatory Academy
Virginia Jackson, ASU Preparatory Academy
Tanya Baker, National Writing Project, Berkeley, California
Autumn Warntjes, Landmark Elementary School, Glendale, Arizona
Respondent: Jessica Early, Arizona State University

I.03 Turning Mirrors into Windows: Urban Teachers Engage in Action Research to Improve Classroom Practices and Student Learning
L100H

Do you want to take control of your own professional growth? Join us to learn about how teacher action research can help you systematically analyze, reflect on, and change your teaching practice in a way that will transform both your classroom and your school. Hear stories and get practical tools.

Speakers: Katie Dickerson, Olney Charter High School
Sophie Date, University of Pennsylvania
Andy Danilchick, University of Pennsylvania
Alia Bukhowa, Prep Charter High School
Andrew Knips, Olney High School

I.04 Surviving and Thriving as an Adviser of Student Publications
M100A

Sponsored by the Assembly for Advisers of Student Publications

Advising publications is an opportunity to help students publish their work, but it also poses many challenges. Beginning advisers face a steep learning curve of new rhetorical forms, changing technology, legal and ethical concerns in project-centered classrooms. We will provide tested strategies for surviving and thriving in this high-energy environment.

Speakers: Linda Barrington, Journalism Education Association
Gary Lindsay, Journalism Education Association

I.05 Growing Multilingual Contexts for Writing through Linguistically Diverse Literature Instruction
211AB

This interactive conversation offers strategies to grow multilingual contexts for translanguaging through linguistically diverse literature and invites participants to collaboratively examine and inquire into instruction from diverse, multilingual primary and intermediate grade classrooms. Specifically, presenters feature teachers’ mini-lessons with multilingual literature, conferencing techniques, and examples of students’ translanguaging writing.

Speakers: Corinna Haworth, Berkman Elementary School, Round Rock, Texas
Nancy Valdez-Gainer, Austin Independent School District, Texas
Angie Zapata, University of Missouri

I.06 Why Mentors Matter: Learning the Art of Language
M100F

This session will explore the powerful role mentors play in the development of writers, including the mentors who guide and coach professional writers, writing teachers, and students. One professional writer, one middle school writing teacher, and two middle school writers will reveal the influence of writing mentors on their work.

Speakers: Samuel Fremin, Trailside Middle School
Lester Laminack, author/consultant, Asheville, North Carolina
Jason Augustowski, Belmont Ridge Middle School, Lansdowne, Virginia
I Sessions — 1:15–2:30 p.m.

I.07 

@ is for Activism: Social Media as the Fabric Linking Acts of Protest and Resistance in the Face of Corporate Education Reform

101C

Social media has become a powerful force in education activism, a result of current “reform” mandates. Speakers share how online activist communities of practice use multimodal literacies such as memes to share knowledge and organize action in this “Education Spring”. Participants are invited to share their experiences and activist stories.

Chair: Alan Flurkey, Hofstra University
Speakers: Elizabeth Lynch, Hofstra University, “The New Social Imaginary vs. The Education Activist: Social Media as a Conduit for”
Debra Goodman, Hofstra University, Hempstead, New York, “Corporate Education Reform and Teachers Stories of Implementation of APPR Teacher Evaluation”

I.08

The Art of Igniting Classroom Conversation: Authorizing Students to Build and Maintain Dialogic Communities

200B

In this session, panelists will demonstrate how teachers can build, support, and maintain dialogic classrooms not only by designing activities that require students to collaboratively problem solve but also by giving students the social responsibility to generate and refine the argumentative speaking and listening skills necessary to do so.

Chair: Lisa Whitmer, Larkin High School
Respondent: Thomas M. McCann, Northern Illinois University

I.09

Taking Our Responsibility Seriously: A Discussion of Gender Identity and Expression

L100I

Authors and teacher-educators will discuss their collaborations to introduce students to Young Adult LGBTQIA+ literature. Kristin Elizabeth Clark (Freakboy), I. W. Gregorio (None of the Above), and Deborah Ellis (The Moon at Nine) will join teacher-educators on the panel.

Speakers: Kristin Elizabeth Clark, Macmillan, I.W. Gregorio, HarperCollins, Paula Ressler, Illinois State University, Normal, Jon Wargo, Michigan State University, “Beyond the Binary: Collaborating with Young Adult Authors in the Exploration of Gender Expression and Sexuality”

I.10

Bridging the Gender Divide: Humor and the Art of Engaging All Readers

101E

Often we link a book’s genre with gender: sports books are for boys, romance for girls. Humor falls into this trap with funny books equated more with boys. Five hilarious female authors and a middle school reading teacher will discuss how humor transcends gender boundaries to reach all readers.

Co-Chairs: Kellee Moye, Orange County Public Schools, Florida
Jennifer Holm, Scholastic
Speakers: Kim Baker, Macmillan Children’s Books
Caroline Carlson, HarperCollins Children’s Books
Kristen Kittscher, HarperCollins Children’s Books
Heidi Schulz, Disney Hyperion

I.11

Not Only College and Career Ready but Citizen Ready NOW

206AB

Students must not only read about social issues, but act on them in their schools and communities. This builds research, writing, and speaking skills, but also students’ engagement and sense of efficacy. In this interactive session, teachers describe this approach and its importance, and help connect it with participants’ curriculum.

Chair: Steven Zemelman, Illinois Writing Project, Evanston
Martha Williams, Crown Academy, “Developing a Voice through News”
Respondent: Courtney Humm, Community of Peace Academy
I.12 No Safe Book: Young Adult Books, Children’s Literature, and Censorship

Sponsored by the NCTE Standing Committee Against Censorship

Are any books safe? This session of roundtables will address the issue if any book—young adult or children’s—is truly safe from censorship. Pairing educators with young adult and children authors, participants will be able share their stories of classroom challenges. Resources and networks of support will be provided.

Co-Chairs: Wendy Glenn, University of Connecticut, Storrs, Jeffrey Kaplan, University of Central Florida, Orlando

Keynote: Sharon Draper, Simon & Schuster, Inc.

Speakers:
Joan Bertin, National Coalition Against Censorship, “Reframing the Conversation about Book Censorship to Address and Defuse Parental Concerns”
Joan Kaywell, Penguin
Kym Sheehan, Charlotte County Public Schools, Florida

Roundtable 1: Darryn Diuguid, McKendree University, Lebanon, Illinois
Roundtable 2: Barry Gilmore, Hutchison School, Memphis, Tennessee
Roundtable 3: Gretchen Oltman, Creighton University, Omaha, Nebraska
Roundtable 4: Paula Taylor-Greathouse, Tennessee Technological University, Cookeville

I.13 Using the Power of Language to Reframe the Story of Education

Sponsored by the National Center for Literacy Education

The National Center for Literacy Education has compiled extensive research over the past few years that tells a powerful story about what schools are doing and need to do to foster strong literacy learning. But how do we tell this complicated story in a way people outside the classroom will understand? And how might we structure that story so it actually leads to change? In this session we’ll learn about strategic framing and how it can be used to build understanding of and support for systemic capacity building around literacy.

Jenna Fournel, Communications Director, National Council of Teachers of English, Washington, DC

I.14 An At-risk Writer Program that Benefits both the Students and the Educators

Sponsored by the NCTE Standing Committee Against Censorship

This session presents a small-college writing workshop model centered on increasing at-risk writers’ persistence and motivation as they improve their writing through the use of preservice teachers. An important component of the presentation is the one-on-one interactions that occur and the value of these to both parties.

Speakers: Luke Hawley, Dordt College, Sioux Center, Iowa
William Elgersma, Dordt College

I.15 The Art of Language: Multimodal Literacy, Unlimited Words, Unlimited Worlds

M100G

An experientially diverse panel of teachers examines the ways in which our students’ literacies become richer, deeper, and more revelatory when they are approached authentically, freely, and imaginatively within classroom environments that embrace the agency and expressive possibilities of multimodal approaches to learning. Examples of students’ multimodal work will be shared.

Speakers: Marilyn Buono, Hofstra University
Josefa Pace, SUNY Old Westbury College
Melinda Smith, Hofstra University

I.16 American Indian Boarding Schools: An Integration of Common Core State Standards and Indian Education for All

M100D

Montana teachers share their journey of integrating CCSS and Indian Education for All through critical reading and writing, focusing on the topic of American Indian boarding schools. This session provides educators a model of using primary source documents to examine cultures to help students better understand a variety of perspectives.

Speakers: Carrie Gnauck, Kami Heinz, Penni Anello, School District Six, Columbia Falls, Montana

I.17 Common Core Conversations: Rhetorical Pedagogy in Secondary and Postsecondary Writing Instruction

Sponsored by the National Center for Literacy Education

We invite literacy educators at the secondary- and postsecondary-level to this interactive roundtable, to come together and discuss how
to foster students’ rhetorical knowledge. Facilitators and participants will share goals and strategies that promote rhetorical pedagogies; each table will create artifacts for participants to bring back to the classroom.

Chair: Susan Groenke, University of Tennessee
Roundtable 1: Carolyn Wisniewski, Indiana University of Pennsylvania
Roundtable 2: Meghan Sweeney, Saint Mary’s College
Roundtable 3: Ingrid Nordstrom, University of Wisconsin, Milwaukee

I.18 Pop Culture, Collaboration, and the Core: A “Fun First” Approach to Integrating Core Literacies Across the Curriculum
L100D

Literature circles have been a hallmark of successful language arts classrooms. This presentation builds on the rich tradition of literature circles through the use of interdisciplinary Learning Experience Organizers (LEOS). Teachers will engage in a research-based active learning experience where they experience innovative ways to explore nonprint texts (film, audio, graphs, cartoons, etc.) with students.

Chair: Ryan Goble, Glenbard Township High School District, Glen Ellyn, Illinois
Speakers: Kurt Austin, National Council of Teachers of English
Pam Goble, CSSD 93, Aurora University, Benedictine University

I.19 Drop that Red Pen and Enjoy Teaching Writing: How Doing Less Work Will Make Your Students Better Writers
205AB

Want to know how doing less work will force your students to learn more? Drop that red pen and let’s talk composition/writing and assessment for better writers and healthier teachers. Leave with concrete ideas that increase student thoughtfulness and accountability and end futile and excessive teacher grading.

Roundtable 1: Laura Wagner, Wheeling High School
Roundtable 2: Christine Pacyk, Wheeling High School

I.20 New Insights from First Grade Writers: Using Drawing and Digital Story Telling to Expand Writing Narratives
M100B

These two presentations expand our notion of writing in the first grade classrooms. One session looks explicitly at the role of drawing in the writing curriculum and one looks at the lessons learned from digital story telling.

Speakers: Marva Solomon, Angelo State University, “Three Lessons Learned about Digital Writing from African American First Grade Storytellers”
S. Rebecca Leigh, Oakland University, Rochester, Michigan, “First Grade Children Discover Ideas for Writing in the Drawing Children into Reading Program”

I.21 Entre Mundos: Language and Literacy Practices across Home and Communities
M100A

This presentation will explore the experiences of university writing students conducting fieldwork in after-school programs and examine the language and literacy practices of bilingual Latin@ students beyond the classroom. Implication for classroom practices and learning from home and community practices will be discussed.

Speakers: Michelle Hall Kells, University of New Mexico, “Citizen Scholars across the Curriculum: Cultural Ecologies of Language and Belonging”
Lorena Gutierrez, Michigan State University, East Lansing, “Hablando de Nopales: Discourses of Latinidad in a Migrant Education Program”
Steven Alvarez, University of Kentucky, Lexington, “Confidence in Community Literacy Research”

I.22 Critical English (Teacher) Education: Our Responsibility as English Educators in the Wake of Racial Violence
208AB

This panel joins the peaceful protests inspired by the growing national discomfort over the persistent pattern of racialized abuse toward Black citizens. This session will model three twenty-minute activities that respond to stereotypes, racial profiling, racial abuse, and other social injustices that affect black youth (and other youth of color) on a day-to-day basis.

Speakers: Raven Jones Stanbrough, Michigan State University, East Lansing
April Baker-Bell, Michigan State University, “The Stories They Tell”: Narratives and Counternarratives of Black Youth in Mainstream Media”
Sakeena Everett, Michigan State University, East Lansing, “‘Do You See Me?’: Utilizing Artifactual Narratives to Unpack Raced and Gendered Experiences of Students and Teachers”

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I.23 Teachers as Ethnographers: Analyzing Students and Their Work to Improve Instruction

L100B

Sponsored by the Assembly of National Board Certified Teachers

Learn how educators collaborate to analyze student work and improve their practice. Presenters will engage you in dialogue about best practices and tools for analyzing student work. Sample lesson plans, samples of student work, and sample protocols for analyzing student work will all be shared.

Speakers: Renee Boss, The Fund for Transforming Education
Dea Conrad-Curry, Partner in Education, Arthur Everett, High School of Telecommunication Arts & Technology
Eddie Mullins, Paul Laurence Dunbar High School
Christopher Boss, Western Hills High School

I.24 Arguments Among Us: Exploring the Art of Rhetoric in Various Modes of Composition

200J

This session is grounded in the conceptualization of rhetoric as an omni-present force. It acts upon us as we engage with and in it. Panelists will offer a variety of perspectives regarding the teaching of argument via visual, media, and composition arts.

Karen McCalley, Needham Public Schools, Melissa Olson, Minnetonka Public Schools, “Real World Rhetoric: Critical Analysis of Nonfiction and Writing with Purpose”
Robyn Madson, Forest Lake High School, “Fighting in the Classroom: A Practical Guide to Argumentation and Debate”

I.25 Arguments that Matter: A Place-Based Approach to Teaching Argument Writing

M100H

The presenters will explain how 6–12 teachers in rural schools can use place-based education to teach the strategies of argument writing in engaging and relevant ways. Attendees will understand the significance of place-based learning and how to use that framework to teach argument writing.

Speakers: Amy Azano, Virginia Tech, Blacksburg
Sean Ruday, Longwood University, Farmville, Virginia

I.26 Exploring the Arts of Language to Advance Literate Life: Presenting Award-Winning Authors Whose Books of Traditional and Creative Nonfiction and Biography are Portals through which Students Learn and become Proficient, Life-Long Readers

101H

Award-winning authors will discuss their research, writing and visual techniques, and creative ways they inform and engage readers, as they craft compelling stories of history, people, and culture. Speakers will share tools and insights into how to engage and inform readers, meet Common Core standards, and develop critical thinking skills.

Speakers: Cynthia Levinson, Peachtree Publishers, Atlanta, Georgia, “The Power of Children to Make a Difference: Conveying Important Concepts and BIG Ideas”
Tonya Bolden, Abrams Books for Young Readers, “Examining the Intricacies of American History through the Lens of One Relatable Person’s Life”
Andrea Pinkney, Scholastic, “Using the Arts of Language to Engage with the Beat and History of Motown”
James Ransome, Simon and Schuster, “Creating Visual Images That Speak: Unleashing and Accessing Cultural and Historical Literacy with Vibrant Illustrations”

Lesa Cline Ransome, Simon and Schuster, “Using Artful Language to Communicate BIG Ideas: Talent, Dedication, and Determination, Leading to a Path of Success with Alvin Ailey American Dance Theater”

I.27 Teaching an LGBT Themed Literature Course: Queering Curricular and Pedagogical Decisions

M100J

Sponsored by the CEE Research Initiative Grant

While LGBT themed literature has thankfully become more common, it can be challenging for teachers to use these texts in classrooms in ways that disrupt heteronormativity. Join two teacher-researchers as they discuss experiences in an LGBT themed literature course. Attendees will learn about exemplar combinations of pedagogical approaches and texts.

Speakers: Ryan Schey, The Ohio State University
Mollie Blackburn, The Ohio State University, Columbus
I.28 More Mirrors in Early Childhood Classrooms: Racial and Gender Equity, Identity and Conformity in Picture Books
207AB
These presentations examine how using texts that reflect children’s cultural identities and familiar experiences improve engagement and comprehension, as well as how picture books can challenge traditional gender role stereotypes.

Speakers: Jane Fleming, Kids Like Us, Candace Thompson, University of North Carolina Wilmington, "More Mirrors in the Classroom: Using Urban Children’s Literature to Facilitate Early Language and Literacy Development in City Schools"
Thomas Doyle and Suzanne Evans, National University, Katie Sciurba, University of Wisconsin-River Falls, “Gender Equity, Identity and Conformity in Picture Books: Teacher Selection Criteria and Use in the Early Childhood Classroom”

I.29 The Arts of Travel Literature
209AB
Travel literature and field trips are not necessarily thought of together, but they should be. Strategies used by college professors in study abroad seminars will be shared with college and high school teachers who are ready to teach beyond their classrooms. The travel experiences and resulting compositions demonstrate a rich engagement with the English arts.

Chair: Becky Petrin, Lynnfield Middle School
Speakers: Martin Moldenhauer, Wisconsin Lutheran College
Janis Flint-Ferguson, Gordon College

I.30 Democratic Writing Assessment in Secondary English Language Arts Classrooms
L100C
This session will describe how a teacher inquiry group developed and implemented a democratic writing assessment that counters standardization and deficit thinking by building on students’ cultural and linguistic strengths and including students through self-assessment. Participants will explore how they can take aspects of democratic writing assessment into their classrooms.

Speakers: Amber Warrington, The University of Texas, Austin
Holland Whitebirch, Del Valle High School
Lauren Graeber, Liberal Arts and Science Academy
John Saxton, Lamar Middle School

I.31 Effective Instructional Moves in a Community College Developmental English Course
M100E
In this presentation we discuss teacher instructional moves in a developmental English course and engage the audience in a discussion of additional teacher moves using data from our research project (i.e., transcripts, questionnaire data, journals). Participants will be encouraged to describe teacher moves they find successful in their teaching.

Speakers: Kathy Steffen, Ridgewater Community and Technical College
Ilene Christian, St. Cloud State University, Minnesota
Joanne Larson, St. Cloud State University, Minnesota

I.32 The Carnivals of Truth: Rainbow Perspectives on Critical Issues in ELA
102ABC
This roundtable explores topics in ELA, privileging diverse voices across the field. The perspectives are new and refreshing, with key concepts pointing to the future of our field.

Roundtable 1: “Composition beyond the Classroom: How Social Protest Ignites Students’ Interest in Writing”
Osen Bowser, Community College of Baltimore County

Roundtable 2: “The Art of Teaching Narratives with English Language Learners through Coteaching”
Jennifer Miescke, JCPS, Irina McGrath, JCPS and University of Louisville

Roundtable 3: “Literature as Means of Interfaith Dialogue”
Kim Van Es, Northwestern College

Roundtable 4: “Activists Citizens: DREAMers (Re) Imagining Citizenship”
Sara Alvarez, University of Louisville

Roundtable 5: “Building Bridges: Multilingualism in the Mainstream”
Bobbi Siefert, Furman University, TESOL

Roundtable 6: “Teaching Genocide: Using Culturally Relevant Sources to Engage Students in the Urban Classroom”
Francesca Lane Warren, The Educator’s Room/Atlanta Public School

Roundtable 7: “Common Core Aligned Culturally Responsive Pedagogical Training for High School ELA Teachers”
Keisha Green and Rachel Darley, University of Massachusetts Amherst

Roundtable 8: “We Wonder Why They Leave—How Do We Make Them Stay? The Narrative of The Student Teaching Experience from A Preservice Teacher of Color”
Amanda VandeHei

Roundtable 9: “Informative Texts, Narrative, and the Teacher Candidate”
Michelle Brown, Southeastern Louisiana University
I Sessions — 1:15–2:30 p.m.

I.33 Real World Reading: Interrogating Words, Images, and Justice 101D

In this interactive session, a panel of secondary English teachers and teacher educators will share resources for integrating nonfiction literacy skills with critical literacy. We offer texts and tools used to improve students’ understanding of multiple nonfiction genres, while simultaneously empowering them to challenge and change social hierarchies.

Chair: Deborah Appleman, Carleton College, Northfield, Minnesota
Speakers: Rachel Lloyd, Augsburg College
Nicole Kronzer, Champlin Park High School, Champlin, Minnesota
Scott Wertsch, Champlin Park High School
Jacqueline Arnold, Minnesota State University, Mankato
Christopher Baker-Raivo, Champlin Park High School

I.34 Literacy of Empowerment: Obstacles and Opportunities 210AB

The literacy practices we engage with adolescents (grades 4-13) often create obstacles to empowerment. But specific shifts in our approaches can create opportunities for empowerment. The audience is invited to engage the concepts, issues, obstacles, and opportunities to help develop and frame a Literacy of Empowerment.

Speakers: Shirley E. Faulkner-Springfield, Virginia State University, “Validating Student Voices in Basic Writing Courses”
Tim Murnen, Bowling Green State University, “Literacy of Empowerment”

I.35 Building and Sustaining English Education through the Research and Practice of English Education Doctoral Students 200E

Sponsored by the CEE-Graduate Strand

Sponsored by the CEE Graduate Strand (CEE-GS), this session highlights the research and practice of current English Education doctoral students. Each roundtable offers an insightful explanation of issues of current interest to the field of English Education by future English teacher educators.

Co-Chairs: Lindy Johnson, The College of William and Mary
Meghan Barnes, The University of Georgia, Athens

Roundtable 1: “Defining Literacy Responsibly: Implicit Assumptions about Literacy in Jim Burke’s The English Teacher’s Companion” Cori McKenzie, Michigan State University, East Lansing
Roundtable 2: “Preservice English Teachers’ TPACK Construction: Learning to Teach in the Digital Age” Amy Piotrowski, Florida State University, Tallahassee
Roundtable 4: “Secondary English Teachers Explorations of Emotions in Literature Units” Michelle Falter, The University of Georgia, Athens
Roundtable 5: “Zine Culture: The Development of Identity and Agency in a Participatory Culture” Kyle Jones, Kennesaw State University, Georgia
Roundtable 6: “Integrating Equity Conversations, Functional Grammar, and Popular Music into the ELA Classroom” Ileana Cortes Santiago, Purdue University, West Lafayette, Indiana
Roundtable 7: “In Search of Un-Divided Selves: Holding Preservice Teachers’ Practices up to Personal Philosophies” Kate Sjostrom, University of Illinois, Chicago
Roundtable 8: “Improving Secondary Writing through Picture Books” David Premont, Fremont High School and Brigham Young University
Roundtable 9: “The use of Young Adult Literature in the Classroom” Alice Hays, Arizona State University, Tempe
Roundtable 10: “Body Image Issues within Young Adult Literature” Charise Kollar, Florida State University
Roundtable 11: “Formative Impacts of High-Stakes Portfolio Assessment on Preservice English Teachers” Connor Warner, University of Missouri-Kansas City
Roundtable 12: “Blending Sociocultural and Critical Theory to Understand and Utilize Students’ Funds of Knowledge in Academic Writing” Kimberly Foster, Kennesaw State University
Roundtable 13: “The University Supervisor/Preservice Teacher Relationship: A Discourse Analysis of the Mentorship” Eileen Buescher, The Ohio State University, Columbus
Roundtable 14: “Queering Critical Literacy” Summer Pennell, University of North Carolina, Chapel Hill,
Roundtable 15: “Tumbling into Tumblr: How Teens Use Digital Spaces as Reading Communities” Tara Anderson, University of North Carolina, Chapel Hill
Roundtable 16: “Adolescents’ Motivation to Read in a Digital Age” Lauren Goldberg, Fordham University, New York, New York
Roundtable 17: “Reading Stories without Borders: How Transmedia Stories Influence Reading Practices” Rikki Roccanti, Florida State University
Roundtable 18: “Examining Bilingual Latin@ Motivated Readers of Fiction: Discovering how the Art of Reading has Affected Six Boys” Shelly Shaffer, Arizona State University

Roundtable 19: “Writing to Heal: Using Autoethnography to Find Closure” Erin Parke, University of South Florida

Roundtable 20: “Teacher Transformation and the Yellowstone Writing Project” Nigel Waterton, Montana State University, Bozeman

Roundtable 21: “Educative Experiences to Challenge Assumptions” Meghan Barnes, The University of Georgia, Athens

Roundtable 22: “Living the YOLO Lifestyle: A Rhetorical Approach to Memes in the Classroom” Crystal Beach, Buford High School, Georgia, and The University of Georgia, Athens

Roundtable 23: “Students’ Writing Practices: Mapping Intertextual Tracings over Time” Brent Goff, The Ohio State University, Columbus


Roundtable 25: “She Got Game: Adolescent Girls and Strong Athletic Female Protagonists” Steffany Maher, Western Michigan University

Roundtable 26: “Reading beyond the Text: Examining Canonicity” Michael Macaluso, Michigan State University, East Lansing

Respondents: Christy McDowell, Henderson State University
Allison Wynhoff Olsen, Montana State University
Shelbie Witte, Oklahoma State University
Anne Elrod Whitney, Penn State University
Nicole Sieben, SUNY College at Old Westbury
Luke Rodesizer, Indiana University-Purdue University Fort Wayne
Jim Fredricksen, Boise State University, Idaho
Alan Brown, Wake Forest University
Mark E. Letcher, Lewis University, Joliet, Illinois
Lauren Gatti, University of Nebraska, Lincoln
Mark A. Lewis, Loyola University Maryland, Baltimore
Robert Petrone, Montana State University, Bozeman
Ryan Rish, University at Buffalo
Leah Zuidema, Dordt College, Sioux Center, Iowa

I.36 Ways of Reading for the Writing Classroom: Justifying the Literary in the Era of Common Core

L100J

For many ELA teachers, the Common Core’s emphasis on the assessment of evidence-based argumentation risks diminishing the role of literature in the classroom. However, this panel will demonstrate that making explicit different reading strategies and goals—particularly using imaginative literature—encourages greater flexibility and sense of purpose in student writing.

Chair: Aubrey Schiavone, University of Michigan

Speakers: Elizabeth Hutton, University of Michigan, JPEE, Anne Ruggles Gere, University of Michigan, Ann Arbor, “Teaching Writing WITH Literary Texts”
Gail Gibson, University of Michigan, “Teaching Writing within Assessment Constraints”

I.37 Why Picture Books Matter

L100E

Why do picture books matter? Why should we use picture books with all ages? How can we use picture books as mentor texts? Please join Mike Curato, Lauren Castillo, Molly Idle, Tom Lichtenheld, and Elisha Cooper as they answer these important questions and many more.

Speaker: John Schumacher, Brook Forest Elementary School

Tradebook Authors: Tom Lichtenheld, Scholastic
Molly Idle, Chronicle Books
Lauren Castillo, Houghton Mifflin Books for Children
Mike Curato, Macmillan
Elisha Cooper, Scholastic

I.38 Helping Your Struggling Readers Practice the Art of Literary Interpretation

L100FG

Too many of our students find literary interpretation to be alienating or intimidating. They often struggle to move beyond summary when reading literary texts. This session demonstrates an accessible feeling-based reading strategy that draws on students’ everyday interpretive skills to move from literal to interpretive reading and writing. Join us.

Speakers: Sara Spachman, Curie High School, Chicago
Sarah Levine, Stanford University
Lori Huebner, Bay View High School, Milwaukee
I Sessions — 1:15–2:30 p.m.

I.39 Talk Apprenticeships In the Absence of Text
201AB
Our presenters will discuss talk apprenticeships within a variety of non-text based experiences to enhance the language students use when collaborating and constructing meaning. The role of complex wordless picture books as well as play, well into the upper elementary and middle school grades, will be discussed.

Chair: Donna Santman, Harlem Village Academies
Speakers: Ginny Lockwood, Lockwood Educational Consulting and Mamaroneck Schools
Stephanie Parsons, Brooklyn School of Inquiry
Heather Reed, Ridgefield Public Schools
Respondent: Ann Marie Corgill, Oliver Elementary School, Birmingham City Schools

I.40 Professional Development and Teacher Education
Mezzanine Lobby
As teachers face various curricular changes, professional development becomes even more important. Thirteen posters share emerging ideas that will give teachers new and old some ideas for adapting to change and exploring alternatives. Attendees are welcome to spend time at individual posters according to their interests, engaging presenters in conversations.

Poster 1: “Guiding Preservice Teachers to Use Assessment Data in Planning Instruction in a University-based Tutorial Program” Bethanie Pletcher-Leerkamp and Danielle Tefft, Texas A&M University - Corpus Christi
Poster 2: “Absorbing the Language Arts: Memory, Transfer, Overlap, and Cognition” James Pettersson, Utah Valley University, Thomas Henry, Utah Valley University
Poster 3: “Making Complex Text Accessible Through Effective Collaboration” Kathleen Monahan, Stoughton Public Schools
Poster 4: “Assessing the Art of Teaching Reading” Patricia Leek, University of Texas at Dallas,
Poster 5: “Tips and Tricks with ReadWriteThink.org” Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, Illinois
Poster 6: “Flipping in the Language Arts Classroom” Josh Stock, Santa Fe Trail Middle School
Poster 7: “Becoming Your Own Favorite Teacher: Fostering Agency In Early Career Teacher Identity Formation” J. Kevin Spink, University of Arizona
Poster 8: “Flipping Assessment by Grading with Students” Susan Spangler, Fredonia State University of New York

I.41 Habits of Mind, Metacognition, Critical Reflection, and First-Year Writing
M100I
Three presenters reflect on metacognition and critical thinking in basic writing and first-year writing courses. They offer sets of best practices based on classroom research and curriculum design.

Speakers: Nayelee Villanueva, College of Southern Nevada, “Responsibility in Remedial Composition: Critical Literacy and Critical Pedagogy in Teaching Writing”
Duane Roen, Arizona State University, “Using the Framework for Success in Postsecondary Writing when Talking with Incoming College Students and Their Families”
Tiffany Dewell, Purdue University, Calumet, “Reflecting with Purpose: Transcending Boundaries in the Composition Classroom”

I.42 Engaging Students and Inspiring Teachers with the Power of Inquiry-Based Constructivist Approaches and Multimedia Literacies
M100C
Sponsored by SLAM! Studies in Literacies & Multimedia Assembly
This dynamic and interactive session will inspire educators with the power of inquiry-based constructivist media literacy approaches, demonstrating ways to support CCSS skills through collective “reading,” discussing, and creating multimedia texts. Participants will come away with dozens of ideas they can use immediately in K-12, college, or teacher education classes.

Speaker: Cyndy Scheibe, Ithaca College, New York
1.43 Teaching Hip Hop: A Syllabus for New Century Educators
101FG
This interactive presentation is based on a thought experiment/syllabus aimed at engaging participants in the complexities of hip hop education and the complex social and economic forces it might address. The goal of the presentation is to raise awareness to the effects of injustice in the lives of urban youth, while offering a practical way to promote learning and social change in our classrooms. Using hip hop in the classroom, teachers might begin to help students to ask: What forces are at play in student lives (e.g., peer pressure, poverty, plight)? How might cycles of inequity made visible in hip hop texts influence how, why, and what students learn? How might educators use hip hop texts and practices to disrupt cycles of inequity so that youth might become empowered to transform their communities and lives? The session will conclude with by summarizing and extending ideas that grow out of hip hop education studies. In doing so, the presentation will attempt to draw critical connections from hip hop as an ideology to hip hop as practical pedagogy for stimulating student learning.

Speaker: David E. Kirkland, New York University

1.44 The Death of Norman Mailer in the Life of NCTE: An Interim Report
202AB
Although Norman Mailer's life was personally controversial, his professional legacy blends rigorous research, fictional strategies, intricate interviews, and detailed description. Our current writing standards expect teachers to teach those skills and students to render robust nonfiction and understand its genres. This session explores the collaborative efforts between Mailer's legacy and NCTE.

Speakers: Douglas Hesse, NCTE President-Elect, The University of Denver, Colorado, "The Life of NCTE" Bonnie Sunstein, University of Iowa, Iowa City, "The Death of Norman Mailer" Lawrence Schiller, Director of Norman Mailer Center

Co-Chairs Scott Hall, Irondale High School Michael MacBride, Minnesota State University, Mankato William Dyer, Minnesota State University, Mankato Julie Gorlewski, State University of New York at New Paltz

Respondents: Scott Hall, Irondale High School Michael MacBride, Minnesota State University, Mankato John Pruitt, University of Wisconsin-Rock County, Janesville Ulrich Hardt, Portland State University, Oregon Daniel Woods, Radford University Carol Jago, University of California, Los Angeles Mary Styslinger, University of South Carolina Janice Neuleib, Illinois State University, Normal William Dyer, Minnesota State University, Mankato Dawan Coombs, Brigham Young University, Provo, Utah Patrick Thomas, University of Dayton, Ohio
J.02 Write Beside Them (Donald Graves Awards Winners)
101C
Sponsored by the Elementary Section Steering Committee
The presentation will feature three recipients of NCTE’s Donald H. Graves Award for Excellence in the Teaching of Writing. This award was established in 2001 by Donald H. Graves (1930-2010) and annually recognizes teachers in grades K–6 who, through the teaching of writing, demonstrate an understanding of student improvement in writing.
Chair: Detra Price-Dennis, Teachers College, Columbia University
Speakers: Margaret Simon, Iberia Parish Gifted Program Heidi Weber, NBCT
Respondent: Katie Wood Ray, Heinemann

J.03 Doing More Isn’t Doing Better: How to Be an English Teacher and Have a Life
200I
With class sizes today reaching unmanageable numbers, how can teachers expect to spend a reasonable amount of time reading and responding to student work? When regularly faced with a looming pile of 150+ papers, how do we strike a work/life balance? Panelists will explore solutions for making English teachers’ lives more manageable.
Chair: Beth Shaum, St. Frances Cabrini Catholic School, Allen Park, Michigan
Speakers: Dave Stuart Jr., Cedar Springs Public Schools Amy Watkins, Van Buren Public Schools Kevin English, Wayne-Westland Community School District, Michigan Lindsay Grady, Fenton Area Public Schools

J.04 The Art of Teaching: Crafting Instruction to Inspire and Challenge
Auditorium 1
Positioning our students closer to reading and writing excellence begins with decisions we make before, during, and after today’s lesson. This session will invite teachers to analyze the deliberate stance we model as readers and writers to increase the likelihood that our students will build literate lives.
Speakers: Penny Kittle, Kenneth High School Kelly Gallagher, Anaheim Union High School District, California Donna Santman, Harlem Village Academies

J.05 What Makes Healthy Teachers?: Mentoring and More
102ABC
Sponsored by the Emeritus Assembly of NCTE
Brief panel presentation on healthy teaching will lead to roundtable discussions led by veteran, mid-career, and early career educators who will invite conversations around “What do you need? What can you offer? What practices renew you? To whom do you turn for a sympathetic ear and encouraging words?” Come share.
Roundtable 1: Cindy O’Donnell, Colorado State University Roundtable 2: Antero Garcia, Colorado State University, Fort Collins
Respondent: R. Joseph Rodriguez, The University of Texas, El Paso

J.06 The Power of Story: Finding One’s Voice through Narrative
201AB
Minnesota Humanities Center and NEH’s EDSITEment Project team up to celebrate stories, yet untold, that we all have inside us. Casey DeMarais and Shandi DiCosimo share strategies to empower teachers and learners using the “Absent Narratives Approach.” Shelley Nituama and Crow Canyon Archeological Center educators offer new curriculum to tap into the “Language of Place.”
Chair: Shelley Nituama, National Endowment for the Humanities
Speakers: Shandi DiCosimo, Minnesota Humanities Center Casey DeMarais, Minnesota Humanities Center
J.07 Discussing the Missing Piece of the Puzzle: LGBTQ Books for Children in Intermediate Grade Levels

Panelists will share the missing piece of the puzzle: LGBTQ themed children’s literature for intermediate students. Intermediate teachers are in search of books which encompass a wide variety of cultures, and this need is great. Attendees will receive a handout which will include a list of LGBTQ themed children’s books for intermediate students.

Co-Chairs: Darryn Diuguid, McKendree University, Lebanon, Illinois
Tadayuki Suzuki, State University of New York, Cortland

J.08 Seeing Argument through Digital Composition

Sponsored by the College English Association

To start, digital composition is not just complementary but integral to the writing instruction. With “competency” at the curricular core, we discuss how, to engage today’s “information literacy,” we must adjust assignments and assessment accordingly. As an example, we offer a view of museum design and enactment.

Chair: Jeraldine Kraver, University of Northern Colorado
Speakers: Jeraldine Kraver, “Digital Spaces and Places: Museum Design and Digital Composition”
Peter Kratzke, University of Northern Colorado, “What Is It That We Teach? Seeing the (Digital) Forest for the Trees”
Kathryn Pieplow, University of Colorado, Boulder, “A Beginner’s Quest: Network Theory as an Alternative Rhetoric for Multimodal Composition”
Facilitator: Juliet Emanuel, College English Association

J.09 Linguistic Responsibility

Sponsored by the Linguistic Society of America

This presentation offers diverse linguistically-informed lenses regarding language issues for preservice and practicing teachers, as well as efforts directed at wider language education. We also respond to the policy challenges reflected in the CCSS in the context of NCTE’s resolution on “Students Right to Their Own Language.”

Chair: Kristin Denham, Western Washington University
Speakers: Kristin Denham, Western Washington University
Sharon Klein, California State University, Northridge
Eden Bradshaw Kaiser, Massachusetts International Academy

J.10 Healthy Approaches for Navigating the Academy

Those who enter faculty jobs at colleges and universities might find themselves in positions where they are seldom given adequate professional development, career insight, or collegial support. These positions can be isolating, leading to frustration, long hours, and confusion. In this roundtable session, presenters will engage participants in conversations on navigating and thriving in an academic position.

Speaker: Jacqueline Bach, Louisiana State University, Baton Rouge

Roundtable 1: “Developing Careers at Small Places”
Leah Zuidema, Dordt College, Sioux Center, Iowa, Deborah Vriend Van Duinen, Hope College, Holland, Michigan, Gretchen Rumohr-Voskull, Aquinas College

Roundtable 2: “Finding and Maintaining Mentorships”
Sophia Sarigianides, Westfield State University, Massachusetts, Steven Bickmore, Louisiana State University, Baton Rouge

Roundtable 3: “Creating a National Presence”
Louann Reid, Colorado State University, Fort Collins

Roundtable 4: “Taking a Position at Another University”
Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Roundtable 5: “Moving from Associate to Full Professor”
Michael Moore, Georgia Southern University, Statesboro, Dawn Latta Kirby, Utah State University, Logan

Roundtable 6: “Considering Administration?”
Ken Lindblom, Stony Brook University, New York

Roundtable 7: “Demystifying Promotion and Tenure”
Janet Alsup, Purdue University, West Lafayette, Indiana

Roundtable 8: “Working with Graduate Students”
Peter Smagorinsky, The University of Georgia, Athens
J Sessions — 2:45–4:00 p.m.

J.11 Celebrate the Magic of Poetry (G)
M100C
*Sponsored by the NCTE Poetry Committee*
Teachers often neglect poetry because they are unfamiliar with good children’s poetry or they do not know how to incorporate poetry in the classroom. The proposed session will provide an overview of the best 2014 poetry titles as well as teaching tips for bringing poetry into the classroom.

**Speakers:** Terrell Young, Brigham Young University, Provo, Utah
Lesley Colabucci, Millersville University of Pennsylvania, Millersville
Kathryn Button, Texas Tech University, Lubbock
Darcy Bradley, Eastern Washington University, ELI
Mary Lee Hahn, Daniel Wright Elementary School

J.12 Teachers Leading Change: Research in Support of Capacity Building through the National Center for Literacy Education
205CD
*Sponsored by the National Center for Literacy Education*

The best people to find the answers we need to improve literacy education are teachers. We need to understand and promote collaboration principles, organizational conditions, and public policies that enable teacher-led inquiry and action. This session will examine how the National Center for Literacy Education’s 2015 national survey in connection with other current and planned research conducted by NCLE and its 30 stakeholder organizations sheds light on these questions.

**Speakers:** Catherine Awsumb Nelson, Evaluation Consultant, National Center for Literacy Education
Darren Cambridge, Director of Policy Research and Development, National Council of Teachers of English, Washington, DC

J.13 The Art of Classroom Practice: Using Language to Explore Identity Politics
208CD
*G LGBT*

Participants will have an opportunity to hear a variety of topics at this roundtable discussion. Topics include the following: Queer pedagogy with The Giver and STEM education, normalizing discussions of sexuality, rural sexual minority students, censorship, and boys from diverse backgrounds sharing critical stories.

**Speakers:** Dorothy Suskind, St. Christopher’s School, Richmond, Virginia, “Critical Stories: Boys Explore Issues of Race, Gender, Power, and Privilege”
Summer Pennell, University of North Carolina, Chapel Hill, “Resisting the Sameness: The Giver and Queer Pedagogy in English Eduction”
Michelle Page, University of Minnesota, Morris, “Rural, Queer, and Invisible? Rural Sexual Minority Students and the English/Language Arts Curriculum”
Kate Kedley, University of Iowa, “Queering the Secondary English Language Arts Teacher”
Nicole Amato, Pritzker College Prep, “To Ban or Not to Ban—Leveraging Conversations about Censorship to Increase Student Engagement”
Susan Friedman, University of Alabama-Huntsville, “Honoring Horizontal Identities in the College Writing Classroom”

J.15 The Life Project: Utilizing Poetry as a Way to Teach Responsibility and Creativity
M100G
*Sponsored by the Commission on the Teaching of Poetry*

This interactive presentation will show how infusing poetry into their teaching can help teachers develop an atmosphere that emphasizes responsibility, creativity, and the arts. Participants will learn how they can transform their classrooms as they actively participate in the reading, writing, and speaking of poetry to help students set goals.

**Speakers:** Danny Wade, Washburn University, Topeka, Kansas
Bonner Slayton, Moore Norman Technology Center, Norman, Oklahoma

J.16 Becoming Citizens: Incorporating Civic Engagement into Composition Classrooms
M100A

One major challenge for composition writing instructors is demystifying the purpose behind skills we teach. This panel will discuss how classrooms that incorporate current events, ethics-based nonfiction, and civic engagement projects can model the ways in which effective writing truly matters in the world, as well as encourage critical thinking.

**Chair:** Jacqueline Arnold, Minnesota State University, Mankato

**Speakers:** Lindsy Mason, Minnesota State University, Mankato
Justin Eells, Minnesota State University, Mankato
Deanna Larsen, Normandale Community College
Heidi Burns, Minnesota State University, Mankato
J.17  Towards an English Language Arts Made Whole: Teacher Research Stories as Collective Struggles for Humanization
210AB
As teacher education and practitioner research become even more devalued, voices from the field help theorize what responsible and creative English language arts as a project and struggle for humanization may entail. Through snapshots of “story-ing,” this panel investigates the emic and etic perspectives of practitioner research in trying times.

Speakers: Caitlin Mack, Chicago Public Schools, “People First Pedagogy: Teaching Other People’s Children to Teach Myself about Collective Community”
Kim Sedlmeyer, Detroit Public Schools, “Modeling and Maintaining Educative Relationships: Creating a Cooperative Culture in the Classroom”
Devon Orrin, Holly Public Schools, “From Student to Educator: Taking off the Rose-Colored Glasses and Combating Beginning Teacher Burn-Out”
Raven Jones Stanbrough, Michigan State University, East Lansing, “Relationships, Responsibilities and Community: Care as a Humanizing Practice in Teacher Education Research”
Jon Wargo, Michigan State University, “You Can’t Teach this From There…” Teacher Education Research in Trying Times

J.18  Affirming Identity, Inspiring Action: A Culturally Responsive Approach to Text Selection
211AB
What pedagogical shifts are needed to support an academically rigorous and culturally responsive approach to text selection? Learn how to honor students’ pasts, celebrate their present experiences and help them shape their futures by integrating complexity, reader and task considerations, critical literacy and diversity, and representation into text selection.

Speakers: Sara Wicht, Teaching Tolerance, Montgomery, Alabama
June Christian, Teaching Tolerance, Montgomery, Alabama

J.19  Writing Instruction and Inquiry in Content Areas
M100D
Writing incorporates all arts of language. This panel presents three studies: one investigates the needs and demands of writing in the workplace and two illustrate how secondary English, social studies, and science teachers work together creatively and responsibly to help students deepen their content knowledge learning via writing.

Speakers: Chunhua Dai, University of Florida
Danling Fu, University of Florida, Gainesville
Maureen Fennessey, University of Florida
Juan Du, University of Florida

J.20  Teaching, Reading, Literature, Texts
Mezzanine Lobby
Very clearly, the conditions for teaching reading and literature have altered dramatically due to emergent technologies, curricular reforms, and changing students. Several posters offer ideas to teachers at all levels for teaching in these new environments. Attendees are welcome to spend time at individual posters according to their interests, engaging presenters in conversations.

Poster 1: “A History of Diversity in Caldecott Medal and Honor Books” Nancy Johnson, Western Washington University, Miriam Martinez, University of Texas, San Antonio
Poster 2: “Diversity in Contemporary Picture Books: A Content Analysis” Melanie Koss, Northern Illinois University, DeKalb
Poster 3: “Exploring Second Language Literacy Experience through Poetry” Samah Elbelazi, Indiana University of Pennsylvania
Poster 4: “Finding Our Voices: Teacher’s Reflections on the Teaching of Gender, Sex Trafficking, Feminism, and Women in Contemporary Society through Young Adult Literature” Kathleen Colantonio-Yurko, University of Florida, Cody Miller, University of Florida
Poster 5: “The Art of Language: Rethinking Discussion, Dialogue, and Conversation in the ELA Classroom” Latasha Warner, Auburn University
Poster 6: “The Wonder of Wonder: Using Young Adult Literature to Teach Adults about Disability” Donna Wakefield, National Louis University
Poster 7: “Using Universal Design for Learning (UDL) Enhanced Story Mapping to Deepen Students’ Comprehension of Complex Texts” Stacey Takanishi, University of Hawaii, Honolulu, Drue Narkon, University of Hawaii, Manoa
Poster 8: “How to Begin in the ELL Classroom: Keep It Simple” Maurianne Nohejl, Kealakehe Intermediate School
J Sessions — 2:45–4:00 p.m.

Poster 9: “Implementing a Boys Read Book Club—Motivating Upper Elementary Boys to Read” Allyson Hauptman, Lipscomb University

Poster 10: “Meeting the Demands of CCSS Multimodal Nonfiction Inquiry with Students’ Favorite Young Adult Literature: Integration, not Dichotomy” Melanie Cochems, Middleton-Cross Plains Area School District, Kim Stieber-White, Middleton Schools; Cardinal Stritch University

Poster 11: “Complex Text and Complex Talk: Discussion Protocols to Increase Engagement and Student Voice” Kevin Hansen, St. Paul Public Schools, Minnesota

Poster 12: “Creating an Inquiry Space through Co-Researching with First Graders during Reading Workshop” Dayla Lairmore, Ozark Public Schools, Shonna Crawford, Evangel University

J.21 Pathways to Critical Pedagogy: Engaging Literacy through Hip-Hop and Social Justice Education

L100A

This panel will explore how to facilitate literacy-based learning circles through hip-hop and social justice curriculum. The themes found in hip-hop, as well as today’s social justice movements, provide a rich context to cultivate the innate literacies of our students, and provide a framework for critical literacy education.

Co-Chairs: Michael Cirelli, Urban Word, NYC/Los Angeles, Ernest Morrell, NCTE Past President, Teachers College, Columbia University, New York, New York

Speakers: Jamila Lyiscott, Columbia University, Teachers College, Lauren Kelly, Columbia University, Teachers College

J.22 Playing with Language: Young Children Sharing their Brilliance

M100E

Playing with language is a necessary part of a young child’s life. Three third year teachers working with diverse children in a public school describe how they engage with, and learn from young children’s use of language as a means to creating more equitable teaching and institutional practices for children.

Chair: Julia Lopez-Robertson, University of South Carolina

Speakers: Allison Groner, Windsor Elementary School, Tiffany Palmatier, Windsor Elementary School

J.23 Publishing with NCTE

This session will provide prospective authors with ideas and strategies for putting together a book or lesson plan proposal, working with an editor, and negotiating the publication process at NCTE. Senior staff from the Books Program and ReadWriteThink.org will share insights and advice about all aspects of the publishing process, from the proposal stage to publication.

Chair: Kurt Austin, National Council of Teachers of English

Speakers: Bonny Graham, National Council of Teachers of English, Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, Illinois

J.24 Action, Humor, and Storytelling: Creating Stories Boys Read

209AB

If we want boys to read, then we need to capture their attention. Authors Phil Bildner, John Coy, Alan Katz, and Trevor Pryce will share how they identify and develop story lines that appeal to young male readers providing insight into the reading & writing habits of boys.


J.26 Perspectives in World Literature: Contextualizing Globalization

206AB

This session features discussions centered around Literature as a force and factor of globalization.

Speakers: Shannon Juhan, Marist School, Naitnaphit Limlamai, Marist School, Gina Parnaby, Marist School, "Shifting Lenses: Using World Literature to Teach Global Perspectives”

Jacquelyn Chappel, University of Hawaii at Manoa, "Beyond The Joy Luck Club: Teaching World Literature in the Context of Globalization”
J.27 CEE Commission Meetings

Sponsored by the Conference on English Education

The CEE Commissions will continue discussions and ongoing work during this session. Interested convention attendees are encouraged to attend.

Chair: Melanie Shoffner, Purdue University, West Lafayette, Indiana

Table 1: CEE Commission on Social Justice in Teacher Education Programs

Co-Chairs: Noah Asher Golden, Chapman University, Orange, California
Jennifer King, SUNY, Geneseo, New York
Erica Womack, Otterbein University, Westerville, Ohio
Liaison: Deb Bieler, University of Delaware, Newark

Table 2: Commission on Writing Teacher Education

Co-Chairs: Patty Dunn, Stony Brook University, Stony Brook, New York
Jim Fredricksen, Boise State University, Boise, Idaho
Liaison: Anne Whitney, Pennsylvania State University, University Park, Pennsylvania

Table 3: Commission on the Teaching of Poetry

Co-Chairs: Bonner Slayton, Moore-Norman Technology Center, Norman, Oklahoma
Danny Wade, Washburn University, Topeka, Kansas
Liaison: Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia Pennsylvania

Table 4: Commission on the Study and Teaching of Adolescent Literature

Chair: Kelly Bull of Notre Dame of Maryland University, Baltimore, Maryland
Liaison: Steven Bickmore, University of Nevada, Las Vegas

Table 5: CEE Commission on In-service Graduate Programs and Professional Development

Chair: Lisa Eckert, Northern Michigan University, Marquette, Michigan
Liaison: Thomas McCann, Northern Illinois University, DeKalb, Illinois

Table 6: CEE Commission on Dismantling the School-to-Prison Pipeline

Co-Chairs: David E. Kirkland, New York University, New York, New York
sj Miller, University of Colorado, Boulder, Colorado
Liaison: Mollie Blackburn, Ohio State University, Columbus, Ohio

Table 7: CEE Commission on New Literacies, Technologies, and Teacher Education

Co-Chairs: Katherine Garland, Florida State University, Tallahassee, Florida
Ryan Rish, University at Buffalo (SUNY), New York
Liaison: Troy Hicks, Central Michigan University, Mount Pleasant, Michigan

J.28 Who Needs a Classroom? Utilizing Community Resources to Enhance Literacy Education

202AB

Join us as we share our innovative program for students to experience authentic literacy education. Students never meet on the campus of their school. Instead, they meet at the public library, university, and history center for instruction. We will share obstacles and triumphs as well as strategies for utilizing community resources.

Speakers: Rebekah Ellis, L&N STEM Academy, Knoxville, Tennessee
Tressie Norton, L&N STEM Academy, Knoxville, Tennessee
Becky Ashe, L&N STEM Academy, Knoxville, Tennessee

J.29 2015 National Teacher of the Year

Auditorium 2

As the 2015 National Teacher of the Year, Shanna Peeples, is shaping the conversation in this country about working with students in poverty, and those who have already faced extreme challenges in their young lives. Through a variety of teaching methods, Peeples reaches her students and helps them achieve their full potential far beyond her classroom walls. Shanna took a circuitous route to the classroom. She worked as a disc jockey, medical assistant, pet sitter, and journalist before teaching, as she says, chose her. Peeples now teaches at Palo Duro High School in Amarillo, Texas, where she spends half of her day as a high school English teacher and the other half mentoring, coaching, and challenging her colleagues to grow in the teaching profession.

Speaker: Shanna Peeples, National Teacher of the Year
J.30 Two Truths and a Lie? Analyzing Multiple Perspectives in Selma and Other Texts
M100J
The much-heralded and timely film Selma has provoked heated discussion about the ways real-life events are presented in movies. In this session we will join that discussion, look rhetorically at the movie and the texts that inspired it, and cast a special eye on the women of Selma, whose contributions to civil rights are highlighted by director Ava DuVernay.

Co-Chairs: Renee Shea, Bowie State University
Robin Aufses, Lycée Francais de New York
Doranna Tindle, Friendship Schools
John Golden, Portland Public Schools

J.31 The Assessment Story Project: What We Learn from Teachers about the Role of Assessment in Supporting Students
L100E
Sponsored by the NCTE Assessment Task Force
In this presentation, the NCTE Assessment Task force tells the story of the Assessment Story Project, identifying how we invited teachers to participate; what we learned about how teachers employ assessment to help students learn; and how efforts like this can support advocacy and equitable education for all students.

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Kathryn Mitchell Pierce, St. Louis University
Lisa Scherff, Cyprus Lake High School, Fort Myers, FL
Jenna Fournel, Communications Director, National Council of Teachers of English, Washington, DC
Scott Filkins, Co-director, University of Illinois Writing Project
Kathleen Blake Yancey, Florida State University, Tallahassee
Peggy O'Neill, Loyola University Maryland

J.32 Re-thinking Literacy Instruction for Bilingual Students: Merging Research and Practice
102DEF
Teaching literacy to students labeled English Language Learners requires a shift in philosophy and instruction. In this roundtable, presenters draw on research and classroom practice across grade levels and content areas that illustrate how students’ home languages can be used to build their literacy and affirm their bilingual voices and identities.

Chair: Deborah Brown, University of Central Oklahoma
Speakers: Sarah Hesson, Rhode Island College
Coral M. Zayas Roura, CUNY Hunter College
Cecilia Espinoza, CUNY Lehman College
Luz Herrera, CUNY Graduate Center
Pia Persampieri, Trinity Elementary School
Carla Espana, Teachers College Reading and Writing Project, New York, New York
Priscilla Thomas, Kingsbridge International High School, New York
Kate Seltzer, The CUNY Graduate Center
Cati V. de los Rios, Teachers College, Columbia University, New York, New York

J.33 Not In Our School: Using the Language Arts and Multiliteracies to Challenge the Microaggressions Involved With Bullying
L100J
In this session, we explore the role of microaggressions, and the deeper issues that are involved in bullying and harassment in middle schools. We will also focus on how digital literacies can inform, illuminate, and inspire students to deal with bullying and harassment in long lasting and potentially transformative ways.

Speakers: Roxanne Henkin, The University of Texas, San Antonio, “Not in Our School: Using the Language Arts and Multiliteracies to Challenge the Microaggressions Involved With Bullying”
Thomas Porter, The University of Texas at San Antonio, “The Potential of Digital Stories to Disrupt Bullying”
Caleb Hood, David Lee “Tex” Hill Middle School, “Using Multimodal Digital Tools in Middle School to Confront Bullying”
**J.34 Language Diversity and African American Students**

This interactive panel features six notable researchers who are committed to exploring literacy and language possibilities for African American students. Each scholar will address African American English and explore the significance of considering language diversity when working with African American students. Time will be reserved for questions and comments.

**Chair:** Catherine Compton-Lilly, University of Wisconsin, Madison

**Speakers:**
- Yolanda Majors, University of Minnesota
- David E. Kirkland, New York University
- Jane Bean-Folkes, Rowan University
- Django Paris, Michigan State University, East Lansing
- Latrice Johnson, University of Alabama
- April Baker-Bell, Michigan State University


Navigating the landscape of a rigorous curriculum can be tricky. This panel will discuss how teachers can design and use a variety of instructional tools called “learning tools” to encourage students to embark on their own learning quests. This panel will demonstrate how students find their way through a rigorous curriculum by using a variety of instructional tools, such as a continuum of skills, a teaching chart, or a demonstration notebook, with a sense of independence, agency, and choice.

**Chair:** Maggie Beattie Roberts, Teachers College Reading and Writing Project

**Speakers:** Mike Ochs, Maggie Beattie Roberts and Kate Roberts, Teachers College Reading and Writing Project

**J.36 Exhibit Your Creativity: Make New Resources with the Smithsonian**

The new Smithsonian Learning Lab creates an online space for the discovery, adaptation, creation, and sharing of learning experiences. This workshop introduces the Lab’s features and tools and offers practice using museum collections to create a “resource set” for your classroom and the Smithsonian’s permanent resource collection.

**Chair:** Michelle Smith, Smithsonian Center for Learning and Digital Access

**Speaker:** Ashley Naranjo, Smithsonian Center for Learning and Digital Access

**J.37 Digital Literacies in Early Childhood Language Arts Instruction**

These three presentations will explore the new and changing role of digital literacies in early childhood language arts instruction.

**Speakers:**
- Melissa Wells, USC-Columbia, “Reading the Word and the (Digital) World: Critical Digital Literacy in an Early Childhood Classroom”
- Sarah McKinney, Hunt Meadows Elementary, Katie Stover, Furman University, “Idea Creators: Using Apps to Foster Creativity in Language Arts”
- Sally Brown, Georgia Southern University, Statesboro, “Poetry in Motion: Transforming Young E-Poets as Literacy Creators”

**J.38 Exploring Tough Issues Through Magic and Fantasy in Middle Grade and Young Adult Literature**

One of “the arts of language” is its gentle ability to help us understand the world and ourselves. Sometimes, the most fantastical stories push us to confront the hardest truths. In this session, six authors and a teacher-blogger explore using fantasy and magical realism to explore tough themes with readers.

**Co-Chairs:** Colby Sharp, Albion, Michigan, Kate Messner, Bloomsbury

**Speakers:** Anne Ursu, Harper Collins
- Linda Urban, Houghton Mifflin Harcourt
- Laura Ruby, HarperCollins
- Gene Luen Yang, First Second Books
- Nikki Loftin, Penguin Young Readers
- Tracey Baptiste, Algonquin Young Readers

**Tradebook Author:** Christina Diaz Gonzalez, Scholastic
J.39 The Gendered Arts of Language in Young Adult Literature: Navigating the Voices of Male and Female Protagonists through Critical Literacy, Active Reading, and Interactive Writing
L100C
How can the Arts of Language help girl and boy readers actively resist gender stereotypes? This session will share critical literacy strategies for opposing gender stereotypes through reading and writing in response to Young Adult literature that presents alternative models of gender identity in accessible protagonists whose characterizations invite readers to embrace fluid and contingent views rather than feeling bound to fixed ones.
Chair: Margaret Robbins, University of Georgia
Speakers: Margaret Robbins, University of Georgia
Sarah R. Robbins, Texas Christian University
Mary Lindsey, Texas Christian University
Julie Vu, Eagle Mountain Saginaw ISD

J.40 Reading (R)evolution: Creating Independent Learners Through Assessments that Encourage a Love of Reading
200A
To combat non-reading, a teacher must engage students individually to create independent learners. Inspired by experts like Penny Kittle, this session will provide: a justification for a shift in instruction, ways to hold students accountable, a list of assessments, and models of the final products from both teachers and students.
Speakers: James McCaffrey, Trumbull High School, Connecticut
Stephanie Jalowiec, Trumbull High School, Connecticut
Karlen Shupp, Trumbull High School, Connecticut

J.41 Research Poetry: Bringing Power and Beauty to the Research Writing Process
M100I
Poetry can prompt social justice, helping students look beyond themselves and find a passionate voice. Educators can use poetic space in a research unit—wedding contemporary poetry with research writing. Participants will take part in the writing process and receive rationale, standards, lessons, and rubrics for classroom implementation.
Speakers: Joann Martin, Arizona English Teachers Association
Nick Valente, North High School, Phoenix, Arizona

J.42 Becoming Scientists: Investigations in Science and Literacy
101H
This session will describe a year-long emphasis on interdisciplinary literacy in a diverse second grade classroom where curiosity is at the heart of teaching and learning. Thinking-intensive learning deepens cross disciplinary understanding in a child-centered, engaging curriculum. Videos, visuals, and digital projects will illustrate children’s learning over the year—a year in pictures.
Chair: Stephanie Harvey, Stephanie Harvey Consulting, Denver, Colorado
Speakers: Anne Goudvis, Columbine Elementary, “Thinking Intensive Learning across the Year”
Brad Buhrow, Boulder Valley School District, “Inquiry and Investigaton in Science and Literacy”

J.43 Situating Responsibility, Creativity, and the Arts of Language in the Digital Age
208AB
Sponsored by the CEE Commission on New Literacies
Roundtable topics provide an opportunity to explore how digital technologies and new literacies can be used to connect students with meaningful learning opportunities that situate responsibility and creativity in the English language arts. Discussions also conceptualize methods for teachers and students to read and write the world in innovative ways.
Co-Chairs: Kathy Garland, Santa Fe College, Gainesville
Ryan Rish, University at Buffalo
Roundtable 1: “Creating Digital Documentaries: Navigating Platforms and Selecting Free (or Inexpensive) Program/Applications for the Composing Process” Maureen McDermott, Nova Southeastern University, Fort Lauderdale, Florida
Roundtable 2: “Critical Literacy: Promoting Critical Literacy through Popular Videogames” Hannah Gerber, Sam Houston State University, Huntsville, Texas
Roundtable 3: “To Be a High Elf, or Not to Be? Exploring Critical Lenses, Agency, and Genre through the Critical Playing of the Role-Playing Game Skyrim” Thor Gibbins, Anne Arundel Community College
Roundtable 4: “DIY English” Stephen Goss, University at Buffalo, New York
Roundtable 5: “Copyright and Creativity—Maintaining Ethical Standards in the Digital Age Composition” Ewa McGrail, Georgia State University, Atlanta, J. Patrick McGrail, Jacksonville State University, Alabama
Roundtable 5: “Using Phone Apps to Build Responsible and Creative International Bridges” Clarice Moran, North Carolina State University, Raleigh

Roundtable 6: “Fostering Writing Identities through Digital Media Tools in a Young Writers’ Camp” Amy Vetter, University of North Carolina, Greensboro; Tresha Layne, UNCG

Roundtable 7: “Best Apps 2015 for Engaging Students Responsibly and Creatively with the Arts of Language” Rae Schipke, Central Connecticut State University, New Britain

Roundtable 8: “Because it actually mattered this time’: Preservice Teachers Participatory Learning in an After-school Digital Writing Workshop for Urban Youth” James Cercone, SUNY Buffalo State

J.45 Seeing the Literary Light: Hacking Notebooks with Paper Circuits and LEDs to Illuminate Texts and Student Thinking
M100F

No electrical experience necessary to join two English teachers and illuminate texts with simple paper circuits of copper tape and LED stickers, combined with illustration to create meaningful multi-genre texts and evocative displays that literally light up new literacies and demonstrate student understanding of texts, including poetry, drama, and prose.

Speakers: Justin Travis, Bethel Park High School, Pittsburgh, Pennsylvania
Charles Youngs, Bethel Park High School, Pittsburgh, Pennsylvania

J.46 The Art of Observing: Combining Art, Science, and the Poetry of Joyce Sidman
207AB

Have students read and write poetry and non-fiction based on work by award-winning poet Joyce Sidman. Hear from the poet and teachers to discover how Sidman’s work inspired an interdisciplinary unit featuring poetry, science, and art. This session offers classroom-ready materials for a variety of grades and content areas.

Speakers: Ana Hurley, Dover Sherborn Middle School
Laura Mullen, Dover Sherborn Middle School
Joyce Sidman, Houghton Mifflin Harcourt

J.47 Rescuing Our Integrity: Creating Islands of Collegial Support
L100D

On a battlefield of mandates, maintaining professional integrity proves difficult. While our NCTE shot-in-the-arm helps, we need lasting local connections to sustain this energy for the long haul. We will engage participants in a small-scale “survival” meeting, then share nuts and bolts to allow others to create and sustain them.

Speakers: Wendy Mirkin, Youngstown City Schools
Meg Silver, Columbiana Exempted Village Schools, Ohio
Eva Sullivan, McKinley Elementary School
Haley Shaffer, Poland Middle School, Ohio
Abby Aebischer, Poland Middle School, Ohio

J.48 NCTE Reading Collaborative: Make Our Voices Heard
206AB

Sponsored by the NCTE Reading Collaborative

The NCTE Reading Collaborative is a Special Interest Group that works to actively support reading/literacy initiatives. If you are committed to strengthening the voice of reading within NCTE be sure to attend this session to learn ways to make an impact.

Speaker: Michael Shaw, St. Thomas Aquinas College, Sparkill, New York, “Introducing the NCTE Reading Collaborative”
JK Sessions — 2:45–5:30 p.m.

JK.01 Middle Level Mosaic: Responsibility, Creativity, and the Art of the Middle 103

*Sponsored by the NCTE Middle Level Section*

Middle level educators, this session is for you! You won’t want to miss this incredible line-up of teacher-educators and authors as they celebrate responsibility, creativity, and the art of the middle. Join together with this fun and dynamic panel and other passionate middle level educators, and let’s share!

**Co-Chairs:** Laurie Sullivan, Needham Public Schools, Massachusetts
Jason Griffith, Carlisle High School, Pennsylvania
Frances Chamberlain, Lammersville Unified School District, California

**Roundtable 1:** Jennifer Nielsen, Scholastic

**Roundtable 2:** Harvey Daniels, Corwin, Heinemann

**Roundtable 3:** Jennifer Holm, Random House Children’s Books

**Roundtable 4:** Antero Garcia, Colorado State University, Fort Collins

**Roundtable 5:** Gene Luen Yang, Macmillan Children’s Publishing Group

**Roundtable 6:** Teri Lesesne, Sam Houston State University, Texas

JK.02 2015 Orbis Pictus and Charlotte Huck Honor Book Award Authors and Illustrators Share Their Stories 213AB

*Sponsored by the NCTE Orbis Pictus & Charlotte Huck Award Committee*

The 2015 Orbis Pictus and Charlotte Huck honor book authors and illustrators will share stories of their journey to produce their nonfiction and fiction titles and provide insight into their writing and illustrating processes. Participants will learn of the research, decisions about craft, and the construction of ideas in creating these books.

**Co-Chairs:** Barbara Kiefer, The Ohio State University, Columbus and Cyndi Giorgis, University of Texas, El Paso

**Tradebook Authors:** Jen Bryant, author, Eerdmans Books for Young Authors, “Orbis Pictus Honor Book”

**Sponsors:**
- Duncan Tonatiuh, Abrams Books for Young Readers, “Orbis Pictus Honor Book”
- Lisa Graff, Penguin Young Readers, “Charlotte Huck Honor Book”
- Cece Bell, Abrams Books, “Charlotte Huck Honor Book”

K Sessions—4:15–5:30 p.m.

K.01 Critically Creative: A Teacher’s Navigation of CCSS in an Urban Black Literature Course M100H

**Speakers:** Jen Rinaldi, Denver, Colorado
Becky Beucher, Tempe, Arizona

K.02 City Partners: A Collaboration between California English Faculty at Community College, High School, and a Four-year Institution M100C

The process by which school partnerships in English were successfully created and maintained, the outcomes in student achievement and professional growth of the teachers, and implications for future articulation among English faculty at middle and high schools, community college, and a four-year university, and district administrators will be shared.

**Speakers:**
- Kathleen O’Brien, American River College
- Carrie Marks, Sacramento City College
- Janay Lovering, American River College
- Nicole Kukral, San Juan Unified School District
- Amy Matt, San Juan Unified School District
- Josh Roberts, Sacramento City College
- Marcy Merrill, California State University, Sacramento

K.03 Teaching Citizenship: Encouraging Students to Take Responsibility for Themselves and Their World L100D

This panel leads participants through a variety of ways to inspire engaged citizenship through storytelling. Activities are common core-aligned, but more importantly, they are designed to help students find meaningful motivation for assignments in writing, art, social studies, and more!

**Speakers:**
- Rebecca Walker, Metea Valley High School
- Robyn West, Metea Valley High School
K.04 **Analyzing with the Artistry of Language: Creative Writing as a Form of Textual Analysis**

**201AB**

In this interactive session, two 9th grade teachers share how the teaching of world literature can be transformed by embedding creative writing into every unit. Learn how students can engage in deeper analysis of ideas, themes, and formal aspects of texts by creating fan fiction, oral histories, genre remixes, and more.

**Speakers:** Jamie Ebersole, Episcopal School of Dallas
Brady Nash, St. Andrew's Episcopal School

**Respondent:** Erick Gordon, Teachers College, Columbia University, New York, New York

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**K.05 Writing, Writing Across the Curriculum, and Content Area Literacies**

**Mezzanine Lobby**

As writing instruction continues to expand into courses across the curriculum, often as a learning tool, innovative teachers are devising new strategies and reflecting on their promise. These posters share ideas for teachers at various levels in various courses—including in English classes that can benefit from WAC ideas. Attendees are welcome to spend time at individual posters according to their interests, engaging presenters in conversations.

**Poster 1:** “Teaching Outdoors: Heed the Call, Awaken a Sense of Wonder” Maria Zaorski, Glen Rock Middle School

**Poster 2:** “Springboard to Writing—Visualization of Literature” Monica Maxwell-Paegle, Georgetown University, Washington, DC

**Poster 3:** “Seeking and Finding Relevant Learning about the Teaching of Writing: ‘What do frameworks have to do with it?’” Danielle Lillge, University of Michigan, Ann Arbor

**Poster 4:** “Two Voice Poetry: A Powerful Tool for Learning” Jessica Holloway, Hixson Middle School

**Poster 5:** “What Does It Mean to Teach Writing in a Play-based Kindergarten?” Page Fahrig-Pendse and Diane Marinoff, Germantown Friends School

**Poster 6:** “Writing about New Amsterdam: Developing Young Intellectuals through Writing in Grades 3 and 4” Heather Miller, New York

**Poster 7:** “Rising to New Understandings” Cynthia McKnight, Jacksonville Country Day School

**Poster 8:** “1+1=1 Making Sentence Combining Easy” John Atella, Duluth, Minnesota ISD 709

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**K.06 It Starts with Me: Using Creative Responses to Engage Learners in the Arts of Social Justice**

**207AB**

Three educators, Teacher Fellows of the United States Holocaust Memorial Museum and the Holocaust Educators Network, from diverse regions and experiences, share a common purpose: to empower students to create positive change in the world. Participants will leave this workshop with student-centered project ideas, templates, text lists, and instructional routines.

**Chair:** Rene MacVay, Saint Augustine High School, San Diego, California

**Speakers:**
- Rene MacVay, “Understanding Responsibility through Creative Expression”
- Lynne Ravas, Lower Dauphin Middle School, “Am I Responsible? Responding Creatively to Holocaust Inquiries”
- Carol Revelle, University of North Texas, Denton, “It’s Our Responsibility: Creative Responses to Social Justice Engagements”
**K.07 Teacher Preparation: Effective Practices and Changing Narratives**

Auditorium 1

**Sponsored by the International Literacy Association**

Teacher preparation programs recently have been portrayed as unnecessary, inadequate, and ineffective. However, there is reputable and substantial research that refutes such portrayals. The NCTE/ILA Joint Task Force on Teacher Preparation conducted an extensive review of empirical, peer-reviewed research that identified effective practices in literacy teacher education that have an impact on teacher learning and performance. Following key findings from the report, task force representatives will engage participants in a discussion with the goal of setting direction for changing the public and political narratives about teacher education through advocacy and public policy.

**Chair:** Louann Reid, Colorado State University, Fort Collins

**Speakers:**
- Louann Reid
- Luke Rodesiler, Indiana University-Purdue University, Fort Wayne
- Allison Skerrett, The University of Texas at Austin
- Victoria Risko, Vanderbilt University
- William Teale, University of Illinois at Chicago

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**K.08 Integrating Intercultural Perspectives Responsibly and Creatively with the 2015 Outstanding International Books Honor List**

102DEF

This presentation will showcase a selection of 2015 OIB integrated with high school classical literature. Attendees will learn about synthesizing this unique combination of literature with an investigative writing activity that supports a key CCSS strand. Students’ work will be highlighted in addition to engaging discussions with attendees.

**Speakers:**
- Deborah Wooten, The University of Tennessee
- Katie Raby, Hardin Valley Academy, Knoxville, Tennessee

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**K.09 Perspectives from Post-Secondary: Preparing Students for College Writing**

This session features a discussion grounded in both practical and theoretical frameworks for preparing secondary students for college-level composition.

**Speakers:**
- Chris Vander Ark, James Madison Memorial High School, “College Instructor Expectations for Use of Sources in Student Writing Projects”
- Carissa Morrison, Seligman High School, “Improving College Access in Critical English Classrooms”
- Caroline Howard, Brigham Young University, “The College Writing Experience for At-Risk High School Students”

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**K.10 Reading and Writing: What We Can Learn from High Quality Young Adult/Children’s Literature**

M100I

Three presentations examine quality Children’s/Young Adult literature, with an eye towards how they can help us better understand their effectiveness—for enjoyment, critique, and writing.

**Speakers:**
- Alice Hays, Arizona State University, Tempe
- Amy Hollister, Carl Hayden High School, “Does Young Adult Literature Impact Writing Literacies?”
- Raven Cromwell, Mercedes Jorgensen, and Lauren Aimonette Liang, University of Utah, Salt Lake City, “What They Value and Enjoy: An Examination of Characteristics in Children’s Award-Winning Books 2010-14”

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**K.11 Teaching Native Literature in the Middle Grades: Developing Literacy, Empathy, and Inquiry through Units Rooted in Essential Questions**

205AB

How can extended study of Native American Literature engage middle grades students in reading critically and developing new perspectives? The presenters will share a framework for the creation of units that incorporate multiple texts by Native authors, are driven by essential questions, and encourage students to consider diverse points of view during an interactive session.

**Speakers:**
- Michelle Sprouse, Native American Community Academy
- Valerie Siow, Native American Community Academy
- Sarah Caldwell, Native American Community Academy
K.12 Reading, Writing, and Thinking With Primary Documents from the National Archives 205CD

Teaching literature and the art of writing can be enriched by incorporating historical documents about the real times, events, and people that inspired the literature. The National Archives with 25 billion primary source documents can help! Join education specialists from the National Archives for this hands-on session.

Mary Clare McNatt, National Archives and Records Administration

K.13 We Need Diverse Books—Classroom Strategies and Tools for K–12 Teachers 101FG

The research confirms that We Need Diverse Books, but how will those books reach the classroom? In this roundtable discussion, led by members of the WNDB organization, educators will discover books that engage students and align with learning outcomes as well as easy strategies for incorporating diversity into everyday lessons.

Roundtable 1: Meg Medina, Candlewick
Roundtable 2: Miranda Paul, We Need Diverse Books
Roundtable 3: Lyn Miller-Lachmann, We Need Diverse Books
Roundtable 4: Don Tate, Peachtree Publishers
Roundtable 5: Ilene Wong, Harper Collins
Roundtable 6: Corinne Duysis, Abrams Books
Roundtable 7: Dho nielle Clayton, Harper Collins

K.14 Read East Harlem: Co-Constructed Professional Development to Sustain Literacy Teaching 200A

Teachers, along with teacher educators, share vignettes of how they have reimagined their literacy curriculum and rediscovered their expertise through READ East Harlem, a project dedicated to supporting the professional learning of experienced second grade literacy teachers in linguistically and culturally diverse urban elementary schools during this time of change.

Co-Chairs: Ann Ebe, Hunter College
Jenny Tuten, Hunter College, City University of New York, New York
Respondent: Amy Lachuk, Hunter College, City University of New York, New York

K.15 Teacher-Writer Roundtables (G) 200E

Sponsored by the CEE Commission on Writing Teacher Education

In this roundtable session, teacher-writers will gather to share ideas and experiences. These are teachers—from all kinds of teaching settings—who write about their teaching and/or gather with groups of other teachers to write and share. Each table will feature a teacher-writer, teacher writing group, or researcher with information and ideas to share about the teacher as writer. Table talk will include opportunities to write, publish, and collaborate. Come and join in!

Co-Chairs: Anne Elrod Whitney, Penn State University
Troy Hicks, Central Michigan University, Mount Pleasant
Jim Fredricksen, Boise State University, Idaho
Christine Dawson, Skidmore College, Saratoga Springs, New York
Leah Zuidema, Dordt College, Sioux Center, Iowa

Roundtable 1: “Collaborative Writing” Rebekah O’Dell and Virginia Allison Marchetti, Trinity Episcopal School, Richmond, Virginia
Roundtable 2: “Accountability through Collaboration: Our Writing Partnership as a Means for Professional Growth” Jeremy Hyler, Fulton Schools
Roundtable 3: “Facilitator” Mary Buckelew, West Chester University, Pennsylvania
Roundtable 4: “Beyond the Classroom: Sharing Our Practice by Going Public” Dawn Reed, Okemos High School, Michigan
Roundtable 5: “Writing and Blogging and Sharing, Oh My: Where Do Teacher-Writers Begin?” Janet Neyer, Cadillac Area Public Schools, Michigan
Roundtable 6: “Writing to Inspire: Motivating Colleagues across the Disciplines” Eileen McKeagney, J. Serra Catholic High School, California
Roundtable 7: “Using a Blog for Professional Development” Lorraine Madden, Cranford Public Schools, New Jersey
Roundtable 8: “Saving Yourself From Stupid Writing” Brenda Krupp, Franconia Elementary School, Pennsylvania, Judith Jester, Kennett Middle School, Landenberg, Pennsylvania
Roundtable 9: “Focused Writing Time: Using Skype to Sustain a Writing Life” Erica Hamilton, Grand Valley State University, Michigan
Roundtable 10: “Writing with the Most At-Risk Students” Patsy Smith, John H. Wood Charter and Texas State University
Roundtable 11: “Writing Together for Publication” Gretchen Rumohr-Voskuil, Aquinas College
Bryan Ripley Crandall, Fairfield University, Connecticut

**Roundtable 13:** “Preparing Professional Development for Colleagues and/or Strangers” Patricia Braun, Benedictine University at Springfield

**Roundtable 14:** “Teacher-Writers at Work” Christine Dawson, Skidmore College, Saratoga Springs, New York, Leah Zuidema

**Roundtable 15:** “Writing Together: Collaborations between Faculty and Students” Sara Kajder, The University of Georgia, Athens

**Roundtable 16:** “The Annual Teacher Writing Group” Mitchell Nobis, Seaholm High School, Michigan

**Roundtable 17:** “Developing Ideas into Articles: Strategies for Publishing about Your Teaching” Kia Jane Richmond, Northern Michigan University

**Roundtable 18:** “Writing to Understand Writers” Esmerelda Lara, Andrea Greene, Susan Hansen, and Carolyn Pierce, Leander School District, Texas

**Roundtable 19:** “Using Blogs as an Avenue for Teacher Writing, Reflection, and Professional Development” Katie Rybakova, Florida State University, Tallahassee

**Roundtable 20:** “Writing with Relevance: Addressing Societal Issues in Children” Marquin Parks, Farmington Public Schools

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**K.16 To Kill a Mockingbird...Over and Over and Over Again: Using Remix and Participatory Culture to Increase Student Engagement in the Language Arts Classroom**  
202AB

Most students are media creators, sharing photos, creating video game levels, and writing fan-fiction in their free time. This panel will introduce participatory culture and use it as a framework for three classroom-tested assignments that draw on this theory to scaffold student assignments on fan-fiction, film poetry, and image creation.

**Speakers:** Elle Yarborough, Northern Essex Community College, “To Kill A Mockingbird: Again and Again and Again—Creating Film Poems to Engage Student Readers”  
David Pegram, Paradise Valley Community College, “iPhones and The Great Gatsby: Selfies and Self-Representation”  
April Brannon, California State University, Fullerton, “Romeo & Juliette: The Fan-fiction Analysis Assignment”

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**K.17 Gender and Literacy: Using a Feminist Lens to Promote Multiple Literacies and Advance Teacher Expertise**  
M100E

This symposium explores the relationship between gender and literacy, including the literacy lives of girls outside of school, policies that drive literacy education, literature that disrupts gender binaries, and instruction dedicated to examining gender issues through literature.

**Speakers:** Brooke Langston-Demott, UNCG, “Critical Literacy: Challenging Traditional Gender Positions”  
Amy Vetter, University of North Carolina, Greensboro, “Exploring Girlhood: The Literacy Experiences of One Girl in a Young Writers’ Camp”  
Tara Anderson, University of North Carolina, Chapel Hill, “Deconstructing Gender Binaries With Young Adult Literature”  
Shea Kerkhoff, 4 the World, “Dialogism: Feminist Revision of Argumentative Writing Instruction”

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**K.18 Community Engagement: National Writing Project Sites and Archives beyond the Classroom**  
M100B

This session shows ways to move beyond the classroom to weave community-school relations, particularly the veteran community. Presenters explore the issue of integrating professional development for writing teachers via the National Writing Project through community engagement programs, as well as classroom practices that put students in contact with members of the community to create public archives that facilitate community literacy.

**Speakers:** Susan Martens, Missouri Western State University, Saint Joseph, “Writing in Place to Weave Community-School Relations: Leveraging the Writing Marathon”  
Cathie English, Missouri State University, Springfield, “Ready to Write, Ready to Lead: Professional Growth through Community Connections”  
Maggie Christensen, University of Nebraska at Omaha, “NWP and Service Learning”  
Robert Brooke, University of Nebraska, Lincoln, “NWP and the Veteran Community”  
Cecilia Kennedy, Clark State Community College, “From the Combat Zone to the Archives beyond the Classroom: Preserving Veterans’ Stories in a First-Year Community College Writing Course”
K.19 Journeys into Self: Learning from Renegotiating Through Multiple Literacies
L100H
This session features four dynamic papers that investigate the power of literacy in identity (re)construction in multiple contexts.

Speakers: Justin Coles, Michigan State University, “Critical Autoethnographies as a Means to Deconstruct Symbolic Violence in the Schooling Experiences of Black High School Students”
Fahima Ife, University of Wisconsin-Madison, “‘Maktivist’ Literacies: (Re)imagining Black Girl’s Writing in DIY Spaces”
Abigail Kindelsperger, University of Illinois, Chicago, “Learning from School-Age Mothers’ English Class Experiences”
Samuel Tanner, The Pennsylvania State University at Altoona, “A Youth Participatory Action Research (YPAR), Theatrical Inquiry into Whiteness”

K.20 Good Friends in Good Books: Authors Talk about Unlikely Friendships in their Books
101H
The purpose of this panel is to have a conversation with authors of middle and young adult literature about unlikely friendships featured in their books. The authors on this panel push beyond that typical scenario and look closely at how the characters in their books form unlikely friendships and how these relationships impact each’s personality, choices, emotions, and even physical health.

Chair: T. Gail Pritchard, University of Arizona
Tradebook Authors: Leah Thomas, Bloomsbury
Jack Gantos, Macmillan Publishing
Jennifer Brown, Bloomsbury Publishing
Jesse Andrews, Abrams Books

K.21 Teacher Candidates as Digital Artists and Multimodal Composers
L100A
This interactive session focuses on ELA teacher candidates’ composing in digital media offering strategies for and examples of teacher candidates’ compositions including hypertext poems, videos, trailers, kinetic poetry, and multimodal memoirs. Panelists will share how teacher candidates learn to compose effectively in new digital and multimodal environments and the learning opportunities this creates.

Co-Chairs: Melanie Hundley, Vanderbilt University, Nashville, Tennessee
Teri Holbrook, Georgia State University, Atlanta
Speakers: Robin Jocius, Vanderbilt University, Nashville, Tennessee
Blaine Smith, University of Miami
Britnie Kane, Vanderbilt University, Nashville, Tennessee
Emily Pendergrass, Vanderbilt University

K.22 Lighting the Spark: Cultivating Innovative Thinkers in the Digital Age
200B
What better way to introduce your students to Walt Whitman than on the lawn of his childhood home? Or pique their interest in writing with insight from their favorite author? How about hearing from an actor on the stage of Shakespeare’s Globe Theater? Join Kelly Whitney, Ed.D., Director of Digital Curriculum for PBS LearningMedia as she explores the ways that digital content can be used to capture the focus of Twenty-first century language arts students while supporting the integration of the arts across the curriculum.

Speakers: John Sessler, PBS LearningMedia
David Boxer, The Blake School
K.23 Why Poetry Matters: Thoughts from the NCTE Executive Committee

Sponsored by the CEE Commission on the Teaching of Poetry

During this panel presentation, participants will be inspired by members of the NCTE Executive committee as they share their favorite poems and spotlight why the teaching, reading, and writing of poetry matters in this era of testing and accountability. Participants will leave sustained, renewed, and energized in their plights to advance poetry in their classrooms, schools, and communities.

Co-Chairs: Bonner Slayton, Moore Norman Technology Center, Norman, Oklahoma
Danny Wade, Washburn University, Topeka, Kansas

Speakers: Darren Cambridge, Director of Policy Research and Development, National Council of Teachers of English, Washington, DC
Michael Angelotti, University of Oklahoma
Michael Moore, Georgia Southern University, Statesboro
Bonner Slayton, Moore Norman Technology Center, Norman, Oklahoma
Debra Goodman, Hofstra University, Hempstead, New York
Ted Kesler, Queens College, City University of New York, Queens, New York
Lisa Martin, Gwendolyn Woolley Elementary School, Clark County School District, Las Vegas, Nevada
Eva Payne, Chereketa Community College
Melanie Shoffner, Purdue University, West Lafayette, Indiana
Shekema Silveri, IFE Academy of Teaching & Technology, Atlanta, Georgia
Rebecca Bowers Sipe, Eastern Michigan University
Matthew Skillen, Elizabethtown College, Pennsylvania
Danny Wade, Washburn University, Topeka, Kansas
Susan Houser, NCTE Vice-President, retired Middle Level Educator, Saint Petersburg, Florida
Jenna Fournel, Communications Director, National Council of Teachers of English, Washington, DC

K.24 Guiding the Construction of Identity in a Community of Practice; A Journey of Becoming

Guiding the Construction of Identity in a Community of Practice; A Journey of Becoming

Ranelle Rothlisberger, Zaharis Elementary School, Mesa, Arizona, “Identity Construction of Students—Looking through the Lens of Language Arts and Literature”
Caroline Gaynor, Zaharis Elementary School, Mike Oliver, Zaharis Elementary School, Mesa, Arizona, “The Work of Identity—Welcoming New Potentials”
Jeanie Germaine, Zaharis Elementary, Cristina Stowers, Zaharis Elementary School, “Identity Reinvented—Shifting Theoretical Frames”

K.26 Encouraging Creativity and Using Alternative Projects, Including Digital Media, while Developing Oral Language and English Literacy among ELLs and Recent Immigrants and Refugees within the Regular Classroom and in After School Programs

Encouraging Creativity and Using Alternative Projects, Including Digital Media, while Developing Oral Language and English Literacy among ELLs and Recent Immigrants and Refugees within the Regular Classroom and in After School Programs

Speakers: Elizabeth Hale Rozas, Harvard Graduate School of Education, “Using Writing Conferences to Help Encourage and Develop ELLs’ Response to Literature, 3–8”
Mary Cappellini, Educational Consultant/Author, “Reaching ALL ELLs through Group Projects, After School Programs, and “Missing Home” Discussions, Home Connections, and Multimedia Projects, K–12”

Maureen Cantu, Normandy Park Elementary School, “Teaching Spanish Speaking Immigrants in Wealthy Suburbia by Accepting Their Developmental Level, Highlighting their Strengths, and Encouraging Their Growth within Bilingual Project Based Programs, K–5”

K.27 Multimodal Composition: Expressive and Academic 209AB
In this panel presentation, the speakers argue for the personal and academic benefits of multimodal composition. They will make a case that multimodal composition has expanded their and their students’ expressive and scholarly repertoire. This expanded verbal and visual repertoire has reconfigured how they construct meaning as readers and writers.

Co-Chairs: Crag Hill, University of Oklahoma, Norman, “The Potential of Multimodality”
Gage Jeter, University of Oklahoma, “Creating Multimodal Arguments”

Speakers: Kerry Friesen, Norman High School, “Multimodality in the High School Classroom”
Kenzie Pratt, University of Oklahoma, “Personal Transformation through Multimodality”

K.28 Becoming an Ally: The Natural Inclusion of LGBTQ Literature in the Secondary School English Class 101C
Sponsored by the LGBT Issues in Academic Studies Advisory Committee

Through the use of literature that allows readers to explore sexual identities and orientations alongside gender, race and ethnicity, educators begin to break a silence about the LGBTQ culture that has existed in our classrooms for too long.

Speakers: Laraine Wallowitz, Adelphi University, Garden City, New York
Nicole Sieben, SUNY College at Old Westbury,
Tradebook Authors: Michael Cart, Harper Collins
David Levithan, Penguin Random House
Joan Kaywell, Penguin
Respondent: Paula Taylor-Greathouse, Tennessee Technological University, Cookeville

K.29 Soda or Pop? Virtually Connecting Classrooms to Explore Cultural Identities, Stereotypes, and Perceptions M100F
When our classrooms connected virtually, enabling cross-country collaboration, students wrote, read, and discussed together, exploring essential questions like “How do factors like culture and geographical location shape and influence us?” For us, it was Project North and South. We’ll present our project, generating opportunities for creating your own “connected classrooms.”

Speakers: Susan Schierbeek, Mattawan Middle School, Michigan
Dayna Browning, Auburn Junior High School, Alabama
Laurie Hogan-McLean, Mattawan Middle School, Michigan
Kim Johnson, Auburn Junior High School, Alabama

K.30 Synergy in Workshop Teaching: Taking on the Responsibility of Coherence in Reading, Writing, and Mathematics 206AB
This presentation will explore the potential for the pedagogy of teaching and learning in reading/writing workshops to inform teaching practices in mathematics. Participants will experience a “mini” math workshop to make tangible connections to mini-lesson planning, small group/guided instruction, conferring, and group share strategies in reading/writing workshops.

Speakers: Susan Adamson, Butler University, Indianapolis, Indiana
Ryan Flessner, Butler University, Indianapolis, Indiana
Courtney Flessner, Indiana University

K.31 Sustaining the Sustainers: Toward a Culturally Sustaining English Teacher Education 200I
This panel reports on the results of work with 58 preservice and inservice secondary English teachers as they move from their teacher education in “culturally sustaining pedagogies” (Paris, 2012; Paris & Alim, 2014) to culturally sustaining curriculum design and teaching across classrooms and communities.

Speakers: Ellen Cushman, Michigan State University, East Lansing
Caren Kadri, Owosso High School
Erik Skogsberg, Michigan State University, East Lansing
K Sessions — 4:15–5:30 p.m.

K.32 More Alike than Different: Using Inclusive Literature to Foster Understanding, Responsibility, and Compassion for Individuals with Disabilities
101E

A panel of children’s book authors and educators share strategies and projects teachers can use to successfully integrate inclusive literature into their classrooms, schools and communities. Attendees will learn the benefits of sharing literature with characters with disabilities and ways to help students deepen their understanding and appreciation of differences.

Chair: Gigi McAllister, Gorham, Maine
Tradebook Authors: Cece Bell, Abrams Books
Lynda Mullaly Hunt, Penguin Young Readers
Respondents: Alyson Beecher, Pasadena Unified School District, California
Cynthia Lord, Scholastic

K.33 Woven in Words: Recalibrating Rhetoric and the Art of Student Response
M100A

Experience ways visual literacy impacts thinking by examining the rhetoric in a work of art through physical movement, discussion, and writing about art’s “argument” and rhetorical stance. Examine texts that recalibrate students’ engagement with rhetorical analysis. Celebrate with us “the body electric” of students and teachers through artistic engagement.

Speakers: Cherylann Schmidt, J. P. Case Middle School, Flemington, New Jersey
Ami Szerencse, Schurr High School, Montebello, California
Debbie Greco, Highland High School, Pocatello, Idaho
Respondent: Glenda Funk, Highland High School, Pocatello, Idaho

K.34 Rhetorical Analysis as a Cinematic Art: Creating Short Films To Reveal a Writer’s Craft
101D

A professional filmmaker, English teacher educator, and preservice ELA teachers describe and demonstrate a unit in which students create short films based on rhetorical analyses of short stories. Attendees will be provided with online materials from the project, including storyboard templates and video files to teach basic film techniques.

Chair: Todd DeStigter, University of Illinois at Chicago
Speakers: Todd DeStigter
Elizabeth Cramarosso, University of Illinois at Chicago
Jason Bohan, University of Illinois at Chicago

K.35 Movement and Engagement in Informational Reading
L100E

Informational writing, particularly academic writing, is often portrayed as the duller, sober, more methodical, more practical older brother to narrative writing. Participants will join in a conversation about the characteristics of effective informational writing and will discuss ways in which we can more effectively engage student readers in informational text.

Speakers: Thomas Newkirk, University of New Hampshire
Ellin Keene, author/consultant, Denver, Colorado

K.36 Day of Early Childhood Closing Session—The Barbershop Literacy Project: Leveraging the power of the African American Barbershop to Educate the Community
208AB

The Barbershop Literacy Project is a community-based approach to literacy that capitalizes on the positive influence of the Black barbershop. The barbers are empowered with libraries and training to serve as authentic literacy advocates who empower boys and their communities. Thirty barbershops serving 1,670 children are engaged in the project.

Co-Chairs: Tanja Burkhard, The Ohio State University
Dinah Volk, Cleveland State University, Ohio
Keynote: Claudette Cole, The Barbershop Literacy Project
Respondent: Michele Myers, University of South Carolina

K.37 The Craft and Challenges of College and Doctoral Level Writing from the Perspective of the Other
L100C

This interactive presentation considers the struggles of multilingual writers and writers of color. The panel explores ways of supporting these writers in academic writing courses at the undergraduate and graduate level.

Speakers: Noro Andriamanalina and, Jasmine Tang, University of Minnesota, “‘Feeling Naked in Front of the Eye of the Other’: Strengths and Challenges of Graduate Writers of Color”
Xinqiang Li, Michigan State University, East Lansing, “Writing as Craft for Multilingual Composition Class”
K.38  **Sentencemakers Engage! The Art and Play of Making Language and Sentences Work**  
L100FG  
Come play with us! Using mentor texts, we will mold words and sentences into shapes that help us communicate more effectively. As we tinker with strategies that translate into a variety of classroom settings, teachers can see how sentence making can bolster their students’ interest and skill in writing and revising.

**Speakers:** Joseph Wiederhold, Provo High School  
Deborah Dean, Brigham Young University  
Jeff Anderson, Trade Book Author

K.39  **Making Writing a Work of Art**  
M100G  
Pictures offer a universal language for those who struggle with words. Witness how treating words and pictures as complementary and equal languages for learning can transform literacy learning. View the outstanding content-based picture books students craft. Experience for yourself how words can make a picture come alive. Review promising findings.

**Chair:** Beth Olshansky, University of New Hampshire, Durham  
**Speakers:** Susan O’Byrne, Moharimet Elementary School, Madbury, New Hampshire  
Beth Olshansky, University of New Hampshire, Durham

K.40  **Exploring the Nature of Vocabulary Support in Online Earth Science Courses for Secondary Students**  
M100J  
This presentation will report on a study of vocabulary in online learning lessons developed by three different vendors. Findings reveal that vocabulary learning expectations are high in number, inappropriate in difficulty, and supported mostly with direct instruction. Implications for using online curriculum with students who struggle will be discussed.

**Speaker:** Mary Rice, University of Kansas

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**SIG Sessions — 5:45–7:00 p.m.**

**SIG.01 A Mess of Transactions: Inquiring into Gender in a High School English Classroom**  
M100H  
*Sponsored by the Gender and Literacy Assembly*  
What types of strategies, literature, and compositions can teachers use to guide students through gender inquiries? How can a graduate researcher and English teacher form meaningful practice through reflecting on gender inquiry? English teachers Deborah Bertlesman and Chelsey Nabozny will share their experiences as teacher and graduate researcher, as students delved into an inquiry centered around gender.

**Speakers:** Deborah Bertlesman, WNY Maritime Charter School  
Chelsey Nabozny, Springville Griffith Institute High School

**SIG.02 Five Easy Ways to Bring Journalism, Blogging, Video, and Podcasting into a Language Arts Class**  
205CD  
*Sponsored by the Journalism Education Association*  
Do you want students to publish great stories with new technology? This session is for you! Come see how Language Arts teachers are using websites, blogging, video and podcasting in their classes to inspire students to produce great content. Resources on how teaching media can align with the Common Core and teach students Twenty-first century skills will be here.

**Speaker:** Jonathan Rogers, Journalism Education Association

**SIG.04 Grammar: A Tool for Creative Expression**  
101H  
*Sponsored by the Assembly for the Teaching of English Grammar*  
Join ATEG for an exploration of how grammar can be a tool for creative expression that students can master and apply to their own writing! Learn about the grammar-creativity connection, examine mentor texts that exemplify this idea, receive concrete recommendations, and leave with resources to immediately use with your students!

**Speaker:** Sean Ruday, Longwood University, Farmville, Virginia
SIG Sessions — 5:45–7:00 p.m.

SIG.06 ESL Assembly Business Meeting
M100G

The purpose of the English as a Second Language Assembly (ESLA) is to encourage interchange among teachers of English at all levels on issues in bilingual education and English as a second language. This session will provide information about the ESL Assembly and how to connect with their members.

SIG.07 ALCA Annual Assembly: The Culture and Creative Riches of Appalachia
208CD

Sponsored by the Assembly on Literature and Culture of Appalachia

This annual meeting includes a brief session on assembly business, including the journal ALCAlines. Remaining time includes a conversation with members and guests about the value of Appalachian literature and culture in education with suggestions and ideas for the classroom. This general-purpose meeting is open to all.

Chair: Judy Byers, Fairmont State University, West Virginia
Speaker: April Asbury, Hollins University
Respondent: Carolyn Mathews, Radford University, Virginia

SIG.08 CLA Master Class (Part 2): The Power of Transmedia: an Exploration into Literature PLUS
101A

Sponsored by the NCTE Children’s Literature Assembly

We all have students who simply do not like to read books. This is not to say that they don’t read; they might spend hours reading and writing online—but they’re just not “into books.” How can we, as educators, share our passion for books? In this session we suggest that perhaps the best way to bring readers to love literature is to engage them in the study and creation of transmedia and multi-platform literature projects: digital content, trading cards, video games, and movies that work together with and promote book-reading and literature. Featured speakers David Levithan (39 Clues, The Hunger Games) and Eliot Schrefer (Spirit Animals) will discuss their multi-platform projects and the future of transmedia, with members of the Children’s Literature Assembly leading roundtable discussions of ways to use transmedia in the classroom.

Co-Chairs: Janet Wong, Pomelo Books
Barbara Kiefer, The Ohio State University, Columbus
Tradebook Authors: David Levithan, Scholastic
Eliot Schrefer, Scholastic
Respondents: Lauren Aimonette Liang, University of Utah, Salt Lake City
Linda Parsons, The Ohio State University, Marion

SIG.09 Sharing and Evaluating New and Old Apps that Support Responsibility, Creativity, and the Arts of Language!
208AB

Sponsored by the Assembly on Computers in English

Assembly on Computers in English (ACE) promotes cooperation among individuals who have an interest in technology infusion into English language arts and literacy instruction. Join us at the SIG meeting to share ideas and resources for supporting “Responsibility, Creativity, and the Arts of Language!” Look for us in the NCTE Connected Community at http://ncte.edcommunity.org/ace.

Speakers: Ewa McGrail, Georgia State University, Atlanta
J. Patrick McGrail, Jacksonville State University, Alabama

SIG.10 American Drama: Staging the Individual and Society
211AB

Sponsored by the Assembly on American Literature

Through the rich tradition of American Drama, writers have examined the struggles and triumphs of everyday Americans. This session will explore American plays that provide important windows into the American experience by illuminating how lives are shaped by both personal and familial history and larger cultural forces related to race, social class, gender, religion, and sexuality.

Chair: Tracey Hughes, Maret School, Washington, DC
Roundtable 2: "August Wilson, Fences" Teresita Hunt, Cane Ridge High School
Roundtable 3: "Arthur Miller, All My Sons and Lorraine Hansberry, A Raisin in the Sun" Bruce M. Penniman, University of Massachusetts Amherst
Roundtable 4: "Tennessee Williams, A Streetcar Named Desire" Tracey Hughes, Maret School, Washington, DC
Roundtable 5: "James Baldwin, Blues for Mr. Charlie" Jean Fry, Nerinx Hall High School
SIG.11 Early Childhood Education Assembly Business Meeting
200J
Sponsored by the Assembly on Early Childhood Education, open to all
The Early Childhood Assembly provides a home for all who work with young children. We look forward to engaging in dialogue as we seek to support teachers of young children with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities.
Chair: Mariana Souto-Manning, Teachers College, Columbia University

SIG.13 Emeritus Assembly Meeting
207AB

SIG.14 Contemporary Literacies, Popular Culture, and Out-of-School Spaces Collaborative Meeting
201AB
Sponsored by Collaborative on Contemporary Literacies, Popular Culture, and Out-of-School-Spaces
NCTE’s Collaborative on Contemporary Literacies, Popular Culture, and Out-of-School-Spaces is built on a mission to provide space for examination and exploration of multiple literacy practices, to find ways to bridge the gap between students’ in-school practices and out-of-school experiences, and to use this knowledge to validate students’ literacy life-worlds.
Co-Chairs: Hannah Gerber, Sam Houston State University, Huntsville, Texas Alan Brown, Wake Forest University Sandra Abrams, St. John’s University, Queens, New York

SIG.16 SLAM Business Meeting
202AB
Studies in Literacies and Multimedia Assembly (SLAM) disseminates and promotes research and information related to the field of multimedia and literacies; invites dialogue among all individuals interested in the field of multimedia and literacies; and promotes advances in the field of multimedia and digital literacies not limited to uses of multimedia in classroom teaching; modes of research production with digital tools; and cultural shifts in relation to societal uses of multimedia.
Chair: Antero Garcia, Colorado State University, Fort Collins

SIG.17 Empowering Students through Formative Assessment
211CD
Sponsored by the Maryland Council of Teachers of English Language Arts
Dylan Wiliam tells us that “Assessment is the bridge between teaching and learning.” This session will focus on the attributes of the formative assessment process, what they look like in an English course at each grade level, and how to integrate these practices into your classroom, school, or district.
Chair: Melissa Finkel, Maryland State Department of Education

209AB
Sponsored by the Assembly for Expanded Perspectives on Learning
The Common Core Standards emphasize “close,” analytical reading of texts, and so foreclose the vital, engaged kinds of reading that evoke self-knowledge, connection to others, and the re-imagining of meaning and purpose in life. Come for a lively dialogue about the standards we need for the reading that matters most: a preview of our summer conference on Deep Reading to be held next June 23-25 near Cape Cod.
Chair: Bruce Novak, The Foundation for Ethics and Meaning
Speaker: Maureen P. Hall, University of Massachusetts Dartmouth, “Deep Reading”
Respondent: Jeffery Wilhelm, Boise State University

SIG.19 International Writing Centers Association Business Meeting
101C
This special interest group provides a forum for educators who are interested in developing and facilitating writing centers at their institutions, from elementary schools to universities. Discussions will be led by members of the International Writing Centers Association who have experience administering writing centers in a variety of educational contexts.
Chair: Kevin Dvorak, Nova Southeastern University
Facilitator: Amber Jensen, Thomas A. Edison High School, Alexandria, Virginia
SIG Sessions — 5:45–7:00 p.m.

SIG.20 Language Collaborative Meeting
210AB
Rainbow Sponsored by the Language Collaborative
This will be a meeting open to all NCTE members interested in working with the Language Collaborative.
Chair: Catherine Compton-Lilly, University of Wisconsin, Madison
Consultants: Ted Hall, Indiana University, Bloomington
Huili Hong, East Tennessee State University

SIG.21 GSEA Business Meeting
M100F
The purpose of this Assembly is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, and trans (LGBT) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction. The Assembly is committed to the inclusion of LGBT issues and texts in English studies and English language arts classrooms, fostering research and scholarship, addressing heterosexism and homophobia in academic and school settings, supporting lesbian, gay, bisexual, and trans students and teachers, and broadening cultural diversity through more inclusive understandings of difference.
Chair: Caitlin Ryan, East Carolina University, Greenville, North Carolina

SIG.22 Assembly for National Board Certified Teachers Meeting
102ABC
The Assembly for National Board Certified Teachers (ANBCT) meets to support one another with effective English language arts instruction congruent with the 5 Core Propositions of NBPTS. With all the recent changes to the NBCT process, it’s crucial that we collaborate to share our expertise and our journeys with one another and with those seeking certification.
Chair: Renee Boss, The Fund for Transforming Education
DAVE EGGERS

DAVE EGGERS is the author of ten books, including most recently *Your Fathers, Where Are They? And the Prophets, Do They Live Forever?, The Circle* and *A Hologram for the King*, which was a finalist for the 2012 National Book Award. He is the founder of McSweeney’s, an independent publishing company based in San Francisco that produces books, a quarterly journal of new writing (*McSweeney’s Quarterly Concern*), and a monthly magazine, *The Believer*. McSweeney’s also publishes Voice of Witness, a nonprofit book series that uses oral history to illuminate human rights crises around the world. Eggers is the co-founder of 826 National, a network of eight tutoring centers around the country and ScholarMatch, a nonprofit organization designed to connect students with resources, schools and donors to make college possible. He lives in Northern California with his family.

**Presiding and Introducing Speaker:** Douglas Hesse, NCTE President-Elect, University of Denver, Colorado