THURSDAY
NOVEMBER 19

Workshops—Noon–4 p.m.

W.01 Exploring New and Old Apps That Support Responsibility, Creativity, and the Arts of Language!
101C

Sponsored by the Assembly for Computers in Education (ACE)

Through hands-on instruction, participants will have the opportunity to explore technologies and applications such as iMovie and Windows Movie Maker, Mindmeister, Infogr.am, maker-based craft Internet tools, and iPhone/iPad camera editors in support of student creativity, artistic responsibility, and the arts of language. The sessions feature student work, lesson plans, and online teacher resources.

Chair: Ewa McGrail, Georgia State University, Atlanta, “Exploring New and Old Apps that Support”

Speakers: Allen Webb, Western Michigan University, Kalamazoo
J. Patrick McGrail, Jacksonville State University, Alabama, and Ewa McGrail, Georgia State University, Atlanta, “Composing with an iPhone Camera to Achieve Artistic Results”

Jeremy Hyler, Fulton Schools, “Create, Compose, Connect: Reading, Writing, and Learning with Digital Tools”

Molly Adams, Waxahachie High School – Waxahachie ISD and Paul Oh, National Writing Project, University of California, Berkeley, “Hack Your Notebook”

Tom Liam Lynch, Pace University, “Introducing New Literatures: Quantitative Analysis and Data Visualization in the Teaching of Literature”

Kathy Garland and Rikki Roccanti, Florida State University, “Creativity with Movie Making Applications: Using iMovie and Movie Maker in the Language Arts Class”

W.02 Concept-Based Curriculum Unit—Voices from the American Edge: Perspective
101D

Imagine walking the reading high wire with your students across four to eight full-length novels you may never have read or heard of before! Imagine teaching on the learning edge as you plunge joyfully with your students into the literary depths of their chosen marginalized American authors. Bring internet connection devices.

Speakers: Andrew Tremaglio, Madison Public Schools, Madison, Connecticut
Catharine Erhardt-Clohessy and Margaret Hartshorn, Pomperaug HS Region 15, Connecticut

W.03 Dr. Nobody’s No-Holds Barred Genre Studies and Activity Theory Throwdown: How to Create a Writing Researcher
101E

Participants will learn about a pedagogical approach called “Creating Writing Researchers” that incorporates both genre studies and activity theory. This approach can enhance genre studies or WAW pedagogies, and is also useful for K–12 instructors working to develop researched writing assignments to align with CCSS. Handouts, examples, and tutorials provided.

Speakers: Joyce Walker, Illinois State University
Emily Johnston, Illinois State University
Deb Riggert-Kieffer, Washington Middle School

W.04 Diversity in Children’s Literature: One Year Later
101H

Sponsored by the Children’s Literature Association (CLA)

This session will continue and extend the conversation on how classroom teachers may incorporate diverse children’s literature into their teaching in meaningful and informative ways. Publishers, authors, librarians, and teachers will share their stories of how they publish, create, share, and teach diverse fiction and nonfiction.

Co-Chairs: Denise Johnson, College of William and Mary
Melanie Koss, Northern Illinois University, DeKalb
Tradebook Authors: Tim Federle, Simon & Schuster, Inc.
Sharon Draper, Simon & Schuster, Inc.
Shane Evans, Macmillan Children’s Publishing Group
Grace Lin, Little Brown and Co.
Matt de la Peña, Penguin Young Readers Group
Varian Johnson, Scholastic
Stacey Lee, Class of 2K15 (authors)
Alvina Ling, Little Brown and Co.
Duncan Tonatiuh, Abrams Books for Young Readers
Salina Yoon, Bloomsbury

W.05 Learning from The NCTE Assessment Story Project: Using Alternative Assessments to Promote Students’ Learning

Sponsored by the NCTE Assessment Task Force

In the winter and spring of 2015, NCTE conducted the Assessment Story Project, an open-ended survey in which teachers talked about how assessment impacts their teaching lives and their students’ learning lives. Teachers were quite specific about many of their practices and the ways these practices supported student learning. In this hands-on workshop for K–16 educators, we begin by helping participants take stock of what they know about and do with assessment and then engage in three classroom-based assessment practices supporting learning: (1) using portfolio assessment, both print and electronic, for writing and reading; (2) initiating and supporting assessment conversations about student work; and (3) using formative assessment data to make better sense of summative reading assessment data. The session will conclude by thinking with participants about how they can take these practices back home to support student learning—and to demonstrate that students are learning.

Speakers: Kathryn Mitchell Pierce, St. Louis University
Lisa Scharff, Cyprus Lake High School, Fort Myers, Florida
Kathleen Blake Yancey, Florida State University, Tallahassee

T1 Sessions—1:30–2:45 p.m.

T1.01 English Teaching and the “Science” of Social Justice: English Teachers and Teacher Educators and Social Justice Lessons and Topics

Rainbow 211AB

A social justice stance is foundational to the work of English teachers and English educators. But what are the justice concepts with which adolescents and future teachers arrive in high school and university classrooms? We share explorations and integration of a justice stance in our English and English education contexts.

Speakers: Laurel Taylor, T. C. Williams High School, Alexandria, Virginia
Kristien Zenkov and Christine DeGregory, George Mason University

T1.02 Writing Is Creativity

211CD

This presentation explores how creativity dances through—and actually—directs what we understand. We will show learning environments that support children’s and adults’ creative processes as they talk, write, read, play, and build across the curriculum.

Speakers: Jane Hansen, University of Virginia, Charlottesville
Kateri Thunder, James Madison University, Harrisonburg, Virginia
Dorothy Suskind, St. Christopher’s School, Richmond, Virginia
**T1 Sessions — 1:30–2:45 p.m.**

**T1.03 Metaphor in the Urban Landscape: Contemporary Events and the Fundamentals of Human Experience**

208CD

This discussion centers on metaphors employed by current conversations. What are the metaphors employed about police brutality? Are metaphors fought over because of tactical importance in framing the debate? How do metaphors blur or clarify our arguments? Attention will be given to cultural metaphors within social justice movements.

**Speakers:** Renee Moreno, California State University, Northridge
Hoke Glover, Bowie State University, Maryland
Valerie Sweeney Prince, Allegheny College

**T1.04 Preparing ELA Teachers for Diversity through Multicultural Literature**

208AB

In this session, presenters consider how engagement with multicultural Young Adult (YA) literature can support preservice teachers’ understandings of and approaches to diversity in their future classrooms.

**Speakers:** Sue Christian Parsons and Pam Brown, Oklahoma State University, “Developing Preservice Teachers’ Attitudes and Understandings About Diversity with Multicultural Young Adult Fiction”
Holly Matteson, Washington State University, “PROGRESS: A Framework for Reading Young Adult Literature through the Lenses of Social Justice”

**T1.05 Adventures in Reading: Adventures in Literature**

206AB

It shouldn’t take a treasure map to find quality middle grade literature that will engage even reluctant readers. Join co-authors Carrie Ryan and John Parke Davis as they discuss the art and craft behind their series, The Map to Everywhere. Loyalty, faith, loss, and courage, not to mention hijinx, feature prominently in this tale of two very different young people on a quest to find hope in dark times.

**Tradebook Authors:** Carrie Ryan, Little, Brown & Company
John Parke Davis, Little, Brown & Company

**T1.06 Writing, Teaching, and Being across Languages**

209AB

This session presents research with translingual students and their teachers. With particular attention to literacy practices within and across and how teachers join them as resources for classroom learning, these studies offer teachers and researchers needed knowledge for classrooms of today and tomorrow.

**Speakers:** Annamary Consalvo, The University of Texas at Tyler and Christine Derbyshire, The University of Texas at Austin, “I don’t know why I write so long: Writing as Discovery through Dialogical Teaching with Translingual Students”
Steven Athanases and Leslie Banes, University of California, Davis and Joanna Wong, California State University, Monterey Bay, “Self-Reflective Inquiry into Language History, Repertoires, and Ideologies: Tapping and Leveraging Resources for Future Language Teaching”
Sharon Ulanoff, California State University, Los Angeles, “Writing Instruction for English Language Learners: What Strategies Do Teachers Use?”
Agnieszka Mazur, University of California, Berkeley, “Transforming Marginalized Identities into Resources for Academic Writing: Learning to Write in a Puente High School English Class”
T2.01 Teacher Reflective Practice: Growing Pedagogical and Cultural Knowledge across Contexts

209AB

This session presents research on the ways teachers use reflective practice to grow their pedagogical and cultural content knowledge. From preservice teachers learning to reflect to the co-construction of understanding literate spaces, the presenters offer knowledge about how reflection joins situated professional growth.

A. P. Lamberti and Kathryn Benway, University of Northern Iowa, “Responsibility and the Arts of Literacy Education: Teacher Education via Scholarship of Engagement”

Respondent: Rita Brause, Fordham University

T2.02 The T in LGBT: Disrupting Gender Normative School Culture through Young Adult Literature

211AB

Too often, our schools are not safe places for transgender teens to come out. Presenters will share specific texts, learning activities, and lessons, and invite participants to contribute their own ideas toward cultivating schools and communities that are more knowledgeable about, welcoming toward, and appreciative of all gender identities.

Speakers: Jill Adams, Metropolitan State University of Denver
Jennifer Dail, Kennesaw State University, Georgia
Katherine Mason Cramer, Wichita State University

T2.03 Climate Change in the ELA Classroom: Joining the Conversation

211CD

English teachers can address the most important problem facing the planet Earth: climate change. Drawing on literature from Frankenstein to The Hunger Games, environmental writers, “cli fi,” documentaries, student research, multigenre writing, and community action, this session provides models, resources, and an opportunity for discussion.

Chair: Richard Beach, University of Minnesota
Speakers: Allen Webb, Western Michigan University, Kalamazoo, “Building the Climate Change Movement in English Language Arts”
Lisa Eddy, Adrian High School, Michigan, “Cultivating Relationships with Land through Literature, Research, and Writing”
Dave Kangas, Wayne Memorial High School, Ann Arbor, Michigan, “Using Frankenstein, The Hunger Games, Unwind, and other Literature to Address Climate Change”

T2.04 Writing Alongside Holocaust Survivors: Teaching and Learning beyond the Classroom

208CD

Six literacy educators describe a transformative professional development experience in which they partnered with Holocaust survivors to help them write about their lives before, during, and after World War II.

Chair: Liz Spalding, University of Nevada, Las Vegas
Speakers: Deborah Whitt, Spring Valley High School
Tiffany Nay, Judith D. Steele Elementary School
Lola Moss, Sunrise Mountain High School
Jennifer Maher, Hoggard Math and Science Magnet Elementary School
Sue Hendricks, University of Nevada, Las Vegas
Regina Ballard, Lucille Rogers Elementary School

T2.05 Classrooms and Copyright: Our Rights and Responsibilities as Educators

205CD

In this discussion-based panel, we explore the intersections of intellectual property law with pedagogies and policies, focusing on: 1) the rights of composers, 2) the digital tools, resources, and communities that support multimodal composing, and 3) how fair use law applies to secondary and postsecondary settings.

Speakers: Dânielle Nicole DeVoss, Michigan State University/WRAC, Kyle D. Stedman, Rockford University, and Timothy Amidon, Colorado State University, “Classrooms and Copyright: Our Rights and Responsibilities as Educators”
T2.06 State Affiliate Inquiry Teams and Building Capacity on the Literacy In Learning Exchange
206AB

**Sponsored by the Standing Committee on Affiliates (SCOA)**

This session spotlights one state affiliate’s choice to use the NCLE “Literacy in Learning Exchange” (LLE) tools to interact, communicate, and build capacity. After developing a “collaborative inquiry team,” they were able to enhance their communication about affiliate inquiries and develop plans to strengthen membership and initiatives.

**Chair:** Dixie Keyes, Arkansas State University, Jonesboro,

**Speakers:** Cindy Green, Arkansas Distance Learning and Ryan Kelly, Arkansas State University, “Teacher Initiative Committee Inquiry on the LLE”
Sunny Styles-Foster, University of Central Arkansas, “Membership Committee Inquiry on the LLE”
Janine Chitty, University of Arkansas, Fort Smith and Kay Walter, University of Arkansas Monticello, “Communications and Publications Committee Inquiry on the LLE”
Jeff Whittingham, University of Central Arkansas, “Membership Initiative Inquiry on the LLE”

T2.07 Collective Witnessing as Responsibility in Teaching and Knowing
207AB

As educators invite students’ often emotional stories into the classroom, it’s our responsibility to examine how we can be a witness to liberate both our students and ourselves. This session will provide a description of collective witnessing as well as strategies for supporting non-dominant students and communities ethically and responsibly.

**Chair:** Kathy Garland, Florida State University, Tallahassee

**Speakers:** Ellie Haberl, University of Colorado, “The Teacher’s Inner Experience with Students’ Trauma Narratives”
Stephanie P. Jones, University of Georgia, “Witnessing as Teacher Pedagogy”

T2.08 What We Can Learn from Failure: Lessons for Preservice and Early Career English Teachers
208AB

This session highlights the notion of “failure” among the newest members of our profession and examines strategies that they, their mentors, and their teacher educators can use to successfully navigate the early-career years.

**Speakers:** Lindsay Laurich, Augustana College, “Missed Methods: When Literacy Teaching Is Ineffective”
Anne Crampton, University of Minnesota and Stephanie Rollag, University of Minnesota, Minneapolis, “‘Failure’ Begets Creativity: What Is Lost in Teacher Performance Assessments and Evaluations”

T2.09 Mentoring Teachers of Writing Across Contexts
210AB

The act of mentoring teachers of writing is an essential part of teacher professional development. This session explores multiple ways and contexts for mentoring undergraduate preservice teachers, adjunct writing instructors, teachers of online writing courses, and full-time content faculty.

**Speakers:** Andrea Deacon, University of Wisconsin-Stout, “Beyond the Baseline: Building Healthy and Sustainable Training Programs for Online College Writing Instructors”
Jonathan Bush, Western Michigan University, “Mentoring Undergraduates as Teachers of Writing: Opportunities and Challenges”
Erinn Bentley, Columbus State University, Georgia, “Me—Teach Writing? Supporting Content Teachers as Writing Instructors”
Cheryl Almeda, Kalamazoo Valley Community College, “Supporting Adjunct Writing Instructors”
Elementary Section Get-Together
Room 103

PETER SÍS is an internationally acclaimed illustrator, author, and filmmaker.

Presiding: Ted Kesler, Queens College, Flushing, New York

Introducing and Presenting Donald H. Graves Award: Detra Price-Dennis, Teachers College, Columbia University, New York

Winner of Donald H. Graves Award: Emily Elizabeth Smith, Cunningham Elementary, Austin, Texas

Introducing and presenting Outstanding Educator Award: Dinah Volk, Cleveland State University, Ohio

Winner of Outstanding Educator Award: Anne Haas Dyson, University of Illinois, Urbana-Champaign and Celia Genishi, Teachers College, Columbia University, New York

Introducing Speaker: Ted Kesler, Queens College, City University of New York, Queens, New York

Roundtable Hosts:
Roundtable 1: Ted Kesler, Queens College, Flushing, New York
Roundtable 2: Detra Price-Dennis, Columbia University, New York
Roundtable 3: Dinah Volk, Cleveland State University, Ohio
Roundtable 4: Kathy Collins, Consultant/Author, Durham, New Hampshire
Roundtable 5: Ann Marie Corgill, Trussville City Schools, Birmingham, Alabama
Roundtable 6: Yetta M. Goodman and Kenneth Goodman, University of Arizona, Tucson
Roundtable 7: Jerome Harste, Indiana University, Bloomington
Roundtable 8: Susi Long, University of South Carolina, Columbia
Roundtable 9: Prisca Martens, Towson University, Baltimore, Maryland
Roundtable 10: Heidi Mills, University of South Carolina, Columbia
Roundtable 11: Sonia Nieto, University of Massachusetts, Amherst
Roundtable 12: Julia Lopez Robertson, University of South Carolina, Columbia
Roundtable 13: Kathryn Whitmore, University of Louisville, Kentucky
AFTERNOON EVENTS

4:30–6:00 p.m.

Middle Level Meet-Up
Room 102

Keynote Speakers:
MARTHA BROCKENBROUGH is the founder of National Grammar Day and SPOGG, the Society for the Promotion of Good Grammar.
SARA B. LARSON is the author of the acclaimed Young Adult fantasy novel *Defy* and its sequels, *Ignite* and *Endure*.
JENNIFER NIVEN is the author of *All the Bright Places*, which is her first book for young adult readers.

Presiding: Matthew Skillen, Elizabethtown College, Pennsylvania
Introducing and presenting Richard W. Halle Award: Laurie Sullivan, Bi-County Collaborative, Franklin, Massachusetts
Winner of the Richard W. Halle Award: Beverly Ann Chin, University of Montana, Missoula
Introducing Speakers: Sara Kajder, University of Georgia, Athens

TEACHER POSTER SESSION

Presiding: Shelbie Witte, Chair, Oklahoma State University, Stillwater
Poster 1: Lindsay Bowley, Teasley Middle School, Canton, Georgia, will share her “Shark Tank” unit, a real-world project involving community members who assist students in designing their own small business.
Poster 2: Marissa Covelli, Royal Spring Middle School in Georgetown, Kentucky, will present an interactive way for students to learn and participate in narratives through role playing.
Poster 3: Joanna Fox, Booker Middle School, Sarasota, Florida, will present “50 Shades of Grey and One Shade of Red” as a way to bring specificity and personification to students’ writing.
Poster 4: Jessica Herring, Benton Schools, Arkansas, will present a way for students to experience authentic authorship through the creation of iBooks using Book Creator.
Poster 5: Kelly Metzler, Indian Trails Middle, Winter Springs, Florida, will share engaging activities that introduce students to the fundamentals of argumentative writing.
Poster 6: Corey Oliver, Courtway Middle School, Conway, Arkansas, will present a lesson entitled SIFTing from Selma to “Glory”: An Examination of Survival, a lesson in which students use the SIFT method to analyze text and make thematic connections between texts.
Poster 7: Sue Stolp, Bozeman Public Schools, Montana, will share strategies for incorporating innovatively structured poetic response with literature, language, and writing instruction.

4:30–6:00 p.m.

Secondary Section Get-Together
Ballroom A

TAYLOR MALI is one of the most well-known poets to have emerged from the poetry slam movement and one of the original poets to appear on the HBO series *Def Poetry Jam*.
Presiding: Katie Greene, West Forsyth High School, Cumming, Georgia
Interactive Activity: Katie Greene
Introducing Speaker: Lawrence Butti, Mineola High School, New York
Closing Remarks: Katie Greene
General Session

6:30–8:00 p.m.

THURSDAY

EVENING EVENT

CHELSEA CLINTON
Auditorium

CHELSEA CLINTON has always been interested in making the world a better place. When she was a child in Little Rock, Arkansas, one of her favorite books was 50 Simple Things Kids Can Do to Save the Earth, and as a teenager in Washington, DC, she led her school’s service club. While at Stanford University, Clinton worked as a reading and writing tutor and volunteered at Lucile Packard Children’s Hospital.

Today, she is vice chair of the Clinton Foundation, where she helps lead the work of the foundation across its various initiatives, with a particular focus on work related to health, women and girls, creating service opportunities, and empowering the next generation of leaders. In her upcoming title for young adults, It’s Your World: Get Informed, Get Inspired & Get Going (September 2015), Clinton breaks down some of the world’s biggest challenges and shares inspiring stories of young people who are already making an impact in their own communities and around the globe.

Clinton holds a BA from Stanford University, an MPH from Columbia University, and an MPhil and doctorate in international relations from Oxford University. She lives in New York City with her husband, Marc, their daughter, Charlotte, and their dog, Soren.

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

Introducing Speaker: Lisa Martin, Gwendolyn Woolley Elementary School, Clark County Schools, Las Vegas, Nevada

Interviewing Speaker: Kathleen Blake Yancey, Florida State University, Tallahassee