

THURSDAY, NOVEMBER 17

WORKSHOPS / NOON-4:00 P.M.

Additional Registration Required

W.01 Ramp Up the Rigor with Reciprocal Teaching and Debate

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A401

Enhance your students' analysis of text and their ability to ask powerful questions and engage in debate with one another through a structured protocol. This session provides a pathway to rigorous instruction while promoting collaborative conversations amongst students. Participants will be provided with materials and strategies you can implement immediately.

Presenters: Kelly Ally, Bay State Reading Institute, Newburyport, MA
Benjamin Scherz, Bay State Reading Institute, Newburyport, MA

W.02 History Unfolded: US Newspapers and the Holocaust

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A407

Use primary sources to strengthen media literacy skills. Connect local stories with global issues. "History Unfolded," a project of the US Holocaust Memorial Museum, invites learners to use microfilm and digitized collections to investigate local 1930s/'40s newspaper coverage of the Holocaust. Develop models to integrate in your classroom. (<http://newspapers.ushmm.org>)

Presenters: Lisa Henry, Martin Luther King Jr. Academy for Excellence, Lexington, KY
David Klevan, United States Holocaust Memorial Museum, Washington, DC

W.03 NCTE Yoga and Writers Retreat

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A301

Teachers, by and large, need to be kinder and gentler to themselves, and this workshop is designed to show you how. We will begin with Soul-Writing Yoga to charge your creative motor, followed by writing instruction, and finish with some stress reduction activities. Even if you've never thought about writing for yourself or others, we will help you create a story to pass on to those you love. Begin your inward journey and leave refreshed and revitalized for the conference with a new piece of writing in hand.

Presenters: Priscilla Estes, Owner of Yoga for Every Body, Yardley, PA
Adrian Fogelin, Peachtree Publishers, Tampa, FL
Joan Kaywell, University of South Florida, Tampa

W.04 Incorporating Internationally Themed Literature: Deconstructing Stereotypes in Your Classroom

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A402

Presented by educators in Africa, Latin America, Middle East, and South Asia area studies, this workshop will provide teachers of all grade levels with the opportunity to learn and discuss pedagogical skills and educational materials for incorporating international literature. Attendees will review key texts, methods, and resources for globalizing classroom literature and receive classroom-ready materials and suggestions for diversifying classroom perspectives and student learning experiences.

Presenters: Lisa Adeli, University of Arizona Center for Middle Eastern Studies, Tucson
Breeanna Elliott, Boston University, MA
Laura Kleinmann, Oyster Adams Bilingual School, Washington, DC
Deborah Jane, University of Minnesota, Minneapolis
Rachel Meyer, University of Texas at Austin

W.05 Advocating a Space for Learning DiversityM
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C**A311**

This workshop affords opportunities for participants to explore the learning diversity movement as an alternative theory and set of practices to learning disabilities, as well as explore how they might create an emergent writing studio space at their school in which teachers and students can embrace this socially just pedagogy.

Presenters: Hunter Bounds, Eagle Hill School, Hardwick, MA

Nick Carollo, Eagle Hill School, Hardwick, MA

Spencer Helton, Eagle Hill School, Hardwick, MA

Matthew Kim, Eagle Hill School, Hardwick, MA

Tony O'Connor, Eagle Hill School, Hardwick, MA

Michael Riendeau, Eagle Hill School, Hardwick, MA

Eric Stone, Eagle Hill School, Hardwick, MA

W.06 Leading for Literacy: Using the Instructional Practice Guide as a Coaching Tool

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A403

How do leaders know what quality literacy instruction looks like across content areas? What should leaders look for in lesson planning and student engagement? Participants in this workshop will learn how to use the Instructional Practice Guide for ELA to provide effective feedback on literacy instruction.

Presenters: Tricia Ebner, Ohio Council of Teachers of English Language Arts, Hartville, OH
Char Shryock, Bay Village City Schools, OH

W.07 Diversity 2.0: Advocating for More Than Just Diverse FacesE
M**A302**

In this workshop, authors, illustrators, and professionals in the children's book industry will discuss the need for books that depict authentic diverse characters in universal situations, or a move away from tokenism or "issue books." Participants will leave with strategies for empowering a wide range of readers.

Co-Chairs: Denise Johnson, The College of William and Mary, Williamsburg, VA

Melanie Koss, Northern Illinois University, DeKalb

Sharon O'Neal, Texas State University, Austin

Facilitator: Thomas Crisp, Georgia State University, Atlanta

Presenter: John Schumacher, Rutgers University and Scholastic Book Fairs

Tradebook Authors: Joseph Bruchac, Penguin Young Readers Group

Hannah Ehrlich, Lee & Low Books

Nikki Garcia, Little, Brown Books for Young Readers

Nikki Grimes, Bloomsbury

Cammie McGovern, HarperCollins

Todd Parr, Little, Brown Books for Young Readers

Ami Polonsky, Disney Publishing

Jason Reynolds, Simon & Schuster

Ginee Seo, Chronicle Books

Janet Wong, Pomelo Books

W.08 Moving beyond the What to the How: Teaching Culturally Diverse LiteratureE
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TE**A312**

This workshop explores ways teachers and teacher educators can identify and analyze culturally diverse literature with their students. We will present a hands-on, discussion-based session to consider not just what counts as diverse literature but how we might use texts to move our classrooms toward a stance that honors difference.

Chair: Laura Apol, Michigan State University, East Lansing

Presenters: Joseph Harris, Michigan State University, East Lansing

Ashley Johnson, Michigan State University, East Lansing

Michael Macaluso, University of Notre Dame, IN

W.09 Using Systems Thinking to Broaden the Horizons of Teacher Self-Study and Professional Literacy

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A404

This interactive workshop facilitates participant exploration of how the process of ideology-in-practice is embodied and enacted in professional practice within complex adaptive social-ecological systems. Participants will explore conceptual mapping activities and generative dialogue practices toward more socially just and inclusive instructional design for culturally and linguistically diverse learners.

Presenters: Cinzia Forasiepi, California State University, Sonoma

Tabia Lee, Dr. t. lee Educational Consultancy, Stockton, CA

W.10 The Power of Place: Children’s Literature and Community-Based Apps as Resources for Content Integration

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A405

Designed to help teachers improve integrated units with apps designed to augment community spaces and children’s books, this half-day workshop promises to kick off the Convention with time for practical lesson planning and an opportunity to visit the surrounding area. No additional costs are involved for apps or session activities.

Co-Chairs: Laura May, Georgia State University, Atlanta
Brian Williams, Georgia State University, Atlanta

Presenters: Kim Barker, Georgia State University, Atlanta
Bejanae Kareem, Georgia State University, Atlanta
Diane Truscott, Georgia State University, Atlanta

Tradebook Author: Deborah Wiles, Scholastic, Inc.,
“The Role of Place in Children’s Literature”

W.11 Coherence and Conversation: A Unit Writing Workshop

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A408

This workshop guides participants through the process of designing coherent curriculum. Participants will sequence complex texts, develop overarching inquiries, develop and sequence text-based tasks to guide students to comprehend, interpret, and analyze complex texts, and design writing assignments that ask students to write about, write like, and write across texts.

Presenter: Allison Escher, Institute for Learning,
Pittsburgh, PA

W.12 Apps and Technology Tools That Support Learning and Advocacy

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A313

Sponsored by the Assembly on Computers in English

Through hands-on instruction, participants will have the opportunity to explore apps such as Periscope, Instagram, and Vine, Buncee, HSTRY, Twitter, Medium, Known, and Hypothes.is, and media production tools in support of creativity, critical thinking, artistic responsibility, and to advocate for and enact social change around the issues that matter to today’s students and educators.

Chair: Ewa McGrail, Georgia State University, Atlanta

Presenters: Judy Arzt, University of Saint Joseph,
West Hartford, CT, “Mobile Apps for Learning”
Trent Kays, Hampton University, Hampton, CT,
“Critical Writing Pedagogy and the Technologies of Advocacy”

Maureen McDermott, Nova Southeastern University,
Fort Lauderdale, FL, “Developing Equity with Digital Tools for ESL Students”

Ewa McGrail, Georgia State University, Atlanta, “Using Music and Sound Effects Effectively to Increase Meaning Making in Multimodal Compositions”

J. Patrick McGrail, Jacksonville State University,
Jacksonville, AL, “Using Music and Sound Effects Effectively to Increase Meaning Making in Multimodal Compositions”

Greg McVerry, Southern Connecticut State University,
New Haven, “Teaching on the Open Web: Advocacy and Apprenticeship”

Clarice Moran, North Carolina State University,
Raleigh, “Revamping Drudgery: Digital Alternatives to the Book Report”

Ian O’Byrne, College of Charleston, SC, “Teaching on the Open Web: Advocacy and Apprenticeship”

Mary Rice, University of Kansas, Lawrence, “Telling Stories with Buncee—A Multimedia Story eBook Builder”

Allen Webb, Western Michigan University, Kalamazoo,
“The Text Is Yours: Fostering Student Advocacy and Civic Engagement with Digital Text”

Robert Williams, Radford University, Radford, VA,
“Giving Student Choices to Encourage Student Voices with Social Media (Snapchat, Pinterest, FB, Twitter, etc.)”

Daniel Woods, Radford University, Radford, VA,
“Giving Student Choices to Encourage Student Voices with Social Media (Snapchat, Pinterest, FB, Twitter, etc.)”

W.13 Advocating for Student Engagement through VARK Learning Styles

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A314

This workshop will focus on having teachers use different Visual Aural Read/Write Kinesthetic (VARK) methods to create assignments and show how multimodal assignments engage students more than single-mode assignments. Work in small groups, create innovative assignments, and learn your students' learning styles.

Presenters: Amy Brumfield, Idaho State University, Pocatello
 Jill Dahlman, Chaminade University/University of Nevada, Reno
 Maureen McBride, University of Nevada, Reno
 Piper Selden, University of Hawai'i, Hilo
 Angela Spires, University of Nevada, Reno

W.15 Teaching Writing through a New-Literacies Lens: Writing-as-Problem-Solving

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A315

Drawing on student and teacher work from eight grade 6–11 classes, this workshop will engage participants in exploring a new-literacies-based writing pedagogy, one designed to teach students metacognitive skills and strategies needed to independently learn how to excel at writing tasks no one has taught them how to write.

Presenters: Taylor Burke, Lomond Community School, Lomond, AB, Canada
 Sean Dupuis, Taber Mennonite School, Taber, AB, Canada
 Lyndsey Hagen, RI Baker Middle School, Coaldale, AB, Canada
 Crystal Hegedus, Westwind Outreach School, Cardston, AB, Canada
 Rita-Marie Leask, Vauxhall High School, Vauxhall, AB, Canada
 Keith Miller, Vauxhall High School, Vauxhall, AB, Canada
 Kacie Neamtu, Erle Rivers High School, Milk River, AB, Canada
 David Slomp, University of Lethbridge, Lethbridge, AB, Canada
 Jamie Vanham, Chamberlain School, Grassy Lake, AB, Canada

WORKSHOPS / 2:00–4:00 P.M.

W.14 Holding On to Tom Newkirk's Ideas in a Time of Bad Ones: Chasing Questions, Finding Answers

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A305

In this lively, interactive panel presentation, a septet of national literacy leaders will share the impact of Tom Newkirk's mentoring on their work. You will be invited to question, to research, to write, and to mentor others in advocating for an empowered new generation of readers, writers, and thinkers.

Chair: Penny Kittle, Kennett High School, North Conway, NH

Presenters: Gretchen Bernabei, Eleanor Kolitz Hebrew Language Academy, San Antonio, TX, "Really Reclaiming the Essay"
 Ellin Keene, author/consultant, Denver, CO, "When a Single Question Sparks Decades of Learning"
 Richard Kent, University of Maine, Orono, "A Postcard from Durham: An Insider's Look at an American Master"
 Jonathan Lovell, University of California, San Jose, "Minds Made for Stories"
 Mike Michaud, Rhode Island College, Providence, "A Chip on My Shoulder: Waging Great Battles"
 Thomas Newkirk, University of New Hampshire, Durham
 Tom Romano, Miami University, Oxford, OH, "Little Did I Know . . . The Tortoise Always Wins"
 Jeffrey D. Wilhelm, Boise State University, ID

OFFSITE WORKSHOPS

Advance Registration Required

1:00–2:15 P.M.

Human Rights as an Advocacy Project: A Workshop on Addressing LGBTQ Issues in the ELA Classroom

LOCATION: CENTER FOR CIVIL AND HUMAN RIGHTS

Sponsored by the Lesbian, Gay, Bisexual, and Transgender Issues in Academic Studies Advisory Committee

English teachers understand the importance of designing classroom experiences that are both inclusive and provocative as a means of extending their students' understanding of the world. It can be complicated, however, to ascertain the best practices for including texts that feature specifically "queer" content and for inviting sensitive and sensible classroom discussions. In this experiential workshop, the executive director of the LGBT Institute at the Center for Civil and Human Rights demonstrates strategies and shares resources that encourage students to question assumptions, reflect on their own beliefs and behaviors, and act as advocates for human rights. The session will also address the importance of securing like-minded allies among administrators and school support personnel, when developing a unit, lesson, or assignment that features "controversial" content.

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

Presenter: Ryan Roemerma, National Center for Civil and Human Rights, Atlanta, GA

10:00 A.M. TO 1:00 P.M. (SESSION 1) / 1:00 P.M. TO 4:00 P.M. (SESSION 2)

First Folio! The Book That Gave Us Shakespeare: Workshop and Exhibition Tour

Sponsored by the Folger Shakespeare Library

LOCATION: EMORY UNIVERSITY

How do we know Shakespeare's plays? For many of them, the answer is one book: the 1623 First Folio. NCTE and the Folger Shakespeare Library are delighted to invite you to experience this book—on loan from the Folger vault—during its historic visit to Emory University. Come face-to-face with the original volume, displayed open to Hamlet's "To be or not to be" speech, and dive into an active workshop that will leave you knowing all about the First Folio—what it is, why it matters, and how you and your students can use it in class. Learning about the printing of Shakespeare's works is a mind-blowing experience for teachers, and, for many, changes the way they—and their students—look at the texts forever. Really. Join the Folger's great big family of teachers all over the country. Learn the how and why of printing and some prevailing mysteries of these plays . . . and go home with a bundle of handouts from the Folger collection for you and your students.

Presenters: Peggy O'Brien, Director of Education, Folger Shakespeare Library

Michael LoMonico, Senior Consultant on National Education, Folger Shakespeare Library

Skip Nicholson, Folger National Teacher Corps

FILM SHOWINGS

Open to all Convention registrants

See page 143 for films being shown during **Now Screening at NCTE 2016**

THURSDAY

11:00 A.M.–12:45 P.M.

Landfill Harmonic G

A310

Landfill Harmonic follows the Recycled Orchestra of Cateura, a Paraguayan musical group that plays instruments made entirely out of garbage. When their story goes viral, the orchestra is catapulted into the global spotlight. Under the guidance of idealistic music director Favio Chavez, the orchestra must navigate a strange new world of arenas and sold-out concerts.

However, when a natural disaster strikes their country, Favio must find a way to keep the orchestra intact and provide a source of hope for their town. The film is a testament to the transformative power of music and the resilience of the human spirit.

www.landfillharmonicmovie.com



1:00–2:45 P.M.

Coming Through the Rye G

A310

There are people whose lives were forever changed by *The Catcher in the Rye*—one of the most iconic American novels of the past 65 years. *Coming Through the Rye*—based on the filmmaker’s own life—is about 16-year-old Jamie Schwartz (Alex Wolff), who is unpopular at his all-boys boarding school and obsessed with Holden Caulfield. Jamie adapts the novel as a play and runs away to search for the book’s reclusive author, J. D. Salinger (played by Academy Award-winner Chris Cooper). On the way, townie Deedee Gorlin (Stefania Owen) picks him up. On their odyssey Jamie slowly opens up to Deedee and discovers secrets about himself that will change his life.

Writer, director, and producer James Sadwith will answer questions after the film.

www.comingthroughtheryemovie.com



3:00–4:15 P.M.

Good Morning Mission Hill: The Freedom to Teach, the Freedom to Learn G

A310

Good Morning Mission Hill: The Freedom to Teach, the Freedom to Learn shows an urban public school where academics connect to experiences, empathy and exploration are valued, and children with diverse abilities and backgrounds flourish. Following the flow of a school year, the film intimately captures empowered children and staff.

Filmmaker Amy Valens will be available for questions.

www.goodmorningmissionhill.com



THURSDAY AFTERNOON EVENTS

4:30–6:00 P.M.



Bess Altwerger



Ann Marie Corgill



Barbara Flores

Elementary Section Get-Together

B312–B314

Presiding: Ted Kesler, Queens College, City University of New York

Speaker Introductions: Detra Price-Dennis, Teachers College, Columbia University, NY

Speakers: Bess Altwerger, Towson University, Baltimore, MD

Ann Marie Corgill, Cherokee Bend Elementary School, Mountain Brook, AL

Barbara Flores, California State University, San Bernardino

AWARD RECOGNITION:

Early Literacy Educator of the Year Award

Presenter: Erin Miller, University of North Carolina, Charlotte

Recipient: Kathy Epps, Lake City Early Childhood Center, SC

Outstanding Elementary Educator Award

Presenter: Barbara Flores, California State University, San Bernardino

Recipient: Bess Altwerger, Towson University, Baltimore, MD

Donald H. Graves Writing Award

Presenter: Detra Price-Dennis, Teachers College, Columbia University

Recipient: Lily Diamond, The School at Columbia University, New York



Antero Garcia



Laurie Halse Anderson



Sandra Neil Wallace



Rich Wallace

Middle Level Section Meet-Up

B308–B309

Presiding: Matt Skillen, Elizabethtown College, PA

Speaker Introductions: Shanetia P. Clark, Salisbury University, MD

Speakers: Antero Garcia, Colorado State University, Fort Collins

Laurie Halse Anderson, Simon & Schuster

Sandra Neil Wallace, Boyds Mills Press

Rich Wallace, Boyds Mills Press

Middle Level Showcase Teachers

Chair: Amy Gutierrez Baker, West Jefferson Middle School, Conifer, CO

Presenters: Elizabeth Edenkranz, Murphy Middle School, Murphy, TX

Angela Fair, Huntington Middle School, Newport News, VA

Karen Johnson, Twality Middle School, Tigard, OR

Chuck Miller, J.T. Henley Middle School, Crozet, VA

Jennifer Schroeder, Brookpark Middle School, Grove City, OH

Maya Woodall, Austin Middle School, Douglasville, GA



Secondary Section Get-Together

B302–B305

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

Speaker Introduction: April Niemela, Idaho Core Teacher Program, Lewiston, ID

Speaker: Kwame Alexander, Scholastic

Sponsored by



THURSDAY EVENING EVENT

6:30–8:00 P.M.

Thursday General Session

THOMAS MURPHY BALLROOM

Presiding: Susan Houser, NCTE President-Elect, middle level educator/consultant, St. Petersburg, FL

Presidential Address: Doug Hesse, NCTE President, University of Denver, CO; “Teachers, Learners, Advocacy, and the Arts of Language.”

Keynote Speaker: Diane Ravitch will appear via live video

Interviewing Diane Ravitch: Maureen Downey, education writer with *The Atlanta Journal-Constitution*.

Diane Ravitch is the champion for public schools across the country. Drawing on over 40 years of research and experience, she is the nation’s leading advocate for public education. Her years of experience working in government shaped her approach to education and gave her a unique, powerful perspective that she brings into all aspects of her work. Ravitch provides solutions. In her books, she outlines a clear plan for how to preserve and improve our public schools. Her *New York Times* bestseller, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America’s Public Schools* begins where her previous book, *The Death and Life of the Great American School System*, left off.



Doug Hesse



Diane Ravitch



Maureen Downey