

# SATURDAY, NOVEMBER 19

7:00–9:15 A.M.

ALAN  
Assembly on Literature for Adolescents of the  
National Council of Teachers of English

## ALAN Breakfast Assembly on Literature for Adolescents of NCTE

**B302–B305**

**Speaker:** S. E. Hinton

**S. E. HINTON** is the author of a number of bestselling and beloved books for young adults, including *That Was Then*, *This Is Now*; *Rumble Fish*; *Tex*; and of course, *The Outsiders*, which was written when she was just 16 years old. She has also written several picture books, a collection of short stories, and a novel for adults. She lives in Tulsa, Oklahoma—the setting of *The Outsiders*—with her husband.



S. E. Hinton

**F.01 Confronting Educator Advocacy with Preservice and Early Career Teachers**



**A302**

This roundtable session gathers a wide range of voices from all levels of education to address the challenges and rewards of public advocacy, focusing on preservice and early career teachers. The experiences of veteran teachers, professors, and teacher educators will be shared to examine strategies to support teacher advocacy.

**Chair:** Paul Thomas, Furman University, Greenville, SC

**Roundtable 1: “What does this have to do with me?”: Preservice Teachers and Culturally Responsive Curriculum**

Ann David, University of the Incarnate Word, San Antonio, TX

**Roundtable 2: Advocacy for Racial Justice**

Jill Flynn, University of Delaware, Newark

**Roundtable 3: Advocating for Disability Access**

Patricia Dunn, Stony Brook University, NY

**Roundtable 4: Argumentation as Advocacy: Preparing Teachers to Strategically Argue for Their Practice and Students**

Anny Fritzen Case, Gonzaga University, Spokane, WA  
Christine Dawson, Skidmore College, Saratoga Springs, NY

**Roundtable 5: Challenging Controversy: Affiliate Support Addressing Censorship Issues**

Sheila Benson, University of Northern Iowa, Cedar Falls

Katheryn Benway, University of Northern Iowa, Cedar Falls

Jennifer Paulsen, Cedar Falls Community Schools, IA  
Kevin Roberts, Waterloo Writing Project, IA

**Roundtable 6: Culturally Complex Classrooms: Teacher Advocacy for English Language Learners (ELL)**

Tracy Butler, Clemson University, SC  
Kaci Owen, Armstrong Elementary, Greenville, SC  
Bobbi Siefert, Furman University-TESOL, Greenville, SC

Ashley Ziemer, Greenville Country School District

**Roundtable 7: Grassroots Activism and the Right to the City: Preservice and Early Career Teachers and Social Change**

George Boggs, Florida State University, Tallahassee  
Trevor Stewart, Virginia Tech, Blacksburg

**Roundtable 8: Inclusion, Advocacy, and Activism: Addressing Heterosexism and Homophobia**

Toby Emert, Agnes Scott College, Decatur, GA

**Roundtable 9: Making Meaningful Connections**

Julie Gorlewski, Virginia Commonwealth University, Richmond  
Lisa Martin, Gwendolyn Woolley Elementary School, Las Vegas, NV

**Roundtable 10: Navigating the Labyrinth of First-Year Teaching without a Map**

Lawrence Baines, University of Oklahoma, Norman  
Matthew Baker, Curtis Inge Middle School, Noble, OK  
Stacey Hill, U. S. Grant High, Oklahoma City, OK  
Anastasia Wickham, University of Central Oklahoma, Edmond

**Roundtable 11: Risk and Reward in Writing for the Public?**

Christina Berchini, University of Wisconsin–Eau Claire  
Peter Smagorinsky, University of Georgia, Athens

**Roundtable 12: Teacher Advocacy: A Southern Dilemma**

Nicole Amato, Pritzker College Prep, Chicago, IL  
Sean Connors, University of Arkansas, Fayetteville  
Kristen Marakoff, Travelers Rest High School, Travelers Rest, SC

Paul Thomas, Furman University, Greenville, SC

**Roundtable 13: What Does Advocacy Look Like in the Rural and Small-Town School?**

Rebekah Buchanan, Western Illinois University, Macomb  
Daneell Moore, Troy University, AL  
Patricia Waters, Troy University, AL

**Roundtable 14: Writing for the Public: Positive Stories, Critique, or Both**

Steven Zemelman, Illinois Writing Project

***After this Featured Session, visit the Taking Action Hub in room A304 to discuss Everyday Advocacy and turn your learning into action!***

**F.02 NCTE Awards Presentation****A411**

Join us as we celebrate recipients of NCTE's highest honors. Complimentary coffee bar available.

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

**Presentation of the NCTE Advancement of People of Color Leadership Award**

**Recipient:** Kris Gutiérrez, University of California, Berkeley

**Presentation of the Distinguished Service Award**

**Recipient:** Anna J. Small Roseboro, author, mentor, consultant, Grand Rapids, MI

**Presentation of the James R. Squire Award**

**Recipient:** Arthur N. Applebee, awarded posthumously  
and  
Jerome C. Harste, Indiana University, Bloomington

**Presentation of the George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language**

**Recipient:** David Greenberg, author of *Republic of Spin: An Inside History of the American Presidency*, Rutgers State University of New Jersey, New Brunswick

**Presentation of the NCTE Media Literacy Award**

**Recipient:** Carl Casinghino, Suffield High School, CT

**NCTE Public Doublespeak Award**

**Recipient:** Donald Trump, New York, NY

**Presentation of the NCTE National Intellectual Freedom Award**

**Recipient:** Matt de la Peña, author, Penguin Random House, New York, NY

**Honorable Mention:** Courtney Kincaid, Richland Hills, TX

**Presentation of the NCTE Early Career Educator of Color Leadership Awards**

**Recipients:** Steven Arenas, Westview High School, Avondale, AZ  
Patrick L. Harris II, Achievement Prep Elementary School, Washington, DC  
Sahar Shafqat, Albert G. Lane Tech College Prep High School, Chicago, IL  
Raven Jones Stanbrough, Michigan State University, East Lansing  
Trinity Thompson, Harlem Village Academies, New York, NY  
Renee Wilmot, Church Hill Academy, Richmond, VA

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

**Recipient:** *Reading Unbound: Why Kids Need to Read What They Want and Why We Should Let Them* (Scholastic, 2014) by Jeffrey D. Wilhelm, Boise State University, and Michael W. Smith, Temple University

### F.03 Digital Literacy Can't Wait: Advocating for Access, Autonomy, and Authenticity

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A305

Have you successfully integrated read/write technologies in order to build students' skills of digital literacy? Or perhaps you want to overcome challenges that keep you from doing so? This interactive session focuses on these questions in order to create a network of educators who can support this work.

**Presenters:** Kristen Turner, Fordham University, New York, NY  
Bud Hunt, Clearview Library District, Windsor, CO  
Troy Hicks, Central Michigan University, Mount Pleasant  
Sara Kajder, University of Georgia, Athens

### F.04 2016 Notable Children's Books in the Language Arts

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B313

Members of the NCBLA committee will describe the award criteria and present thirty books selected for the 2016 Notable Children's Books in the Language Arts award. Small-group discussions will take place with selected winning authors and illustrators, deepening the participants' understandings of these texts and strengthening their professional expertise.

**Chair:** Christine Draper, Georgia Southern University, Statesboro

**Presenters:** Evelyn Freeman, The Ohio State University, Columbus  
Pamela Jewett, University of South Carolina, Columbia  
Holly Sims, Independence Elementary School, Bolingbrook, IL  
Diana Porter, Eastern Kentucky University, Richmond  
Jennifer Sanders, Oklahoma State University, Stillwater

Dick Koblitz, University of Missouri, Columbia  
**Tradebook Authors:** Jennifer Bertman, Macmillan Children's Publishing Group  
Betsy Rosenthal, Millbrook Press  
Don Tate, Peachtree Publishers  
Richard Gregory Christie, GAS-ART GIFTS/North Dekalb Mall  
Ali Benjamin, Little, Brown Books for Young Readers

### F.05 Expanding Opportunities for Middle Level Readers: Comics, Lit Circles, and Whole-School Initiatives

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B403

Looking to improve motivation among middle level readers? This session will discuss how you can implement comics, literature circles, and whole-school initiatives to inspire better literacy learning.

**Presenters:** Ruchelle Owens, University of South Florida, Tampa, "Literature Circles: Practical Application Made Easy"  
Robin Bright, Faculty of Education, University of Lethbridge, AB, Canada, "Improving Motivation for Reading among Adolescents: The Impact of a Whole-School Literacy Initiative and a Reading for the Love of It Grant (Year One Findings)"

### F.06 Meeting Characters in Caldecott Books: What Does This Mean for Today's Readers?

E

A315

Who are the characters in Caldecott books? Do they reflect today's children? We explore character representations from contemporary Caldecott books. We invite participants to look critically at the limitations of this literature, become cognizant of awards recognizing diverse literature, and become advocates for putting diverse books in children's hands.

**Presenters:** Nancy Johnson, Western Washington University, Bellingham  
Miriam Martinez, University of Texas, San Antonio  
Melanie Koss, Northern Illinois University, DeKalb

### F.07 Mindfulness and Habits of Mind Infusion in Online Beginning Composition

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B307

Learn how to infuse mindfulness and the eight NCTE and WPA Habits of Mind into beginning composition online course design. The session includes discussions of online learning and how to create infused lessons using research-based strategies. Learn current trends in mindfulness and how to humanize your beginning composition online course.

**Presenter:** Kelly Romirowsky, Arizona State University, Tempe  
Jackie Kibler, Arizona State University, Tempe  
Michael Pfister, Arizona State University, Tempe  
Michelle Stuckey, Arizona State University, Tempe

### F.08 Mixed Feelings: Engaging Students in Historical Truth



**B211**

Is there a place for emotion in historical literature? How can emotional connections develop respect for diverse viewpoints? This panel of researchers and authors advocates for instruction that provides all students with a robust exploration of historical topics through story. The truth is not just facts.

**Moderator** Glenna Sloan, Summerville, SC

**Presenters:** Candace Fleming, Penguin Random House  
Myra Zarnowski, CUNY-Queens College, NY  
Mary Ann Cappiello, Lesley University, Cambridge, MA  
Barb Rosenstock, author, Vernon Hills, IL

### F.09 Moving from “Practice Teaching” Spaces to Meaningful Professional Development Partnerships: Changing the “Experiences” in Field Experiences



**B306**

Rather than simply providing “practice teaching” spaces for teacher candidates, field placements should be spaces where university faculty, cooperating teachers, and candidates all experience professional development. This session describes how a teacher preparation program and high school English department transformed a “traditional” field placement into a successful onsite training model.

**Presenters:** Erinn Bentley, Columbus State University, GA, “The Methods Course Moves to High School”  
Brittany Hobbs, Columbus State University, GA, “‘Wow, I Feel Like a *Real* Teacher!’—Candidates’ Perspectives”

Jennifer Gray, Muscogee County School District, Columbus, GA “Cooperating Teachers: The Open-Door Classroom”

Tabitha Ginther, Muscogee County School District, Columbus, GA “Cooperating Teachers: The Open-Door Classroom”

Joshua Trowell, Columbus State University, GA, “‘Wow, I Feel Like a *Real* Teacher!’—Candidates’ Perspectives”

### F.10 Advocating for Emergent Digital Literacy through Play: Young Children as Creative Digital Producers



**A312**

Participants will learn about powerful and playful ways in which iPads have been integrated in early childhood classrooms. Presenters will share specific strategies to support young children as they practice language and literacy skills and create and produce digital stories. In addition, ways to connect with parents will be shared.

**Presenters:** Kristin Rainville, Sacred Heart University, Fairfield, CT  
Victoria Fantozzi, Manhattanville College, NY

### F.11 Blogging: How to Tell Digital Stories with Phones, Websites and Words



**A303**

#### ***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 and Media 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 21st century skills will be here.

**Presenter:** Jonathan Rogers, Journalism Education Association

### F.12 Everyone Has a Story: Authors Advocating for Student Writing



**A402**

Authors Crystal Allen and Zetta Elliott will present a shared discussion about their advocacy work in schools where they lead writing workshops and provide publishing ideas for young authors. One teacher will describe his students’ experiences with the authors and how both were sponsored by the state’s NCTE affiliate.

**Chair:** Dixie Keyes, Arkansas State University-Jonesboro, “Authors’ Visits to Schools as Advocacy Work for Student Writing and Social Change”

**Presenters:** Corey Oliver, Conway Public Schools, AR, “Outcomes of Author Writing Workshops on Student Authors”

**Tradebook Authors:** Crystal Allen, HarperCollins, “The Strikewriters: Writing Workshops for Young Authors”  
Zetta Elliott, Rosetta Press, “Everyone Has a Story: Inclusivity in Writing and Publishing”

**F.13 Working toward a Culturally Relevant Pedagogy with Jacqueline Woodson’s Literature**

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**Rainbow B406**

This panel session will bring together award-winning author Jacqueline Woodson, a teacher educator, and inservice and preservice teachers to discuss how teachers can use diverse children’s literature to support a critical consciousness in themselves and their students. Attendees will participate in an interactive workshop featuring Ms. Woodson’s books.

**Chair:** Saba Vlach, University of Texas at Austin  
**Presenters:** Sara Brumbelow, Magnolia Montessori for All, Austin, TX  
Allison Duffy, Round Rock Independent School District, TX

**F.14 Self-Advocacy: Increasing IEP Understanding in Middle School Students**

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**B310**

Are middle school students prepared with skills necessary to advocate for themselves in high school? Participants will learn to coach students to understand their IEP, empower them to have a voice at their IEP meetings, actively participate, and contribute to the IEP process with emphasis on writing transition statements.

**Presenters:** Karen Tucker, Readington Township Public Schools, NJ  
Melissa Spatz, Readington Township Public Schools, NJ  
Kevin Meyer, Readington Township Public Schools, NJ

**F.15 Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners**

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**TE**

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**A316**

This workshop introduces inclusive strategies for teaching language and literacy in kindergarten–grade 2. Participants will be invited into classrooms where diverse children’s experiences, strengths, and expertise are supported and valued. Examples will focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching.

**Presenters:** Mariana Souto-Manning, Teachers College, Columbia University, New York, NY  
Jessica Martell, Central Park East II, New York City Public Schools, NY

**F.16 Literacy and Justice for All**

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**B315**

What happens when teachers are given embedded support to improve their instructional practices? High school teachers in Michigan made a plan to address a literacy challenge in their discipline and used student work to measure progress. Find out more about how we facilitated this whole-school initiative to improve student literacy.

**Presenters:** Amy Miller, Novi Community School District, MI  
Marsha Reid, Novi Community School District, MI  
Michelle Evans, Novi Community School District, MI  
Megan Taylor, Novi Community School District, MI  
Elizabeth Lietz, Macomb Independent School District, MI

**F.17 Because There Is Power in Numbers: Building a Network of English Teacher Advocates in Your Region**

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**B207**

This presentation discusses the work several English teachers and one English teacher educator undertook to create a network of English teacher advocates in their region. This professional network encourages meaningful English teaching by connecting teacher educators, inservice and preservice teachers, administrators, and others through teacher-driven professional development and online communities.

**Presenters:** Deborah Bertlesman, WNY Maritime Charter School, Buffalo, NY  
Shannon Burke Krukowski, Elmwood Village Charter School, Buffalo, NY, “Standing Up Together: Creating Networks of Advocacy in English Language Arts Teaching”  
James Cercone, SUNY Buffalo State, NY, “Communities of Practice and English Teacher Advocacy: Why We Need Professional Networks in English Teacher Education”  
Lisa Feyes, Sweet Home Central Schools, Amherst, NY, “Hesitant at First: Veteran Teachers Becoming Re-Engaged in Advocacy through Teacher-Driven Professional Networks”  
Scott Reimann, Bryant and Stratton, “Standing Up Together: Creating Networks of Advocacy in English Language Arts Teaching”

SATURDAY



**F.18** **Bringing Back the Joy: Advocating for Student-Centered, Purposeful, and Motivating Assignments and Assessments**



**A310**

How do we advocate for all student learners? This demonstration-based presentation highlights engaging activities that value student voice in response to texts. Participants will analyze poetry by Poe and Billy Collins to engage in variations of Harvey Daniels's literature circles. Participants will also leave the session with sample teaching materials.

**Presenters:** Kristin Sovis, Saginaw Valley State University, University Center, MI  
Amanda Stearns-Pfeiffer, Oakland University, Rochester, MI

**F.19** **Muslim Authors on the Hot Seat: How Can I Advocate for Muslim Students When I Have Questions Myself?**



**B208**

How can teachers advocate between conflicting ideologies when they may have questions and concerns themselves? Political correctness aside, this panel will be a chance to clear the air. Ask any question about Islam and Muslims without fear of appearing racist. No respectful question will be deemed off limits.

**Presenters:** Rukhsana Khan, Greenwood Books  
Aisha Saeed, Nancy Paulsen Books  
Reem Faruqi, Tilbury House Publishers

**F.20** **Empowering Students to Learn, Lead, and Live Literate Lives**



**A407**

Nothing is more engaging than empowering students to take command of their learning and writing lives. In this space students are energized and excited about the writing process. This panel shares specific strategies about engagement, peer-to-peer learning, and blended learning that inspires students to actively participate in their learning process.

**Presenters:** Dana Johansen, Teachers College, Columbia University, New York, NY  
Sonja Cherry-Paul, Teachers College, Columbia University, New York, NY  
Lisa Eickholdt, Georgia Gwinnett College, Liburn  
Patricia Vitale-Reilly, PVR Consulting

**F.21** **We See Their Faces: How Historical Fiction Advocates for Empathy, Diversity, and Social Change**



**B311**

Empathy toward others and advocacy for diversity is more important than ever in schools. This teacher/author panel examines historical fiction characters as role models for today's children and provides participants with ways to respond to injustice and obstacles through themed units, character studies, and social action projects.

**Chair:** Holly Mueller, Kings Local Schools, Kings Mills, OH  
**Presenters:** Holly Mueller, Kings Local Schools, Kings Mills, OH

Margaret Simon, Iberia Parish Gifted Program, LA

**Respondents:** Kirby Larson, Scholastic

Janet Fox, author, Bozeman, MT

Rita Williams-Garcia, HarperCollins

Augusta Scattergood, Scholastic

Linda Sue Park, Houghton Mifflin Harcourt

**F.22** **The Best PD Is Local: Build Your Own Secondary and Higher Education ELA Professional Development Collaborative**



**B301**

The founders of a professional development collaborative hosted at a local state university share how four years of quarterly sessions sustain ELA teachers 5–12 challenged by public school initiatives in curriculum, pedagogy, standardized testing, and teacher evaluation; promote working relationships with higher education faculty over collegial dinners; and support licensure renewal.

**Presenters:** John Kucich, Bridgewater State University, MA  
Elizabeth Gonsalves, Abington High School, Abington, MA

**F.23** **Action Plans for Advocacy: LGBTQ Voices of Empowerment in Education**



**B308**

Participants will engage in conversations aimed at increasing the power, presence, and influence of LGBTQ voices in K-college education and will collaboratively create action plans for advocacy. Using diverse, creative approaches, the keynote speaker and roundtable leaders will guide attendees in exploring ways to engage in intentional

advocacy that leads to positive changes in schools and society.

**Chair:** Nicole Sieben, SUNY College at Old Westbury, “Action Plans for Advocacy: LGBTQ Voices of Empowerment in Education”

**Speaker:** Stephanie Anne Shelton, University of Alabama, Birmingham, “Queering and Humanizing LGBTQ Advocacy”

**Roundtable 1: Advocacy through Teacher and Community Development: Lessons from Pride School Atlanta**

Scott Ritchie, Kennesaw State University, GA  
Christian Zsilavetz, Pride School Atlanta, Inc.

**Roundtable 2: Advocating for LGBTQ Youth through YA Literature in the Secondary English Class**

Danielle Lee, St. John’s University, New York, NY

**Roundtable 3: Begin in Your Classroom: Safe Environments for Students with Disabilities Who Identify as LGBTQ**

Tiffany Rehbein, East High School, Cheyenne, WY

**Roundtable 4: But Does It Make a Difference? What High School and Preservice Teachers Say about Stonewall Award-Winning Books**

Marcos de R. Antuna, University of Texas, San Antonio  
Janis Harmon, University of Texas, San Antonio  
Roxanne Henkin, University of Texas, San Antonio

**Roundtable 5: College Student Athletes Advocate as LGBTQ Voices on the Field**

Josefa Pace, SUNY College at Old Westbury

**Roundtable 6: LGBTQ Voices in Elementary and Middle School Literature: Front and Center**

Rick Joseph, Covington School, Birmingham, MI

**Roundtable 7: Looking Back to Move Forward: Established LGBTQ Advocates Fostering Future Activism**

Craig Young, Bloomsburg University of Pennsylvania,  
and Toby Emert, Agnes Scott College, Decatur, GA

**Roundtable 8: Maps of What May Be: The Affordances of and Representations within Picturebook Biographies of LGBTQ Individuals**

S. Adam Crawley, University of Georgia, Athens

**Roundtable 9: Queer Visual Culture and Classroom Advocacy**

Briana Asmus, Western Michigan University,  
Kalamazoo, and Christopher Nagle, Western  
Michigan University, Kalamazoo

**Roundtable 10: Reading with Reason: Advocacy through College Level Book Clubs and Lit Groups**

Megan Kennedy, Westfield State University, Westfield,  
MA, and Kimberly Slusser, Mansfield University,  
Mansfield, PA

**Roundtable 11: Rethinking Advocacy: Working with Preservice Teachers to Queer Communities, Schools, and Classrooms**

sj Miller, Metro Center, New York University

**F.24 Advocating for Public Education of Minority Students: What Is Needed for Literacy Learning?**

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Rainbow

**A314**

The Black Caucus is proud to sponsor a panel discussion on effective literacy learning that addresses the needs of Black and Latino/a children. The gap between minority populations has failed to decline. This session will provide insights into how to advocate as well as instructional approaches for classrooms.

**Chair:** Janeann Bean-Folkes, Marist College, Poughkeepsie, NY

**Presenters:** Phillips Adams, Hapeville Charter Career Academy, College Park, GA  
Jessie Goree, Clayton County Public Schools, Jonesboro, GA

Stephanie Golden, IFE Academy of Teaching & Technology, College Park, GA

Andrea Conaway, Stilwell School of the Arts, Jonesboro, GA

Shekema Silveri, IFE Academy of Teaching & Technology, College Park, GA

**F.25 The Power of Student Agency in Elementary Assessment**

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**A313**

It is not enough that students want to become better readers and writers; they have to know how to do so. Veteran fifth-grade teachers will share their experiences in helping to create a school culture in which student agency is valued and celebrated.

**Presenters:** Kathleen Ginsberg, The School at Columbia University, New York, NY  
Julie Broderick, The School at Columbia University, New York, NY



## F SESSIONS / 8:00–9:15 A.M.

### F.26 Advocating for Picture Books at Every Grade Level

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B214

Learn how three educators with different school cultures implement #classroombookaday read alouds. Joined by picture book authors/illustrators, they will share how they advocate for picture book read-alouds at every grade level. This session will move you from research to benefits to action, leaving you with tangible plans.

**Co-Chairs:** Jillian Heise, literacy consultant, Custom Education Solutions

Angie Huesgen, Pattonville School District, MO

**Presenters:** Jillian Heise, literacy consultant, Custom Education Solutions, “The What, the How, and the Why of #classroombookaday”

Tony Keefer, Dublin City Schools, OH

Angie Huesgen, Pattonville School District, MO

**Tradebook Authors:** Surishtha Sehgal, Simon & Schuster  
Deborah Freedman, Penguin Young Readers  
Cale Atkinson, Disney Book Group  
Kate Messner, Chronicle/Bloomsbury/Scholastic  
Brendan Wenzel, Chronicle Books

### F.27 *The Things They Carried* in a Community-Wide Reading Program: Creating Spaces of Advocacy for Teachers, Students, and the Community

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B210

In this presentation, teachers from different schools in a medium-sized city will discuss the collaborative and innovative ways they furthered arts integration, community involvement, and teacher professionalism in a community-wide reading program of *The Things They Carried* to create important spaces of advocacy for themselves, their students, and their community.

**Co-Chair:** Deborah Vriend Van Duinen, Hope College, Holland, MI

Kathryn Schoon-Tanis, Hope College, Holland, MI

**Presenters:** Audra Bolhuis, West Ottawa High School, Holland, MI, “Advocacy for Teachers as Professionals”

Rob Kenagy, Hope College, Holland, MI, “Advocacy for School-Community Partnerships”

Kathryn Schoon-Tanis, Hope College, Holland, MI, “Advocacy for Arts Integration”

### F.28 What Does English Have to Do with STEM?

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B212

When most people think of STEM, they don't envision English; that is a problem. This panel will share how to develop an integrated program to deliver meaningful literacy instruction. See examples of how to support STEM with literacy content, and how to enrich English courses with content from STEM disciplines.

**Chair:** Tressie Norton, L&N STEM Academy, Knoxville, TN

**Presenters:** Sean Blevins, L&N STEM Academy, Knoxville, TN

Darryl Fannon, L&N STEM Academy, Knoxville, TN

John Luke Bell, L&N STEM Academy, Knoxville, TN

Misty Brown, L&N STEM Academy, Knoxville, TN

### F.29 Service Learning: Empowering Adolescents to Become Future Leaders and Advocates

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A405

Service learning is an innovative way to foster advocacy for others. Grounded in research, students write and communicate to authentic audiences. Participants, acting as students, will work with classroom-ready handouts discussing how to tweak the project to fit the needs of their unique K-12 classrooms.

**Presenters:** Lisa Iberis, Mahoning County Educational Service Center, Canfield, OH

Angeline Theis, Mahoning County Educational Service Center, Canfield, OH

**F.31 Literacy Inside Out: Connecting Inside Literacy with Outside Science and Engineering through Picture Books and Writing Lessons in the School Yard, School Garden, and Nearby Nature**



**A408**

Teachers can build engagement into literacy workshops through collaborative outdoor experiences in the schoolyard, school garden, and nearby nature. Attendees will take away effective STEM-aligned reading/writing lessons that build critical thinking, observation, and problem-solving skills as students build, experiment, explore, design, and model elements of science outdoors.

**Presenters:** Heather Montgomery, author, Ardmore, TN  
Cindy Jenson-Elliott, author, San Diego, CA  
Jennifer Ward, author, Edwardsville, IL

**F.32 Making Space for Advocacy in YA Speculative Fiction**



**B218**

In this moderated discussion, authors describe the ways their speculative young adult novels advocate for minority perspectives. We will discuss ways teachers might present historical genre fiction to help teens think critically about issues of advocacy and include questions teachers might ask when looking at historical and speculative fiction.

**Chair:** Rosalyn Eves, Southern Utah University, San Diego/Knopf Random House

**Presenters:** Tara Sim, Class of 2K16 author  
Jessica Cluess, Random House  
Elly Blake, Little/Brown  
Roshani Chokshi, Class of 2K16 author  
Traci Chee, Penguin Random House  
Emily Skrutskie, Flux Books

**F.33 Advocacy, Privilege, and Productive Tensions: English Language Arts Teacher-Researchers Advocating for Diversity in Sexual Identity and Gender Expression across Differences in Schools**



**A404**

ELA teacher-researchers discuss advocacy for diversity in sexual identity and gender expression across lines of race, class, power, and privilege. Their presentation draws on their own experiences and on interviews with teachers, administrators, and LGBTQQ families and students about barriers to and possibilities of advocacy for LGBTQQ people in schools.

**Presenters:** Ryan Schey, The Ohio State University, Columbus, “Avoidances, Analogies, and Uncertainties: Teachers’ Discursive Navigation of Intersections of Sexuality and Gender with Race and Social Class”

Lane Vanderhule, Hilliard Davidson High School, Hilliard, OH, “The Role of Race and Class in Queer Parents’ Efforts in Their Children’s Schools”

Courtney F. Johnson, Columbus City School, Columbus, OH, “Unequal Access: How Social, Geographic, and Racial Privileges Impact Students’ Access to Advocacy”

Mollie Blackburn, The Ohio State University, Columbus, “The Role of Race and Class in Queer Parents’ Efforts in Their Children’s Schools”

Dorothy Sutton, Metro Early College High School, Columbus, OH, “Avoidances, Analogies, and Uncertainties: Teachers’ Discursive Navigation of Intersections of Sexuality and Gender with Race and Social Class”

Megan Brown, Bishop Hartley High School, Columbus, OH, “Avoidances, Analogies, and Uncertainties: Teachers’ Discursive Navigation of Intersections of Sexuality and Gender with Race and Social Class”

Kim Swensen, Westerville City Schools, OH, “Unequal Access: How Social, Geographic, and Racial Privileges Impact Students”

Jill Williams, Westerville City Schools, OH, “School Leaders’ Epistemologies of Difference and How These Affect Their Advocacy Efforts for LGBTQQ Families and Students in Schools”

Caroline Clark, The Ohio State University, Columbus, “School Leaders’ Epistemologies of Difference and How These Affect Their Advocacy Efforts for LGBTQQ Families and Students in Schools”

Jenell Penn, The Ohio State University, Columbus, “Unequal Access: How Social, Geographic, and Racial Privileges Impact Students”

**F.34 Day of Early Childhood Opening Session—Understanding and Countering Deficit Perspectives on Children’s Language: Preparing to Advocate for Families and against “Word Gap” Claims**

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E

Rainbow

A311

Educators have seen a stream of news reports about research on the language of poor, African American, and Latinx children, and the reports are often symptomatic of widely held deficit perspectives. This session explores the research, the reporting, and the public response. Participants will leave equipped with understandings and ways to respond in their own communities.

**Presenters:** Randy Bomer, University of Texas at Austin, “Deficit Thinking and Insults to Intelligence: Public Discussion about the Language and Intelligence of Poor Children”

Aimee Hendrix Soto, University of Texas at Austin, Community College, “Rehearsing Our Responses to Deficit Discourses about Children”

Catherine Lammert, University of Texas at Austin, “Rehearsing Our Responses to Deficit Discourses about Children”

Charlotte Land, University of Texas at Austin, “Rehearsing Our Responses to Deficit Discourses about Children”

Ramón Martínez, Stanford University, “Continuing to Imagine Deficiency: The Persistence of Deficit Discourses about Latinx Children and Parents”

Jessica Rubin, University of Texas at Austin, “Rehearsing Our Responses to Deficit Discourses about Children”

Natalie Svrcek, University of Texas at Austin, “Rehearsing Our Responses to Deficit Discourses about Children”

Saba Vlach, University of Texas at Austin, “Rehearsing Our Responses to Deficit Discourses about Children”

**F.35 Superheroes, Alter Egos, and Student Transformation: How Comic Books Advocate Civic Engagement**

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B209

**Sponsored by the Studies in Literacies and Multimedia (SLAM) Assembly**

This session critically examines how comic books can offer powerful models of civic engagement when utilized in Los Angeles high schools with working-class students of color. We highlight how the interactions between comic book heroes and their respective local communities become models of civic responsibility and engagement for readers.

**Presenters:** Peter Carlson, Green Dot Public Schools, Los Angeles, CA  
Antero Garcia, Colorado State University, Fort Collins

**F.36 Developing Advocacy in the ELA Classroom: A Critical Inquiry Approach to Informational and Literary/Media Texts about Climate Change and Sustainability**

G

A403

Given the moral obligation to preserve the planet, this session demonstrates critical inquiry approaches for addressing climate change and sustainability based on students posing questions, developing a systems-based ecological perspective, and advocating for change in these systems through analyzing, evaluating, and creating informational and literary/cli-fi media texts.

**Chair:** Jeff Share, University of California, Los Angeles

**Presenters:** Allen Webb, Western Michigan University, Kalamazoo, “Climate Change Inquiry Using Literary Classics, YA, ‘Cli-Fi’ Fiction, and Film”  
Richard Beach, University of Minnesota, “A Critical Inquiry Framework for Analyzing Systems Impacting Climate Change”  
Cyndy Scheibe, Ithaca College, NY, “A Media Literacy Approach to Climate Change and Sustainability”

### F.37 Equity in Education: Deliberate Methods, Content, and Conversations

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Rainbow

B314

Current events have inspired a closer look at relationships and institutions that routinely produce unjust outcomes for people of color. This panel will acknowledge the brilliantly communal work that educators have done toward equity, and answer the question, “How do we work toward changing the structures and institutional practices that have a more lasting impact on student success?” The answer to that question is a multifaceted one. It is a question of methods, content, and school leadership. Participants will come away with best practices and procedures to foster reading, writing, and conversations in the classroom.

**Presenters:** Lakisha Howell, Teachers College Reading and Writing Project, New York, NY  
Cornelius Minor, Teachers College Reading and Writing Project, New York, NY  
Brooke Geller, Teachers College Reading and Writing Project, New York, NY

### F.38 Reading Film

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B213

Film analysis leads to improved literacy and critical thinking skills. This panel will demonstrate three perspectives on teaching film in middle and high school classrooms. Participants will actively engage in analyzing several genres, including short films and trailers, documentaries, musicals, and feature-length films. Presenters will share ideas on how to use film as a tool for literary analysis, argumentation, and research writing.

**Presenters:** Lynette Gottlieb, Ashbrook Independent School, OR  
Amy Knoke, Corvallis High School, OR  
Lisa Egan, Corvallis High School, OR

### F.39 Advocating for the At-Risk High School Student in a High-Stakes Testing Landscape: No Walk in the PARCC

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B216

Examine a model program that advocates for students who need an ELA indicator to graduate in an ever-changing educational landscape, with a focus on high-stakes standardized testing and the demands of the Common Core State Standards. Presenters will share obstacles and successes, including specific examples and strategies, as advocates for at-risk students.

**Chair:** Sherrie Erickson, Black Horse Pike Regional School District, NJ

**Presenters:** Sherrie Erickson, Black Horse Pike Regional School District, NJ  
Joanne Fudala, Black Horse Pike Regional School District, NJ

### F.40 Culturally Relevant Pedagogy in Teacher Education

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Rainbow

B401–B402

This panel examines a myriad of approaches for teaching diverse student audiences from a culturally relevant perspective.

**Chair:** Tina Bly, University of Oklahoma, Norman

**Roundtable 1: Something Jazzy: Advocating Culturally Relevant Pedagogy in Teacher Education**  
Marla Goins, The Ohio State University, Columbus

**Roundtable 2: Educating for Critical Consciousness through Inquiry, Critical Literacy, and Social Justice**  
Anastasia Macris, New York City Department of Education

Tiana Silvas-Brunetti, New York City Department of Education

Nekia Wise, New York City Department of Education

**Roundtable 3: Nurturing Literacies: Culturally Relevant Pedagogy as Healing for the Secondary Classroom**

Denise Burgher, University of Delaware; Stephanie Cariaga, Animo Locke 1 College Preparatory Academy, Long Beach, CA; Angela Meloni, New York City Department of Education; Elizabeth Sevilla, New York City Department of Education

### F.41 Tools and Talk: Building Teachers for Today's ELA Classroom

TE



B201

Lesson study and feedback tools can lend structure and deliberation to preservice teachers' planning skill and field experiences. Clinical rounds engage preservice teachers in highly collaborative and structured experiences, modeled on hospital rounds. But to make any of these tools work, we'll need to confront current issues in state assessments.

**Presenters:** Michelle Cosmah, Miami University, Oxford, OH, "Three Voices, Two Educational Organizations, One Collaboration: Using a Literacy Observation Feedback Tool to Improve Clinical Field Experiences"

Danielle Lillge, Missouri State University, Springfield, "Doing Diversity': Clinical Rounds Partnerships to Develop Preservice Teachers' Frameworks for Equitable English Teaching"

Connor Warner, University of Missouri-Kansas City, "High-Stakes Assessment and Bureaucratic Ventriloquism in English Teacher Education"

Heather Wall, Hall County Schools, GA, "Lesson Study as Professional Development: Encouraging Teacher Inquiry to Flourish"

Irene Kleiman, Miami University, Oxford, OH, "Three Voices, Two Educational Organizations, One Collaboration: Using a Literacy Observation Feedback Tool to Improve Clinical Field Experiences"

### F.42 Writing, Reading, and Talking about Race and Multiculturalism

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B405

**Rainbow** This combined session will share new perspectives on how to talk, write, and read about race and multiculturalism in the middle level. These interactive presentations will share student work samples and practical applications.

**Presenters:** Nadia Behizadeh, Georgia State University, Atlanta, "Designing Writing Curriculum That Encourages Linguistic Diversity and Student Inquiry"  
McKenzie Crippen, Russell Middle School, Colorado Springs, CO, "The ABCs of Stereotypes, Respect, and Multicultural Understanding, or Why I Plan to Teach an Offensive, Commonly Banned Book First Thing Each Year"

Hannah Mhoon, Springdale High School, AR, "Using Argumentative Writing to Talk about Race in Social Studies Classrooms"

Jennifer Penafloida, University of Arkansas, Fayetteville, "Using Argumentative Writing to Talk about Race in Social Studies Classrooms"

Clarice Thomas, Georgia State University, Atlanta, "Designing Writing Curriculum That Encourages Linguistic Diversity and Student Inquiry"

Ginney Wright, University of Arkansas, Fayetteville, "Using Argumentative Writing to Talk about Race in Social Studies Classrooms"

Nikki Holland, University of Arkansas, Fayetteville, "Using Argumentative Writing to Talk about Race in Social Studies Classrooms"

### F.43 Mathematics Workshops: Incorporation Writing into the Math Curriculum

E

TE

B404

This presentation will explore ways students can express themselves through writing within the mathematics curriculum. Participants will be guided through the process of transforming mathematical calculations into the written word. Connections to mini-lesson format and conferring will be made.

**Presenters:** Courtney Flessner, Indiana University, Bloomington, "Advocating for Coherence in Reading, Writing, and Mathematics Workshops"  
Ryan Flessner, Butler University, Indianapolis, IN, "Advocating for Coherence in Reading, Writing, and Mathematics Workshops"  
Susan Adamson, Butler University, Indianapolis, IN, "Advocating for Coherence in Reading, Writing, and Mathematics Workshops"

**F.44 One Stop Advocacy: Humor, Dual Enrollment, Transition, and Framework for Success**



**B215**

This roundtable features approaches to ensuring student success: using humor to improve student engagement, using the Framework for Success in Postsecondary Writing, preparing high school and first-year college students to transfer writing knowledge, embedding information literacy in first-year composition, and assessment of how well students performed after the transition.

**Chair:** Scott Filkins, Champaign Central High School, IL

**Roundtable 1: Wonder Twin Powers Advocate: Using Institutional Super Friends to Alter FYC**

Heather Lettner-Rust, Longwood University, Farmville, VA

**Roundtable 2: Aiken Advocating Information Literacy Partnerships in First-Year Composition**

Lynne Rhodes, University of South Carolina, Columbus

**Roundtable 3: Understanding the Transition from High School to College for Eight Student Writers**

Scott Filkins, Champaign Central HS, IL

**Roundtable 4: A \*Framework\* for Writing Comprehension**

Kristina Lucenko, Stony Brook University, NY

**Roundtable 5: Stand-Up Comics: Instructional Humor and Student Engagement**

Amy Wortley, Grand Canyon University, Phoenix, AZ

**F.45 Teachers + Teacher Educators Examining and Resisting National Standards**



**B202**

Teaching is often the source of much discussion and legislation. This session offers three papers that examine how teachers are resisting, negotiating, and advocating for themselves and their profession in light of challenges.

**Presenters:** Roberta Lenger Kang, Teachers College, Columbia University, NY, "Stand Up for What? Negotiating the Pressures of Common Core and State Exams"

Andy Goodwyn, University of Reading, England, "Advocating the English Teaching Profession in England: What Do the Teachers Say?"

Cristina Romeo, Teachers College, Columbia University, NY, "Stand Up for What? Negotiating the Pressures of Common Core and State Exams"

Stephanie Abraham, Rowan University, Glassboro, NJ, "Counter Engagement: Refusing the PARCC and Questioning the Common Core"

**F.47 College- and Career-Readiness, English Learners, and the Role of ESL Educators**



**B203**

**Sponsored by TESOL**

The transition to college- and career-readiness standards has left many questions about the impact upon English learners, and the role of ESL educators. TESOL International Association has published a series of reports looking at these questions, what has changed for ESL educators, and what this means for teacher education.

**Presenters:** John Segota, TESOL International Association

**F.48 Protect Students' Rights to Write: National Writing Project Practices and an Innovative Reflections Interactive Notebook**



**B408**

This session demonstrates how one district partnered with its local university to develop literacy instruction anchored to NCTE's Writing Beliefs and the practices of the National Writing Project. Establishing a new site, this district focused its institute on content area writing using a formative assessment tool called the Reflections Notebook.

**Presenters:** Kathleen Heubach, University of West Florida, Pensacola

Kelly Aeppli-Campbell, Escambia County Public Schools, FL

Jennifer Mesa, University of West Florida, Pensacola  
Susan Densmore-James, University of West Florida, Pensacola

Dana Boddy, University of West Florida, Pensacola



### F.49 Poetry and Social Justice: A Multicultural Literacy Celebration

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Rainbow B204

This presentation addresses the study of reading and writing poetry to promote social justice inquiry. Participants will be immersed in a Multicultural Alive Literacy Celebration as well as in a discussion about how to select developmentally appropriate poems.

**Presenters:** Roberta Egle, University of Central Florida, Orlando, “Voices to Be Heard: Advocacy through Poetry Celebration!”  
Stephanie Brown, Eighth Street Elementary School, Ocala, FL, “Voices to Be Heard: Advocacy through Poetry Celebration!”  
Heather Johnston, Girls Prep Elementary Bronx, “Social Justice Poetry as Advocacy in the Elementary Classroom”

### F.50 Stand Up for Powerful Reading Instruction, Sit Down with Kids and Books

E

B409

Interactive read-alouds. Targeted small-group instruction. Conferring with readers. These research-proven practices, along with a robust classroom library, are key components of powerful reading instruction. Why would we do anything else? See these essential practices in action and leave with practical ideas to share with your colleagues and students.

**Presenters:** Maria Walther, Gwendolyn Brooks Elementary School, Aurora, IL  
Pam Allyn, Scholastic, Inc  
Jan Richardson, Scholastic Education  
Karen Biggs-Tucker, Wild Rose Elementary School, St Charles, IL

### F.51 Beyond Words and Images: Advocating for Community-Enriched Literacy Learning and Societal Equity through Children’s and Young Adult Literature

G

B316

In this session, Georgia-based participants (including an award-winning author and illustrator, an independent bookstore owner, and university professors) discuss how literacy-based community events can enrich and expand the literary experiences of readers of all ages, while simultaneously addressing issues of social justice, representation, and the arts in society.

**Chair:** Laurel Snyder, Chronicle Books  
**Presenters:** Thomas Crisp, Georgia State University, Atlanta, “Children’s Literature in/as Community Engagement”  
Janet Geddis, Avid Bookshop, Athens, GA, “Interfaith and Intertextuality: Independent Bookstores and Children’s Book Creators as Agents of Change”  
Jennifer Graff, University of Georgia, Athens, “Children’s Literature in/as Community Engagement”  
Richard Gregory Christie, GAS-ART GIFTS/North Dekalb Mall, “Beyond the Bookshelves: Cultivating Artistic Sensibilities and Craft in an Arts-Based Children’s Bookstore”  
**Respondent:** Laurel Snyder, Chronicle Books

### F.52 Making the Journey Together: Thriving in the First Years of Teaching

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A412

Veteran teachers/authors share experiences, strategies, advice for early career teachers (and their mentors) to avoid pitfalls and build success. Believing that too many early career workshops, methods texts, and professional discussions often avoid challenging situations and scenarios, the panel focuses on realistic stories from the classroom, featuring the good, the bad, and the downright difficult.

**Chair:** Penny Kittle, Kennett High School, North Conway, NH  
**Presenters:** Ken Lindblom, Stony Brook University, NY, “Take My Advice: Learning from a Veteran’s Mistakes”  
Leila Christenbury, Virginia Commonwealth University, Richmond, “A Teacher’s Journey Begins with One Step”

### F.53 Teachers for Teachers, Including Themselves: Roundtables for Efficacy & Self Advocacy

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A410

How might teachers best take care of their ideas, their profession, and themselves? A range of roundtable presentations answer aspects of this question.

**Chair:** Susan Honea, University of Phoenix, Tempe

#### Roundtable 1: A Pedagogy of Healing: Faces of English Educator Advocates

April Baker-Bell, Michigan State University, East Lansing

Sakeena Everett, University of Illinois, Chicago  
Raven Jones Stanbrough, Michigan State University, East Lansing

#### Roundtable 2: Advocating for Complex Teaching: Narrative Inquiry as Teacher Evaluation

Christina Berchini, University of Wisconsin–Eau Claire  
Samuel Tanner, The Pennsylvania State University in Altoona

#### Roundtable 3: Beyond Our Inner Circles: Women Academics' Narratives of Challenge and Self-Advocacy

Jill Flynn, University of Delaware, Newark  
Tanetha Grosland, Professional Development and Training

Audrey Lensmire, Augsburg College, Minneapolis, MN  
Stephanie Anne Shelton, University of Alabama, Birmingham

Amy Tondreau, Teachers College, Columbia University, New York, NY

#### Roundtable 4: Caught in the Crossfire: How Urban Teachers Advocate for Themselves and Their Students in the Cacophony of Institutional, State, and National Achievement and Accountability Pressures

Katie Dickerson, Olney Charter High School, Philadelphia, PA

#### Roundtable 5: Combating Burnout: Teacher-Generated Professional Development in Urban Communities

Annamarie Sheahan, University of New Mexico, Albuquerque

#### Roundtable 6: Educators Exploring Empathy in Emotional Intelligence

Anita Celluccia, Westborough High School, Westborough, MA  
Kathleen Stoker, Westborough High School, Westborough, MA

#### Roundtable 7: Get Your Phone App On for Teacher PD

Colette Bennett, West Haven Public Schools, CT  
Natalia Carson, Chesterfield County Public Schools, VA  
Wayne Motley, Chesterfield County Public Schools, VA  
Stephanie Smith, Chesterfield County Public Schools, VA

#### Roundtable 8: Learning How to Advocate for Our English Teaching Profession: An Australian Experience

Robyn Cox, Australian Catholic University, Strathfield, New South Wales

#### Roundtable 9: T as in Trans\* and Teacher: An Examination of the Lived Experiences of Transgender Educators

James Gilligan, San Francisco State University, CA

#### Roundtable 10: Teacher Reflection as a Stance and a Form of Social Justice

Soyoung Lee, Kon-Kuk University, Seoul Korea

#### Roundtable 11: Transformational Teaching: Developing Reflective Practitioners through Professional Learning Communities

Kellee Jenkins, Howard University, Washington, DC

#### Roundtable 12: We Start Today: Building a Community of English Teacher Researchers

Janine Davis, University of Mary Washington, Fredericksburg, VA  
Aubrey Kennedy, University of Mary Washington, Fredericksburg, VA

### F.54 NCTE PRES LM Presents: A Review of the Nation's Best Student Literary Magazines; and International Collaborations among Student Writers and Artists

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B217

#### Sponsored by NCTE PRES LM (Literary Magazine Program)

Our annual showcase of student literary magazines: first, a slideshow presentation of the 35 magazines recognized by NCTE with the "Highest Award" in the 2016 PRES LM Program; then a demonstration of our remarkable new digital anthology—an online forum for facilitating collaborations among student writers, artists, and magazine advisors from around the country, and from American Schools Abroad.

**Presenter:** Tom Feigelson, Chair, NCTE PRES LM Advisory Committee

### F.55 Shakespeare Is for Everyone— A Hands-on Workshop in Differentiation

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**B407**

**Sponsored by the Folger Shakespeare Library**

Every child deserves to have—and is capable of having—a real, direct experience with Shakespeare’s language. Learn how to differentiate in a Shakespeare unit by modifying the task, not the text. This hands-on session will show how to adapt a lively, rigorous close-reading lesson for three different learning groups: students with language-based learning differences, on-level middle schoolers, and advanced high schoolers.

**Chair:** Peggy O’Brien, Folger Shakespeare Library, Washington, DC

**Presenters:** Spencer Nissly, Woodrow Wilson High School, Washington, DC  
Alli Gubanich, AIM Academy, Philadelphia, PA

### F.56 Poster Sessions: Engaging Instructional Strategies for the 21st Century

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**B206 FOYER**

There’s something for everyone in this buffet of poster sessions that offer concrete examples of effective strategies you can use in your classroom right away. From new technologies to pen and paper techniques, you’ll leave with lots to ponder and lots to try.

**Poster 1: Technical Poetry: A Case Study of Teaching Poetry Across the Curriculum**

Maryam Alikhani, Teachers College, Columbia University, New York, NY

**Poster 2: Redefine Author’s Voice and Reader’s Experience: Create Multisensory Writing with Augmented Reality Technology**

Carrie Barbosa, South Portland High School, ME

**Poster 3: Tips and Tricks with ReadWriteThink.org**

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

**Poster 4: The Art of Online Conversation: From Following to Speaking in Online Communities**

Glenna Gustafson, Radford University, VA, and  
Melissa Lisanti, Radford University, VA

**Poster 5: Integrating Student Voice and Choice Tools into the Classroom**

Joseph Harris, Lawrence Kentucky School, Louisa, KY

**Poster 6: ePortals: Playing with the Design Process for Pedagogical Purposes**

Megan Mize, Old Dominion University, Norfolk, VA,  
and Shelley Rodrigo, University of Arizona, Tucson

**Poster 7: Struggling Readers, Struggling Writers: The Teaching of English for Academic Purposes in the Indonesian Higher Education from Two Perspectives**

Ananda Muhammad, Iowa State University, Ames  
Nurir Rohmah, University of Missouri, Columbia

**Poster 8: It’s Your Turn: Exploring the Power of Table Top Gaming**

Sharon Peck, SUNY Geneseo  
Amy Shema, SUNY Brockport

**Poster 9: Improving Literacy through Creativity**

Daniel Weinstein, Great Neck South High School,  
Great Neck, NY

### F.57 Exhibitor Session: Teach More Meaningful English

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**A406**

**Sponsored by Wit & Wisdom**

From Great Minds, the nonprofit that created Eureka Math, comes a text-based ELA curriculum for grades K–8 that brings knowledge-rich content back into the classroom. Teach Wit & Wisdom and you teach more meaningful English with a curriculum that meets the expectations of the new standards while celebrating the world of knowledge with students.

**Presenter:** Beth Petrosian, Account Manager, Southeast

### F.58 Research Foundation Grant Writing Session

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**A301**

The Research Foundation funds two grant programs every other year (in the odd years): one for classroom teacher researchers and one for researchers who may or may not be classroom teachers. Come learn how to prepare a grant application for this program along with techniques you might apply when writing other grant applications.

**Chair:** Liz Spalding, University of Nevada Las Vegas  
Renee Moreno, California State University Northridge

# THE SCREENING ROOM: FILMS AT NCTE

9:00 A.M.–5:00 P.M.

**G** Now Screening at NCTE 2016

**SIDNEY MARCUS AUDITORIUM**

*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

Stephanie Weiss, Barrington High School, Illinois

**Consultants:** Frank Baker, Media Literacy Clearinghouse, Columbia, SC

Mary Christel, Indian Trails Public Library, Wheeling, IL

William Kist, Kent State University, OH

Jane Nickerson, Gallaudet University, Washington, DC

**Facilitators:** Christina Anker, Adlai E. Stevenson High School, Lincolnshire, IL

Denise Foster, Adlai E. Stevenson High School, Lincolnshire, IL

Jolene Heinemann, Barrington High School, IL

Melissa Mack, Adlai E. Stevenson High School, Lincolnshire, IL

Kirsten Voelker, Adlai E. Stevenson High School, Lincolnshire, IL

9:00–10:55 A. M.

**S C** *Romeo Is Bleeding (105 minutes)*

**Rainbow** Jason Zeldes, director; Michael Klein, producer

**Special note:**

Attendees will have the opportunity for a brief Q & A with the filmmakers directly following

the film. A concurrent session will be offered at 2:45 in which presenters will share curricular ideas.



Consider returning to the screening room after that session for our screening of *Shakespeare Uncovered: Romeo and Juliet!*

“A fatal turf war between neighborhoods haunts the city of Richmond, CA. Donté Clark transcends the violence in his hometown by writing poetry about his experiences. Using his voice to inspire those around him, he and the like-minded youth of the city mount an urban adaptation of Shakespeare’s *Romeo and Juliet*, with the hope of starting a real dialogue about violence in the city. Will Richmond force Donté to compromise his idealistic ambitions? Or will Donté end Richmond’s cycle of trauma?”

<http://www.romeoisbleedingfilm.com/>

11:00 A.M.–12:35 P. M.

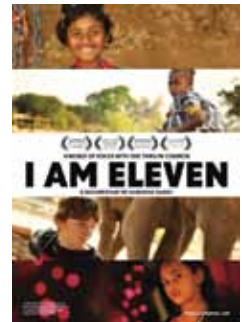
**G** *I AM ELEVEN (95 minutes)*

**Rainbow** Proud Mother Pictures

Genevieve Bailey, director, producer, cinematographer, and editor

“Do you remember when you were 11?”

“Australian filmmaker Genevieve Bailey traveled the world for six years talking with 11-year-olds to compose this insightful, funny, and moving documentary portrait of childhood. From an orphanage in India, to a single-parent household in inner-city Melbourne, to bathing with elephants in Thailand, *I AM ELEVEN* explores the lives and thoughts of children from fifteen countries. *I AM ELEVEN* weaves together deeply personal and at times hilarious portraits of what it means to sit at this transitional age. These young minds provide us with a powerful insight into the future of our world.



These children share their thoughts on a range of subjects such as love, war, global warming, music, terrorism, culture, family, happiness, religion and the future. This documentary enables us to explore an age where these ‘not quite kids, not quite teenagers’ briefly linger, between the frank openness and sometimes naivety of childhood, and the sharp and surprisingly brave wisdom and knowing of adulthood. As much as it is a story about them, it is a story with them, of what it is like to be eleven today.”

As much as it is a story about them, it is a story with them, of what it is like to be eleven today.”

<http://www.iameleven.com/>

SATURDAY

# THE SCREENING ROOM: FILMS AT NCTE

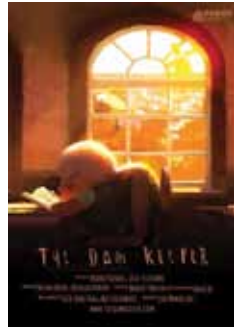
SATURDAY, NOVEMBER 19

12:40–1:00 P. M.

**E M** **The Dam Keeper (18 minutes)**

**S** **Tonko House**  
**Robert Kondo and Dice Tsutsumi, animation artists**

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*, 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.”

<https://www.thedamkeeper.com/>

1:05–1:15 P. M.

**E M** **The Present (4 minutes)**

**S C** **Jacob Frey, director and animator**

What could pull Jake away from his video games? Come see why this amazing film is likely to be the most memorable five minutes of



your conference experience! This film has a wide range of appeal as a teaching tool. We’ll have a bit of discussion after so we all can share ideas for using it in the classroom.

“After a very successful festival circuit, running on over 180 film festivals and winning more than 50

awards, [this filmmaker has] decided that it’s finally time to share *The Present* with the rest of the world. *The Present* is based on a great little comic strip by the very talented Fabio Coala. *The Present* is a graduation short from the Institute of Animation, Visual Effects and Digital Postproduction at the Filmakademie Baden-Wuerttemberg in Ludwigsburg, Germany.”

<https://vimeo.com/152985022>

1:20–1:40 P. M.

**S C** **The Phone Call (20 minutes)**

**Mat Kirby, director, writer, producer**

This film won the 2015 Oscar for live-action short film.

“Heather works in a helpline call centre. When she receives a phone call from a mystery man, she has no idea that the encounter will change her life forever.”



This film features an outstanding performance from Golden Globe winner Sally Hawkins. The story will take viewers through a wide range of emotions. A great vehicle for teaching thematic ambiguity, social-emotional issues, and suspense.

<http://thephonecallfilm.com/>

1:45–2:00 P. M.

**S C** **STUTTERER (12 minutes)**

**Bare Golly Films**  
**Benjamin Cleary, writer/director and editor**

This 2016 Oscar-winning short film features a young man with a cruel speech impediment, but an eloquent inner voice, who must face his worst fear. The ending will leave you speechless!

This film is an excellent vehicle for teaching storytelling, characterization, film technique, voice, and irony. It also challenges our thinking about social media and its influence on communication and relationships.



<http://www.stuttererfilm.com/>



2:05–2:30 P. M.

**S C** Day One (25 minutes)

**Rainbow** Henry Hughes, writer/director; Michael Steiner, producer

“Inspired by a true story, *Day One* depicts a new translator’s first day accompanying a US Army unit as it searches for a local terrorist. As she quickly discovers, her job will bring up brutal complexities as gender and religious barriers emerge with lives hanging in the balance.



This film offers older students a way to consider the complicated natures of war, culture, religion, and gender. It is gut-wrenching and unforgettable. Initially, it is likely to be met with stunned silence, but will almost certainly promote thoughtful, rich classroom discussions of these complex issues.

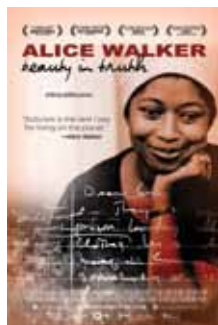
<http://www.dayonefilm.com/>

2:35–4:00 P. M.

**S C** Alice Walker: Beauty in Truth (85 minutes)

**Rainbow** Kali Films Ltd. Pratibha Parmar, writer, director, and producer

“*Alice Walker: Beauty in Truth* is a feature documentary film which tells the compelling story of an extraordinary woman’s journey from her birth in a paper-thin shack in cotton fields of Putnam County, Georgia, to her recognition as a key writer of the 20th Century.



Alice Walker made history as the first black woman to win the Pulitzer Prize for fiction for her groundbreaking novel, *The Color Purple*, which has been transformed from a novel, to a Hollywood movie and latterly to a successful Broadway musical. This universal story of triumph against all odds is not that different from Walker’s own story.

Born in 1944, the eighth child of sharecroppers, her early life unfolded in the midst of violent racism and poverty during some of the most turbulent years

of profound social and political changes in North American history. Alice Walker’s inspiring journey is also a story of a country and a people at the fault line of historical changes.

*Alice Walker: Beauty in Truth* offers audiences a penetrating look at the life and art of an artist, a self-confessed renegade and human rights activist. In 2010, Yoko Ono honored Walker with the LennonOno Peace Award, for her ongoing humanitarian work.”

<http://www.alicewalkerfilm.com/the-film/>

4:05–5:00 P. M.

**S G** Shakespeare Uncovered: Romeo and Juliet (52 minutes)

Produced by Blakeway Productions, 116 Films, and THIRTEEN Productions LLC for WNET in association with PBS, Sky Arts, and Shakespeare’s Globe

“Each episode [of *Shakespeare Uncovered*] reveals the extraordinary world and works of William Shakespeare and the still-potent impact his plays have today. The films combine interviews with actors, directors and scholars, along with visits to key locations, clips from some of the most-celebrated film and television adaptations, and illustrative excerpts from the plays staged specially for the series at Shakespeare’s Globe in London. . . .



Behind every Shakespeare play there is a story. *Shakespeare Uncovered* reveals not just the elements in the play, but the history of the play itself. What sparked the creation of each of these works? Where did Shakespeare get his plots, and what new forms of theater did he forge? What cultural, political and religious factors influenced his writing? How have the plays been staged and interpreted from Shakespeare’s time to now? Why at different times has each play been so popular—or ignored? And finally, why has this body of work endured so thoroughly? What, in the end, makes Shakespeare so great?”

Our featured episode examines *Romeo and Juliet* and is hosted by Joseph Fiennes, who portrayed Shakespeare playing Romeo in the Academy Award-winning movie blockbuster *Shakespeare in Love*.

<http://www.pbs.org/wnet/shakespeare-uncovered/>

SATURDAY



## FEATURED SESSION

**G.01 The Intersection of Literacy, Sport, Culture, and Society**

A302

E M S T E

**Sponsored by The NCTE Collaborative on Contemporary Literacies, Popular Culture, and Out-of-School Spaces**

This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices through the use of sports content and an examination of sports culture.

**Co-Chairs:** Alan Brown, Wake Forest University, Winston-Salem, NC; Luke Rodesiler, Indiana University-Purdue University, Fort Wayne

**Speaker:** John Schuerholz, Vice Chairman, Atlanta Braves

**ROUNDTABLE 1:****#LIKEAGIRL: Toward Offsetting Inequities through the Study of Sports-Based Nonfiction**

Luke Rodesiler, Indiana University-Purdue University Fort Wayne; Gina Mattioli, Tarpon Springs High School, Tarpon Springs, FL

**Sporty Girls and Tomboys: Negotiating the Rhetoric and Images of Female Athletes**

Crystal Beach, Buford High School, Buford, and The University of Georgia, Athens; Katie Dredger, James Madison University, Harrisonburg, VA

**Stranger Than Fiction? Engaging with the Occasionally Troubled Stories of Female Distance Runners**

Thomas C. Crochunis, Shippensburg University, PA

**ROUNDTABLE 2:****Model Essays, Sports, and Criticality: Examining the Everyday with Top Writers**

Mitch Nobis, Seaholm High School, Birmingham, MI

**Capitalizing on Contemporary Issues in Sports: The Concussion Controversy**

Robert Ford, North Branford High School, North Branford, CT

**Teamwork: Collaborative Engagement with Sports Argumentation**

Alex Miller, Staples High School, Westport, CT

**ROUNDTABLE 3:****Inquiring into Sports and Values**

Jeffrey D. Wilhelm, Boise State University, ID

**Collectible Learning: Writing and Collecting Trading Card Sets for Cross-curricular Learning**

Billy Gerchick, Metro Tech High School, Phoenix College, Scottsdale, AZ

**Images of the Athlete: Sports and the Social Construction of Gender**

David Pegram, Paradise Valley Community College, Phoenix, AZ

**ROUNDTABLE 4:****Representations of the “Adolescent Athlete” in Fiction Aimed at Middle School Students**

Mark A. Lewis, Loyola University Maryland, Baltimore

**Sports English and the Remaking of Struggling Adolescent Reader Identity**

Dawan Coombs, Brigham Young University, Provo, UT

**Athletes Read and Write ...or Do They? Content Analysis of How Literacy Events Are Portrayed in Sports Fiction**

Deborah Vriend Van Duinen, Hope College, Holland, MI

**ROUNDTABLE 5:****Playing on the Sidelines: The Marginalization of African American Women in Children’s and YA Literature**

Rebekah Bruce, The Ohio State University, Columbus

**Booked! Sports and Literacy4Life for Immigrant and Refugee Youth**

Bryan Ripley Crandall, Fairfield University, CT

**The World of Sport in International Young Adult Literature**

Wendy Glenn, University of Connecticut, Waterbury

**ROUNDTABLE 6:****Forging Character: The Intersection of Nature, Self, and Extreme Sports**

Elizabeth Dinkins, Bellarmine University, Louisville, KY

**Building a Sports Literacy Program by Connecting Students and Authors**

Kelli Sowerbrower, Newnan High School, Newnan, GA

**Mentoring Relationships, Books and e-Sports Collaboratives: Elementary and University Partnerships**

Hannah Gerber, Sam Houston State University, Huntsville, TX; Ruben Garcia, Sam Houston State University, Huntsville, TX

**After this Featured Session, visit the Taking Action Hub in room A304 to discuss Everyday Advocacy and turn your learning into action!**

**G.02 NCTE Research Awards Session****B206**

The Purves and Promising Researcher Awards will be presented during this session. The Purves, Promising Researcher, and Russell Award recipients will also present on their research.

**Chair:** Django Paris, Michigan State University, East Lansing

**Alan C. Purves Award Recipient:**

Denise Dávila, University of Nevada, Las Vegas,  
 “#WhoNeedsDiverseBooks?: Preservice Teachers and Religious Neutrality with Children’s Literature”

**Introduction:** Amanda Godley, University of Pittsburgh, PA

**Promising Researcher Award Recipients:**

Tamara Butler, Michigan State University, East Lansing:  
 “We Need a Song”: Sustaining Critical Youth Organizing Literacies through World Humanities”  
 Christian Ehret, McGill University, Montreal, Quebec, Canada: “Moments of Literacy Teaching and Learning in a Children’s Hospital: Affects, Textures and Temporalities”

**Introduction:** Keisha Green, University of Massachusetts, Amherst, Award Selection Committee Chair

**David H Russell Award for Distinguished Research in the Teaching of English Recipient:**

Jeffrey D. Wilhelm, Boise State University, and Michael W. Smith, Temple University, *Reading Unbound: Why Pleasure Matters to Our Kids and Our Country*

**Introduction:** Rosa Jimenez, Award Selection Committee Chair

**G.03 Instruction, Technology, and the College Writing Classroom****C****B306**

Panelists will discuss their books regarding technology in higher education. Speaker 1 will show why instructors should help writing students make the most of mobile technologies. Speaker 2 will give an example of mobile composition pedagogy via a multimodal mapping project and a Write on Location assignment that encourages mobile writers to (re)connect with local places. Speaker 3 will share some advice for making and maintaining hybrid curriculum on campuses, including the roles of administration, support staff, and faculty.

**Presenters:** Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL  
 Ashley Holmes, Georgia State University, Atlanta  
 Joanna Paull, Lakeland Community College, Kirtland, OH

**G.04 Advocating for Culturally Sustaining Pedagogies in Early Childhood Classrooms****E****TE****E****Rainbow WL****A301**

The standardization and academic acceleration of early childhood curriculum results in schools void of play, inquiry, and ultimately, joy. In this session, early childhood teachers and teacher-educators share strategies for creating culturally responsive and culturally sustaining pedagogies in early childhood settings.

**Co-Chairs:** Alicia Boardman, Northern Parkway School, Uniondale, NY

Bilal Polson, Northern Parkway School, Uniondale, NY

**Roundtable 1: Creating Project-Based Curriculum for and with Kindergarten Children**

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

Michele Myers, University of South Carolina, Columbia

**Roundtable 2: Re-Vision(ing) Workshop: Stories of Collective Consciousness in a Community of Writers**

Jesse Gainer, Texas State University, San Marcos, TX

Nancy Valdez-Gainer, Austin Independent School District, TX

**Roundtable 3: Urban Assemblages Re-Imagined**

Roberta Gardner, Georgia State University, Atlanta

Rachel Gilmore, Usher/Collier Heights Elementary, Atlanta, GA

**Roundtable 4: “We live in a bad neighborhood”: Challenging Perspectives and Creating Culturally Sustaining Pedagogies in Second Grade**

Janelle Henderson, J.B. Atkinson Academy, Louisville, KY

Tasha Laman, University of Louisville, KY

Tytianna Wells Smith, University of Louisville, KY

**Roundtable 5: Navigating the World and Ourselves through Space and Place**

Carmen Llerena, PS 75-The Emily Dickinson School, Bozeman, MT

Haeny Yoon, Teachers College, Columbia University, New York, NY

**Roundtable 6: “Why is immigration seen as a bad thing?”: Second Graders’ Questions, Conversations, and Curriculum**

Nieves Marian-Gonzalo, Leal Elementary School, Urbana, IL

Sandra L. Osorio, Illinois State University, Normal

**Roundtable 7: Dancing Our Way to Literacy Learning**

Shashray McCormack, Mill Creek Elementary School, Madison, AL

Kathryn Whitmore, University of Louisville, KY

Emily Zuccaro, University of Louisville, KY

**G.05 Complicating Youth, Literacy, Gender, and Race through the Study of Young Adult Literature in English Teacher Education**

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**B315**

This panel highlights current research in English teacher education that examines the intersections between young adult literature and preparing preservice English teachers to work with youth. Discussion will include how the young adult literature course can facilitate preservice teachers' thinking about social constructs like adolescence/ts, youth, (il)literacy, gender, and race.

**Respondent:** Robert Petrone, Montana State University, Bozeman

**Presenters:** Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

Amanda Haertling Thein, University of Iowa, Iowa City  
Sophia Sarigianides, Westfield State University, MA  
Mark Sulzer, University of Cincinnati, OH

**G.06 From Zombies to Superheroes: Helping Teens Use Digital and Social Media Tools to Empower and Engage Them with Literacy!**

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**B214**

How can teachers use digital tools and social media platforms as a means of engaging their students as they compose and question and, ultimately, develop a sense of agency? These presenters will demonstrate a diverse range of digital tools and technologies that will do just that. From Snapchat to Backchannel, Padlet to Haiku Deck, you will come away from this lively session with free, accessible tools that will transform your literacy classroom on Monday morning! Come prepared with your digital device charged up and ready for active learning!

**Chair:** Timothy Shea, Millersville University, Millersville, PA

**Presenters:** Jeffrey Carpenter, Elon University, NC, "Backchannels Empower Students and Demystify Literacy"

Nicole DeGuzman, PA Leadership Charter School, West Chester, "Free, Accessible Apps for Engaging Students with Literacy and Giving Them Agency"

Lija Diem Stoltzfus, Harrisburg Area Community College, PA, "Students Find Their Voices and Develop Literacy through Social Media Tools"

**G.07 Literary Advocates of Diversity: The Synergistic Effects of Award-Winning Nonfiction Literature**

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Rainbow

**A312**

This session focuses on the transformative possibilities of award-winning nonfiction literature that honors global voices, interests, and experiences while aligning with curricula standards. Biographical counternarratives, synergistic stories of innovations and progress, and representations of international role models will be shared as literary advocates for authentic representations of self and society.

**Chair:** Jennifer Graff, University of Georgia, Athens

**Respondent:** Ying Cui, University of Georgia, Athens

**Presenters:** Ying Cui, University of Georgia, Athens, "Going Global: A Critical Analysis of Award-Winning Biographical Picturebooks"

Courtney Shimek, University of Georgia, Athens, "Factual Synergy: A Partnership between Visual Literacy and Orbis Pictus Award-Winning Books"

**G.08 Remembering Arthur Applebee: A Tribute**

G

**B406**

NCTE lost one of its staunchest advocates and scholars this past year. Dr. Arthur Applebee had an enormous influence on all aspects of literacy learning and teaching. Colleagues, former students, fellow researchers, and classroom teachers will offer tributes to the profound influence Arthur Applebee had on our profession.

**Chair:** Sheridan Blau, Teachers College, Columbia University, New York, NY

**Presenters:** Carol Booth Olson, UC Irvine Writing Project

Deborah Appleman, Carleton College, Northfield, MN  
Jim Burke, Burlingame High School, Burlingame, CA  
Judith A. Langer, University at Albany, NY  
James Marshall, University of Georgia, Athens

**G.09 Advocating for Social Justice in English Education**

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**A410**

What do advocacy and social justice mean for and within English education? This panel focuses on the role that the arts, imagination, activism, and standards can play in helping us to better advocate for understanding and solidarity through teacher education and teacher practice.

**Co-Chairs:** Jennifer King, Bloomfield County School District, NJ; Erica Womack, Otterbein University, Westerville, OH

**Respondents:** Jennifer King, Bloomfield County School District, NJ; Erica Womack, Otterbein University, Westerville, OH

**Roundtable 1:** Briana Asmus, Western Michigan University, Kalamazoo

**Roundtable 2:** Meghan Barnes, University of Georgia, Athens

**Roundtable 3:** Tamara Butler, Michigan State University, East Lansing

**Roundtable 4:** Limarys Caraballo, Queens College—CUNY

**Roundtable 5:** Noah Asher Golden, Chapman University, Orange, CA

**Roundtable 6:** Amy Heath, University of Georgia, Athens

**Roundtable 7:** Tara Star Johnson, Purdue University, West Lafayette, IN

**Roundtable 8:** Danette Long, Montana State University, Bozeman

**Roundtable 9:** sj Miller, Metro Center, New York University

**Roundtable 10:** Jeanne Muzzillo, Bradley University, Peoria, IL

**Roundtable 11:** Charlotte Pass, State University of New York, Cortland

**Roundtable 12:** Summer Pennell, University of North Carolina, Chapel Hill

**Roundtable 13:** Jeanie Reynolds, University of North Carolina, Greensboro

**Roundtable 14:** Amy Vetter, University of North Carolina, Greensboro

**Roundtable 15:** Jennifer Whitley, University of Georgia, Athens

**Roundtable 16:** Allison Wynhoff Olsen, Montana State University, Bozeman

## G.10 Igniting Instruction—Round 2

### G A412

An Ignite is the haiku of presentations. In each of these high-energy talks, the speaker's 20 presentation slides will advance automatically every 15 seconds. When the 5 minutes are up, so is the talk. These speakers will fire up your imagination and illuminate new ways to kindle a passion for reading, writing, collaborating, creating, and thinking in your students.

**Chair:** Sandy Hayes, Becker Middle School, Becker, MN

**Presenters:** Andrea Finkle, DeLand High School, Deland, FL

Jason Griffith, Arizona State University, Tempe  
Sarah Gross, Roux Associates

Shana Karnes, Morgantown High School, Morgantown, WV  
Chris Lehman, The Educator Collaborative  
Jenny Martin, Bridgewater College, VA  
Jeff Scheur, noredink.com

## G.11 Parents as Literacy Advocates: Learning Together In and Out of the Classroom

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### B201

This session will discuss ways to implement Dialogic Reading into the curriculum to improve students' oral language. Panelists will also discuss ways in which parents can engage in a variety of literacy-related experiences that empower them as literacy advocates for their children.

**Chair:** Marshall George, Hunter College-CUNY, "Reading Together, Learning Together: Dialogic Reading in an Urban Elementary School"

**Presenters:** Jamie Margolies, New York City Department of Education, "Reading Together, Learning Together: Dialogic Reading in an Urban Elementary School"

Jenny Tuten, Hunter College-CUNY, "Reading Together, Learning Together: Dialogic Reading in an Urban Elementary School"

Kelly Allen, University of Arizona, Tucson, "Positioning Parents as Literacy Advocates"

Kisha Shoulders, PS 146, New York, NY, "Reading Together, Learning Together: Dialogic Reading in an Urban Elementary School"

Dannette Suarez, PS 146, New York, NY, "Reading Together, Learning Together: Dialogic Reading in an Urban Elementary School"

## G.12 Writing for a Better World: Poetry Response to World Events

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### B210

When headlines shout tragic news, we often feel powerless. Yet poetry can help. In this session, a panel of teachers and poets share ways to respond to world events and work to make positive change through poetry, beginning at the most personal level and later echoing out into the world.

**Chair:** Margaret Simon, Iberia Parish Gifted Program, Iberia, LA

**Respondent:** Katherine Bomer, University of Texas, Austin

**Presenters:** Amy Ludwig VanDerwater, author, Orchard/Scholastic

Irene Latham, author, Birmingham, AL

Laura Shovan, Wendy Lamb Books/Random House

Margarita Engle, Simon & Schuster

Tara Smith, Glen Rock School District, NJ

### G.13 Autism Awareness and Advocacy in the Secondary, College, and Teacher-Education Classrooms

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B301

Drawing on their personal and professional experiences with autism spectrum disorder, the panelists describe how to approach this increasingly diagnosed neurodevelopmental disorder from an assets-based perspective by connecting English language arts content and pedagogy to the existing literacy practices and behaviors of students on the spectrum.

**Chair:** Robert Rozema, Grand Valley State University, Allendale, MI, “The Literacy Practices of Adolescents with Autism”

**Presenters:** Bruce Mills, Kalamazoo College, MI, “Teaching the Spectrum: Service-Learning, Structured Reflection, and Advocacy in a First-Year Writing Seminar”

Peter Smagorinsky, University of Georgia, Athens  
“The Social Life of Autism-Spectrum Youth, and the Pernicious Effects of Deficit Assumptions about Their Potential”

### G.14 Are You Protected from Mayhem? Using Commercials to Teach Expository and Persuasive Writing

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A303

This presentation describes “Finding True North”—a lesson framework for deep literacy learning used to invite students into authentic inquiry about significant issues. This session includes a lesson demonstration using commercials to engage students in thinking that leads to exceptional expository or persuasive writing.

**Presenters:** Carol Wickstrom, University of North Texas, Denton  
Leslie Patterson, North Star of Texas Writing Project, Denton  
Marla Robertson, Utah State University, Logan

### G.15 The Heartwork of Teaching & Power of L.O.V.E.

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A305

In this interactive session, award-winning authors and literacy advocates will reflect with participants on a curriculum of children driven by L.O.V.E. Learning the Power of Words, Opening Hearts and Minds, Valuing Voices, Empowering All Learners. The panel will explore L.O.V.E as the foundation for success in all schools.

**Chair:** Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin

**Presenters:** Kwame Alexander, Scholastic  
Georgia Heard, author/independent consultant, Nancy Paulsen Books, FL  
JoEllen McCarthy, The Educator Collaborative

### G.16 A Tale of Two Cities: Multicultural Literature as Advocacy

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This session will explore the need for teachers to use multicultural literature in any classroom as a vehicle for advocacy and social justice. The goal of this session is to provide tangible methods for teachers to increase student engagement within an ELA classroom and their communities at large. Participants will receive sample unit plans, book lists, and student products.

**Presenters:** Nicole Amato, Pritzker College Prep, Chicago, IL, “A Tale of Two Cities: Multicultural Literature as Advocacy”  
Teresa Strait, Spartanburg Day School, Spartanburg, SC

### G.17 Multimodal Text and Practices Bridging Classrooms and Communities

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Diverse learners engage in multimodal projects in two settings. The multimodal literacy processes of diverse young learners, mediated through LEGOs, digital photography, and software applications, will invite discussion of advocating for active, student-centered literacy instruction. Teachers, K–5 students, parents, and community members co-constructing multimodal texts highlights how community multimodal projects exalt family literacy and students’ out-of-school literacies, and bridge the gap of teachers’ perceptions and student abilities.

**Chair:** Sally Brown, Georgia Southern University, Statesboro, “Teaching Reading and Writing through Multimodal Literacy Practices”

**Presenters:** Amy Seely Flint, University of Louisville, KY, “The Things We See When We Open Our Eyes: A Community Multimodal Project”  
Thais Council, Georgia State University, Atlanta, “The Things We See When We Open Our Eyes: A Community Multimodal Project”  
Ashley Hicks, Andrew P. Stewart Center, Atlanta, GA, “The Things We See When We Open our Eyes: A Community Multimodal Project”



### G.18 Reading, Writing, Reflections: Empowering Student Voices

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A313

Students become their own advocates when empowered to create strong identities and find their voices. Teachers from Zaharis School in Mesa, Arizona, discuss how they covertly use literary experiences to help their students have the desire and ability to voice opinions and stand up for their own learning and passions.

**Presenters:** Kris-Ann Florence, Zaharis Elementary School, Mesa, AZ  
Mike Oliver, Zaharis Elementary School, Mesa, AZ

### G.19 Books as Advocates: Exploring How Immigration Stories in Literature Can Shift Perceptions of Contemporary Immigration in Predominantly White Classrooms

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A314

This session will illuminate how children's literature can act as "advocate" for the experiences of immigrant families and children. Two K-12 and two university literacy educators collaborate to demonstrate how deficit ideologies of contemporary immigration can be deconstructed and transformed through children's literature in "predominantly white" elementary classrooms.

**Chair:** Laura Roy, Penn State Harrisburg  
**Presenters:** Drew Gingrich, 5th-grade teacher, Plantation, FL  
Julia Keefer, Penn State University, University Park, PA

### G.20 Early Childhood Preservice Teachers' Emerging Understanding of Critical Literacy

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This session explores how preservice teachers reconstructed their understandings of critical literacy lessons using children's literature. This session will share findings from studies that examined early childhood and elementary students' emerging understandings of critical literacy.

**Chair:** Ranita Cheruvu, William Paterson University, Wayne, NJ, "Early Childhood Preservice Teachers' Emerging Understandings of Critical Literacy"  
**Presenters:** Sue Mankiw, William Paterson University, Wayne, NJ, "Early Childhood Preservice Teachers' Emerging Understandings of Critical Literacy"  
Vince Laverick, Bowling Green State University, OH, "You Read What in Class?: Using Children's Literature to Prepare Preservice Teachers for Challenging Topics"

### G.21 Young Children Take Action: Helping Students Think Critically and Talk Openly about Difference to Promote Advocacy and Activism

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Rainbow A316

In this session, educators committed to addressing issues of equity in their classrooms reveal how their students' perceptions of the world, influenced by children's literature, prompted them to reexamine their approach to schooling.

**Presenters:** Chris Hass, Center for Inquiry, Blythewood, SC, "Taking Off the Blinders: Helping Students Think Critically and Talk Openly about Difference"  
Sarah McKinney, Hunt Meadows Elementary, Easley, SC, "Young Children Take Action: Using Read-Alouds to Promote Advocacy and Activism in Our Community"  
Tiffany Palmatier, Center of Inquiry, Columbia, SC, "Taking Off the Blinders: Helping Students Think Critically and Talk Openly about Difference"  
Katie Stover, Furman University, Greenville, SC, "Young Children Take Action: Using Read-Alouds to Promote Advocacy and Activism in Our Community"



### G.22 Fighting an Uphill Battle: Social Justice Advocacy in English Educational Spaces

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Through the use of personal narratives, three English educators across multiple contexts discuss their experiences resisting hegemony through social justice advocacy. The session examines our languaging of resistance and provides examples of how to sustain equity projects while also maintaining personal integrity and fostering relationships with allies.

**Chair:** Amber Pabon, University of Pittsburgh, PA

**Presenters:** Megan Dale, Propel Schools/The University of Pittsburgh, PA

Amber Pabon, University of Pittsburgh, PA

Ashley Newby, Michigan State University, East Lansing

### G.23 Creative Educational Leaders for the 21st Century: Researcher-Teachers' Collaboration

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This panel presentation describes a “meta-analysis” of projects that six teachers and one researcher collaborated on using various creative literacies such as drama, storytelling, children’s literature, and digital arts. It explores the meanings of advocacy within teachers’ and researchers’ practices in one of the largest urban areas in the country.

**Chair:** Ambika Raj, California State University, Los Angeles, “Creative Education Leaders for the 21st Century”

**Presenters:** Jayro Alcantar Armenta, El Marion Language School, Los Angeles, CA, “Storytelling and Bilingual Immersion”

Erin Bates, Sequoyah School, Pasadena, CA, “Planet Experts in a K-1 Class”

Karla Duarte, Los Angeles County Arts Commission, CA, “Storytelling and Animation in a Community Arts Program”

Veronica Roldan, Park Elementary, Alhambra, CA, “Drama in Fourth Grade to Enhance Soft Skills”

### G.24 Power Up! Activating the Power of Teacher Voices

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A405

Teachers should be driving school improvement, but we often silence our voices of expertise and wait for administrative directives. Come learn how we’ve “powered up” our department by advocating for better curricula and pedagogy, and leave with clear strategies for how you can do the same in your school.

**Presenters:** Hattie Maguire, Novi High School, Novi, MI  
Michael Ziegler, Novi High School, Novi, MI

### G.25 Reframing the Gradual Release Model as a Tool for Advocacy

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A407

Students need to be at the center of learning. When we take time to listen, we can advocate for them instructionally. Join us as we rethink the gradual release of responsibility model to create space to observe students, collect formative data, and scaffold students to be problem solvers.

**Chair:** Clare Landrigan, Teachers for Teachers, Waban, MA

**Presenters:** Dorothy Barnhouse, literacy consultant, Brooklyn, NY

Tammy Mulligan, Teachers for Teachers, Lexington, MA

Terry Thompson, Northeast Independent School District, San Antonio, TX

### G.26 Kids Can Change the World through Voice and Choice

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A408

Using examples from inquiry-based projects, teachers and administrators will demonstrate ways to help students develop powerful voices. Presenters will share structures for student collaboration and age-appropriate research and presentation skills. Participants will engage in conversation throughout and leave with resources for implementing this work in their own school.

**Chair:** Kathy Bartelmay, Duke School, Durham, NC

**Presenters:** Amy Lau, Duke School, Durham, NC,

“Second Graders Change the World”

Annie Gentithes, Duke School, Durham, NC, “Sixth Graders Change the World”

Jenny Murray, Duke School, Durham, NC, “Giving Teachers a Voice”

Kathy Bartelmay, Duke School, Durham, NC,

“Teaching Kids to Save the World”

### G.27 English Teachers in the Classroom: Stories of LGBTQ Advocacy

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B202

Classroom teachers, representing a range of levels, share stories of advocacy. Their narratives highlight the challenges and the need to support students and colleagues who identify as LGBTQ, as well as the importance of inclusive curricula for all students.

**Presenters:** Jacob McWilliams, University of Colorado Boulder, "Advancing Trans\*Pedagogies: Advocacy and Activism for Gender Diversity"

Pat Jones, University of South Florida, Tampa, "I Wear My A with Pride: I Am an Advocate"

Taelor Rye, Wilkinson County High School, Irwinton, GA, "Homophobia in Schools: Insufficient Teacher Preparation"

### G.28 The Power of Author Visits

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B203

Author visits are a big deal. However, many educators don't feel equipped to pull them off. This panel presentation is for those wondering what a great author visit looks and feels like and how powerful it can be. You will gain tools and inspiration you need to get started today!

**Tradebook Authors:** Chris Grabenstein, Random House Children's Books

Liesl Shurtliff, Random House Children's Books

Matt de la Peña, Random House Children's Books

Matthew McElligott, Random House Children's Books

**Facilitator:** Suzanne Gibbs, Western School District, Warner Elementary School, Spring Arbor, MI

**Presenters:** Julie Oliver, Western School District/Western Elementary School, Parma, MI

Suzanne Gibbs, Western School District, Warner Elementary School, Spring Arbor, MI

### G.29 Mind over Media: Exploring Critical Literacy through Contemporary Film, Graphic Novels, and Controlling Images

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B204

This session explores the use of contemporary media in the classroom as a means to promote critical literacy.

**Presenters:** Luke Rodewald, Iowa State University, Ames, "English Class Goes Hollywood: Using Popular Film in the Secondary Classroom"  
Meghan Senjanin, De La Salle Institute, Chicago, IL,

"Using Graphic Novels to Improve Media Literacy: A Democratic Journey"

Rich Novack, Teachers College, Columbia University, New York, NY, "Star Wars through a Lens of Critical Literacy"

### G.30 Advocating for Student Voice: Portfolios as an Integral Part of Our Learning Culture

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B207

Portfolios offer us opportunities to assess learning in ways that encourage inquiry, self-reflection, expression, and creativity in both teachers and students. The presenters will explore portfolios as a means to attain standards while advocating for individual growth and community empowerment in both elementary, secondary, and university settings.

**Respondent:** Yvonne Siu-Runyan, Northern Colorado University, Greeley

**Presenters:** Anna Lee Lum, Kamehameha Elementary School, Honolulu, HI

Christopher Au, University of Hawaii, Honolulu

Jay Taniguchi, Hawaii Council of Teachers of English, Honolulu

Kahea Faria, University of Hawaii, Honolulu

Mischa Lenchanko, University of Hawaii at Manoa

Sheri Fitzgerald, Pacific American Foundation

Stacy George, Hawaii Department of Education

Stephanie Furuta, University of Hawaii at Manoa

### G.31 University, School, and State Department of Education Relationships: Merging Goals and Meeting Teacher Needs

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B208

Educators from one state will spotlight individual inquiries about the preparation and retention of literacy educators and the professional learning of teachers in their context while inviting the audience and NCTE representatives to join in the conversation for an open, interactive session that merges goals and promotes advocacy for teachers.

**Chair:** Dixie Keyes, Arkansas State University-Jonesboro, "Merging Inquiries into Collective Goals"

**Presenters:** Janine Chitty, University of Arkansas, Fort Smith, "University Partners Program"

Cindy Green, Virtual Arkansas, "Initiatives for Teacher Development and NCTE Affiliate Work"

## G SESSIONS / 9:30–10:45 A.M.

Corey Oliver, Conway Public Schools, AR, “Being a Teacher and Teacher-Educator and Involvement with State Department Initiatives”

Sherri Thorne, Arkansas Department of Education, “State Department Goals for ELA Teachers and New Inquiries”

Donna Wake, University of Central Arkansas, Conway, “Inquiries from a Teacher-Educator and Affiliate Leader”

Dawn Bessee, Crowley’s Ridge Ed. Cooperative, Jonesboro, AR

“My Role as a Literacy Specialist at One State Education Cooperative and Related Inquiries for Teacher Growth and Development”

### G.32 Early Childhood Teacher-Educators Examine Advocacy for Diversity and Social Justice in Language and Literacy Classrooms



B209

Educators share experiences in which tools for literacy advocacy arose in collaborative work between teacher candidates and teacher-educators. Using these stories, this presentation will demonstrate the critical role that observing, recording, and reflecting have on a teacher’s ability to make thoughtful instructional decisions impacting literacy advocacy and the whole child.

**Presenters:** Carmen Colon, Bank Street College of Education, NY  
Mollie Welsh Kruger, Bank Street College of Education, NY  
Peggy McNamara, Bank Street College of Education, NY

### G.33 Make Me a World: The Magic of Multicultural Lit to Inspire and Advocate for Students



This session features a discussion of strategies to promote student advocacy through the use of multicultural literature.

**Presenters:** Katie Dickerson, Olney Charter High School, Philadelphia, PA, “I Change Myself, I Change the World”: Encouraging Social, Emotional, and Community Development through Multicultural Literature”

Rebecca Harper, Augusta University, GA, “Reading between the Lines: Using LGBTQ Literature with Middle and High School Teachers and Counselors”

### G.34 Finding Your Voice: Using *Their Eyes Were Watching God* and Blues Music to Introduce Students to Text Comparison, Primary Source Analysis, and Creative Writing for a Specific Purpose



B212

An English teacher, a music teacher, and a literacy leader discuss their collaboration on a cross-disciplinary unit in which students produced multimedia presentations comparing the expression of similar thematic elements in literary and musical texts.

**Presenters:** Brian Doering, Rockford East High School, IL  
Cindy Doering, Rockford East High School, IL  
Sara Okey, Rockford East High School, IL

### G.35 Advocating for English Classrooms as Artful Maker-Spaces (M-S)



B213

Out of a context of career- and college-ready initiatives and emphases on STEM learning, this session presents ways to advocate for *craft* and *making* in an English and art collaboration. Participants will be invited to design books hacked with paper circuits and find their place as makers.

**Presenters:** Charles Youngs, Bethel Park High School, Bethel Park, PA, “Adding English as the Silent E in STEAM”  
Kent Wallisch, Bethel Park High School, Bethel Park, PA, “Making the A in STEAM”

### G.36 Transformative Language, Literacy, and Advocacy: An Exploration of Educational Experiences of Incarcerated Youth



B216

This session examines educational experiences of incarcerated youth. Panelists offer strategies for teaching literacy skills, acknowledging mental health conditions, and examining approaches to mitigating racial bias as a means to dismantling the school-to-prison pipeline (SPP).

**Chair:** Jamal Cooks, San Francisco State University, CA, “Transformative Language, Literacy, and Learning: An Exploration of Educational Experiences of Incarcerated Youth”

**Presenters:** Turshika Bennett, San Francisco State University, CA  
Arash Daneshzadeh, University of San Francisco, CA  
Donald Frazier, San Francisco State University, CA  
Bobby Nakamoto, San Francisco State University, CA

### G.37 The Achievement Gap: Realities and Implications

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B217

The first step toward advocacy is seeing. To this end, we will present the reality of the achievement gap, what it looks like on the ground—lessons, best practices, and student work—which will speak to the differing needs of our students and the implications for teachers in different contexts.

**Presenters:** Andrew Ravin, Teachers College, Columbia University, New York, NY  
Gabriel Steinberg, The Salk School of Science Lower Manhattan, New York, NY  
Min Kim, Stuyvesant High School, NY  
Teddy Ligon, UD Team Charter School, Brooklyn, NY  
Mallory Neidich, Village Community School, New York

### G.38 Spurring Advocacy That Empowers: Teaching Literature That Gives Voice to the Voiceless

S

Rainbow

B218

In this session, participants will discover ways to encourage students to be advocates for the disenfranchised citizens of our world using Holocaust, Native American, and African American literature. BYOD to actively engage via Kahoot It, Google platforms, Grammarly, Instagram, Facebook, Socrative, and other apps to discover practical classroom lessons.

**Presenters:** Craig Ewing, Saint Thomas Aquinas High School, Fort Lauderdale, FL  
Lisa Bauman, Blue Valley West High School, Overland Park, KS  
Paula McCarthy, St. Thomas Aquinas High School, Fort Lauderdale, FL  
Boyd Bauman, Sumner Academy of Arts and Science, Kansas City, MO

### G.39 Self-Advocacy: Career Exploration and the Autobiography

G

B307

Students are constantly told that writing is essential to their futures and future careers. Yet they are not instructed how to advocate for themselves or navigate all that is expected to choose a college major and map a path to a career. How to bridge the disconnect? With a career and self-exploration writing assignment, of course!

**Presenter:** Clarissa West-White, Bethune Cookman University, Daytona Beach, FL

### G.40 Culturally Diverse Young Adult Literature: Voices of Advocacy and Community

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Rainbow

B308

**Sponsored by the CEE Commission on the Study and Teaching of Adolescent Literature**

In this conversation session, award-winning young adult authors Meg Medina and Kekla Magoon discuss creating stories rich in culture and community as pathways to advocacy. Table leaders will engage attendees in discussions related to teaching culturally rich YA books that celebrate diverse communities and encourage advocacy.

**Chair:** Kelly Bull, Notre Dame of Maryland University, Baltimore

**Speakers:** Kekla Magoon, author, Bloomsbury  
Meg Medina, author, Candlewick Press

**Roundtable 1: Teaching E. R. Frank's *Dime*: Awareness of the Human Trafficking Culture and Advocacy for the Justice, Recovery, and Reentry of Victims**

Steffany Comfort Maher, Western Michigan University, Kalamazoo

**Respondent:** Emily Wender, Indiana University of Pennsylvania, Indiana, PA

**Roundtable 2: Gaining Perspective: Point of View as a Vehicle for Advocacy and Community-Building in *How It Went Down***

Ricki Ginsberg, University of Connecticut, Storrs

**Respondent:** Emily Pendergrass, Vanderbilt University, Nashville, TN

**Roundtable 3: Historical Fiction: Pathway to Advocacy**

Judith Hayn, University of Arkansas, Little Rock

**Respondent:** Sean Connors, University of Arkansas, Fayetteville

**Roundtable 4: Culturally Diverse YAL: The Liminal Space of a Seventh-Grade Tuscarora Resident**

Alice Hays, Arizona State University, Tempe

**Respondent:** Jody Polleck, Hunter College, New York, NY

**Roundtable 5: Neighbors to Friends: Working Together to Solve Personal and Community Problems as Portrayed in the Novel *One Day and One Amazing Morning on Orange Street***

Lisa Hazlett, University of South Dakota, Vermillion

**Respondent:** Ann Marie Smith, University of Texas of the Permian Basin, Odessa

## G SESSIONS / 9:30–10:45 A.M.

**Roundtable 6: Called to Speak: Texts That Advocate for Gay, Lesbian, and Transgendered Teens**

Melanie Hundley, Vanderbilt University, Nashville, TN  
**Respondent:** Stacey Reece, University of Tennessee, Knoxville

**Roundtable 7: Examining Bullying in Relation to Self-Discovery and Identity in *Yaqui Delgado Wants to Kick Your Ass***

Dawn Jacobs Martin, Notre Dame of Maryland University, Baltimore  
**Respondent:** Kelly Bull, Notre Dame of Maryland University, Baltimore

**Roundtable 8: Those Among Us: Their Story and How We Foster Understanding and Provide Advocacy**

Kathryn Kelly, Radford University, Radford, VA  
**Respondent:** Katie Sluiter, Wyoming Public Schools, Wyoming, MI

**Roundtable 9: Unsilencing YA Disability Literature *El Deafo*, a Graphic Memoir by Cece Bell**

Shannon Mortimore-Smith, Shippensburg University, Shippensburg, PA  
**Respondent:** Wendy Glenn, University of Connecticut, Storrs

**Roundtable 10: Using *The Absolutely True Diary of a Part-Time Indian* to Advocate for Food Justice**

Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI  
**Respondent:** Travis Reyes, Arlington Public Schools, Arlington, MA

**Roundtable 11: All American Boys: Finding a Voice to Change the World through Advocacy**

Shelly Shaffer, Eastern Washington University, Cheney, WA  
**Respondent:** Terri Suico, Saint Mary's College, Moraga, CA

**Roundtable 12: Opening Up Dialogue to Help Close Down Stereotypes**

William Williams, Concord University, Athens, WV  
**Respondent:** Allison Varnes, University of Tennessee, Knoxville

**G.41 Dramatized: Live Performance, LGBTQ Literature, and Close Reading**

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LGBTQ

**B309**

Featuring a live performance of an excerpt from a script adapted from YA author Julia Watts's Lambda-Award-winning novel, *Finding H.F.*, this session highlights the power of compelling storytelling to ignite discussion of LGBTQ topics and demonstrates how to simply stage any text, once adapted for performance, in the ELA classroom.

**Chair:** Craig Young, Bloomsburg University of Pennsylvania, Bloomsburg, PA

**Tradebook Author:** Julia Watts, Bella Books, Knoxville, TN

**Respondent:** Toby Emert, Agnes Scott College, Decatur, GA

**G.42 Advocating for Themselves: Teaching Argumentation in Rural Communities**

M

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**B310**

Looking for classroom-tested research-based strategies to improve argument writing instruction in your classroom? Come to this interactive session where teacher-consultants from a National Writing Project site will share a variety of strategies proven effective for scaffolding argumentation in middle and high school classrooms. Digital tools and resources will be shared.

**Presenters:** Rachel Sanders, University of Georgia, Athens, "Making Your Case: Using PMI to Evaluate and Organize Evidence"

Rebecca Kaminski, Clemson University, SC, "Staking a Claim"

Sarah Hunt-Barron, University of South Carolina Upstate, Spartanburg, "Acknowledging the Opposition: Building an Effective Counter"



### G.43 Deepening Critical Thinking via Evidence-Based Discussion

M

B311

Critical reading requires the ability to build strong evidence-based claims, but faced with increasingly diverse learners, it's challenging to make this work accessible for everyone. Enter the power of evidence-based discussions, designed to build community, spark rigorous thinking, and raise the level of reading, writing, and talk for all students.

**Presenters:** Erica Fontana, East Side Community School, New York, NY  
Patricia Bryan, East Side Community School, New York, NY  
Sherry Ormond, East Side Community School, New York, NY

### G.44 Why Middle Matters: Teacher Voices

M

B312



**Sponsored by the Middle Level Section Steering Committee**

Teacher voices need to be heard and shared. In this Middle Level-sponsored session, meet middle level educators from various states as they share lesson plans and ideas. See how others advocate for kids, and take away ideas that you can apply to your own classroom.

**Chair:** Amy Gutierrez Baker, West Jefferson Middle School, West Jefferson, CO  
**Presenters:** Elizabeth Edenkrans, 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

### G.45 Advocating for Authenticity: Instructional Strategies Based on an Authentic Framework to Promote Critical Literacy

G

B314

5E lessons based on authentic teaching and learning encourage students to connect what they learn in the classroom to their own lived experiences. Presenters will encourage participants to collaboratively investigate the 5E's through research-based instructional strategies, explore exemplar 5E lessons, and reflect on their own lesson planning.

Aimee Myers, University of Oklahoma, Norman  
Gage Jeter, University of Oklahoma, Norman

### G.46 Narratives as Advocacy Compositions: Teaching Critical Writing in English Methods Classes through Digital Book Publishing

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TE

B316

Rainbow

Presenters will focus on how writing was used in English methods classes to advocate self-awareness, empowerment, and collaboration. Students wrote critical narratives on identity, relationships, and the decision to teach for printed classroom books using Web-based publishing. Presenters will discuss how perspectives on project-based learning and teaching writing were impacted.

**Presenters:** Darlene Russell, William Paterson University, Wayne, NJ  
Jessica Mastropaolo, William Paterson University, Wayne, NJ

### G.47 Developing a Reading Identity: When I Was Your Age



**B403**

What are the reading habits, interests, and preferences of educators? There's school; then there's life. This session advocates for professional development.

**Chair:** Teri Lesesne, Sam Houston State University, Huntsville, TX, "Developing a Reading Identity: Research into Teacher and Librarian Reading Habits"

**Presenters:** Ari Zeiger, Delgado Community College, New Orleans, LA, "When I Was Your Age: Teacher-Authored Books to Inspire Young Writers"  
Karin Perry, Sam Houston State University, Huntsville, TX, "Developing a Reading Identity: Research into Teacher and Librarian Reading Habits"  
Sarah DeBacher, University of New Orleans, LA, "When I Was Your Age: Teacher-Authored Books to Inspire Young Writers"

### G.48 Stories of Advocacy: Latina Mothers and Daughters Writing, Sharing, and Ways of Knowing



**B404**

This presentation will open the seams of an after-school and summer writing workshop for Latina adolescent girls and their mothers. We will discuss how a Third Space was constructed with and for girls and their mothers that invited them to write, draw, and share stories from their lived experiences.

**Chair:** Renee Moreno, California State University, Northridge

**Respondent:** April McNary, SunnySlope High School, Phoenix, AZ

**Presenters:** Autumn Warntjes, Landmark Elementary School, Glendale, AZ

Tracey Flores, Arizona State University, Tempe  
Adriana Toles, Challenger Middle School, Glendale, AZ

### G.49 Advocating to Maximize the Power and Increase the Use of Nonfiction Trade Books as Essential Components of Instruction: Presenting Award-Winning Authors Whose Books of Nonfiction and Biography Inform, Inspire, and Engage Readers



**B407**

Award-winning authors will discuss their research, idea formation, writing, and creative ways they inform and engage readers as they craft nonfiction science and social studies books and biographies.

Speakers will share insights and tools into how to engage readers, meet CCSS's, stimulate inquiry, and develop critical reading and thinking skills.

**Presenters:** Carole Boston Weatherford, Little Bee Books, "Connecting the Past and the Present with Words That Inform and Inspire"

Donna Knoell, Educational Consulting, "Advancing Content Literacy Instruction with Engaging, Content-Rich Trade Books"

Jen Bryant, Penguin Random House, "Dots and Words: Choosing Just the Right, Precise Words to Communicate Powerful, Big Ideas"

Kate Messner, Chronicle/Bloomsbury/Scholastic, "Passionately Curious: The Art of Bringing Science to Life through Questions and Inquiry"

Patricia Hruby Powell, Chronicle Books, "Compelling Social and Political Issues in Verse That Communicates Life-Changing History"

Debbie Levy, Simon & Schuster, "Powerful Nonfiction Messages: A Song, A Race, and a Voice"

### G.50 Teaching Literacy through History



**B408**

The Gilder Lehrman Institute of American History will demonstrate and discuss how teachers can create a dynamic classroom experience and encourage student interaction by "teaching literacy through history." Educators will learn to use primary source documents—including letters, speeches, art, and literature—to engage students and build connections in the humanities.

**Presenters:** Timothy Bailey, The Gilder Lehrman Institute of American History, "Teaching Literacy through History"

Michelle Wade, Milwaukee Public Schools, WI  
Erik Bloch, Greenwich High School, CT

### G.51 Growing Advocacy Online: Using Research and Blogging to Inform and Reach Audiences



**B409**

**Sponsored by the CEE Commission on Writing Teacher Education**

What are the best ways to speak up for our students, and where can we and other advocates make our voices heard most effectively? Join editors and authors from the writing advocacy blog *Writers Who Care* to discuss why teachers need to become more vocal, and how they can do so.

**Chair:** Kristen Turner, Fordham University, New York, NY

**Respondents:** Ann David, University of the Incarnate Word, San Antonio, TX

Melinda McBee Orzulak, Bradley University, Peoria, IL

**Presenters:** Eileen Buescher, The Ohio State University, Columbus

Leah Zuidema, Dordt College, Sioux Center, IA

Mark Letcher, Lewis University, Romeoville, IL

Sarah Hochstetler, Illinois State University, Normal

### G.52 Lessons on Poverty: Perspectives, Opportunity, Validation

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B405

**Sponsored by the Georgia Council of Teachers of English**

According to 2011 US Census data, one in five children live in poverty. Schoolchildren face hunger, poor medical care, and homelessness daily. Three Georgia educators discuss how to advocate for students living in poverty and how to introduce these topics in the ELA classroom.

**Presenters:** Merrill Davies, author and retired educator, Rome, GA

Chanon Collins, Tift County High School, Tifton, GA

Julie Rucker, Tift County High School, Tifton, GA

### G.53 The Early Career Experience: What? So What? Now What?

G

B215

If you are early in your career in education OR you are someone who formally mentors early career educators, this session is for you. Connect with other educators in similar roles, and engage in generative conversations with your peers around topics related to your unique interests and needs. In this open space environment, think creatively with one another about how your colleagues and NCTE can support you in growing your practices of teaching, scholarship, and leading at your school or college and in your professional organizations.

**Session Designers:** Juan Guerra, University of Washington at Seattle

Lara Hebert, National Council of Teachers of English, Urbana, IL

Anna J. Small Roseboro, author, mentor, consultant, Grand Rapids, Michigan

### G.54 Empowered Families Empowering Student Writers: A Community-Driven, Family Writing Workshop

G

A402

In this interactive session, presenters describe a community-driven, family writing workshop and guide audience members in considering frameworks and strategies for adapting the workshop model to local contexts.

**Presenters:** Catherine DeLazzer, Teachers College, Columbia University, New York, "Purpose and Frameworks"

Marcelle Mentor, Teachers College, Columbia University, New York, "Strategies for Adapting the Workshop Model to Local Contexts"

Mijin Yeom, Architecture Engineering Construction Industries, "Resources and Planning"

Chris Ziegler, Teachers College, Columbia University, New York, "Assessment Tools and Criteria"

### G.55 Exhibitor Session: Tackling Tough Topics

G

A406

**Sponsored by Newsela**

A Newsela Certified Educator will walk you through strategies to tackle tough real-world tough topics via Newsela articles. By having these discussions in the classroom, students will learn to advocate for both themselves and their classmates.

## H SESSIONS / 11:00 A.M.–12:15 P.M.

### H.01 Exploring Perspective: Authors and Readers at Work

**G**  
**E**

**B301**

This session connects four children's authors with their readers, fourth-grade students who have participated in a year-long study of the authors' works. Via prerecorded video, students will draw on their reading experiences to initiate discussions about texts, the writing process, and their wonderings as readers.

**Facilitator:** Patrick Allen, Douglas County Schools, Douglasville, GA

**Presenters:** Kirby Larson, Scholastic  
Susan Long, author  
Barbara O'Connor, Macmillan Children's Publishing Group  
Augusta Scattergood, Scholastic

### H.02 Strategies for Equitable, Sustainable Literacy Assessment: A Roundtable Offering

**G**

**B401–B402**

This roundtable provides an interactive opportunity to learn about literacy assessment in four areas—(1) assessment facilitating students moving across levels; (2) assessment including parents and community partners; (3) assessment options living alongside and talking back to standardized measures; and (4) assessment functioning as a form of advocacy for students.

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Roundtable 1:** Scott Filkins, Champaign Central High School, IL

**Roundtable 2:** Peggy O'Neill, Loyola University, Baltimore, MD

**Roundtable 3:** Kathryn Mitchell Pierce, St. Louis University, MO

**Roundtable 4:** Lisa Scherff, Cypress Lake High School, Fort Myers, FL

**Roundtable 5:** Franki Sibberson, Dublin City Schools, OH

**Roundtable 6:** Kathleen Blake Yancey, Florida State University, Tallahassee

### H.03 The Nerdy Book Club: Every Reader Has Value and a Voice

**G**

**Rainbow A302**

The Nerdy Book Club, a community blog, follows one creed, "Every reader has value and a voice in our community." In this interactive session, share your experiences and explore instructional moves and

resources that launch and sustain reading communities, empower teachers and young readers, and grow professional practice.

**Chair:** Donalyn Miller, The Book Whisperer, Inc.

#### **Roundtable 1: Gertie's Guide to Greatness**

Kate Beasley, Macmillan Children's Publishing Group

#### **Roundtable 2: Why Are You Giving Us Jail Paper?: The Importance of Knowing Students' Journey**

Cathy Blackler, Santana High School, Santee, CA

#### **Roundtable 3: Enchanted Air: Two Cultures, Two Wings**

Margarita Engle, Simon and Schuster

#### **Roundtable 4: Secrets of Librarians**

Teri Lesesne, Sam Houston State University, Huntsville, TX

#### **Roundtable 5: The House That Reading Built: Book Access and Children in Poverty**

Donalyn Miller, The Book Whisperer, Inc.

#### **Roundtable 6: Reigniting High School Reading with Picture Books**

Cindy Minnich, Upper Dauphin Area High School, Elizabethville, PA

#### **Roundtable 7: Creating a Nerdy Culture at Your School**

Colby Sharp, Albion School District, Albion, MI

#### **Roundtable 8: Advocating for Students' Choice in Selecting Books**

Katherine Sokolowski, Monticello Middle School, Monticello, IL

#### **Roundtable 9: The Great American Whatever**

Tim Federle, Simon & Schuster

### H.04 Meet the Editors

**G**

**A301**

Participants will have the opportunity to meet journal editors, explore the publishing possibilities available with the NCTE journals program and with affiliate and assembly journals, 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*

Melissa Iannetta, University of Delaware, incoming editor, *College English*

Lesley Roessing, Armstrong State University, editor, *Connections*

Tara Star Johnson, Purdue University, *English Education*

David Gorlewski, State University of New York at New Paltz, coeditor, *English Journal*  
 Julie Gorlewski, Virginia Commonwealth University, coeditor, *English Journal*  
 Oona Abrams, Chatham High School, New Jersey, *English Leadership Quarterly*  
 Donna Sayers Adomat, Indiana University, coeditor, *The Journal of Children's Literature*  
 Karla J. Möller, University of Illinois at Urbana-Champaign, coeditor, *The Journal of Children's Literature*  
 Angela Wiseman, North Carolina State University, coeditor, *The Journal of Children's Literature*  
 Jonda C. McNair, Clemson University, coeditor, *Language Arts*  
 Kelly Wissman, University at Albany, coeditor, *Language Arts*  
 Lisa Storm Fink, National Council of Teachers of English, Urbana, IL, readwritethink.org  
 Mary Juzwik, Michigan State University, coeditor, *Research in the Teaching of English*  
 Mandie Dunn, Michigan State University, editorial assistant, *Research in the Teaching of English*  
 Scott Jarvie, Michigan State University, editorial assistant, *Research in the Teaching of English*  
 Sally Brown, Georgia Southern University, coeditor, *Talking Points*  
 Deborah MacPhee, Illinois State University, coeditor, *Talking Points*  
 Sara Kajder, University of Georgia, coeditor, *Voices from the Middle*  
 Shelbie Witte, Oklahoma State University, coeditor, *Voices from the Middle*  
 Will Fassbender, University of Georgia, editorial assistant, *Voices from the Middle*

**H.05 Advocating for Immigrants and Refugees through the Use of Creative Nonfiction and Literature: Two Authors, a Librarian, and a Teacher Educator Sharing Stories and Strategies**

**G**

**A412**

Two authors, a teacher educator, and a school librarian discuss advocating for immigrants and refugees by providing access to literature and creative nonfiction titles about the Ellis Island experience, the “forced” immigration of slavery, and modern day refugee experiences. Author stories, teaching strategies, and bibliographies will be provided.

**Chair:** Lois Stover, Marymount University, Arlington, VA

**Presenters:** Eva Thomas, Pocopson Elementary School, West Chester, PA, “Strategies for Using Literature and Creative Nonfiction about the Immigrant Experience”  
 Connie Zitlow, retired teacher educator, Ohio Wesleyan University, Delaware, “Fostering Future Teachers’ Understanding of the Immigrant Experience”  
**Tradebook Authors:** Reyna Grande, Simon and Schuster, “Writing the Immigrant Story in Memoir: One Author’s Personal Approach”  
 Mitali Perkins, Charlesbridge Publishing, “Writing the Immigrant Story: One Author’s Novel Approach”

**H.06 The Power of Postmodern and Wordless Picture Books for Reading and Writing Instruction**

**E**

**B211**

What are the possibilities of postmodern and wordless picture books in a literacy workshop? How can teachers use these engaging texts to promote all students’ learning? Presenters will present powerful instruction for students’ reading, writing, and speaking development.

**Presenters:** Victoria Bertone, Hofstra University, Hempstead, NY, “The Rights of Readers: Discovering the Pleasures and Purposes of Print through Wordless Stories”  
 Jennifer Kopaska, Hofstra University, Hempstead, NY, “The Rights of Readers: Discovering the Pleasures and Purposes of Print through Wordless Stories”  
 Michele Marx, Hofstra University, Hempstead, NY, “The Rights of Readers: Discovering the Pleasures and Purposes of Print through Wordless Stories”  
 Sylvia Pantaleo, University of Victoria, “Developing Student Narrative Competence”

**H.07 “We Lift as We Climb”: Navigating Academe as Persons of Color, Narrating Experiences as Inside-Outsiders**

**G**

**Rainbow**

**A405**

**Sponsored by the Black and Latinx Caucuses**

**Moderator:** Juan Guerra, University of Washington, Seattle  
**Presenters:** Jung Kim, Lewis University, Romeoville, IL  
 Valerie Kinloch, The Ohio State University, Columbus  
 Ramón Martínez, Stanford University, Stanford, CA  
 Linda Prieto, University of Texas at San Antonio  
 Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY

**SATURDAY**



### H.08 Writing with Artifacts: (Re)Narrate a Powerful Teacher/Self



A407

What happened when a small group of teachers collaborated in an out-of-school writer's workshop and learned to use and create artifacts? We'll share how our artifacts served to strengthen our sense of well-being. Join us and learn how to use artifacts to (re) narrate your teaching and your health.

**Chair:** Audrey Lensmire, Augsburg College, Minneapolis, MN

**Presenters:** Aubrey Hendry, Hiawatha Leadership Academy, Minneapolis, MN, "King"  
Amanda Mohan, Minneapolis Public Schools, MN, "Beneath"  
Anna Schick, University of Minnesota, Minneapolis/St. Paul, "Writing with Artifacts"  
Samantha Scott, Augsburg College, Minneapolis, MN, "Why Waste Such Profound Thoughts in a Bathroom?"  
Marie D. S. Voreis, Minneapolis Public Schools, MN, "Assumptions"

### H.09 Peer-to-Peer Critiques: Incorporating First-Page Critique Sessions into the Classroom



A303

First-Page critique sessions are widely used at professional writing conferences, helping authors gain valuable, anonymous insight on the impressions of their manuscript. First pages are read aloud and critiqued with the criteria: What works? What needs help? Would I keep reading? Here, these techniques are adapted for the classroom.

**Presenters:** Courtney Stevens, author, Nashville, TN  
Kristin Tubb, author, Arrington, TN

### H.10 SynBQ: The Intersection of Synthesis & DBQ Essays



A310

**Sponsored by the Center for Expansions of Language and Thinking**

Teachers of AP English Language and Composition and AP US History discuss how students engage with history as a dynamic text in order to become effective advocates in our democracy. A project involving student research, peer revision, and creation of a hybrid Synthesis/DBQ question will serve as a focus for discussions.

**Presenters:** Matthew Heys, Millard West High School, Omaha, NE  
Lloyd Hoshaw, Millard West High School, Omaha, NE

### H.11 Young Children and Materials Expanding Writing Possibilities: Aesthetic Inspirations, Literacy Desirings, and Co-Curators of Literacies



Rainbow

A311

**Sponsored by the Center for Expansion of Language and Thinking**

The panelists share examples of young children's moment-by-moment composing processes as they intra-act and co-curate multimodal literacies with a range of materials. These panelists draw on theories that support the notion that humans and non-humans together produce new ways of knowing about writing, being writers, and doing writing.

**Presenter:** Alan Flurkey, Hofstra University, Hempstead, NY

Candace Kuby, University of Missouri, Columbia  
Tara Gutshall Rucker, Columbia Public Schools, MO  
Jaye Thiel, University of Tennessee, Knoxville  
Angie Zapata, University of Missouri, Columbia

### H.12 Never Too Young to Stand Up for Your Beliefs: Critical Media Literacy in Elementary School Classrooms



A312

This session shares how four elementary school teachers integrated critical media literacy practices into their standards-based curriculum with fourth- and sixth-graders. Presenters analyze the impacts that these practices had on their practice, school relationships, and students' levels of achievement and social responsibility by sharing lessons and student work.

**Chair:** Veronica Garcia, University of San Diego, CA  
**Respondent:** Nicole Mirra, University of Texas, El Paso

**Presenters:** Vanessa Ariaza, Darnall Charter School, San Diego, CA, "Beginning the Journey: Can Critical Media Literacy Work Here?"  
Ali Kayatta, Darnall Charter School, San Diego, CA, "Expanding the Work: Exceeding Expectations for Student Production"  
Susan Roche Portillo, Darnall Charter School, San Diego, CA, "Getting Started: Teaching Students as Critical Citizens"  
Tiffany Holiday, Darnall Charter School, San Diego, CA, "Looking Forward: How Critical Media Literacy Can Transform an Entire School"

**H.13 Making Children Visible through  
Storytelling and Multimodal  
Practices**

**E**

**E**

Rainbow

**A313**

This session explores how children assert their identities with their sociocultural worlds through multimodal literacies and rich storytelling.

**Chair:** Tara Lencl, Teachers College, Columbia University, New York, “I Have a Story to Tell!: Making Children Visible through the Power of Story”

**Presenters:** Dana Frantz Bentley, Buckingham Browne and Nichols School, Cambridge, MA, “I Have a Story to Tell!: Making Children Visible through the Power of Story”

Tran Nguyen Templeton, Teachers College, Columbia University, New York, “‘GG Stands for Good Guys’: Making Sense of Children’s Multimodal Practices”

Haeny Yoon, Teachers College, Columbia University, New York, “‘GG Stands for Good Guys’: Making Sense of Children’s Multimodal Practices”

**H.14 The Power of Inquiry, Investigation  
& Play: Igniting Deep Learning and  
Joyful Growth**

**E**

**E**

**A314**

This session explores how educators can advocate for play and encourage children to co-construct meaningful class investigations, leveraging joyful work in play to meet standards and create change.

**Chair:** Kristine Mraz, New York City Board of Education, NY, “The Power of Play: Igniting Deep Learning and Joyful Growth”

**Presenters:** Renee Dinnerstein, Independent early childhood consultant, “Meaningful Learning through Inquiry, Investigation, and Play”

Alison Porcelli, P.S. 59 Beekman Hill International School, New York, NY, “The Power of Play: Igniting Deep Learning and Joyful Growth”

Dana Roth, New York City Department of Education, “Meaningful Learning through Inquiry, Investigation, and Play”

Katie Rust Brown, New York City Schools, “Meaningful Learning through Inquiry, Investigation, and Play”

Adele Schroeter, New York City Department of Education, “The Power of Play: Igniting Deep Learning and Joyful Growth”

Cheryl Tyler, Teachers College Reading and Writing Project, Columbia University, New York, “The Power of Play: Igniting Deep Learning and Joyful Growth”

**H.15 Advocating for Young Children’s  
Right to Learn, Thrive, and Play**

**G**

**E**

**E**

**A315**

It is through questioning our practices and knowing our children that we can create early childhood classrooms where children thrive and where children develop personal and community advocacy.

**Chair:** Julia Lopez-Robertson, University of South Carolina, Columbia, “Advocating for Young Children’s Right to Learn and Create Meaning in Their Own Way”

**Presenters:** Cam DeCock, Mount Eagle Elementary School, Alexandria, VA, “It’s Their Day: Keeping Kindergarten a Place Where Children Thrive, Play, and Learn”

Tammy Frierson, Richland Two, Columbia, SC, “Advocating for Young Children’s Right to Learn and Create Meaning in Their Own Way”

Althea Greenstone, Fairfax County Public Schools, Falls Church, VA, “It’s Their Day: Keeping Kindergarten a Place Where Children Thrive, Play, and Learn”

Allison Groner, Hagood Elementary School, Pickens, SC, “Advocating for Young Children’s Right to Learn and Create Meaning in Their Own Way”

Mary Jade Haney, Horrell Hill Elementary School, Hopkins, SC, “Advocating for Young Children’s Right to Learn and Create Meaning in Their Own Way”

Katie Keier, Fairfax County Public Schools, Falls Church, VA, “It’s Their Day: Keeping Kindergarten a Place Where Children Thrive, Play, and Learn”

Jordan Wright, Fairfax County Public Schools, Falls Church, VA, “It’s Their Day: Keeping Kindergarten a Place Where Children Thrive, Play, and Learn”

**H.16 Black Caucus Open Forum**

**G**

**A402**

This open meeting provides a space for NCTE members interested in issues of ELA relevant to Black students, communities, knowledges, experiences, and textual expressions. It explores issues of equity in ELA that sit at the intersection of policy, practice, and research to highlight and interrupt systems of disparity that devalue Black bodies, lives, and perspectives.

**Co-Chairs:** David E. Kirkland, New York University, New York

Elaine Richardson, The Ohio State University, Columbus

## H SESSIONS / 11:00 A.M.–12:15 P.M.

## H.17 Latinx Caucus Open Forum

G A403

We welcome educators to join the open meeting to learn more about our history, membership, and future directions of the Caucus. The meeting is a space for educators committed to issues of equity and justice pertaining to the lives and ways of knowing of Latinx students, families, and communities to network and share resources.

**Co-Chair:** Tracey Flores, Arizona State University, Tempe

Sandra L. Osorio, Illinois State University, Normal

## H.19 Reading Aloud NSTA Outstanding Trade Books

E A408

After an overview of the varied genres and text types present within the National Science Teachers Association Outstanding Trade Books, classroom teacher presenters will discuss experiences using them in whole-class interactive readalouds. Participants will have the opportunity to examine the books and identify titles for their own interactive readalouds.

**Chair:** Gary Bingham, Georgia State University, Atlanta

**Facilitators:** Thomas Crisp, Georgia State University, Atlanta

Mehmet Gultekin, Georgia State University, Atlanta  
Laura May, Georgia State University, Atlanta

**Presenters :** Megan Lankford, DeKalb County School District, Atlanta, GA, “Considering Biographical Figures as Literary Characters”

Tiffany Lundy, DeKalb County School District, Atlanta, GA, “Reconsidering Engagement: Identifying Multiple Types of Participation”

## H.20 Empowering Communities of Readers: Book Clubs and Service Learning

TE B201

These panelists will share the ways in which they have used shared reading practices to engage teachers as advocates and create communities of students. Panel highlights include hearing from teacher candidates, and learning about how the book *I Am Malala* worked as a class assignment.

**Presenters:** Anne Katz, Armstrong State University, Savannah, GA, “Redefining the Reading Professor’s Role: Advocating for Creative Learning Opportunities for Teacher Education Candidates”  
Jenny Rich, Rowan University, Glassboro, NJ, “Advocacy Book Clubs in Teacher Education”

## H.21 An Invitation to Writing and Action: Preserving and Promoting Inclusivity in Basic Writing Courses

G C TE B202

This session will address various models of basic writing courses as pathways to college readiness and a comprehensive advocacy plan for basic writers, with a particular focus on the needs of non-traditional learners in community colleges. It will explore the writing instructor’s role as a student advocate in and out of the college classroom.

**Presenters:** Jessica Dean, Pellissippi State Community College, Knoxville, TN, “An Invitation to Writing: Preserving and Promoting Inclusivity in Basic Writing Courses”

Chitralakha Duttagupta, Utah Valley University, Orem, UT, “Do, Not Tell—Less Talk and More Action: Advocacies for Basic Writers”

Susannah Kilbourne, Lafayette High School, Lexington, KY, “An Invitation to Writing: Preserving and Promoting Inclusivity in Basic Writing Courses”

Kathryn Stewart, Greenville Technical College, Greenville, SC, “An Invitation to Writing: Preserving and Promoting Inclusivity in Basic Writing Courses”

## H.22 Exploring High School Ethnic Studies Curriculum and Pedagogy Across Contexts

M S C B203

**Sponsored by the Black and Latinx Caucuses**

What is ethnic studies? Why is it significant? How is it enacted? In this presentation, each panelist will take a different perspective (Latin@ studies, Black studies, and Indigenous studies) to demonstrate the importance of ethnic studies and the ways it can be enacted.

**Respondent:** Ernest Morrell, Teachers College, Columbia University, New York

**Presenters:** Donja Bridges, The Ohio State University, Columbus, “Free-Dumb Fighting: Liberating the Mis-Education of American Youth through Black Studies”

Cati de los Rios, Teachers College, Columbia University, New York, “Literacies of Power: Exploring Multilingual and Multiliterate Repertoires in a Chican@/Latin@ Studies Class

Tim San Pedro, The Ohio State University, Columbus, “Ethnic Studies for All”

## H.23 Literacy Instruction with Digital Media: Collaboration, Diversity, Advocacy

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Rainbow

B204

This panel shares four classroom research projects: a student research project on social media movements such as #blacklivesmatter, an upper-division college multimedia assignment asking students to cite each other's projects, a Writing through Media course using maker media, and research about teaching diverse undergraduate students using digital media.

**Presenters:** Michelle Crooks, Grossmont College, El Cajon, CA, "From Tweets to the Streets: Exploring the Power of Social Media Movements"  
 Rochelle Gold, University of Southern California, Los Angeles, "Collaboration and Digital Writing Assignments"  
 Madison Jones, University of Florida, Gainesville, "Ekphrastic Media: Visualizing Advocacy in the Writing Classroom"  
 Kenya Mitchell, University of California, Davis, "Writing at the Crossroads: Supporting Diverse Student Writing in the Digital Realm"

## H.24 Reading and Writing: Pathways for Students to Creative Thinking, Innovation, and Problem-Solving

G

B206

Roundtable leaders will focus on topics that address problem-solving while reading and writing and how reading and writing inspire students to think creatively and develop innovative ideas. Participants can attend conversations by teachers, educational writers, and researchers from elementary, middle, and high school, and authors of children's books.

**Chair:** Laura Robb, Powhatan School, Boyce, VA

### Roundtable 1: Poetry Power! Turbocharge Your Students

Kwame Alexander, Scholastic

### Roundtable 2: Courageous Commitments; Knowing and Nurturing Readers and Writers through Core Literacy Practices

Pam Allyn, Scholastic, Inc.

### Roundtable 3: Unbelievably Simple and Concrete Activities in Structural Design of a Text: Dreaming It Up as a Writer, Nailing It as a Reader

Gretchen Bernabei, Eleanor Kolitz Hebrew Language Academy, San Antonio, TX

### Roundtable 4: Designing Writing Assignments That Make Students Think

Jim Burke, Burlingame High School, Burlingame, CA

### Roundtable 5: Using Mentor Texts as a Pathway for Problem-Solving

Lynne Dorfman, Pennsylvania Writing and Literature Project

Rose Cappelli, Pennsylvania Writing and Literature Project, West Chester

### Roundtable 6: Creative Writing Strategies Using Latino Voices

Ruth Culham, The Culham Writing Company

### Roundtable 7: Finding Time for Inquiry in an Overstuffed School Schedule

Harvey "Smokey" Daniels, Heinemann

### Roundtable 8: Reading and Writing to Problem-Solve Editing Issues

Kelly Gallagher, Anaheim Union High School District, CA

### Roundtable 9: Essential Moves That Support Student Independence and Ownership

Gravity Goldberg, Gravity Goldberg, LLC

### Roundtable 10: Using Read-Aloud and Independent Reading as a Springboard to Creative Dialogue and Engagement

Mary Howard, literacy author/consultant, Broken Arrow, OK

### Roundtable 11: Pathways to Informational Literacy: Reading, Writing, Wondering Together

Linda Hoyt, author/consultant, Powell Butte, OR

### Roundtable 12: Can Students Learn to Be Engaged? How Teachers Can Open the Pathways to Creative Thinking, Innovation, and Problem-Solving

Ellin Keene, author/consultant, Denver, CO

### Roundtable 13: Integrating Multicultural Voices in the Language Arts Classroom

Joan Kindig, James Madison University, Harrisonburg, VA

### Roundtable 14: Working from a Creative Spark—Characters Have Problems to Solve

Lester Laminack, author/consultant, Asheville, NC

### Roundtable 15: Reading, Writing, Thinking, and Doing in All Disciplines

ReLeah Cossett Lent, ReLeah Lent Educational Consulting

### Roundtable 16: The Play May Be Just the Thing: Accidental Pathways to Fluency Development, Creative Thinking, and a Closer Reading of the World

James Nageldinger, Elmira College, Elmira, NY

### Roundtable 17: Keeping Poetry Central to the Core of Reading and Writing

Linda Rief, Oyster River Middle School & UNH

**Roundtable 18: The Importance of Five Kinds of Talk for Increasing Divergent Thinking and Inquiry When Reading Fiction and Nonfiction**

Laura Robb, Powhatan School, Boyce, VA

**Roundtable 19: Using Reading Strategies as a Writer and Writing Strategies as a Reader: Starting from a Place of Strength**

Jennifer Serravallo, Heinemann

**Roundtable 20: Everything Is a Remix: Combining Fiction, NonFiction, Biography, and Visuals in Context to Create an Innovative Reading and Writing Experience**

Deborah Wiles, Scholastic, Inc.

**Roundtable 21: Courageous Commitments: Knowing and Nurturing Readers and Writers through Core Literacy Practices**

Kari Yates, Moorhead Area Public Schools, Moorhead, MN

**H.25 Advocacy through the Art of Storytelling**

**G**

**B207**

A panel of accomplished educators with wide experience and substantial insight into all levels of advocacy work will present their own stories of advocacy experiences. They will suggest how to include storytelling in advocacy work and options for activities for those wishing to advocate at even an introductory level.

**Chair:** Robert Dandoy, PCTELA

**Presenters:** Lu Ann McNabb, National Council of Teachers of English

Shanna Peeples, Amarillo Independent School District, TX  
Matt Skillen, Elizabethtown College, PA

**H.26 Stories of Advocacy in English Education: Methods, Community and Licensure**

**TE**

**CE**

**B208**

Three different ways of thinking about advocacy in English education: advocating for progressive practice—restorying teaching—within methods and field instruction; advocating for social engagement in a community activism project; and advocating for better ways for our teachers to get licensed in the field.

**Chair:** Todd DeStigter, University of Illinois at Chicago

**Presenters:** Lauren Bell, University of Illinois at Chicago,  
“Building Stories: Creating Community and Fostering Civic Literacy beyond the English Classroom”

David Schaafsma, University of Illinois at Chicago,  
“EdTPA and the Licensing of Teachers: Advocating for a Better Way to Prepare Teachers”  
Kate Sjoström, University of Illinois at Chicago,  
“Re-storying to Resist: Writing Our Way to Advocacy in English Education”

**H.27 English and Science Teachers Unite! University and Middle Grades Teachers Collaborate to Design and Promote Cross-Curricular, Ethics-Based Argument Writing Instruction**

**M**

**B209**

This session will share strategies and encourage discussion, using curricular strategies, writing samples, and rubrics from argument writing in middle school science classrooms to demonstrate cross-curricular writing and teaching practices.

**Presenters:** Brendan Callahan, Kennesaw State University, GA

Jennifer Dail, Kennesaw State University, GA  
Michael Dias, Kennesaw State University, GA  
Bryan Gillis, Kennesaw State University, GA

**H.28 Living the Learning: Finding the Curriculum in Our Own Practices**

**G**

**WL**

**B210**

From basketball courts to activist rallies, spaces abound where apprentice-type relationships thrive. What happens when teachers make space for strong, fluid apprenticeships with their students? Join us to discuss ways we reflect on our own practices to support our students' growing practices as readers, writers, inquirers, and activists.

**Presenters:** Amanda Blake, Center for Inquiry, Columbia, SC

Lyn Mueller, Center for Inquiry, Columbia, SC  
Susanne Pender, Center for Inquiry, Columbia, SC  
Emily Whitecotton, Center for Inquiry, Columbia, SC



**H.29 From High School to College: Supporting Students' Self-Advocacy of Literacy Skills**

**S**

**B212**

The transition from secondary to postsecondary reading expectations is challenging for many college students, requiring them to adapt and develop strategic comprehension skills. This session will identify ways classrooms can support the transition to the rigorous and self-initiated demands of college learning. Final discussion will examine opportunities for secondary/post-secondary collaboration.

**Chair:** Judith Franzak, Salisbury University, Salisbury, MD

**Presenters:** Christina Camillo, Salisbury University, Salisbury, MD, "Literacy in the STEM Fields: The Language of the Lab"

Courtney Harned, University of Maryland Eastern Shore, Princess Anne, "Self-assessment Journals: Developing a Sense of Control over Achievement in the College Context"

Heather Porter, Salisbury University, Salisbury, MD, "Academic Engagement Outside of Class: Linking Skill and Disciplinary Learning"

**H.30 Moving Advocacy Forward: Teachers and Parents Reading and Writing**

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**C**

**Rainbow**

**B213**

This presentation illustrates how culturally relevant texts were used to engage, elicit discussions, and write texts with Latino/a parents about social justice and equity. We share the results of a family literacy project, the ways that teachers tapped into parents' rich cultural literacies and linguistic knowledge, and advocacy plans.

**Presenters:** Anita Hernandez, New Mexico State University, Las Cruces

Jose Montelongo, New Mexico State University, Las Cruces

Nancy Valdez-Barraza, Dona Ana Elementary, Las Cruces, NM

Brenda Villalobos-Gonzalez, Gadsden School District, Sunland Park, NM

**H.31 Spirit Club!: Advocating for Inclusion and Engagement through Reading Books by Authors of Color**

**M**

**Rainbow**

**B214**

Teacher-advisors for the middle school reading club "Spirit Club" will talk about starting a new club focused on reading books written by Coretta Scott King Award recipients in a suburban district. Discussion will include examples of navigating support for and barriers to a reading club using books by authors of color.

**Co-Chairs:** Cynthia Devese, Westerville City Schools, Westerville, OH

Jill Williams, Westerville City Schools, Westerville, OH

**Presenter:** Tammy Domingos, Westerville City Schools/The Ohio State University, Columbus

Sarah Novak, Westerville City Schools, Westerville, OH

Chaundra Tyson, Westerville City Schools, Westerville, OH

**H.32 Research Roundtables #1**

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**B215**

**S**

**TE**

**RICE**

**WL**

**Rainbow**

In this roundtable session, researchers present findings on pressing issues in literacy, language, and learning across communities.

**Chair:** Django Paris, Michigan State University, East Lansing

**Roundtable 1: Research on Hip Hop, Poetry, and Black Male Literacies**

Robert Marx, Vanderbilt University, Nashville, TN, "I don't have a burden on me anymore, 'cause I let it out': Spoken Word Poetry in the English Language Arts"

H. Bernard Hall, West Chester University, PA, "Raging against the Machine from inside the Machine: Collaborative Practitioner Research, Hip-hop ILL-Literacies, & '(W)righting' Poetry in the Urban English Language Arts"

Keisha McIntosh Allen, University of Maryland Baltimore County, "Catchin' the Beat: Critically Examining Why Black Male Literacies Matter"

Lamar Johnson, Michigan State University, East Lansing, "Catchin' the Beat: Critically Examining Why Black Male Literacies Matter"

Sakeena Everett, University of Illinois, Chicago, "Catchin' the Beat: Critically Examining Why Black Male Literacies Matter"

SATURDAY

**Roundtable 2: Using Digital Spaces and Tools for Understanding Equity**

Betina Hsieh, California State University, Long Beach, "Using Twitter to Advocate for Professional Community and Professional Development among Preservice English Candidates"

Joseph R. Jones, Columbus State University, GA, "Yik Yak: How Can It Help English Teachers Dismantle Homophobia?"

Kate O'Hara, New York Institute of Technology, Old Westbury, "Voices of Empowerment: English Language Learners, Their Teachers, and Technology"

**Roundtable 3: Using Digital Spaces and Tools for Understanding Equity**

Kevin Cordi, Ohio Northern University, Ada, "Digital Communities as a Place to Advocate for Reading, Reflection, and Out-of-Class Awareness"

Troy Hicks, Central Michigan University, Mount Pleasant, "Digital Communities as a Place to Advocate for Reading, Reflection, and Out-of-Class Awareness"

Jeremy Hyler, Fulton Schools, Middleton, MI, "Digital Communities as a Place to Advocate for Reading, Reflection, and Out-of-Class Awareness"

**Roundtable 4: Exploring Functions, Perceptions, and Boundaries of Technology in the Classroom**

Jeffrey Carpenter, Elon University, NC, "Educator Perceptions of the Global Read-Aloud"

Pernille Ripp, Oregon School District, WI, "Educator Perceptions of the Global Read-Aloud"

Jodi Whitehurst, Arkansas State University–Beebe, "Boundaries to Instructional Use of Facebook in Higher Education: A Grounded Theory Collective Case Study"

**Roundtable 5: Exploring Functions, Perceptions, and Boundaries of Technology in the Classroom**

April Sanders, Spring Hill College, Mobile, AL, "The Roles and Functions of Microblogging in the Classroom Discussion"

Julia Reidy, Kennesaw State University, GA, "Adopting Technology for Responding to Student Writing: How Student and Instructor Priorities Intersect"

Kathryn Dixon, Texas A&M University Commerce, "The Roles and Functions of Microblogging in the Classroom Discussion"

Rebecca Putman, Tarleton State University, Stephenville, TX, "The Roles and Functions of Microblogging in the Classroom Discussion"

**Roundtable 6: Advocating for African American Children: African American English as a Tool for Learning**

Catherine Compton-Lilly, University of Wisconsin, Madison

Gholnecsar E. Muhammad, Georgia State University, Atlanta

Janeann Bean-Folkes, Marist College, Poughkeepsie, NY

**Roundtable 7: Identity, Space, and Place in the Literacy Classroom**

Christina Robison, University of New Hampshire, Durham, "Helpers and Haters: Literacy Sponsorship among Rural Teens"

Sarah Morris, West Virginia University, Morgantown, "Collaboration, Space, and Place in the Composition Classroom"

Shauna Wight, Southeast Missouri State University, Cape Girardeau, "Advocating College Access through Authentic Writing"

**Roundtable 8: Research in Youth Literacies and Social Justice**

Antero Garcia, Colorado State University, Fort Collins, "Crossing the Boundaries of Design, Research, and Advocacy: Youth-Driven Co-Design and Powerful Critical Literacies"

Chris Lewis, Mountain View High School, El Monte, CA, "Crossing the Boundaries of Design, Research, and Advocacy: Youth-Driven Co-Design and Powerful Critical Literacies"

Danielle Fillipiak, Teachers College, Columbia University, NY, "Crossing the Boundaries of Design, Research, and Advocacy: Youth-Driven Co-Design and Powerful Critical Literacies"

E. Sybil Durand, Arizona State University, Tempe, "Learning Self-Advocacy through Young Adult Literature and Youth Participatory Action Research (YPAR)"

Kristina Stamatis, University of Colorado–Boulder, "Crossing the Boundaries of Design, Research, and Advocacy: Youth-Driven Co-Design and Powerful Critical Literacies"

Michael Domínguez, University of North Carolina, Chapel Hill, "Syncretic Literacies and Ontological Healing: The Literacy of Youth Participation in a Culturally Sustaining Learning Ecology"

**Roundtable 9: Argumentation and Disciplinary Literacy Practices**

Jon-Philip Imbrenda, Salisbury University, MD, "Pitfalls and Potentials in the Teaching of Argument"

Kristine Gritter, Seattle Pacific University, WA, "Clever Language as Signs of Growth Mindset: The Rhetorical Strategies of Migrant Adolescents in Structured Debate Competitions"

Megan McDonald Van Deventer, University of Minnesota Twin Cities, "Reading Like a Student: Classroom Practices That Harness Student Literacies to Enhance Disciplinary Literacy"

Julie Antilla-Garza, Seattle Pacific University, WA, "Argumentation and Disciplinary Literacy Practices—Clever Language as Signs of Growth Mindset: The Rhetorical Strategies of Migrant Adolescents in Structured Debate Competitions"

### H.33 When the Supreme Court Is Not Enough: Advocating for Change in the Classroom

S

LGBTQ

B216

Two high school teachers and one administrator will share their advocacy for the study of literature with sexual minority characters at the forefront: the success and challenges. Each story will be followed by audience feedback. Together, we hope to continue the conversation of how to advocate for ourselves and our students.

**Presenters:** David Noskin, New Trier High School, Winnetka, IL  
Patrick Finnessy, Lake Forest Academy, Lake Forest, IL  
William Fritz, Adlai E. Stevenson High School, Lincolnshire, IL

### H.34 Advocacy for a Better World: Ethical Reasoning in Turbulent Times

S

B217

How can we prepare our students to be responsible citizens and to advocate for justice in a complex world? Using Paul and Elder's *Understanding the Foundations of Ethical Reasoning*, the Universal Declaration of Human Rights, and literary texts, students consider the world from an ethical perspective. Attendees will engage in course activities and will leave with concrete lessons and resources.

**Presenters:** Karen Cunningham, Glenbrook North High School, Northbrook, IL  
Kerry Galson, Glenbrook North High School, Northbrook, IL  
Nicholas Timmer, Glenbrook North High School, Northbrook, IL

### H.35 Advocating for Literacy: Working with Experienced and Preservice Teachers to Re-Imagine the Teaching of Whole Class Texts

M

S

C

TE

B218

In this interactive session, two 9th-grade teachers and a university instructor will share an approach to teaching whole-class texts that puts students at the center of the reading process. The session will include a discussion of specific strategies and ways to advocate for student-centered, literacy-based instruction.

**Presenters:** Brady Nash, St. Andrew's Episcopal School, Austin, TX  
Deborah Kelt, University of Texas at Austin  
Dorothy Weller, St. Andrew's Episcopal School, Austin, TX

### H.36 Finding Merit in Popularized Pedagogies: Making "Mindset" Meaningful in ELA Classroom

S

C

TE

B306

**Sponsored by the College English Association**

In this session, designed especially for teachers of high school and post-secondary writing, we share the process and results of an intervention to support student success. developed and piloted in writing classrooms, and walk attendees through the theory of our intervention and implementation that yields seemingly "magical" results.

**Presenters:** Stacy Bailey, University of Northern Colorado, Greeley  
Jeraldine Kraver, University of Northern Colorado, Greeley  
Courtney Luce, University of Northern Colorado, Greeley

### H.37 Victor Villasenor and Leonard Davis in Conversation: Negotiating How Dis/Ability Studies in Education Theory Shapes the Teaching of College-Level Text-Based Writing

C

B307

How much of a role do teachers play in an individual's school success? In this session I define Disability Studies; evaluate the role teachers played in Victor's schooling; and apply theory to Victor's academic experience.

**Presenter:** Lisa Tucker, Teachers College, Columbia University, New York

### H.38 Advocacy for Higher Education Readiness: Ideas for How Parents, High School Teachers, and Higher Education Faculty Can Work Together

**S**  
**C**

**B310**

The transition from high school to higher education can be daunting for students, parents, high school teachers, and instructors in institutions of higher education. In this presentation we will present ideas to help all parties come through this major life occurrence successfully by working together to advocate for students' readiness.

**Presenters:** Nikki Falco Buss, Starkville High School, MS  
Peggy Hopper, Mississippi State University, Starkville  
Rosemary Oliphant-Ingham, University of Mississippi, Oxford  
Amanda Witt, Oxford High School, Oxford, MS

### H.39 Creating Creative Writing Camps for Kids: Authentic and Digital Writing Practices for the Early Grades

**G**

**B311**

This panel presentation will describe a summer creative writing camp for students entering 4th–9th grades. The Bearswrite: From Pencils to Pixels camp has concluded five successful summer sessions. Camp faculty will discuss the camp structure and methods used supporting young authors in writing. Student products will be shared.

**Co-Chairs:** Janie Mason, Arkansas Council of Teachers of English and Language Arts (ACTELA)  
Donna Wake, University of Central Arkansas, Conway

**Presenters:** Etta Niswonger, ACTELA  
Vickie Rogers, ACTELA  
Elizabeth Rollans, ACTELA  
Stephanie Vanderslice, University of Central Arkansas, Conway  
Jeff Whittingham, University of Central Arkansas, Conway

### H.40 Why Middle Matters: STUDENTS Advocate for Next Steps in Middle Level Teaching and Learning

**M**

**B312**

**Sponsored by the Middle Level Section Steering Committee**

Student voices + adult choices = a new future! In this Middle Level sponsored session, join middle schoolers advocating for

their learning! Students from area schools will lead roundtable conversations that invite you to brainstorm right beside them. What works? What doesn't? Where do we go next?

**Co-Chairs:** Chris Lehman, The Educator Collaborative  
Rozlyn Linder, The Literacy Initiative

**Roundtable 1:** Middle level students from Chestnut Log Middle School, Douglas County School System, Douglasville, GA

**Roundtable 2:** Middle level students from Coweta County Middle School, Coweta County School System, Newman, GA

**Roundtable 3:** Middle level students from Lithia Springs Elementary School, Douglas County School System, Lithia Springs, GA

**Roundtable 4:** Middle level students from Mountain Park Elementary School, Gwinnet County Public Schools, Lilburn, GA

### H.41 NCTE Collaborative Roundtable

**G**

**B313**

**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:** Jocelyn Chadwick, NCTE Vice President, Harvard Graduate School of Education, Cambridge, MA

### H.42 Creating Global Perspectives through Collaborative Projects and Crowd-Curated Cultural Collections

**G**  
**CE**

**B314**

This session describes a comprehensive six-month PD program designed to prepare teachers to integrate culture and global perspectives in their classrooms. Presenters will synthesize strategies, technologies, and products used with inservice teachers and will discuss facets of participant learning.

**Presenter:** Mike P. Cook, Auburn University, Auburn, AL  
Kevin Oliver, North Carolina State University, Raleigh  
Ruie Pritchard, North Carolina State University, Raleigh

#### H.43 A Vision for English Education: Transcending Current Reforms and Advocating for Our Profession



**B315**

This interactive panel will address the question, “How might the profession advocate for English education in a way that aligns with our traditions and prepares prospective teachers to meet the future?” The session will highlight areas of change within ELA and facilitate discussions about how to advocate for the profession.

**Chair:** Donna Pasternak, University of Wisconsin, Milwaukee

**Presenters:** Samantha Caughlan, CEE Methods Commission, Lansing, Michigan, “K12 Content Standards and Associated Assessments”

Heidi Hallman, University of Kansas, Lawrence, “Preparing Teachers for Racial, Cultural, and Linguistic Diversity”

Donna Pasternak, University of Wisconsin, Milwaukee, “New Technologies and New Literacies in English Education”

Laura Renzi, West Chester University, PA, “Field Experiences and Their Relationship with the ELA Methods Course”

Leslie S. Rush, University of Wyoming, Laramie, “Content-Area Literacy Requirements”

#### H.44 Keeping It Real: Authentic Learning through Classroom Publishing



**B316**

Each year, our students incorporate nearly every aspect of the ELA curriculum to write and publish a book; some of them are even available in bookstores! Learn to use classroom publishing to motivate and inspire your students with authentic audiences, real-life applications, cross-curricular experiences, and meaningful learning! For all ages.

**Presenters:** Dawn Burnette, Fayette County School System, Fayetteville, GA

Jamie Lovett, retired English teacher, Gwinnett County Schools, Hoschton, GA

#### H.46 Advocating for Student Voice—Key to Improving Instruction and Higher-Order Thinking: Effective Classroom Practices Developed by the Center on English Learning & Achievement



**B404**

**Sponsored by the Center on English Learning & Achievement (CELA)**

This collaborative classroom session by CELA Partnership for Literacy coaches invites participants to discuss issues essential to developing higher-order thinking. Coaches use a variety of effective instructional materials and strategies and discuss why and how they work. Included are tools that can be used to advocate for such effective instruction.

**Presenters:** Janet Angelis, University at Albany, NY  
Karen Polsinelli, University at Albany, NY  
Johanna Shogan, University at Albany, NY

#### H.47 Exploring the Other: How Popular Culture Sparks Conversations and Change within the Classroom



**B408**

Increasingly, pop culture texts serve an exciting role in classrooms at all levels. This demonstration will provide mini-lessons, handouts, and activities that show how courses across the curriculum and from middle school to college can promote critical thinking and social justice by using YA novels, graphic novels, and films to explore how society defines and relates to the Other.

**Presenters:** Susan Epting, Newberry College, Newberry, SC

Amanda Hodges, Newberry College, Newberry, SC  
Christy Wendland, Newberry College, Newberry, SC



#### H.48 Failure in College Writing Courses: Critical and Optimistic Perspectives

C

B409

**Sponsored by the College Section Steering Committee**

This panel, sponsored by the College Section, engages research on failure by connecting it with gaming, rituals and embodiment, and assignment design, and by attending to the needs of repeating students: the precarious population of those who re-take our writing classes after failing them previously.

**Chair:** Clancy Ratliff, University of Louisiana at Lafayette

**Respondent:** Asao B. Inoue, University of Washington, Tacoma

**Presenters:** Kurt Bouman, Bridgewater, MA, “‘Back Again?’ Repeated Failure in Writing Classes”  
 Steven Engel, Marygrove College, Detroit, MI, “EPIC FAIL: Unpacking Students’ Talk about Failure in a Gamified Writing Classroom”  
 Timothy Oleksiak, Bloomsburg University, Bloomsburg, PA, “Persistent ‘Quality-Failure’ and Alternative Academic Rituals”  
 Justin Thurman, LaGrange College, LaGrange, GA, “From Work to Quality to Product: Three Design Emphases for Productive Failure Assessment”

#### H.49 Grammar to Get Things Done

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B405

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**Sponsored by the Georgia Council of Teachers of English**

TE

This interactive session will investigate approaches to grammar instruction anchored in real-world situations. “Form” and “function” dominate conventional grammar lessons, but an emphasis on “use”—how grammar concepts can help us get things done in our lives—can help make grammar more immediately relevant for students.

**Presenters:** Darren Crovitz, Kennesaw State University, GA

Michelle Devereaux, Kennesaw State University, GA

#### H.50 Children’s Literacies, Languages, and Identities Nurtured in Religious Settings: Insights for Secular Teaching Practice and Advocacy

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A316

Panelists will share descriptions of children’s languages, literacies, and identities nurtured in diverse religious communities (African

American Baptists and Puerto Rican Pentecostals in the US; Muslims and Tamil Hindus in the UK) highlighting children’s and teachers’ agency and expertise. Insights for teaching in secular settings and advocacy will be generated.

**Chair:** Dinah Volk, Cleveland State University, OH

**Presenter:** Eve Gregory, Goldsmiths, University of London, England, “Intertwined Worlds: Hindu/Saiva Faith Teachers’ Flexible Language Practices as a Bridge between Faith and School in Contemporary London”

Arani Ilankuberan, Goldsmiths, University of London, England, “Intertwined Worlds: Hindu/Saiva Faith Teachers’ Flexible Language Practices as a Bridge between Faith and School in Contemporary London”

Vally Lytra, Goldsmiths, University of London, England, “Intertwined Worlds: Hindu/Saiva Faith Teachers’ Flexible Language Practices as a Bridge between Faith and School in Contemporary London”

Tryphenia Peele-Eady, University of New Mexico, Albuquerque, “Reading from the Scriptures: Negotiating Language and Literacy in the Black Church Context”

Andrey Rosowsky, University of Sheffield, England, “Heavenly Entextualizations: How Young Muslims Are Inducted into the Multilingual Liturgical Practices of Their Faith”

Dinah Volk, Cleveland State University, OH, “Collaborating to Generate Insights for Secular Teaching Practice and Advocacy”

#### H.51 Story as Advocacy: The Work of Kevin Henkes

G

B309

This session features Kevin Henkes, his editor, and participants as we celebrate Kevin’s decades of work as an author and illustrator who advocates for children. Kevin and his editor will share their creative process. Audience participation will be incorporated and encouraged throughout the session with both face-to-face and tweeted questions.

**Presenters:** Jackie Arnold, University of Dayton, OH  
 Trish Bandre, Salina Public Schools, Salina, KS  
 Virginia Duncan, Greenwillow Books  
 Kevin Henkes, Greenwillow Books  
 Mary-Kate Sableski, University of Dayton, OH

## H.52 Advocating Change in the Reading Workshop Classroom: Go between the Lines

M  
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**B406**

Coauthors and educators Michael Anthony and Joan Kaywell take participants “Between the Lines” to introduce a new grades 7–12 classroom reading workshop paradigm: social engagement, collaborative student inquiry, on-demand writing, and YA literature all connected to the ELA academic standards.

**Presenters:** Michael Anthony, Muhlenberg School District, Reading, PA  
Joan Kaywell, University of South Florida, Tampa

## H.53 Elevating Inquiry and Discussion with Literature in Middle Level Classrooms

M

**B407**

In this dynamic combined session, presenters will share their highly effective approaches. Topics to be demonstrated and discussed are assessing sustained discussion, teaching social justice using novel studies, and teaching nonfiction texts in tandem with fiction.

**Presenters:** Helen Hemphill, Tennessee Humanities Council, Nashville  
Michelle Walker, Fordham University, New York, NY, “The Talking Trick: Cultivating and Assessing Sustained Discussion in the Era of Exit Slips”  
Sharon Yates, Middle Tennessee State University, Murfreesboro, “Teaching Fact with Fiction”

## H.54 Poster Sessions: Innovations in Teacher Education and Professional Learning

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**B206 FOYER**

Whether you’re teaching students to become teachers, or striving to become a better teacher yourself, these poster presentations provide a range of ideas that represented the quest for continuous improvement at the core of our field.

### Poster 1: Empowering Future ELA Teachers to Take Action through Online Professional Development

Kathryn Caprino, University of Florida, Gainesville  
Terri Suico, Saint Mary’s College, Notre Dame, IN

### Poster 2: Teaching the Difficult: Teacher Candidates’ First Steps toward Guiding Secondary Students to Develop Critical Thinking Skills

Michele Castleman, Heidelberg University, Tiffin, OH  
Bailey Seevers, Heidelberg University, Tiffin, OH  
Sarah Wott, Heidelberg University, Tiffin, OH

### Poster 3: Impact of Coaching on Changing Teachers’ Practices

Jeffrey Dillard, DeKalb County Schools, AL

### Poster 4: Using Johnston’s Choice Words for Teacher Inquiry

Jessica Gallo, University of Montana, Missoula  
Bailey Hermann, University of Wisconsin–Oshkosh

### Poster 5: Creative Digital Advocacy: A Problem/Solution Writing Unit and a PechaKucha

Rachelle Hooper, Texas State University, San Marcos, TX

### Poster 6: An International Collaboration to Integrate Smart Phones in Secondary ELA Classrooms

Blanche O’Bannon, University of Texas–Knoxville

### Poster 7: Entering the Research Realm: My First Year as a PhD Student

Stephanie Reid, Arizona State University, Phoenix

### Poster 8: Have You CAMPED in Your Classroom Today?

Sandra Slaughter, Indiana University, Bloomington

## H.55 Exhibitor Session: Newsela PRO in the Classroom

G

**A406**

### *Sponsored by Newsela*

A Newsela Educator Specialist will demonstrate how Newsela PRO makes it easy to see each student’s areas of mastery and growth, allowing you to easily individualize instruction for every student.

# SATURDAY LUNCHEONS

12:30-2:15 P.M.

## Children's Book Awards Luncheon

### THOMAS MURPHY BALLROOM

The winners of the 2016 Charlotte Huck Award for Outstanding Fiction for Children and the Orbis Pictus Award for Outstanding Nonfiction for Children will speak at this Luncheon.

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

**Keynote Speakers:** Don Brown, Houghton Mifflin Harcourt Books for Young Readers, "Orbis Pictus Award for Outstanding Nonfiction for Children Winner"

Sharon M. Draper, Atheneum Books for Young Readers, an imprint of Simon & Schuster, "Charlotte Huck Award for Outstanding Fiction for Children Winner"



Don Brown



Sharon M. Draper

### 2016 AWARD RECOGNITION:

#### Orbis Pictus Award for Outstanding Nonfiction

**Presenter:** Cyndi Giorgis, Award Committee Chair, University of Nevada, Las Vegas

**Recipient:** Don Brown for *Drowned City: Hurricane Katrina & New Orleans*, Houghton Mifflin Harcourt Books for Young Readers

#### Charlotte Huck Award for Outstanding Fiction

**Presenter:** Barbara Kiefer, Award Committee Chair, The Ohio State University, Columbus

**Recipient:** Sharon M. Draper for *Stella by Starlight*, Atheneum Books for Young Readers, an imprint of Simon & Schuster

### 2017 AWARD ANNOUNCEMENTS:

#### Orbis Pictus Award for Outstanding Nonfiction

**Presenter:** Cyndi Giorgis, Award Committee Chair, University of Nevada, Las Vegas

#### Charlotte Huck Award for Outstanding Fiction

**Presenter:** Barbara Kiefer, Award Committee Chair, The Ohio State University, Columbus

#### Award for Excellence in Poetry for Children

**Presenter:** Karen Hildebrand, Award Committee Chair, Delaware City Schools, OH

12:30-2:15 P.M.

## Secondary Section Luncheon

**B302-B305**

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

**Speaker Introduction:** Janis Mottern-High, Twin Falls High School, Twin Falls, ID

**Speaker:** Leila Christenbury

**LEILA CHRISTENBURY** is Commonwealth Professor of English Education at Virginia Commonwealth University. A past president of NCTE, Christenbury was the recipient of NCTE's Distinguished Service Award in 2008. She has written for and served as editor for a variety of NCTE journals and has authored 10 books. A frequent speaker across the country on issues of English teaching and learning, Christenbury has been featured on National Public Radio's All Things Considered, CNN, and in the *New York Times*, *USA Today*, the *Washington Post*, the *Chicago Tribune*, the *Baltimore Sun* and *U.S. News & World Report*.



Leila Christenbury

### AWARD RECOGNITION:

#### High School Teachers of Excellence Award

**Presenter:** Lawrence Butti, Mineola High School, Garden City Park, NY

#### Paul and Kate Farmer English Journal Writing Award

**Presenter:** David Gorlewski, State University of New York, New Paltz, and Julie Gorlewski, Virginia Commonwealth University, Richmond

**Recipients:** Jennifer Ansbach, Manchester Township High School, NJ, "Using Memorials to Build Critical Thinking Skills and Empathy" (March 2016)

Kiran Subhani, New Trier High School, Winnetka, IL, "Photos as Witness: Teaching Visual Literacy for Research and Social Action" (November 2015)

#### English Journal Edwin M. Hopkins Award

**Presenter:** David Gorlewski, State University of New York, New Paltz, and Julie Gorlewski, Virginia Commonwealth University, Richmond

**Recipient:** Robert Rozema, Grand Valley State University, Allendale, MI, "Manga and the Autistic Mind" (September 2015)

## College Section/Conference on College Composition and Communication Luncheon

**B308**

**Presiding:** Joyce Locke Carter, University of Arkansas at Little Rock

**Introducing Speaker:** Clancy Ratliff, University of Louisiana at Lafayette

**Speaker:** Deborah Brandt, University of Wisconsin-Madison

**DEBORAH BRANDT** is professor emerita of English at the University of Wisconsin-Madison, where, for nearly thirty years, she taught undergraduate writing and graduate courses in literacy, contemporary writing theory, and research methods. Her research explores the social history of writing as seen through the experiences of everyday people. This work draws on hundreds of biographical accounts of people from all walks of life to trace how writing literacy changes over time and with what social impact. Her book *Literacy in American Lives* (2001) won the CCCC Outstanding Book Award, the MLA Mina P. Shaughnessy Prize, and the 2003 Grawemeyer Award in Education. Brandt's research has been recognized with support from the Guggenheim Foundation, the National Endowment for the Humanities, the American Council of Learned Societies, and the Spencer Foundation, among other sources.



Deborah Brandt

SATURDAY

## I SESSIONS / 1:15–2:30 P.M.

**I.01 Arguing in the Real World: Giving Students a Voice in Digital Spaces****M**  
**S****B207**

When we open our inbox or check a social network, we are presented with arguments: product reviews, memes, videos, and more. To elevate their voices, students need to critically read and write arguments across these digital spaces. Join the conversation as we explore unique ways to teach these skills.

**Co-Chairs:** Troy Hicks, Central Michigan University, Mount Pleasant

Kristen Turner, Fordham University, New York, NY

**Presenters:** Alex Corbitt, The Bronx School of Young Leaders, “Arguing Online: Yelp and Amazon Reviews”

Lauren King, Urban Assembly School of Design and Construction, New York, NY, “Can We Do This for Every Class?” Pairing Traditional and Digital Argument in PSAs”

Valerie Mattesich, Pascack Valley High School, Hillsdale, NJ, “Blogs and Memes as Argument through Visual Design”

Betsy Reid, Trinity Episcopal School, Richmond, VA, “A Progression of Teaching Digital Argument”

**I.02 Mindful Writing****G****A303**

Mindful Writing is a classroom demonstration for all writing instructors. Teachers are shown how to improve student writing and increase classroom equity through management of student-to-student conversation about their writing processes. Writing strategies are examined in light of research on working memory and executive function.

**Presenters:** Matthew Johnson, Community High, Ann Arbor, MI, “Reading, Writing, and Relationships”

Ken McGraw, Community High, Ann Arbor, MI, “Reading, Writing, and Relationships”

**I.03 Advocating Empathy: Using Stories to Break through Stereotypes****S****A310**

Our classrooms can be places where empathy breaks through stereotypes if we actively advocate for students to see the humanity in others. Two high school teachers will discuss pedagogical approaches that deliberately encourage students to confront

and overcome their biases in order to empathize with the unique perspectives of others.

**Presenters:** Sera Arcaro, Raleigh Charter High School, NC, “Advocating Empathy: Using Stories to Break through Stereotypes”

Lisa Springle, Raleigh Charter High School, NC, “Advocating Empathy: Using Stories to Break through Stereotypes”

**I.04 Minecraft Opera: Advocating the Application of Out-of-School Literacies to ELA Standards****S**  
**C****B213**

Students wrote the story for an opera performed within Minecraft, a video game. Starting with Mozart, OPERAcraft inspired students to create characters, plot, and dialogue. Using this out-of-school literacy, a passion of many students, to link to ELA standards offered a way to create a third space in the classroom.

**Chair:** Katie Dredger, James Madison University, Harrisonburg, VA, “Writing Narrative in OPERAcraft”

**Presenters:** Ivica Ico Bukvic, Virginia Tech, Blacksburg, “Collaborating Across Disciplines”  
Tracy Cowden, Virginia Tech, Blacksburg, “Interdisciplinary Work and the Meaning of Diction”

Donna Thompson, Virginia Tech, Blacksburg, “Interdisciplinary Project Management”

Ariana Wyatt, Virginia Tech, Blacksburg, “Inventing OPERAcraft”

**I.05 Creating Reading Advocates Across Disciplines****G****A311**

An author, a librarian, and a teacher will show attendees how to “de-nerdify” their school libraries, hook their colleagues in other disciplines into sharing and promoting the love of reading, and learn how YA authors spread the love of reading and inspiration for writing through tours and school visits.

**Presenters:** Reba Gordon, Trinity Preparatory School, Winter Park, FL

Amy Christine Parker, Random House

Georgia Parker, Trinity Preparatory School, Winter Park, FL



## I.06 The Future Is Now: Exploring 21st Century Teaching Ideas with the Next Generation of English Teachers



**B401-B402**

### ***Sponsored by the CEE Graduate Strand (CEE-GS)***

In this wide-ranging session sponsored by the CEE Graduate Strand (CEE-GS), undergraduate and master's level preservice English teachers from across the nation will lead roundtables exploring 21st century teaching ideas and research-driven pedagogical practices. Please join us in support of these outstanding future English teachers.

\*Student presenters are determined after the program deadline. Attendees will receive a separate program with the names of roundtable leaders and their presentation titles upon entering the session.

**Co-Chairs:** Alan Brown, Wake Forest University, Winston-Salem, NC

Luke Rodesiler, Indiana University-Purdue University Fort Wayne

**Mentors:** Susanna Benko, Ball State University, Muncie, IN  
Carlin Borsheim-Black, Central Michigan University, Mount Pleasant

Ashley Boyd, Washington State University, Pullman

Alan Brown, Wake Forest University, Winston-Salem, NC

Dawan Coombs, Brigham Young University, UT

Thomas C. Crochunis, Shippensburg University, PA

Jill Flynn, University of Delaware, Newark

Paula Greathouse, Tennessee Tech University, Cookeville

Alice Hays, Arizona State University, Tempe

Amy Heath, The University of Georgia, Athens

Cathy Leogrande, Le Moyne College, Syracuse, NY

Mark A. Lewis, Loyola University, MD

Victor Malo-Juvera, University of North Carolina at Wilmington

Melinda McBee Orzulak, Bradley University, Peoria, IL

Robert Montgomery, Kennesaw State University, GA

Daneell Moore, Troy University, AL

Matthew Nelson, Francis Marion University, Florence, SC

Robert Petrone, Montana State University, Bozeman

Rebecca Powell, University of Southern Mississippi, Hattiesburg

Luke Rodesiler, Indiana University-Purdue University Fort Wayne

Tom Romano, Miami University, Oxford, OH

Pauline Schmidt, West Chester University, PA

Shelly Shaffer, Eastern Washington University, Cheney

Nicole Sieben, SUNY at Old Westbury, NY

Thomas B. Smith, Utah Valley University, Orem

Laura Snyder, Brown University, Providence, RI

Karen Spector, University of Alabama, Tuscaloosa

Katie Stover, Furman University, Greenville, SC

Terri Suico, Saint Mary's College, Notre Dame, IN

Bonnie Sunstein, University of Iowa, Iowa City

Jennifer VanDerHeide, Michigan State University, East Lansing

Deborah Vriend Van Duinen, Hope College, Holland, MI

Patricia Waters, Troy University, AL

Nigel Waterton, Montana State University, Bozeman

Allen Webb, Western Michigan University, Kalamazoo

Allison Wynhoff Olsen, Montana State University, Bozeman

Carl Young, North Carolina State University, Raleigh

Michelle Zoss, Georgia State University, Atlanta

**Respondents:** Tara Anderson, UNC-Chapel Hill

Meghan Barnes, University of Georgia, Athens

Crystal Beach, Buford High School, GA, and

University of Georgia, Athens

Julie Bell, Michigan State University, East Lansing

Sheila Benson, University of Northern Iowa, Cedar Falls

Nikel Bussolati, Wando High School, Charleston, SC

Kathryn Caprino, University of Florida, Gainesville

Steffany Comfort Maher, Western Michigan

University, Kalamazoo

Annamary Consalvo, University of Texas at Tyler

Ann David, University of the Incarnate Word, San Antonio, TX

Michelle Falter, North Carolina State University, Raleigh

Brent Goff, The Ohio State University, Columbus

Aaron Levy, Kennesaw State University, GA

Sheryl Long, Salem College, Winston-Salem, NC

Christy McDowell, Henderson State University,

Arkadelphia, AR

Joan F. Mitchell, Wake Forest University, Winston-Salem, NC

Caitlin Murphy, The Ohio State University, Columbus

Elaine O'Quinn, Appalachian State University, Boone, NC

Erin Parke, University of South Florida, Tampa

Jeanie Reynolds, University of North Carolina,

Greensboro

David Schaafsma, University of Illinois, Chicago

Stephanie Anne Shelton, University of Alabama,

Tuscaloosa

Kate Sjostrom, University of Illinois, Chicago

Kelli Sowerbrower, Newnan High School, GA

Larkin Weyand, Brigham Young University, UT

Shelbie Witte, Oklahoma State University, Stillwater

Lauren Zucker, Fordham University, New York, NY

**I.07 “You Revise Funny”: Authors Advocating for Using Humorous Mentor Texts for Close Revision and Creation**



**B208**

Like writing, humor is a craft dependent on clear images, musical rhythm, audience connection, and effective organization. Close revising for humor makes writing fun and more accessible. Interact with four middle-grade fiction authors who will share humor through mentor texts, close reading, writing, and revision.

**Chair:** Margaret Hale, University of Houston, TX

**Presenter:** Wendy Shang, Scholastic, “Stretch of the Imagination: Using Creative Problem-Solving to Discover Humorous Situations”

**Tradebook Authors:** Crystal Allen, HarperCollins, “Finding the Shetland Pony in a Pile of Poop: Humor in Unexpected Places”

Jeff Anderson, trade book author, “Lunch, Gym, and Embarrassment: Connecting Passages to Craft and Creation”

Cece Bell, author/illustrator, “Stop the Violins: Keeping ‘Disability Lit’ Maudlin-Free”

Donna Gephart, Random House Children’s Books, “Tips and Tricks for Young Writers to Tickle Funny Bones Using Mentor Texts”

**I.08 Understanding Floats on a Sea of Talk: The Power of the Selfie-Center Data**



**A312**

Panelists will share results, ever-changing dimensions, and the power of the Selfie Center in kindergarten through sixth-grade classrooms. Participants will view videos of student selfie stories and learn the steps for implementing a Selfie Center. Panelists will demonstrate how to analyze the Selfie-Center videos and participants will learn how to use a feedback scale developed by Selfie-Center teachers. Participants will walk away with simple, effective, and dynamic ways to integrate technology into their literacy block(s).

**Presenters:** Deb Craig, Stratham Memorial School, NH  
Mandie King, Dondero Elementary School, Portsmouth, NH

Melissa Mastin, Stratham Memorial School, NH  
Cynthia Merrill, University of New Hampshire, Durham  
Bonnie Painchaud, Loudon Elementary School, NH  
Olivia Van Ledtje, Moharimet Elementary School, Durham, NH

**I.09 Breaking the Silence: Queer-Affirming Pedagogy and Practice in the English Classroom**



**B307**

Our classroom demonstration will support teacher educators and inservice teachers in learning to organize classrooms that are safer and more affirming of queer youth. This session will engage participants in building knowledge, raising awareness, and developing action plans for affirming gender and sexual diversity in their own unique education contexts.

**Presenters:** Bethy Leonardi, University of Colorado–Boulder  
Sara Staley, University of Colorado–Boulder

**I.10 Windows of Literacy: Exploring Intersections and Experiences of Race and Gender in America**



**A314**

Speakers will share how to create safe classroom communities and flexibility in curriculum to include multiple student identities. Participants will experience interactive activities that can be implemented into early childhood to high school classrooms. Discussions will allow attendees to ask questions, share experiences, and cultivate pathways for an inclusive learning community.

**Presenters:** Amy Fabrikant, Teachers College/ LGBTQIA Advocate, New York, NY  
Tiana Silvas, New York City Department of Education, NY

**I.11 The Bread Loaf International Peace Literacy Network: Connecting Classrooms, Communities, and Cultures over the (In)visible Lines**



**A315**

The Bread Loaf International Peace Literacy Network welcomes you to a story of advocacy for cultural understanding and relationship building across difference. We showcase emergent technologies connecting teachers and students globally, share critical and inclusive literacy practices, and propose participatory, immersive, and exploratory pedagogies for global literacy.

**Chair:** Richard Gorham, Bread Loaf School of English, Andover, MA

**Respondent:** Damián Baca, University of Arizona, Tucson

**Presenters:** Ceci Lewis, Cochise College, Douglas, AZ  
Brendan McGrath, Boston Public Schools, MA  
Mohsin Tejani, The School of Writing, Karachi, Pakistan  
David Wandera, The College of New Jersey, Ewing

**I.12 Impacting Early Literacy through Family Engagement**



**A316**

Dalton State College faculty and teacher candidates share two programs that delivered literacy activities outside the classroom for at-risk students, including ELLs. Results suggest short-term demonstration activities with parents have a positive impact on literacy readiness skills when parents practice the activities in a workshop environment and apply the activities at home.

**Presenters:** Sharon Hixon, Dalton State College  
Jacquelyn Mescio, Dalton State College

**I.13 Black Girls Read: An African American Read-In Celebrating the African American Female Literary Legacies of the Past, Present, and Future**



**Rainbow A402**

This panel presentation will describe our process of organizing and implementing an African American Read-In entitled Black Girls Read! The purpose of this event was to combine reading with performing arts to celebrate the literary traditions of African American female authors. This event also aimed to advocate for the often overlooked population of African American girls and teens by incorporating activities that sought to shape their literate identities and inspire them to build upon the work and legacies of noteworthy African American women in our history.

**Co-Chairs:** Charity Gordon, Georgia State University, Atlanta

Nicole Dukes, Georgia State University, Atlanta

**Presenters:** Maima Chea, Georgia State University, Atlanta

Thais Council, Georgia State University, Atlanta

**I.14 This Is What Accountability Looks Like: Perspectives on Educational Accountability to Children and Communities**



**A403**

This session explores accountability from a range of perspectives including those of educational activists, researchers, parents, and educators. Our goal is to move beyond test scores to consider what communities want for their children and schools. Panel members will explore opportunities for challenging initiatives that fail to serve children.

**Presenters:** Catherine Compton-Lilly, University of Wisconsin, Madison, “Listening to Parents and Communities”

Todd Lilly, Edgewood College, Madison, WI, “Advocacy and Teacher Education”

sj Miller, Metro Center, New York University

Tim Slekar, Edgewood College, Madison, WI, “Activism and Education”

**I.15 Surviving Teaching: Advocating for a Healthy, Sustainable Life, Inside and Outside of the Classroom**



**A404**

Teaching is an extremely challenging profession full of conflicting demands. This panel discussion will explore why we think teaching is so challenging in the modern era and how we have worked in our department to make the job more sustainable to the benefit of our students and ourselves.

**Chair:** Jay Stott, Fairview High School, Boulder, CO

**Presenters:** Tracy Brennan, Colorado Language Arts Society

Paul Bursiek, Fairview High School, Boulder, CO

Jaime Rodrigues, Fairview High School, Boulder, CO

Sarah Zerwin, Fairview High School, Boulder, CO

### I.16 **Argument & Advocacy: Skills and Tools for Teaching Students to Argue for Themselves**

G

A405

Effective advocacy requires the abilities to create a persuasive argument and present that argument. This session offers strategies, lessons, and digital tools to develop those abilities in ourselves and in our students. Learn practical, classroom-tested ways to give all students the ability to advocate for their positions and themselves.

**Presenters:** Lindsay Metcalfe, Overlake School, Redmond, WA  
Sandy Otto, Osseo Independent School District, Maple Grove, MN  
Erik Palmer, Cherry Creek Schools, Greenwood Village, CO  
Dave Stuart, Cedar Springs Public Schools, MI

### I.17 **Harnessing the Power of the Read-Aloud to Evoke Change: In the Classroom, the Playground, and Beyond!**

E

A407

What if we were able to use read-aloud time to help students consider diverse perspectives and advocate for new ways of being? This panel will examine how analyzing peer stories, bringing read-alouds into choice time, and teacher advocacy can help students live their lives with empathy.

**Presenters:** Allyse Bader, Teachers College Reading and Writing Project, Columbia University, NY  
Katie Clements, Teachers College Reading and Writing Project, Columbia University, NY  
Marie Munteer, Teachers College Reading and Writing Project, Columbia University, NY  
Alissa Reicherter, Teachers College Reading and Writing Project, Columbia University, NY

### I.18 **Reading Illustrations and Creating Art Enhances Writing**

E



A301

Hands-on and interactive, this session will explore how art builds literacy skills. Participants will receive “cross-walks” that align art and language arts standards, read illustrations to decode insights about characters, settings, and plot, and then create visuals and write original narratives that extend the story, using art to inspire compelling characters, stunning scenes, and dramatic plots.

**Facilitators:** Wanda Gray, Crayola  
Nancy Horvat, Crayola  
**Presenter:** Cheri Sterman, Crayola

### I.19 **Beyond Comfort: Confronting the Need for Social Justice, Diversity, and Intercultural Competence**

TE



B201

Teachers do not have the luxury of teaching from their personal experience and knowledge and assuming appropriate coverage. Teaching today requires far greater knowledge and breadth. Panelists in this session will examine diverse young adult literature, creating cultural self(ies), and understanding students’ realities in the context of state policies and standards.

**Chair:** Ruth Caillouet, Georgia Gwinnett College, Lawrenceville, “Using Multimodal Literacy to Develop Intercultural Competence: Preservice Teachers Creating Cultural Self(ie)s”

**Presenters:** Rebecca Kaminski, Clemson University, SC, “Going beyond the Comfort Zone to Advocate Change: Developing Teachers’ Attitudes and Understanding about Diversity through Multicultural YA Literature”

Kerry Newman, Prince William County Schools, VA, “English Teaching and a Justice-Pedagogy Continuum: Merging Our Policies and Standards with Youths’ and New Teachers’ Realities”

Rachel Sanders, University of Georgia, Athens, “Going beyond the Comfort Zone to Advocate Change: Developing Teachers’ Attitudes and Understanding about Diversity through Multicultural YA Literature”

Kinga Varga-Dobai, Georgia Gwinnett College, Lawrenceville, “Using Multimodal Literacy to Develop Intercultural Competence: Preservice Teachers Creating Cultural Self(ie)s”

Kristien Zenkov, George Mason University, Fairfax, VA, “English Teaching and a Justice Pedagogy Continuum: Merging Our Policies and Standards with Youths’ and New Teachers’ Realities”

### I.20 **Writing on the Mirror: A Path to Self-Advocacy**

S

Rainbow B214

Writing is an act of both self-expression and self-definition. In this reflective and interactive presentation, teachers will demonstrate how to integrate critical literacy into student writing to explore texts as windows and mirrors and to encourage a sense of self-definition and self-advocacy for our students.

**Presenters:** Peter Elliott, The John Cooper School, The Woodlands, TX  
 Laura Gellin, Park Tudor School, Indianapolis, IN

**I.21 Helping Each Other Out: Using Student Groups**

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Rainbow

**B202**

Presenters in this session will share how they used collaborative small student groups to enhance multimodal assignments, advocate for social equity, contextualize American short stories via the *New Yorker* magazine, and pair FYC students with seniors.

**Presenters:** Chad Littleton, University of Tennessee at Chattanooga, “Collaboration through Advocacy: Using Group Projects to Build Better Writers and Better Advocates”

Mariette Ogg, US Coast Guard Academy, New London, CT, “Textuality through a Monocle: Advocating for Periodical Studies in First-Year Writing Courses”

Carolina Pelaez-Morales, Columbus State University, GA, “Helping Each Other Out: Lower and Upper Division Students Engage in a Collaborative Assignment”

Ellen Stockstill, Penn State Harrisburg, PA, “Empowering Advocacy in the Multimodal Composition Classroom”

**I.22 Implementing Powerful Literature Circles for African American Boys and for Students as Social Advocates**

E

Rainbow

WL

**B204**

First we'll present a structure for literature circles that provides a dialogical space for students' critical conversations, viewing themselves as social advocates. We will then present a project in which a group of African American fourth- through seventh-grade boys discussed issues of racial identity and racism in literature circles. We will provide a list of social justice novels for these purposes.

**Presenters:** Jennifer Crosthwaite, University of Nevada–Las Vegas, “Students as Social Advocates: Implementing Literature Circle Roles to Support Critical Dialogue”

Michael Obel-Omia, Cambridge Friends School, MA, “How Can You Tell Me I'm Safe?: Creating Spaces for African American Boys to Talk through Literature Circles”

Carolyn Obel-Omia, Rhode Island College, Providence, “How Can You Tell Me I'm Safe?: Creating Spaces for African American Boys to Talk through Literature Circles”

**I.23 Learning to Confer: How Experienced and New Teachers Learn to Confer with Student Writers**

G

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CE

**B209**

Conferring with student writers one-on-one is notoriously hard to do well. Research offers guidance on what happens in a good conference, but little is known about how any teacher actually learns to do it. This interactive session will focus on research and teaching experiments addressing how teachers learn to confer.

**Presenters:** Anne Elrod Whitney, Pennsylvania State University, University Park, “Learning to Confer in Collaboration between Mentors and Interns”  
 Jim Fredricksen, Boise State University, ID, “Learning to Create a Culture of Feedback”

Colleen McCracken, State College Area School District, PA, “Learning to Confer in Collaboration between Mentors and Interns”

Deana Washell, State College Area School District, PA, “Learning to Confer in Collaboration between Mentors and Interns”

**I.24 Tribe-Minded Approaches to Developing Teacher Advocates**

G

TE

CE

**B210**

This panel showcases approaches to professional development that emphasize novelty, experimentalism, and the power of peers: EMUs, Edmodo cohorts, and social media. These fresh, teacher-centered approaches focus on collaborative learning through experience, expertise, and a genuine desire to build each other up through professional practice.

**Chair:** Liz Spalding, University of Nevada, Las Vegas

**Presenters:** Fawn Canady, University of Nevada, Las Vegas  
 Stacey Dallas Johnston, Clark County School District, NV, “Student and Teacher Advocacy through Social Media”

Benjamin Koch, The Adelson Educational Campus, Las Vegas, NV

Marilyn McKinney, University of Nevada, Las Vegas

SATURDAY



### I.25 Navigating the Power and Perils of Banned Books

G

B211

Join our panel of educators, authors, and free expression advocates as we provide teachers and administrators with useful tools and resources to help them understand how challenged books and graphic novels enhance classroom experiences, while empowering them to navigate potential challenges to the material.

**Presenters:** Betsy Gomez, Comic Book Legal Defense Fund

Jennifer Holm, Random House Children's Books

Talia Hurwich, New York University, NY

Meryl Jaffe, Johns Hopkins University Center for

Talented Youth, Baltimore, MD

Mike Jung, Scholastic

### I.26 Writing Centers as a Vehicle for Teacher, Preservice Student, and High School Student Advocacy

M

S

B212

This session maps the pathway to establishing an effective high school writing center with a special focus on urban schools. A high school writing center can cultivate student writers, support teachers and increase the quality and quantity of writing and writing instruction that occurs in secondary schools.

**Presenters:** Allison Casper, Revere Public Schools, MA  
Stephen Gordon, University of Massachusetts, Boston  
Denise Patmon, University of Massachusetts, Boston

Josh Tetenbaum, Boston Public Schools, MA, and  
Snowden International, Boston, MA

### I.27 Authentic Voice in a Digital World: Using Technology in Our Literate Lives

E

M

S

C

B215

How can teachers be digital change agents, transforming reading and writing lives in K-college classrooms? Join a panel of authors and educators from varied backgrounds to explore technology innovation in student-centered learning spaces where choice leads to increased voice.

**Chair:** Carol Varsalona, independent ELA consultant, Rockville Centre, NY

### Roundtable 1: Gamification to Promote Student Choice, Voice, and Differentiation

Michele Haiken, Rye Middle School, NY, and  
Manhattanville College, Purchase, NY

### Roundtable 2: When It Comes to SKYPE, Believe the Hype: Advocating for Reader/Author Connection via SKYPE Sessions and Blitzes

Paul Hankins, Silver Creek High School, Sellersburg, IN

### Roundtable 3: Google Classroom for Flipped Learning and Critical Digital Reading

Holly Mueller, Kings Local Schools, OH

### Roundtable 4: Sharing Students' Words and Voices through Online Gatherings and Digital Platforms

Laura Purdie Salas, Millbrook Press

### Roundtable 5: Connections and Collaborations through Student Blogging

Margaret Simon, Iberia Parish Gifted Program, LA

### Roundtable 6: Transforming Writing Lives through the Artful Blending of Technology and Poetry

Carol Varsalona, independent ELA consultant, Rockville Centre, NY

### I.28 A Truly Place-Based Pedagogy: Drawing upon Rural Contexts to Reimagine Teaching English

S

Rainbow

B217

Join a discussion about how secondary English teachers utilize the unique features of their rural and remote teaching contexts to engage their students in powerful, placed-based literacy learning. Presenters will discuss specific activities and units of study they have developed, and audience members will leave with practical ideas to implement.

**Chair:** Allison Wynhoff Olsen, Montana State University, Bozeman

**Respondent:** Robert Petrone, Montana State University, Bozeman

**Presenters:** Alan Hoffman, Savage Public Schools, MT  
Megan Motley, Carson City High School, NV  
Elizabeth Reiersen, Miles City High School, MT

### I.29 Building Student Agency through Partnerships and Performance Opportunities

S

B218

Learn how an urban high school and a university partner established a culture of student advocacy through a variety of performance opportunities, including monthly open mic sessions, a writing group, and collaboration with local theater companies. Presenters will share strategies for participants to develop similar activities in their schools.

**Presenters:** Nicole Cordero, Amundsen High School, Chicago, IL  
 Timothy Duggan, Northeastern Illinois University, Chicago  
 Tanya Nguyen, Amundsen High School, Chicago, IL

**I.30 Preparing Teachers to Be Advocates for Standard English Learners**

G  
TE

**B301**

***Sponsored by the Linguistic Society of America***

In this Linguistic Society of America-NCTE panel, we discuss how English teachers can advocate for Standard English learners—students who speak something other than mainstream English. We explore ways teachers can meet the literacy and pedagogical needs of their diverse learners and serve as advocates for them in the classroom and the world.

**Presenters:** Jeanne Bissonette, University of North Carolina at Chapel Hill, “Building Advocacy through Critical Language Pedagogy”  
 Michelle Devereaux, Kennesaw State University, GA, “Learning Advocacy: Inservice and Preservice Teachers’ Understandings of Language Ideologies”  
 Amanda Godley, University of Pittsburgh, PA, “Building Advocacy through Critical Language Pedagogy”  
 Jessica Hatcher, North Carolina State University, Raleigh, “Building Advocacy through Critical Language Pedagogy”  
 Mary Hudgens Henderson, Winona State University, MN, “Considering the Needs of Standard English Learners and English Language Learners”  
 Chris Palmer, Kennesaw State University, GA, “Learning Advocacy: Inservice and Preservice Teachers’ Understandings of Language Ideologies”  
 Jeffrey Reaser, NC State University, “Building Advocacy through Critical Language Pedagogy”

**I.31 Promoting and Sustaining Critical and Culturally Responsive Pedagogy with Preservice Teachers in Urban Settings**

C  
TE

**B306**

This panel offers perspectives from teacher educators who work with preservice English teachers in urban settings. The purpose is to provide an overview of their research which explores the benefits and challenges of teaching critical and culturally responsive pedagogy and how these efforts are sustainable once students have entered the field.

**Chair:** Vaughn Watson, Michigan State University, East Lansing

**Respondent:** Jamila Lyiscott, Teachers College, Columbia University, NY

**Presenters:** Limarys Caraballo, Queens College, City University of New York, “Research and Teaching in Action: YPAR as a Culturally Sustaining Lens in Preservice English Teacher Education”

Mandie Dunn, Michigan State University, East Lansing, “Planning for Criticality: Reimagining the Curriculum of a Secondary English Teacher Education Program”

Danielle Fillipiak, Teachers College, Columbia University, NY, “Research and Teaching in Action: YPAR as a Culturally Sustaining Lens in Preservice English Teacher Education”

Davena Jackson, Michigan State University, East Lansing, “Planning for Criticality: Reimagining the Curriculum of a Secondary English Teacher Education Program”

Jody Polleck, Hunter College, New York, NY, “Dismantling the Status Quo: Building Preservice Teachers’ Knowledge and Skills with Culturally Responsive and Critical Literacy”

Shannon Prince, Michigan State University, East Lansing, “Planning for Criticality: Reimagining the Curriculum of a Secondary English Teacher Education Program”

Melissa Schieble, City University of New York–Hunter College, “Preparing Preservice English Teachers to Examine Queer, Inclusive, and Heteronormative Discourses in the ELA Classroom”

**I.32 Engaging Readers with High-Stakes Fiction and Nonfiction in the Classroom**

G  
WL

**B309**

No wonder airport bookshops abound with thrillers. Readers of all ages are enthralled by compelling books packed with action and intrigue. In this panel, four award-winning authors talk about their new works and how teachers can use high-stakes narratives to engage young readers from elementary to young adult.

**Presenters:** Neal Bascomb, Scholastic, “Thrillers: Young Adult Nonfiction”

Alan Gratz, Scholastic, “Thrillers in the Classroom”

Deborah Hopkinson, Scholastic, “High-Stakes Nonfiction Connections to STEM and CCSS”

Lauren Tarshis, Scholastic, “Building Knowledge through High-Interest Nonfiction and Fiction”

### I.33 Turning Writing about Reading Into an Extraordinary Force for Teens (Instead of Forcing Kids to Write about Reading): Grades 5–12

**M**  
**S**

**B310**

Find out how to make writing about reading a joyful, intellectual experience . . . really! Learn to launch this work with zeal, vary it over time, and leverage it to deepen analytical skills and discourse. We'll practice on print and digital texts, and study high-leverage feedback to raise the level of work.

**Chair:** Katy Wischow, Teachers College Reading and Writing Project, Columbia University, NY

**Presenters:** Mary Ehrenworth, Teachers College Reading and Writing Project, Columbia University, NY, "Raising the Level of Discourse and Writing with Flash Debates, Flash Drafting, and Feedback Cycles"

Audra Robb, Teachers College Reading and Writing Project, Columbia University, NY, "Varying the Genres for Writing about Reading: A Unit of Study on Companion Books"

### I.34 Voices in Verse: Exploring Literature through Performance

**M**

**Rainbow**

**B311**

This session will highlight the power of verse novels for engaging diverse middle school students, for Readers Theater performance, and for teaching the craft and structure of poetry. Led by a panel of poets, participants will perform alongside the poets themselves and explore the instructional potential of this unique form.

**Presenters:** Jeannine Atkins, Simon & Schuster  
Margarita Engle, Simon & Schuster  
Patricia Hruby Powell, Chronicle Books  
Sylvia Vardell, Texas Woman's University, Denton  
Janet Wong, Pomelo Books

### I.35 Growing Literacy Leaders: The Key to Schoolwide Change

**G**

**B314**

What happens when literacy is at the core of professional learning? A district near Chicago has created a sustainable model with documented advantages: embedded disciplinary literacy, increased student learning, and the emergence of strong literacy leaders. Discover how to implement such an initiative in your school or district.

**Chair:** ReLeah Cossett Lent, ReLeah Lent Educational Consulting

**Respondent:** Marsha Voigt, Barrington 220 School District, IL

**Presenters:** Janet Anderson, Barrington 220 School District, IL

ReLeah Cossett Lent, ReLeah Lent Educational Consulting, IL

Kathleen Duffy, Barrington 220 School District, IL

Kelly Hansen, Barrington 220 School District, IL

Nick Yeager, Barrington 220 School District, IL

### I.36 I Kissed Grading Goodbye

**G**

**B315**

Find out what happened when one teacher gave up grading in 12<sup>th</sup>-grade English. We'll share the triumphs, the foibles, the do-agains, and the do-overs. Get tips for implementing goal-based grading in broad sweeps and small steps in your own classroom and making students advocates for their own educational growth.

**Presenters:** Allison Marchetti, Trinity Episcopal School, Richmond, VA

Rebekah O'Dell, Trinity Episcopal School, Richmond, VA

### I.37 From Comment to Conversation: Multimodal, Collaborative Feedback in the Writing Process

**G**

**E**

**M**

**S**

**B316**

Writing teachers are always looking for better ways to respond to students' writing. Presenters will share feedback strategies and resources, including multimodal response tools for written, audio, video, conference, peer, and tutor responses, cross-grade/school literacy discussions, and writing shareouts, as well as classroom materials and samples of student work.

**Chair:** Kathryn Spradlin, Amos P. Godby High School, Tallahassee, FL

**Presenters:** Marie Graham, Mount Vernon Presbyterian School, Sandy Springs, GA

Nicole Martin, Mount Vernon Presbyterian School, Sandy Springs, GA

Amy Mildebrath, Florida State University, Tallahassee

**I.38 Eyes, Ears, and Mouth: Facing Facts of Teaching and Learning**

TE

**B403**

The days of one-teacher, one-classroom teaching are behind us, probably forever. Educators must work together in a variety of ways to ensure all students, all future teachers, and all practicing teachers are supported. Panelists will discuss three topics related to teacher and student support: building intentional and cooperative professional relationships through talk; developing a powerful and responsible voice as an educator; and using video to enable cooperation between inservice and preservice teachers.

**Presenters:** Gina Blackburn, Grove City College, PA, “Advocating for ELLs through Virtual Preservice Field Work”

James Davis, Iowa Writing Project/University of Northern Iowa, “Policy, Advocacy, and Teacher Voices”

Michelle Palmer, Hall County Schools and White Sulphur Elementary, Gainesville, GA, “Coaching for Growth: Empowering Teachers through Dialogue”

Jennifer Spangler, Rowland Middle Academy, Harrisburg, PA, “Advocating for ELLs through Virtual Preservice Field Work”

Anne Weir, WACO Community Schools, Wayland, IA  
Katie Wheeler, Cheyenne, Wyoming, “Policy, Advocacy and Teacher Voices”

**I.39 Advocacy over Time in NCRLL: Literacy Researchers Reflecting on the Role of Activism in Their Scholarly Lives**

G

**B404**

***Sponsored by the National Conference on Research in Language and Literacy (NCRLL)***

The National Conference on Research in Language and Literacy has a history of advocacy, working with NCTE and other organizations to influence educational policy. Located in that history, this presentation highlights the work of four esteemed NCRLL scholars, reflecting on their activism as researchers and discussing possibilities for advocacy.

**Presenters:** Mollie Blackburn, The Ohio State University, Columbus, “Working with and on Behalf of Queer Youth through Literature in and out of Schools”

Gerald Campano, University of Pennsylvania, Philadelphia, “Community-Based Inquiry and Advocacy in a Multilingual and Multiethnic Catholic Parish: Creating a Shared Vision and Educational Justice and Immigrant Rights”

Caroline Clark, The Ohio State University, Columbus  
Marcelle Haddix, Syracuse University, NY, “When My Reflection Looks Back at Me: A Retrospective on Being a Black Woman Community-Engaged Literacy Scholar”

Peter Smagorinsky, University of Georgia, Athens, “Establishing a Position as Advocate in the Mainstream Media, or Sticking Your Head in the Lion’s Mouth: It Might Smell Bad in There, and It Looks Scary, but Maybe You Can Get Him to Purr”

**I.40 Teaching the Multimodal Research Essay: Cinemagraphs, Instagram, Pictographs, and Digital Journalism**

G

**B408**

This session will introduce methods of teaching interactive story creation, including cinemagraphs, maps, looping video, parallax scrolling, data visualization, and animation, to supplement the writing, creating an immersive reading experience. Guided reading activities to facilitate the comprehension of interactive stories and a unit on interactive story creation will be shared.

**Presenters:** April Brannon, California State University, Fullerton, “Multimodal and Super Sensorial: Place-Based Writing for Millennials”

David Pegram, Paradise Valley Community College, Phoenix, AZ, “Cinemagraphs: How to Analyze an Image When the Image Moves”

Elle Yarborough, Northern Essex Community College, MA, “Writing Interactive Stories: Platforms and Assignments”

**I.41 Evidencing Understanding and Making Learning Visible with Quick Writes**

G

**B409**

Presenters will lead participants through hands-on engagement strategies that promote deeper thinking while evidencing understanding of language arts and content area information through an updated use of quick writes. Classroom tested. Structured but fun. Visible learning in action. All students, all abilities.

**Presenters:** Sara Holbrook, Boyds Mills Press  
Libbie Royko, Eastlake Middle School, OH  
Michael Salinger, author, Mentor, OH

### I.42 Encouraging the Outsiders: Advocating for Marginalized Students with Literature



LGBTQ

B216

Our panel, consisting of both teachers from urban districts and university professors, will discuss how we have found ways to use “banned” or “inappropriate” literature to reach our marginalized students. We are especially focused on how we can implement these texts during the regular school day.

**Co-Chairs:** Sara Landing, Vanderbilt University, Metro Nashville Public Schools, TN

Emily Pendergrass, Vanderbilt University, TN

**Presenters:** Marlowe Brant, Metro Nashville Public Schools, TN

Keith Woodruff, Metro Nashville Public Schools, Vanderbilt University, TN

### I.43 Mentor Teachers’ Digital Practices: The impact of a Parallel Pedagogy on Preservice Teacher Learning



A302

**Sponsored by the CEE Commission on New Literacies**

Roundtable topics provide opportunities to explore the myriad ways that new literacies are used within language arts to support critical literacies and transformative education. To that end, presentations are focused not only on student advocacy, but also on how the participatory nature of digital literacies offers a space for teacher empowerment.

**Co-Chairs:** Katherine Garland, Santa Fe College, Gainesville, FL

Ryan Rish, State University of New York at Buffalo

**Speaker:** Allen Webb, Western Michigan University, Kalamazoo, “Using Digital Texts to Inspire Critical Inquiry and Civic Engagement”

**Roundtable 1: Opt-In: At-Risk African American Adolescents Gaming, Coding, and Learning**

Benita Brooks, Sam Houston State University, Huntsville, TX

Nancy Votteler, Sam Houston State University, Huntsville, TX

**Roundtable 2: More Than One Way to Tell a Story: Using Narratives in Digital Lessons**

Kevin Cordi, Ohio Northern University, Ada

**Roundtable 3: Learning to Teach with Digital Tools: Insights from Inservice Teacher Reflections During and After Immersive PD**

Will Fassbender, University of Georgia, Athens

**Roundtable 4: ELA Content Today: Promoting ELA Content Area Learning through Collaboratively Engaged Social Media Practice**

Nicolette Filson, North Carolina State University, Raleigh

Carl Young, North Carolina State University, Raleigh

**Roundtable 5: Their Own Devices: Tracing Power Dynamics in a One-to-One Classroom**

Merideth Garcia, University of Michigan, Ann Arbor

**Roundtable 6: Teachers’ Perceptions of Coding Curricula: Looking to Make Meaning beyond Skills**

Hannah Gerber, Sam Houston State University, Huntsville, TX

Renee O’Neal, San Jacinto Elementary School, Deer Park, TX

**Roundtable 7: Digital Rhetorics: Exploring Critical Media Literacies and Persuasion through Digital Media Projects**

Thor Gibbins, State University of New York at Oneonta

**Roundtable 8: Teacher Learning and District Leadership: Developing Cultures and Partnerships That Support Teacher and Student Digital Literacies**

Liz Homan, Waltham Public Schools, MA

**Roundtable 9: Promoting Speaking and Listening Standards Using Dialogic Discussion and Technology in the Secondary Classroom**

Amelia Kibbie, Lisbon Schools, IA

**Roundtable 10: Advocating for and Empowering Teachers to Creatively Incorporate Digital Elements into the Composition Process Using Smart Phone Applications and Online Communities**

Stephanie Loomis, Georgia State University, Atlanta

**Roundtable 11: How Teachers Learn to Code: What the Teaching of Coding Can Learn from the Teaching of Writing**

Tom Liam Lynch, Pace University, New York, NY

**Roundtable 12: Teacher Advocates: Leveraging Assistive Technology for Students with Disabilities and Virtual Education for Students Who Are Physically Unable to Attend School**

Maureen McDermott, Nova Southeastern University, Fort Lauderdale, FL

**Roundtable 13: Deconstructing Hollywood Teacher Representations and Advocating for More Realistic Portrayals of Teachers and the Teaching Profession**

J. Patrick McGrail, Jacksonville State University, AL

Ewa McGrail, Georgia State University, Atlanta

**Roundtable 14: Advocates for Change: Middle School Students and Digital Public Service Announcements on Bullying**

Clarice Moran, North Carolina State University, Raleigh



**Roundtable 15: Mindfulness in a Digital World: Using an Intersection of Social Media and Mindfulness-Based Practices to Support Beginning Teachers**

Nicole Olcese, University of Central Florida, Orlando

**Roundtable 16: Impacting Summer Learning for Urban Middle School Students Using Digital Technologies to Project Student Voice**

Tonya Perry, University of Alabama, Birmingham

**Roundtable 17: Using Swivl and Digital Video to Facilitate Preservice English Teachers' Reflective Practices**

Amy Piotrowski, Utah State University, Logan, and  
Katie Rybakova, Thomas College, Waterville, ME

**Roundtable 18: Enabling and Affording Digital Literacies in the Secondary Classroom**

David Premont, Chantilly High School, VA

**Roundtable 19: Research Writing Rewired: Using Inquiry and Digital Tools to Engage Students in the Research Process**

Dawn Reed, Okemos Public Schools, MI

**Roundtable 20: English/Language Arts Teachers' Roles as School-Level Digital Literacy Leaders**

Mary Rice, University of Kansas, Lawrence

**Roundtable 21: Community Asset Mapping with Youth Engaged in Service**

Ryan Rish, State University of New York at Buffalo

**Roundtable 22: Best Apps 2016 for Supporting Advocacy Efforts**

Rae Schipke, Central Connecticut State University,  
New Britain

**Roundtable 23: Using Digital and Social Media to Compose in a Young Writers' Camp**

Amy Vetter, University of North Carolina, Greensboro

**Roundtable 24: Using 21st-Century Media to Teach Self Advocacy and the Research Process: Students Seeking Solutions to Social Problems in Their Communities**

Clarissa West-White, Bethune-Cookman University,  
Daytona Beach, FL

**Roundtable 25: Try It Tomorrow! Leveraging Digital Tools to Access, Ask, Create, and Understand in a Participatory Culture**

Kristin Ziemke, Big Shoulders Fund, Chicago, IL

**I.44 Children's Books in the College Classroom: A Case Study in Collaboration**

**G**

**A313**

One year ago, a university writing instructor asked his students, junior- and senior-level science majors, to write and illustrate original

children's books that used storytelling to teach a lesson in math or the sciences to an audience of first graders. The results inspired this panel.

**Presenters:** Susan Guinn-Chipman, University of Colorado–Boulder

Deborah Hollis, University of Colorado–Boulder

Danny Long, University of Colorado–Boulder

**I.45 The 21st Century Waltz: "Connecting the Dots"**

**M**

**S**

**B405**

***Sponsored by the Georgia Council of Teachers of English***

When teachers couple the study of literary texts with the examination of informational primary documents in history, students are able to "connect the dots"; they learn how to waltz in the process! Teachers will learn how to use an interdisciplinary framework to create powerful learning experiences and enhance critical thinking.

**Presenters:** Trudy Delhey, Cobb County School District, Marietta, GA

Carolyn Waters, ELA/literacy consultant; retired Georgia Department of Education, ELA Program Manager

**I.46 Taking Action through the News Media**

**G**

**B401**

The focus will be on gaining access to public media by three presentations on strategies followed by audience participation in breakout groups.

**Presenters:** Millie Davis, National Council of Teachers of English, Urbana, IL

Les Perelman, Massachusetts Institute of Technology, Cambridge

David Slomp, University of Lethbridge, AB, Canada

**I.47 Exhibitor Session: Reading across the Curriculum**

**G**

**A406**

***Sponsored by Newsela***

A Newsela Educator Specialist will share close reading strategies that can be used with students at any reading level. These strategies help students interact with the text to aid them in both classroom discussions and mastering reading skills.

## FEATURED SESSION

### J.01 Rethinking Literacy Education in the Age Of Mass Incarceration: Literacy Educators and The Dismantling Of The School-To-Prison Pipeline



A305

This session examines preventative, responsive, and restorative literacy learning strategies for dismantling the school-to-prison pipeline. Panelists will offer critical ideas for teaching literacy in ways that promise to transform the lived experiences of a diverse range of learners prior to, during, and post detention.

**Presenters:** Deborah Appleman, Carleton College, Northfield, MN  
Jamal Cooks, San Francisco State University, CA  
David E. Kirkland, New York University  
sj Miller, Metro Center, New York University  
Maisha Winn, University of Wisconsin, Madison

**After this Featured Session, visit the Taking Action Hub in room A304 to discuss Everyday Advocacy and turn your learning into action!**

### J.02 Why Middle Matters: Middle Level Mosaic

M

Rainbow

B312–B313

Middle level educators, don't miss this star-studded line-up as the capstone to our #whymiddlematters sessions! This year's Mosaic features dynamic teacher-educators and award-winning YA authors—like Laurie Halse Anderson and Jason Reynolds—in conversation about literature, student engagement, and advocacy. Join us as we demonstrate why the middle level matters!

**Sponsored by the Middle Level Section Steering Committee**

**Co-Chairs:** James Blasingame, Arizona State University, Tempe  
Shanetia P. Clark, Salisbury University, Salisbury, MD  
Jason Griffith, Arizona State University, Tempe  
**Presenters:** Sara Ahmed, Bishops School, San Diego, CA  
Laurie Halse Anderson, Simon & Schuster  
Harvey “Smokey” Daniels, author, Heinemann  
Jason Reynolds, Simon & Schuster

### J.03 Culturally Responsive Writing Workshops: Using Diverse Mentor Texts and Mentor Authors to Promote Advocacy in the Early Years

E

LGBTQ  
Rainbow  
WL

A301

These presentations address writing through the voices of writers in K–2nd Grade and how teachers can use diverse mentor texts and diverse authors to promote advocacy in the early years.

**Chair:** Erin Miller, University of North Carolina at Charlotte  
**Presenters:** Sinéad Harmey, Queens College, Queens, NY, “Advocating for the Voices of Young Writers”  
Bobbie Kabuto, Queens College, Queens, NY, “Advocating for the Voices of Young Writers”  
Brian Kissel, University of North Carolina, Charlotte, “Culturally Responsive Writing Workshops: Using Diverse Mentor Texts and Mentor Authors to Promote Advocacy in the Early Years”  
Adriana Medina, University of North Carolina, Charlotte, “Culturally Responsive Writing Workshops: Using Diverse Mentor Texts and Mentor Authors to Promote Advocacy in the Early Years”  
Kindel Nash, University of Missouri-Kansas City, “Culturally Responsive Writing Workshops: Using Diverse Mentor Texts and Mentor Authors to Promote Advocacy in the Early Years”  
Kathleen Olmstead, College at Brockport, SUNY, “Advocating for the Voices of Young Writers”

Karen Wood, University of North Carolina at Charlotte, “Culturally Responsive Writing Workshops: Using Diverse Mentor Texts and Mentor Authors to Promote Advocacy in the Early Years”

#### **J.04 Specific Writing Classroom Practices: A Menu of Ages, Genres, Strategies, and Goals**

G

A302

Attendees may choose from roundtable presentations and discussions of innovative approaches to teaching writing in various classroom settings.

**Chair:** Renee Stites, Parkway Southwest Middle School, Ballwin, MO

##### **Roundtable 1: Multimedia Essays for Remixing Critical Inquiry**

Jules Beesley, The LAMP (Learning about Multimedia Project), New York, NY

D. C. Vito, The LAMP (Learning about Multimedia Project), Brooklyn, NY

##### **Roundtable 2: Composition Class as Rhetorical Situation**

Erin Breaux, South Louisiana Community College, Lafayette, and Oana Chiviou, South Louisiana Community College, Lafayette

##### **Roundtable 3: Reading Film: Another Approach to Analysis and Writing**

Joseph Dietrich, The Master’s School, Dobbs Ferry, NY

##### **Roundtable 4: Interdisciplinary Multi-Genre Projects: Art, Theatre, and Physical Education Teachers Writing as Course Advocates**

Katie Dredger, James Madison University, Harrisonburg, VA

##### **Roundtable 5: Now That’s a Good Question! Questioning for Content Area Literacy**

Erik Francis, Maverik Education, Scottsdale, AZ

##### **Roundtable 6: Inverting the Literacy Autobiography: From Celebration to Advocacy**

David Franke, SUNY Cortland

##### **Roundtable 7: Writing Rocks! Engaging Strategies for All!**

Rebecca Harper, Augusta University, Augusta, GA

##### **Roundtable 8: Beyond Writing Strategies: Advocating for Authentic Learning in ELA Classrooms with Multilingual Students**

Melinda McBee Orzulak, Bradley University, Peoria, IL, and Maja Teref, Von Steuben High School, Chicago, IL

##### **Roundtable 9: Advocating for Student Success in Postsecondary Writing: Defining Empathy and its Role in Developing “Habits of Mind”**

Matthew Kilian McCurrie, Columbia College, Chicago, IL

##### **Roundtable 10: The Story of My Life: Memoir, Magic, and Fun for Middle Grade Writers**

Marva Solomon, Angelo State University, San Angelo, TX; and Shanna Saverance, Wall Independent School District, Wall, TX

Hannah Dodds, Angelo State University, San Angelo, TX

##### **Roundtable 11: Reading and Responding across Multiple Complex Texts: Advocating for Student Voice and Collaboration**

Lisa Richardson, University of Alaska Southeast, Juneau

##### **Roundtable 12: Advocating Social Change through Our Writing by Using the Plus-Minus-Interesting Instructional Strategy**

Rachel Sanders, University of Georgia, Athens

##### **Roundtable 13: Composition Class as Rhetorical Situation**

Courtney Schoolmaster, South Louisiana Community College, Lafayette

#### **J.05 Collegial Conversations: Facing Challenges in Our Classrooms**

S

B309

##### ***Sponsored by the Secondary Section Steering Committee***

In this session, members of the Secondary Section Steering Committee will facilitate conversations among secondary section members about issues and trends that teachers and students face in classrooms and schools.

**Presenter:** Katie Greene, West Forsyth High School, Cumming, GA

#### **J.06 #advocacy: Promoting Real-World Literacy and Social Change through Twitter**

G

B408

Twitter can enable students to find membership and voice in communities existing within and beyond the walls of the classroom. This presentation will familiarize participants with Twitter, providing classroom-based examples of how it can work as a tool for advocacy and literacy learning within the limitations of the instructional day.

**Facilitator:** Steve Fulton, Kannapolis Middle School, Kannapolis, NC

**Presenter:** Tony Iannone, University of North Carolina at Charlotte Writing Project

### J.07 Publishing with NCTE

**G** A310

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, Urbana, IL

**Presenters:** Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, IL  
Bonny Graham, National Council of Teachers of English, Urbana, IL

### J.08 Texts That Invite Us to Speak for Ourselves: Advocating for Spoken Word Poetry as Content and as Pedagogy

**M**  
**S**  
**TE**



A311

Two presentations advocate for a focus on youth spoken word (YSW) and hip-hop in the high school literature curriculum and preservice teacher classroom. First, participants explore YSW and hip-hop as a frame for studying literary movements. Second, we consider YSW as a format for exploring teaching as performance.

**Presenters:** Abigail Kindelsperger, University of Illinois, Chicago, "From *Ars Poetica* to Our Poetics: Teaching Spoken Word as English Education Praxis"

Kaci McClure, Louisiana State University, Baton Rouge, "'Invisible Man Got the Whole World Watching': Teaching Literary Movements through Hip-Hop and Spoken Word Poetry"

Andrea Vaughan, University of Illinois at Chicago, "From *Ars Poetica* to Our Poetics: Teaching Spoken Word as English Education Praxis"

Susan Weinstein, Louisiana State University, Baton Rouge, "'Invisible Man Got the Whole World Watching': Teaching Literary Movements through Hip-Hop and Spoken Word Poetry"

### J.09 Understanding and Assessing Students' Digital Compositions

**G**  
**E**

A312

Many teachers have extended the definition of writing to include technology. This session, therefore, will provide an opportunity for teachers to better understand how to assess students' digital compositions, such as those done in PowerPoint. This session will provide an opportunity for teachers to view and assess sample digital compositions created in PowerPoint.

**Presenters:** Rebecca Barria, Georgia State University, Atlanta

Amy Seely Flint, University of Louisville, KY

Sarah Turnbull, Georgia State University, Atlanta

### J.10 Agency and Advocacy for Early Childhood Literacy

**E**



A313

Advocacy projects within school, community, and family contexts of early childhood are presented. The topics include gender representations in public library story time, gender construction in the classroom, and promoting second language learning in childhood.

**Chair:** Lucy Spence, University of South Carolina, Columbia

**Presenters:** Josh Hill, University of South Carolina, Columbia

Mary Rea, University of South Carolina, Columbia

Jennifer Stowe, University of South Carolina, Columbia

### J.11 Corners on Our Curving Classrooms: Restoring Voice to Students and Staff

**E**  
**M**  
**S**



A314

Our presentation seeks to empower both teachers and students to restore their voices in the educational experience. We will demonstrate how an interactive Restorative Justice Circle expands and restores the narrative through literature to a school-wide community.

**Presenters:** Kristen Berger, Highland High School, Pocatello, ID

Glenda Funk, Highland High School, Pocatello, ID

Debbie Greco, Highland High School, Pocatello, ID

Story Holston, Highland High School, Pocatello, ID

Jena Wilcox, Highland High School, Pocatello, ID

**J.12** “I used red to show hope”: Young Children Create Meaning in Writing and Art



**A315**

The presenters will share mini-lessons, including picture books, they use with their kindergarten and first-grade students that teach the children to communicate through art as well as written language. Examples of children’s work that show their critical and symbolic thinking and their decision making will be shared.

**Presenters:** Michelle Doyle, Pot Spring Elementary School, Timonium, MD  
 Laura Fuhrman, Pot Spring Elementary School, Timonium, MD  
 Jenna Loomis, Seventh District Elementary School, Parkton, MD  
 Ray Martens, Towson University, MD  
 Prisca Martens, Towson University, MD  
 Elizabeth Soper, Pot Spring Elementary School, Timonium, MD  
 Robbie Stout, Pot Spring Elementary School, Timonium, MD

**J.13** Texts Not Terms: Teaching AP Literature and Composition for Student Success



**A402**

This panel invites participants to collaborate with members of the Advanced Placement Literature and Composition Committee to advocate for curriculum and methods that increase students’ abilities to interpret literary meanings. Presenters will provide background, context, and practice to analyze literary texts for instructional design and classroom use and increase student success.

**Chair:** Brandon Abdon, Director of Advanced Placement English Curriculum and Content Development, College Board, Duluth, GA  
**Presenters:** Leslie David Burns, University of Kentucky, Lexington  
 Minaz Jooma, Millburn High School, NJ  
 Brian Sztabnik, Miller Place High School, Miller Place, NY

**J.14** Education Advocacy, Civic Engagement, and Activism: Ecological Schooling in the Age of Standardization



**A403**

Three educators draw on empirical research in two different high schools and a teacher education program in order to discuss what it means to advocate for and participate in school and community-based activism in the era of the Common Core. Panelists describe lessons learned from advocacy and civic activism.

**Chair:** Brian Charest, The Nova Project, Seattle, WA  
**Presenters:** Lauren Bell, University of Illinois at Chicago, “Sharing a Vision: Engaging Educators, Students, and Community in Advocacy and Civic Involvement”  
 Joel Jarosky, Innovative and Alternative Education, Madison, WI, “Advocating, Implementing, and Collaborating: Authenticity and Community-Based Learning in School”  
 Jesus Antonio Laurel, Chicago Public Schools, IL, “Resisting Standardization in the Classroom: The Lessons from Mechanized Teaching, Student Advocacy, and Civil Discourse”

**J.15** Authors Exploring Diverse Perspectives in the Classroom



**Rainbow A404**

Young adult authors of diverse backgrounds discuss the importance of empowering students by giving them opportunities to see their own stories in literature and to use their own voices in the writing they produce. Panelists provide examples of diverse books, prompts, assignments, and projects to be implemented in the classroom.

**Presenters:** Traci Chee, Penguin Random House  
 Roshani Chokshi, Class of 2K16, New York City, NY  
 Audrey Coulthurst, Class of 2k16, New York City, NY  
 Rahul Kanakia, Class of 2K16, New York City, NY  
 Tara Sim, Class of 2K16, New York City, NY  
 Erin Summerill, Class of 2K16, New York City, NY



### J.16 Making Sense of the Messiness: Agile Formative Assessment for Studying Complex Texts



A405

Students' developing interpretations of complex texts can be messy! This interactive session engages attendees in a collaborative formative assessment mapping process to anticipate and make sense of the messiness. This planning process supports agile formative assessment of students' talk and writing so teachers can adjust instruction in the moment.

**Presenters:** Vivian Mihalakis, Bill and Melinda Gates Foundation  
Anthony Petrosky, University of Pittsburgh, PA  
Nicole Renner, Stanford University, Palo Alto, CA

### J.17 The Power of a Question: Teacher Research as an Advocacy Tool



A407

This presentation will focus on the nearly unlimited potential to advocate for meaningful school change when educators undertake action research in schools and classrooms. Participants will hear panelists describe their action research and will sculpt a potential action research question to use in their own settings.

**Presenters:** Amy Clark, Christ Episcopal School, Covington, LA, "Bringing Reluctant High School Readers and Writers to the Beauty of Poetry"  
Valerie Geschwind, Teachers College Reading and Writing Project, New York, NY, "Supporting Teachers as Action Researchers: A Coach's Role"  
Ellin Keene, author/consultant, Denver, CO, "Action Research as a Tool for Advocacy"  
Kate Norem, The Bush School, Seattle, WA, "Helping Young Writers Find Authentic Audience and Purpose: An Action Researcher's View"

### J.18 Second Graders in Control: Exploring Open Inquiry in Primary Classrooms



A408

What happens when second graders are allowed control of their learning and can choose what topics they read and write about each day? This panel will share the triumphs and challenges of creating an inquiry-based, student-driven classroom. Participants will leave with practical ideas for using open-inquiry in their own classrooms.

**Presenters:** Rachel Wolkenhauer, Pennsylvania State University, University Park  
Danielle Zarnick, Great Valley School District, Malvern, PA

**Respondent:** Anne Elrod Whitney, Pennsylvania State University, University Park

### J.19 Critical Issues in English Education: Research by CEE Research Initiative Award Winners



A410

In this session, the recipients of the annual Research Initiative grants sponsored by the Conference on English Education (CEE) present their award-winning research on current issues in the fields of literacy and English teacher education.

**Chair:** Melanie Shoffner, Purdue University, West Lafayette, IN

#### Roundtable 1: (Re)Educating the Senses to Community Literacies: Prospective Teachers Using Sound to Listen for Difference

Cassie Brownell, Michigan State University, East Lansing, and Jon Wargo, Wayne State University, Detroit, MI

#### Roundtable 2: Writing with Video: Advocacy in Professional Learning Communities around Digital Literacies in Rural Schools

David Bruce, University at Buffalo, NY, and Sunshine Sullivan, Houghton College, Houghton, NY

#### Roundtable 3: Black Lives Matter in Multimodal Literacy Practices: A Descriptive Case Study of Resistance Writing within a Literacy Collective Designed to Disrupt Racism

Gholnecsar E. Muhammad, Georgia State University, Atlanta

### J.20 Let's Hear It for the Girls! Empowering Girls to Find Their Voices through Literature



B208

Given the male-centric literature canon, how do we ensure that middle-grade girls in our classes are empowered in classroom literature in order to sustain engagement at an age when reading skills typically plateau? Join us to explore how to include girls' voices in our classrooms through data, resources, and lessons.

**Presenters:** Marlowe Brant, Metro Nashville Public Schools, TN, "Sustaining Interest in an After-School Book Club for Girls"

Jennifer Futrell, Hutchison School, Memphis, TN,  
“Reading Motivation as It Relates to the Middle-  
Grade Girl”

Lauren Huddleston, Hutchison School, Memphis, TN,  
“Through the Looking Glass . . . But No One Looks  
Like Me: Marginalized Girls’ Voices in Literature”

Melanie Hundley, Vanderbilt University, Nashville,  
TN, “Rethinking Literature in a Veteran Teacher’s  
Classroom”

**Respondent:** Barry Gilmore, Hutchison School,  
Memphis, TN

### J.21 It Takes a Department: Addressing Advocacy in Our Backyard

G  
C

**B202**

This session addresses the need for  
advocacy at the university level for the  
following reasons: better family leave  
policies, inclusion of adjunct faculty,  
mentoring, controlling degree plans of  
students, and implementation of dual-  
enrollment programs.

**Chair:** Natalie Dorfled, Florida Institute of Technology,  
Melbourne, “What’s Your Name Again?: Making  
Adjuncts Feel Valued”

**Presenters:** Lisa Bullard, Ulster County Community  
College, Stone Ridge, NY, “Advocating for Greater  
Gender Equity in Higher Education: Asking for  
Better Family Leave Policies”

Kimberly Miller, Grove City College, Grove City, PA,  
“Dazed and Confused Professors: Advocating for  
Success through Mentoring”

Joanna Paull, Lakeland Community College, Kirtland,  
OH, “We Are Not Just a Service Department:  
Advocating for a Departmental Voice”

### J.22 Ramon Veal Seminar

G  
EE

**B401–B402**

The Ramon Veal Seminar involves mentoring  
between early-career or beginning  
researchers and experienced mentors.

**Presenters:** Cindy O’Donnell-Allen, Colorado State  
University, Ft. Collins

Peter Smagorinsky, University of Georgia, Athens

Michael W. Smith, Temple University, Philadelphia, PA

### J.23 Extraordinary Women, Must-Read Stories: A Look at the Most-Circulated Books in a Public School

M

**B204**

This presentation identifies reasons why  
knowing what adolescents want to read is  
vital to creating lifelong, successful readers.  
Three dynamic authors present new books  
that focus on the lives of extraordinary  
women.

**Chair:** Jason Wells, Abrams

**Presenters:** Andrea Beaty, Abrams

Tonya Bolden, Abrams, “Extraordinary Women, Must-  
Read Stories: How Readers Can Find Female  
Heroes in New Literature”

Teri Kanefield, Abrams, “Extraordinary Women, Must-  
Read Stories: How Readers Can Find Female  
Heroes in New Literature”

Kimberly McCuiston, Francis Marion University,  
Florence, SC, “What Middle Schoolers Want: A  
Look at the Most-Circulated Books in a Public  
School District’s Middle School Libraries”

Fiona Robinson, Abrams, “Extraordinary Women,  
Must-Read Stories: How Readers Can Find Female  
Heroes in New Literature”

### J.24 Going Public: Teachers Embracing Activist Identities

G

WL **B207**

Teacher stereotypes often involve fixed  
identities surrounded by books, students,  
curricula, and administrators. Teachers  
are not “just teachers.” We’re writers,  
policymakers, social justice activists, school  
board members, even bookstore owners.  
Advocacy begins when teachers move  
beyond the isolation of their classrooms,  
embody multiple identities, and engage in  
the public sphere.

**Chair:** Bess Altwerger, Towson University, MD

**Presenters:** Erika Chavaria, Howard County Public  
Schools, Ellicott City, MD, “Teacher as Activist:  
Beyond the Curriculum”

Kimberly Feldman, University of Maryland, Baltimore  
County, “Teacher as Policymaker: Beyond the  
Teacher’s Lounge”

Iris Kirsch, Baltimore City Public Schools, MD,  
“Teacher as Bookstore Owner: Beyond the  
Classroom”

Nancy Rankie Shelton, University of Maryland,  
Baltimore County, “Teacher as Writer: Beyond  
Academic Writing”

### J.25 Critical Blind Spots and Advocacy in Teacher Preparation

C

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B201

This panel focuses on counteracting colorblindness and cultivating “adolescent advocacy” among preservice teachers.

**Chair:** Valerie Kinloch, The Ohio State University, Columbus

**Presenters:** Sarah Capello, University of Pittsburgh, PA, “Critical Blind Spots in the English Teacher Education Classroom”

Deborah McMurtrie, University of South Carolina Aiken, “Adolescent Advocacy in Middle Level Teacher Preparation Programs”

Amber Pabon, University of Pittsburgh, PA, “Critical Blind Spots in the English Teacher Education Classroom”

### J.26 Voices from the Ground Level: Writing as Advocacy in a World of Standardization

TE



B209

Pressures to standardize instruction tax a teachers’ ability to hear the multiple and varied voices of children. In this session, university instructors discuss how their course design created opportunities for preservice teachers to explore their identity through writing in the hopes that they would create similar environments for children.

**Chair:** Mary Guay, University of Georgia, Athens, “Voices from the Ground Level: Writing as Advocacy in a World of Standardization”

**Presenters:** Jennifer Allen, University of West Georgia, Carrollton, “Course Design: Creating a Community of Writers”

Chelsey Bahlmann Bollinger, University of Georgia, Athens, “Preservice and Inservice Teachers’ Takeaways from an Advocacy-Focused Writing Methods Course”

S. Adam Crawley, University of Georgia, Athens, “The Need for Advocacy: Existing Tensions and Our/ Researchers’ Philosophies”

### J.27 Dialogical Approaches to Teacher Advocacy

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B210

Dialogical approaches to advocacy situate leaders as colleagues who advocate *with* others rather than on behalf of others. As a result, teachers and students ultimately learn to advocate for themselves. This session explores dialogical strategies for members of school and district leadership seeking to

support students’ and teachers’ academic and professional growth.

**Chair:** Dawan Coombs, Brigham Young University, Provo, UT, “Dialogical Approaches to Advocacy”

**Presenters:** Karen Brown, Provo High School, UT, “‘Principals’ of Advocacy and Leadership: Rigor, Relevance, and Relationships”

Kari Caulder, Salem-Keizer Public Schools, Salem, OR, “Supporting Teachers as Learners”

Paige Cole, North Oconee High School, Bogart, GA, “Anger, Action, and Agency”

Cecily Yeager, Diamond Fork Junior High School, Spanish Fork, UT, “Engaging New Teachers in Reflective Inquiry”

### J.28 Romeo Is Bleeding: Bringing Shakespeare, Spoken Word Poetry, and Social Justice to the ELA Classroom

M

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B211

Inspired by the award-winning film *Romeo is Bleeding*, this session will showcase the soon-to-be released documentary and the accompanying curriculum, Re-mixing Shakespeare, currently being piloted in schools nationwide. The multi-faceted curriculum addresses universal themes including privilege, power, education, community violence, poverty, trauma, loss, reconciliation and forgiveness.

**Chair:** Mary Christel, Indian Trails Public Library, Wheeling, IL

**Presenters:** Donte Clark, RYSE Center, Richmond, CA  
Molly Raynor, RYSE Center, Richmond, CA

Fran Sterling, Blueshift Education, Denver, CO  
Jason Zeldes, director, Los Angeles, CA

### J.29 Teachers, Coaches, Advocates: Empowering Students with Literacy

M

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B212

Come join us as we share what we have learned in our yearlong literacy/English class designed to address the academic, social, and emotional needs of incoming ninth graders labeled as “not proficient” and how we utilize those lessons in our other role as coaches to impact literacy across our schools.

**Co-Chairs:** Charrai Hunter, Broughton High School, Raleigh, NC

Jean Jett, Sanderson High School, Raleigh, NC

**Presenters:** Sarah Coombs, Wake County School, Cary, NC

Kelley Schroeder, Enloe High School, Raleigh, NC

**Respondent:** Teresa Bunner, Wake County Schools, Cary, NC

### J.30 Engaging Critically with Sports-Based Media to Foster Digital and Media Literacies



**B213**

**Sponsored by the SLAM Assembly**

The ubiquity of sports media presents vast opportunities for teachers to foster media and digital literacies among adolescents. In this interactive session, attendees are invited to explore instructional methods for engaging students in the analysis and production of various media, including sports-based documentaries, television broadcasts, and online content.

**Chair:** Carl Young, North Carolina State University, Raleigh

**Presenters:** Carolyn Fortuna, Rhode Island College, Providence, and IDigitMedia.com, “Replicating Research as a Pathway to Digital Literacy Learning”  
Stephanie Jones, University of Georgia, Athens, “Telling Our Own Stories: Using Documentary Film to Profile School Sports Narratives”

Luke Rodesiler, Indiana University-Purdue University, Fort Wayne, “Satiric Remixes: Crafting Commentaries about Sports and Society”

**Respondent:** Hannah Gerber, Sam Houston State University, Huntsville, TX

### J.31 Research Roundtables #2



**B215**

In this roundtable session, researchers present findings on pressing issues in literacy, language, and learning across communities.

**Chair:** Django Paris, Michigan State University, East Lansing

#### **Roundtable 1: On Gender and Performance: Student and Teacher Ideology + Identity**

Christopher Parsons, University of Michigan, Ann Arbor, “I’m not saying boys can’t be feminists, but . . . : An Interview Study of Ideologies about Gender, Feminism, and Literacy”

Ashby Rushing, The Potomac School, McLean, VA, “Six Characters in Search of a Teaching Identity”

#### **Roundtable 2: Examining Multimodal Reading, Writing, and Curriculum Design**

Sarah Mathews, Florida International University, Miami, “Examining the Multimodal Turn: Analyzing Perspectives of Graphic Novels throughout the Educational Lifespan”

Anne Peel, The College of New Jersey, Ewing, “Listening Like Writers: A Formative Experiment Examining the Effects of a Podcast-Based Inquiry Unit on Adolescent Students’ Writing Fluency”

Cecelia Price, University of North Texas, Denton, “Secondary Teachers’ Experiences with Multimodal Literacy Design”

Eliane Rubinstein-Avila, University of Arizona, Tucson, “Examining the Multimodal Turn: Analyzing Perspectives of Graphic Novels throughout the Educational Lifespan”

Patrick Thomas, University of Dayton, OH, “Analyzing Instructor Responses to Students’ Multimodal Writing”

#### **Roundtable 3: Pursuing Advocacy and Critical Reflection in Literacy Curricula and Education**

Jeanne Bissonnette, Iowa State University, Ames, “The Food Stamps Incident: Critical Collegueship and Critical Reflection as Precursory Advocacy Literacies”

Teresa Fisher-Ari, Georgia State University, Atlanta, “For Profit, Not for Learners: Rejecting ‘Reform’ Literacy Curricula and Advocating for Authentic Literacy in Urban Elementary Classrooms”

Kara Kavanagh, James Madison University, Harrisonburg, VA, “For Profit, Not for Learners: Rejecting ‘Reform’ Literacy Curricula and Advocating for Authentic Literacy in Urban Elementary Classrooms”

Anne Martin, Georgia State University, Athens, “For Profit, Not for Learners: Rejecting ‘Reform’ Literacy Curricula and Advocating for Authentic Literacy in Urban Elementary Classrooms”

Kwangok Song, Arkansas State University, Jonesboro, “Landscape of Inequity in Literacy Education: ‘How Do We Advocate With, Not For?’”

Angela Stefanski, Ball State University, Muncie, IN, “Landscape of Inequity in Literacy Education: ‘How Do We Advocate With, Not For?’”

#### **Roundtable 4: Research on Disciplinary Literacies across Student + Teacher Learning**

Ann Lawrence, University of South Florida, Sarasota-Manatee, “Challenges of Teacher Response to Students’ Disciplinary Writing”

Michael Sherry, University of South Florida, Tampa, “Challenges of Teacher Response to Students’ Disciplinary Writing”

#### **Roundtable 5: Research on Disciplinary Literacies across Student + Teacher Learning**

Elizabeth Dinkins, Bellarmine University, Louisville, KY, “Advocating Expertise: Building Teacher Capacity in Disciplinary Literacy”

Christine Price, Oldham County Schools, Crestwood, KY, “Advocating Expertise: Building Teacher Capacity in Disciplinary Literacy”

Katherina Sibbald, University of California, Davis, “Disciplinary Gatekeeping: A Critical Reflection on Teaching Literary Analysis in Writing Conferences”

**Roundtable 6: Supporting and Valuing Writing in the High School and College Classrooms**

Becky Childs, Coastal Carolina University, Conway, SC, “Valuing a Variety of Voices: Using Digital Badges to Support Linguistic Diversity in a First-Year Composition Program”

Shannon Gramse, University of Alaska, Anchorage, “Perspectives on Undergraduate Research as a Bridge to College and University Writing”

J. Daniel Hasty, Coastal Carolina University, Conway, SC, “Valuing a Variety of Voices: Using Digital Badges to Support Linguistic Diversity in a First-Year Composition Program”

Kelsey Hatley, Colorado State University, Ft. Collins, “The Reading and Writing Transition from High School to College”

Andrea Malouf, Salt Lake Community College, UT, “Perspectives on Undergraduate Research as a Bridge to College and University Writing”

**Roundtable 7: Supporting and Valuing Writing in the High School and College Classroom**

Denise Paster, Coastal Carolina University, Conway, SC, “Valuing a Variety of Voices: Using Digital Badges to Support Linguistic Diversity in a First-Year Composition Program”

Sandra Salazar-Hernandez, University of Utah, Salt Lake City, “Perspectives on Undergraduate Research as a Bridge to College and University Writing”

Jennifer Stone, University of Alaska, Anchorage, “Perspectives on Undergraduate Research as a Bridge to College and University Writing”

Christie Toth, University of Utah, Salt Lake City, “Perspectives on Undergraduate Research as a Bridge to College and University Writing”

Rachael Wendler Shah, University of Nebraska-Lincoln, “Advocating for College Access through High School-University Writing Partnerships: Research-Based Best Practices”

**Roundtable 8: Unpacking Literacy and Diversity with Preservice Teachers**

Shannon Howrey, Kennesaw State University, Kennesaw, GA, “The Impact of Preservice Teachers’ ‘Ways of Being’ on Their Responses to Counter-Narrative Literature of Latino Immigration”

Sanjuana Rodriguez, Kennesaw State University, Kennesaw, GA, “Preparing Preservice Teachers for Diverse Classrooms: Critical Encounters with Multicultural Literature”

Natasha Thornton, Kennesaw State University, Kennesaw, GA, “Preparing Preservice Teachers for Diverse Classrooms: Critical Encounters with Multicultural Literature”

LaToshia Woods, Arkansas State University, Jonesboro, “Beyond the Content: Supporting the Literate Disposition of Preservice Teachers”

Kamania Wynter-Hoyte, University of South Carolina, Columbia, “Preparing Preservice Teachers for Diverse Classrooms: Critical Encounters with Multicultural Literature”

**Roundtable 9: I Am, Because We Are: Supporting Refugee and Immigrant Youth through Year-Long Literacy Collaboration**

Jessica Baldizon, Cesar Batalla School, Bridgeport, CT

Bryan Ripley Crandall, Fairfield University, CT

William King, Bassick High School, Bridgeport, CT

**J.32 Developing Better Writers through Evidence-Based Argumentation Activities****B216**

Come learn EBA™ activities that help students draft complex arguments, analyze and argue via text, and revise their work. Schools that consistently use EBA™ found a 35 percent increase in the number of students who could write arguments using valid evidence and reasoning to support claims.

**Chair:** Steve Schappaugh, National Speech & Debate Association, Ripon, WI

**Presenters:** Mary Dibinga, Boston Latin Academy, MA

**J.33 Empowering Students through a Social Justice Approach Centered on Sports and Society****B217****Sponsored by the Genders and Sexualities Equality Alliance**

The English language arts classroom provides fertile ground for examining cultural views perpetuated in the sports world and through popular media. In this interactive session, attendees are invited to explore instructional methods for engaging students in critical literacy practices that stand to foster a more socially just school sports culture.

**Co-Chairs:** Lisa Scherff, Cypress Lake High School, Fort Myers, FL

Nicole Sieben, SUNY College at Old Westbury

**Presenters:** Katherine Garland, Santa Fe College, Gainesville, FL, “Using Sports-Related Film to Explore How Stereotypes Are Formed”



Katherine Mason Cramer, Wichita State University,  
“Using Sports-Themed YAL to Interrogate  
Homophobia and Transphobia in School Sports”

**Respondents:** Alan Brown, Wake Forest University,  
Winston-Salem, NC  
Bill Konigsberg, Scholastic, New York, NY

**J.34 Crazy Wisdom: Promoting Well-Being vis-à-vis an English Mental Health Curriculum**



**B218**

Concern for mental health calls for more instruction in promoting students' social and emotional health. Schools play a role in students' positive psychological development, but the extent to which this is reflected in curricula varies. We focus on research, dialogue, and praxis to promote awareness, understanding, and empathy around mental well-being.

**Presenters:** Patrick Finnessy, Lake Forest Academy, Lake Forest, IL, “Research That Promotes Well-Being in an English Mental Health Curriculum”  
Denise Foster, Adlai E. Stevenson High School, Lincolnshire, IL, “Literature That Promotes Well-Being in an English Mental Health Curriculum”

**J.35 Developing Our Profession from the Inside: Learning and Growing in a School-Embedded Literacy Methods Course**



**B301**

In this presentation, representatives from a long-standing professional development school will share and discuss the innovative ways they are inquiring into literacy practices through collaborative instructional cycles in a school-embedded literacy methods course. Come and see how preservice and classroom teachers, university faculty, supervisors, principals, and literacy coaches are engaging in developing our profession from the inside.

**Presenters:** Morgan Belcher, Starke Primary School, Pekin, IL “Classroom/Mentor Teacher Perspective”  
Jean Glick, Pekin 108 School District, Pekin, IL, “PDS Supervisor Perspective”  
Deborah MacPhee, Illinois State University, Normal, “University Faculty Perspective”

**J.36 Transforming the English Classroom into an Advocacy Forum for Workforce Development**



**B307**

Teachers will use cell phones and online media to explore ways to not only improve student reading and writing, but also to broaden student knowledge about career interests. Participants will actively use their cell phones to access reading materials that are of personal interest, share findings in small groups, and then share with everyone.

**Presenter:** Effie Fields, Southern Union State Community College, Opelika, AL

**J.37 Neuro-Writing: Using Neuropsychology to Enhance Student Writing**



**A303**

Paragraphs. Thesis sections. Transitions. Why, exactly, do we teach these strategies? By better understanding—and teaching—core neuroscience concepts like attention, mental imaging, and prior knowledge, we can empower students to better understand and use rhetorical strategies. This engaging session will model minilessons for connecting neuroscience to writing.

**Presenters:** Lucy Dugan, Galena High School, Reno, NV  
Chase Mielke, Plainwell Community Schools, Plainwell, MI  
Jeff Miller, Quantum Learning Network, Oceanside, CA

**J.38 Making the Invisible Visible**



**B310**

English and art history classrooms join forces to share an interdisciplinary approach to Ellison's *Invisible Man*. Examining cultural materials, the panel demonstrates their collaborative approach showing how *Invisible Man* comes to understand his world through the visual, aural, tasted, smelled, and touched parts of his America.

**Presenters:** Michael Bieze, Marist School, Atlanta, GA, “An Art History Perspective”  
Shannon Hipp, Marist School, Atlanta, GA, “A Classroom English Teacher's Perspective”  
Sarah Muirheid, Marist School, Atlanta, GA, “College Board AP English Literature Perspective”

### J.39 Let the Teachers Drive: Inquiry as Professional Development

G

TE



B311

This session will focus on using inquiry and teachers' educational passions to drive deep, meaningful professional development. We will highlight how reflection and a growth mindset, along with teacher voice and choice, built a foundation of professional growth through inquiry. We will explore the development and sustainability of teacher inquiry circles.

**Presenters:** Katherine Reed, Noblesville Schools, Noblesville, IN  
Jen Townsend, Noblesville Schools, Noblesville, IN  
Lisa Wescott, Noblesville Schools, Noblesville, IN

### J.40 A Snapshot, a Thoughtshot, They're Writing . . . OH MY!: Writing Workshop for Diverse Literacy Classes

G

B315

Leaders and teachers from a summer writing academy share writing workshop processes that prove effective for their diverse classrooms. From the classrooms of a gifted education teacher, an elementary reading specialist, and an ESOL teacher, participants will compose a snapshot, reflect with narrative, and play with syntax.

**Facilitator:** Jenny Martin, Bridgewater College, Bridgewater, VA  
**Presenters:** Reilly Belton, Rockingham County Public Schools, Harrisonburg, VA  
Katherine Brubaker, Shenandoah County Public Schools, Woodstock, VA  
Heather Gigliotti, Rockingham County Public Schools, Harrisonburg, VA  
Dee Grimm, Rockingham County Public Schools, Harrisonburg, VA  
Alice Trupe, Bridgewater College, Bridgewater, VA

### J.41 Encouraging Dialogue, Not Recitation: Using Family Dialogue Journals to Build Relationships and Create Curriculum in K-12th Grade Classrooms

G

B316

Family dialogue journals (FDJs) are a way for teachers to engage families in students' literacy activities and enhance partnerships by encouraging dialogue between families, students, and teachers. This session addresses the benefits of FDJs, the details of implementing them, and the challenges of including students' out-of-school lives in classroom instruction.

**Presenters:** Angela Dean, Madison County High School, Danielsville, GA  
Jen McCreight, Hiram College, Hiram, OH  
Amber Simmons, Red Clay Writing Project, Athens, GA

### J.42 Teachers Taking Teaching Personally: Narrative, Story, and Social Media in the Lives of Teachers

TE



B403

In contrast to some media portrayals, teachers are people, too! In these panel presentations, educators take up the personal aspects of being a teacher. They focus on how advocacy can be a labor of love, how blogging and tweeting can bring new life and renewed attention to teachers as experts, and how telling teacher stories can empower today's educators. This is a session that will help sustain and empower English educators.

**Presenters:** Colette Bennet, The Educator's Room, Fairburn, GA, "Change the Narrative: How Teachers Can Use Blogging as a Tool in Advocating for Teachers as the Experts in Education"  
Nandita Gurjar, University of Central Florida, Orlando, "Advocating for Professional Capital for Preservice Teachers: Role of Bridging and Bonding Social Capital through Twitter"  
Rick Jetter, educational consultant, Buffalo, NY, "How to Use Stories to Initiate Educators' Self-Reflection and Professional Development Goals"  
Taylor Norman, Purdue University, West Lafayette, IN, "Teaching, I Love You: Five English Teachers Find Their Professional Identity through Acts of Advocacy"

Katie Sluiter, Wyoming Public Schools, Wyoming, MI, “Change the Narrative: How Teachers Can Use Blogging as a Tool in Advocating for Teachers as the Experts in Education”

Franchesca Warren, The Educator’s Room, Fairburn, GA, “Change the Narrative: How Teachers Can Use Blogging as a Tool in Advocating for Teachers as the Experts in Education”

**J.43 Promoting Language and Literacy Development for English Learners in the Mainstream Classroom: Crafting Successful Standards-Aligned Lessons**



**B404**

***Sponsored by the Center for Applied Linguistics***

Presenters will share the Education Connections lesson plan template (LPT), designed to facilitate teachers’ development of Common Core Standards-aligned and -sheltered lessons for English learners. The template, a related rubric, and instructional strategies approach CCSS implementation from a sociocultural perspective; the LPT includes prepopulated drop-down menus with WIDA standards.

**Presenters:** Joanna Duggan, Center for Applied Linguistics, Washington, DC  
Sarah Catherine K. Moore, Center for Applied Linguistics, Washington, DC  
Lindsey Massoud, Center for Applied Linguistics, Washington, DC  
Christopher Frederick, Center for Applied Linguistics, Washington, DC

**J.44 Expert-to-Expert on the Joy and Power of Reading: A Panel Discussion**



**B314**

Ernest Morrell, NCTE’s 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.

**Presenters:** Kwame Alexander, Scholastic  
Pam Allyn, Scholastic  
Kylene Beers, Reading and Writing Project/Teachers College, Columbia University, New York, NY  
Ernest Morrell, Teachers College, Columbia University, New York, NY

**J.45 Culturally Relevant Literacy Teaching, Kindergarten through 4th Grade**



**A316**

In this session, through vivid examples from kindergarten through fourth-grade classrooms, four teachers share ways of engaging in culturally relevant literacy teaching in pluralistic urban settings.

**Presenters:** Alicia Boardman, Northern Parkway School, Uniondale, NY  
Carmen Llerena, P.S. 75-The Emily Dickinson School, New York  
Jessica Martell, Central Park East II, New York City Public Schools  
Abigail Salas, PS 75-The Emily Dickinson School, New York  
Mariana Souto-Manning, Teachers College, Columbia University, New York

### J.46 Place-Based Youth Participatory Action Research in Suburban, Urban and Rural Environments

S

B406

This presentation showcases place-based pedagogies and Youth Participatory Action Research (YPAR) in suburban secondary English classroom environments and discusses how they might be implemented in urban and rural settings. Teachers will discuss classroom activities that engage students through critical literacies and advocate for social change within local communities.

**Chair:** Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY

**Presenters:** Rich Novack, Teachers College, Columbia University, New York, NY

Craig Southard, Fairfield Warde University, Fairfield, CT

**Respondent:** Amy Azano, Virginia Tech, Blacksburg

### J.47 Incredible Bridges: Poets Creating Community

G

B409

The Academy of American Poets and NEH/EDSITEment are joined by inaugural poet-storyteller Richard Blanco to celebrate the power of contemporary American poetry to address cultural polarization and foster new forms of community and understanding. Educator-in-residence Madeleine Fuchs Holzer and program specialist Shelley NiTuama share curriculum resources.

**Facilitator:** Shelley NiTuama, EDSITEment/National Endowment for the Humanities

**Presenters:** Richard Blanco, Academy of American Poets  
Madeleine Fuchs Holzer, Academy of American Poets

### J.48 Advocacy through Literacy for Minority Students

M

S

B214

Rainbow  
WL

These presentations explore the literacy experiences of minority students, specifically Latin@ and Filipin@ adolescents in the southeastern United States. The panelists will explore how the students construct their cultural identity in a white-privileged society. Taking a postcolonial and critical literacies stance, these presenters examine cultural-identity construction in the context of English classrooms.

**Chair:** Jungyoung Park, University of Florida, Gainesville

**Presenters:** Cody Miller, P. K. Yonge Developmental Research School, Gainesville, FL

Kate Yurko, The College at Brockport, NY

Xiaodi Zhou, University of Georgia, Athens

### J.49 Keeping the “ASS” Out of Assessment: Best Practices for Program Assessment

C

B306

Programmatic assessment is a reality but it need not be a monster under the bed for English departments. This session will look at ways English programs might assess their efficacy by looking at one program's experiences in grappling with program assessment over the past dozen years.

**Presenters:** Gerald Burns, Franklin Pierce University, Rindge, NH

Sarah Dangelantonio, Franklin Pierce University, Rindge, NH

Donna Reck, Franklin Pierce University, Rindge, NH

### J.50 Put Those Words to Work: Effective Ways to Teach Vocabulary and Eliminate Word Poverty

E

M

S

B405

**Sponsored by the Georgia Council of Teachers of English**

Make vocabulary study fun and memorable with innovative strategies and engaging activities that employ students' multiple intelligences and get them drawing, rapping, and rhyming vocabulary through practical, brain-based ideas that improve vocabulary understanding and retention in all content areas.

**Presenter:** Lesley Roessing, Armstrong State University, Savannah, GA

### J.51 CEE Commission Meetings

CEE

B206

**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, IN

**Roundtable 1: CEE Commission on Arts and Literacies**

**Roundtable Leaders:** Katherine Macro, University at Buffalo, NY, and Michelle Zoss, Georgia State University, Atlanta

**Liaison:** Ken Lindblom, Stony Brook University, Stony Brook, NY

**Roundtable 2: CEE Commission on English Methods Teaching and Learning**

**Roundtable Leaders:** Samantha Caughlan, East Lansing, Michigan, and Laura Renzi, West Chester University, PA

**Liaison:** Tonya Perry, University of Alabama, Birmingham

**Roundtable 3: CEE Commission on Dismantling the School-to-Prison Pipeline**

**Roundtable Leaders:** David E. Kirkland, New York University, NY, and sj Miller, Metro Center, New York University

**Liaison:** Mollie Blackburn, Ohio State University, Columbus

**Roundtable 4: CEE Commission on the In-Service Graduate Programs and Professional Development**

**Roundtable Leader:** Lisa Eckert, Northern Michigan University, Marquette

**Liaison:** Thomas M. McCann, Northern Illinois University, DeKalb

**Roundtable 5: CEE Commission on New Literacies, Technologies, and Teacher Education**

**Roundtable Leaders:** Katherine Garland, Florida State University, Tallahassee, and Ryan Rish, University at Buffalo, NY

**Liaison:** Troy Hicks, Central Michigan University, Mount Pleasant

**Roundtable 6: CEE Commission on the Study and Teaching of Adolescent Literature**

**Roundtable Leader:** Kelly Bull, Notre Dame of Maryland University, Baltimore

**Liaison:** Steven Bickmore, Louisiana State University, Baton Rouge

**Roundtable 7: CEE Commission on Social Justice in Teacher Education Programs**

**Roundtable Leaders:** Noah Asher Golden, Chapman University, Orange, CA

Jennifer King, State University of New York, Geneseo  
Erica Womack, Otterbein University, Westerville, OH

**Liaison:** Deb Bieler, University of Delaware, Newark

**Roundtable 8: CEE Commission on the Teaching of Poetry**

**Roundtable Leaders:** Bonner Slayton, Moore Norman Technology Center, Norman, OK, and Danny Wade, Washburn University, Topeka, KS

**Liaison:** Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

**Roundtable 9: CEE Commission on Writing Teacher Education**

**Roundtable Leaders:** Patricia Dunn, Stony Brook University, Stony Brook, NY, and Jim Fredricksen, Boise State University, ID

**Liaison:** Anne Elrod Whitney, Pennsylvania State University, University Park

**J.52 Igniting Reading with Sudden Fiction****S****B407**

Bob Probst, Jeffrey D. Wilhelm, and Sheridan Blau explore ways to help students engage Sudden Fiction. Probst shows how to draw struggling readers into these stories; Wilhelm explains how students build scripts to make texts come alive; Blau describes how “choral reading” and “passage sharing” open up these stories.

**Chair:** Joseph O. Milner, Wake Forest University, Winston-Salem, NC

**Presenters:** Sheridan Blau, Teachers College, Columbia University, New York

Robert Probst, Marathon, FL

Jeffrey D. Wilhelm, Boise State University, ID

**Roundtable 1:** Jordan Daniels, Isidore Newman School, New Orleans, LA

**Roundtable 2:** Elizabeth Kahn, Northern Illinois University, DeKalb, IL

**Roundtable 3:** Joan F. Mitchell, Wake Forest University, Winston-Salem, NC

**Roundtable 4:** Caitlin Murphy, The Ohio State University, Columbus

**J.53 Advocating for and Facilitating Student Inquiry in a Multimodal World****M****S****A412**

This session demonstrates approaches to using inquiry to help students advocate for their own learning. The speakers will demonstrate how they utilized multimodal tools to assist students in advocating for themselves in new learning environments, in engaging in inquiry about multimedia, and in inviting the community into their learning.

**Presenters:** Sarah Bonner, Heyworth Junior High School, Heyworth, IL

Antero Garcia, Colorado State University, Fort Collins

Robin Seglem, Illinois State University, Normal

Kristina Stamatidis, University of Colorado-Boulder



**J SESSIONS / 2:45–4:00 P.M.****J.54 Poster Sessions: Trends and Techniques with Texts****G****B206 FOYER**

What kinds of texts are you using with students and how are you engaging with them in the classroom? This poster session offers a range of answers to that question, as well as concrete techniques and tools for all grade levels.

**Poster 1:** “Reading and Writing in Free Verse,” Lisa Ciecierski, Pennsylvania State University, Erie

**Poster 2:** “Advocating for Young Learners by Increasing Access and Comprehension of Informational Texts,” Cindy Jones, Utah State University, Logan, UT

**Poster 3:** “Deepening Literary Appreciation Using Bruner’s Modes of Thought,” Matthew McConn, Binghamton University, Binghamton, NY

**Poster 4:** “Valuing Stuff: Materials Culture and Artifactural Literacies in the Classroom,” Mia Mercurio, Southern Connecticut State University, New Haven, and McKenna Mercurio Morse, Greens Farms Academy, Westport, CT

**Poster 5:** “Making Poetry Personal,” Chris Pauling, Pine View School, Osprey, FL

**Poster 6:** “Valuing Stuff: Materials Culture and Artifactural Literacies in the Classroom,” Regine Randall, Southern Connecticut State University, New Haven

**Poster 7:** “Prolific Readers Are Future Leaders,” Christiana Succar, Cocoa Beach, FL

**Poster 8:** “Advocating for Students in the Academy: Improving Student Success through Guided Library Research,” Belinda Wheeler, Claflin University, Orangeburg, SC

**J.55 Exhibitor Session: Bridging Connections: Primary Sources and Current Events****G****A406****Sponsored by Newsela**

A Newsela Educator Specialist will share activities that allow students to engage with a primary source and connect it to contemporary events. By pairing texts, students will be able to compare and contrast ideas, empowering them to discuss their world.

**JK SESSIONS / 2:45–5:30 P.M.****JK.01 The 2016 Orbis Pictus and Charlotte Huck Honor Book Award-Winning Authors and Illustrators Share Their Stories and Insights****G****B203****Sponsored by the Charlotte Huck and Orbis Pictus Committees**

The 2016 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 process. Participants will learn of the research, decisions about craft, and the construction of ideas in creating these books.

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

**Committee Members:** Mary Ann Cappiello, Lesley University, Cambridge, MA  
Desiree Cueto, Tuscon Unified School District, AZ  
Denise Dávila, University of Nevada, Las Vegas  
Erika Thulin Dawes, Lesley University, Cambridge, MA  
Jeanne Gilliam Fain, Lipscomb University, Nashville, TN  
Jennifer Graff, University of Georgia, Athens  
Joyce Herbeck, Montana State University, Bozeman  
Marie Lejeune, Western Oregon University, Monmouth  
Ruth McKoy Lowery, The Ohio State University at Mansfield  
Detra Price-Dennis, Teachers College, Columbia University, New York, NY  
Marianne Richardson, The Heritage School, Newnan, GA  
Scott Riley, Singapore American School  
Stacey Ross, Austin Independent School District, TX  
Angie Zapata, University of Missouri, Columbia

**Tradebook Authors:** Susan Campbell Bartoletti, Houghton Mifflin Harcourt Books for Young Readers

Loren Long, Penguin Books for Young Readers

Lisa Mantchev, Simon & Schuster

Mitali Perkins, Charlesbridge Publishing

Laurel Snyder, Chronicle Books

Duncan Tonatiuh, Abrams Books for Young Readers

Taeun Yoo, Simon & Schuster

**K.01 SLAM: Advocating the Use of Media and 21st Century Literacies with Preservice Teachers**

**M S TE**

**A302**

Through the Studies in Literacies and Multimedia Assembly, members are preparing preservice teachers to teach and facilitate students' use of 21st century literacy skills and tools in and out of the classroom. Participants will hear from a variety of experiences in advocating for 21st century literacy perspectives with preservice teachers.

**Chair:** Shelbie Witte, Oklahoma State University, Stillwater

**Roundtable 1: Multimodal Texts and MAP with Preservice Teachers**

Charles Jurich, University of North Carolina, Wilmington

**Roundtable 2: The Latest and Best 2.0 Tools for the 21st Century Classroom**

Sara Kajder, University of Georgia, Athens

**Roundtable 3: Utilizing New Literacies as Bridge Texts**

Amanda Lickteig, Emporia State University, KS

**Roundtable 4: 21<sup>st</sup> Century Supervision of Student Interns**

Katie Rybakova, Thomas College, Waterville, ME

Amy Piotrowski, Utah State University, Logan

**Roundtable 5: Everything Old Is New Again: Bringing Shakespeare into the 21st Century**

Maria Bolner, West Chester University, PA

Jacob Kline, West Chester University, PA

Pauline Schmidt, West Chester University, PA

**Roundtable 6: A Four-Part Approach for Reading Print and Nonprint Texts**

Vicki Sherbert, Kansas State University, Manhattan

**Roundtable 7: Using Digital Tools to Strengthen Academic Vocabulary with ESL Students**

Lauren Zucker, Fordham University, New York, NY

***After this Featured Session, visit the Taking Action Hub in room A304 to discuss Everyday Advocacy and turn your learning into action!***

**K.02 Nobody Expects the Spanish Inquisition: How a Coalition of Advocates Defended the Students' Right to Read and Attained Unexpected Results**

**M S C**

**A315**

Teachers, students, community members, and rights advocates discuss the powerful—and unexpected—results of a book challenge that rippled out from small-town, conservative Appalachia. Learn how an attempt to remove Isabel Allende's *The House of the Spirits* from the classroom spurred these advocates to defend intellectual freedom.

**Co-Chairs:** Mary Kent Whitaker, Watauga High School, Boone, NC, "Opportunities and Challenges Related to Advocating for Students and for Thoughtful Literature"

Hannah Whitaker, Denver School of Science and Technology, CO, "Obtaining Administrative Support for Highly Challenged Books and Rippling Benefits of Teaching Diverse Books for Students of All Backgrounds"

**Presenters:** Chris Brook, ACLU of North Carolina, "What Fighting for Intellectual Freedom Means on a Bigger Scale—State and National: How Each Fight Continues to Influence Civil Rights"  
 Craig Fischer, Appalachian State University, Boone, NC, "Coalition Building and Public Intellectualism"  
 Nathaniel Fischer, University of North Carolina at Chapel Hill, "As a Student: Effects of Speaking at an ASU Teach-In, Being Interviewed by NPR, Participating in a Read-In and Board of Education Meetings, and Being Interviewed by FOX News at an ACLU Rally"

Kauner Michael, University of North Carolina at

## K SESSIONS / 4:15–5:30 P.M.

Chapel Hill, “As a Student: Effects of Leadership in Student/Faculty Petition Presented to the Board of Education and the Ripple Effect of Father Running in Next BOE Election”

Max Schlenker, Yale University, New Haven, CT, “As a Student: Effects of Being a Deciding Student Representative Vote on the School Committee during the Challenge, Speaking at an ACLU Rally prior to Final BOE Meeting, and Writing College Entrance Essays about the Challenge”

### K.03 Doing More Isn't Doing Better: How to Be a Teacher and Have a Life

G

B217

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, Brooklyn, NY

**Presenters:** Kevin English, Belleville, MI  
Lindsay Grady, Fenton Area Public Schools, MI  
Dave Stuart, Cedar Springs Public Schools, MI  
Amy Watkins, Van Buren Public Schools, Belleville, MI

### K.04 Advocating for Change: Telling Our Stories about Bullying and Making Change in Our Worlds

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B210

In this session, we explore the role of microaggressions and the deeper issues that are involved in bullying and harassment in middle schools, especially with LGBT students. We will also focus on two concrete projects that inspire students to advocate for themselves and others in long-lasting and potentially transformative ways.

**Presenters:** Roxanne Henkin, University of Texas, San Antonio, “Advocating for Change: Challenging the Microaggressions Involved with Bullying”

Kalpna Iyengar, University of Texas, San Antonio, “The Kahani Project: Disrupting Bullying through Advocacy”

Anita Pickett, Woodlawn Academy, San Antonio Independent School District, “The Paws and Claws Advocacy Project”

### K.05 This Is Who I Want to Be!: Advocating for Future Lives through Writing

M

S

A303

This panel invites English language arts educators to expand the vision of what it means to prepare K-12 students to write for college, the workplace, and the community. We will share insights, stories, and lessons of ELA teachers engaging their students in writing to advocate for their future lives.

**Presenters:** Tanya Baker, National Writing Project, Berkeley, CA, “Writing to Engage with Community and Civic Spaces Using Scientific Evidence”  
Jessica Early, Arizona State University, Tempe, “Career Path Interviews and Interview Profiles”  
Tom Fox, National Writing Project, “Refocusing the Goals of Argument Writing”  
Christina Saidy, Arizona State University, Tempe, “Career Path Interviews and Interview Profiles”

### K.06 Author Visit 101: Creative Advocacy in Action

E

M

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LGBTQ

A305

An author visit is a powerful catalyst in shaping school literacy culture. Working with young adult authors—advocates for teens' issues who value artistic expression as the answer for surviving and thriving in this human endeavor—is an unforgettable experience, igniting imaginations. Infinitely. Handouts will cover funding to final hour.

**Chair:** Jennifer Paulsen, Cedar Falls Community Schools, IA

**Tradebook Authors:** e.E. Charlton-Trujillo, Candlewick Press

Matt de la Peña, Random House Children's Books  
Meg Medina, Candlewick Press

### K.07 Improv Out: Using Drama to Engage Students and Capture Emotions on the Page

G

A310

Experience the power of improv to spark creative and critical skills in your students' writing. Occasionally, all students have challenges with the page, and teachers have difficulty scaffolding their efforts. Our workshop employs the joy and rigor of improv to guide teachers through the writing process in a fresh way.

**Facilitators:** Molly B. Burnham, HarperCollins/  
Katherine Tegen Books

Heidi Haas, independent educator/Northampton High School, MA  
 Lisa Papademetriou, Sierra Nevada College, Incline Village, NV

**K.08 Day of Early Childhood Closing Session—“It’s time to re-write the story”: Active Anti-Racist Teaching through Critical Dance and Visual Arts Literacies in the Early Childhood Classroom**

E

A311

Teachers want to DO something but seek support for teaching anti-racism in early childhood classrooms. This presentation describes a decolonizing approach to using critical dance and visual arts literacies to help children learn literacy and anti-racism through examinations of African American, African, and Latino/a dance and visual art forms.

**Chair:** Roberta Gardner, Georgia State University, Atlanta, “African American Art as a Place for Possibility”

**Presenters:** Alicia Boardman, Northern Parkway School, Uniondale, NY, “Culturally Relevant Literacies in Elementary Classrooms: Re-positioning Marginalized Histories and Heritage through Critical Dance Literacies Pedagogies”  
 Susi Long, University of South Carolina, Columbia, “Culturally Relevant Literacies in Elementary Classrooms: Re-positioning Marginalized Histories and Heritage through Critical Dance Literacies Pedagogies”

Shashray McCormack, Mill Creek Elementary School, Louisville, KY, “Culturally Relevant Literacies in Elementary Classrooms: Re-positioning Marginalized Histories and Heritage through Critical Dance Literacies Pedagogies”

Bilal Polson, Northern Parkway School, Uniondale, NY, “Culturally Relevant Literacies in Elementary Classrooms: Re-positioning Marginalized Histories and Heritage through Critical Dance Literacies Pedagogies”

**K.09 Beyond Cute: The Digital Work of Young Children**

E

A312

**Sponsored by the SLAM Assembly**

Too often, young children and their digital work are seen as “cute.” The thinking, decisions, and learning that take place are overlooked. Through a fast-paced Ignite format, this team of diverse educators will

share a different message. Come prepared to think about ways technology can empower our young students.

**Chair:** Franki Sibberson, Dublin City Schools, OH, “Empowering Young Children with Digital Tools”

**Presenters:** William Bass, Parkway School District, Chesterfield, MO, “Authentic Learning through a Digital Lens”

Olivia Van Ledtje, Moharimet Elementary School, Durham, NH, “Moving from the Self-ME to the Self-WE: Crafting My Digital Identity One Video at a Time”

Katharine Hale, Arlington Public Schools, IL, “‘Branding’ Young Writers through Blogging”

Lynsey Burkins, Dublin City Schools, OH, “Young Children Make Sense of the World Using Digital Tools”

Jennifer Burton, Barrington Community Unit School District 220, IL, “The Importance of Digital Tools for Students of Poverty”

Katie Dicesare, Dublin City Schools, OH, “Using Digital Tools for Student Reflection”

Sarah McKinney, Hunt Meadows Elementary, Easley, SC, “Kindergarteners Need Authentic Audiences Too”

Cindy O’Donnell-Allen, Colorado State University, Fort Collins, “From Inquiry to Advocacy: Helping Youth Become Citizen Scientists Using Multimodal Tools”

Karen Terlecky, Dublin City Schools, OH, “Coaching for Student Agency”

Melissa Wells, Spartanburg District 6, SC, “Reading the Word and the (Digital) World: Engaging Kindergarteners in Critical Digital Literacy”

**K.10 Making Nonfiction Pop: Collaborative Inquiry and Climate Change (NCTE Author Strand)**

M

S

B306

Building on the tradition of literature circles, this session uses Learning Experience Organizers (LEOs) to explore multimodal texts around the most pressing issue of our time: global climate change. Teachers will engage in a research-based active learning experience where they work with innovative ways to explore print and nonprint texts (film, podcasts, cartoons, etc.) with students. Nonfiction and fiction “climate change in the classroom” resource lists will be provided.

**Chair:** Pam Goble, Community Consolidated School District 93, Aurora University, Benedictine University, IL

**Presenter:** Ryan Goble, Glenbard Township High School District 87, Glen Ellyn, IL; mindblue.com

**K.11** **Equity and Social Justice: Using Informational Texts and Literature in Urban and Rural Classrooms to Help Young Readers Become Informed Advocates and Global Citizens**

G

A314

To be effective advocates for causes they care about, students need to evaluate, process, and communicate information. These abilities encompass media and visual literacies. Literature and informational texts play a crucial role in providing readers with foundational and historical context and in helping to nurture empathy and awareness.

**Presenters:** Deborah Hopkinson, Scholastic  
Deborah Wiles, Scholastic  
Brian Williams, Georgia State University, Atlanta

**K.12** **Thinking Outside the Bubbles: Taking Advantage of Reading and Writing Reciprocity to Encourage Deep, Critical Thinking in Elementary Students**

G

A316

Harness the power of reciprocity between reading and writing! With a focus on critical thinking, the presenters will explore some of the hardest-to-teach areas of reading and writing for elementary students: inference, interpretation, and synthesis in reading; and elaboration, structure, and focus in writing.

**Presenters:** Colleen Cruz, Teachers College, Columbia University, New York, NY  
Lester Laminack, author/consultant, Asheville, NC  
Reba McDaniel Wadsworth, consultant & author, Decatur, GA  
Jennifer Serravallo, Heinemann

**K.13** **How Teachers, Parents, and Communities Can Keep Students Reading**

G

A403

How can teachers keep students reading in the face of challenges to books they have assigned or recommended? This panel will discuss how teachers can address these challenges, by understanding the challengers, creating workable policies, and engaging parents and community members to support them.

**Chair:** Millie Davis, National Council of Teachers of English, Urbana, IL

**Presenters:** Lynn Dickinson, HP Kids Read  
Emily Knox, University of Illinois at Urbana-Champaign

Lu Ann McNabb, National Council of Teachers of English, Washington, DC

**K.14** **The Power of Wonder and Inquiry in the Classroom and at Home**

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M

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TE

A404

Wonder and inquiry help develop the will to learn and cultivate curiosity, which leads students to exploration and discovery. How can teachers foster wonder and inquiry while maintaining rigor and meeting standards? Our panelists will share strategies to incorporate wonder and inquiry both inside and outside the classroom!

**Chair:** Brittany Howell, National Center for Families Learning, Louisville, KY

**Presenters:** Louise Borden, Houghton Mifflin Harcourt  
Georgia Heard, author/independent consultant, North Palm Beach, FL  
Kristin Ziemke, Big Shoulders Fund, Chicago, IL

**K.15** **A Multimodal Framework: Providing Students with Diverse Opportunities to Make Meaning and Communicate**

G

WL

A405

This hands-on workshop focuses on the creation, implementation, and assessment of a multimodal unit of study. Participants of the workshop will be provided tools that break down the components of diverse modes, building a deeper semiotic awareness and positioning educators to assess in ways other than traditional monomodal approaches.

**Presenters:** Rachel Jeantet, Midway Park Elementary, Euless, TX

Janelle Mathis, University of North Texas, Denton  
Whitney Young, University of North Texas, Denton



### K.16 Fostering Advocacy Schoolwide: Reading and Writing for Argument

E

A407

This presentation is designed to support the development of opinion/argumentative literacy practices for educators working with students in grades K-5. Presenters will share instructional methods, such as debate protocols and interactive writing, and show how these and other methods can support students' argument practices and engagement in advocacy.

**Chair:** Mary Ehrenworth, Teachers College, Columbia University, New York, NY

**Presenters:** Kelly Boland-Hohne, Teachers College Reading and Writing Project, Columbia University, New York, NY

Rebecca Cronin, Teachers College Reading and Writing Project, Columbia University, New York, NY  
Celena Larkey, Teachers College Reading and Writing Project, Columbia University, New York, NY  
Annie Taranto, Teachers College Reading and Writing Project, Columbia University, New York, NY

### K.18 Poet Advocates: Using Poetry to Advocate for Teaching and Learning in the 21st Century

G



A412

Rainbow

During this panel presentation, members of the NCTE Executive Committee and the CEE Commission on the Teaching of Poetry will read and discuss poems that advocate for teaching and learning in the 21st century. Participants will leave inspired to use poetry as a vehicle for healing, peace, validation, power, and advocacy.

**Co-Chairs:** Bonner Slayton, Moore Norman Technology Center, Norman, OK

Danny Wade, Washburn University, Topeka, KS

**Presenters:** Jocelyn Chadwick, NCTE Vice President, Harvard Graduate School of Education, Cambridge, MA

Katie Decker, Central High School, Cheyenne, WY

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

Ted Kesler, Queens College, City University of New York

Michael Moore, Georgia Southern University, Statesboro

Melanie Shoffner, Purdue University, West Lafayette, IN

Rebecca Sipe, Eastern Michigan University, Ypsilanti

Bonner Slayton, Moore Norman Technology Center, Norman, OK

Danny Wade, Washburn University, Topeka, KS

### K.19 Encouraging Preservice Teachers to Be Global, Cultural, and Personal Advocates

TE



B201

Panelists present tools and tales to inspire attendees to engage preservice teachers as advocates. University relationships, black speculative fiction, counternarratives from children's literature, and culturally relevant instruction will be explored for their promise and possibility.

**Presenters:** Tabora Johnson, Medgar Evers College, CUNY, "Preservice Teachers' Culturally Relevant Literacy Instruction for Linguistically Diverse Students"

Valin Jordan, George Washington University, Washington, DC, "Performing the Self as Raced and Gendered: White Female Preservice Teachers Exploration of the Self through Counternarratives in Children's Literature"

Salika Lawrence, Medgar Evers College, City University of New York, "Preservice Teachers' Culturally Relevant Literacy Instruction for Linguistically Diverse Students"

Jonathan Ostenson, Brigham Young University, Provo, UT, "Building on University Relationships to Support Early-Career Teachers"

Bevin Roue, Michigan State University, East Lansing, "Preservice Teachers' Culturally Relevant Literacy Instruction for Linguistically Diverse Students"

### K.20 A Culture of Respect in the Classroom: Silence, Listening, and Place

S C

TE



LGBTQ

Rainbow

R

B202

The presentations in this session share ways of actively respecting students, their home cultures, and their communities. They argue that a classroom that has space for contemplative silence, rhetorical listening, and stories can help culturally diverse students form identities in the academy.

**Presenters:** Jenny Heil, Tulane University, New Orleans, LA, "Contemplative Silence and the Classroom"

Sharon Peck, SUNY Geneseo, NY "Community Stories: Making Place Relevant"

Esther Schupak, Bar-Ilan University, Tel Aviv, Israel, "Advocating for a Culture of Respect: Listening Rhetoric in the Composition Classroom"

Anne Thurmer, University of Phoenix, "Advocating for a Third Place: Student Identity Formation in Academic Discourse"

## K.21 In Class: Grammar, Novels, and College Prep



B204

Panelists engage special topics that emerge in English classes. Grammar is and has a political history; don't teach grammar until you truly understand it. College preparation is taking on renewed interest from postsecondary institutions and secondary students and their parents; how do we know who to engage? And, if you're teaching one novel to your whole class, are you looking for ways to differentiate? This panel will provide information and time for questions and answers.

**Presenters:** Hal Hinderliter, University of Wisconsin–Milwaukee, “The Evolution of Grammar as Political Act”

Mary Ellen Kubit, University of Central Arkansas, Conway, AR, “College Prep for Everyone: Using Evidence to Engage Grade-Level Students in Advanced Composing Practices”

J. Bradley Minnick, University of Arkansas at Little Rock, “College Prep for Everyone: Using Evidence to Engage Grade-Level Students in Advanced Composing Practices”

## K.22 COAL Roundtable: Issues of Advocacy in and for the Arts in ELA



B206

This session will offer an opportunity to see presentations, hear about research, and enter into discussions about various issues of advocacy with respect to the arts in classrooms of all ages. Presenters will be demonstrating, displaying, and discussing ways in which the arts can be incorporated into the teaching of English, as well as how that fosters literacy and learning.

**Co-Chairs:** Katherine Macro, University at Buffalo, NY  
Michelle Zoss, Georgia State University, Atlanta

**Roundtable 1: Changing the Lens: Using Art-Full Reflective Journaling and Multicultural Children's Literature to Explore Issues of Anti-Racism and Social Justice**

Jane Baskwill, Mount Saint Vincent University, Halifax, Nova Scotia, Canada

**Roundtable 2: Bring Your Methods Courses to the Stage! Advocating for the Arts in an Era of High-Stakes Testing**

Charity Gordon, Georgia State University, Atlanta  
Tommy Jolly, Georgia State University, Atlanta

Rachel Jones, Alliance Theatre, Atlanta, GA  
Kelli Sowerbrower, Newnan High School, Newnan, GA  
Michelle Zoss, Georgia State University, Atlanta

**Roundtable 3: Creative Responses to Literature: Advocating for the Arts in ELA with Preservice Teachers**

Lindsay Nebergall, Western Illinois University, Macomb

Alexis Phares, Western Illinois University, Macomb  
Maggie Wallace, Western Illinois University, Macomb  
Alisha White, Western Illinois University, Macomb

**Roundtable 4: Exploring Teacher Literacy Identity through Art**

Cara Mulcahy, Central Connecticut State University, New Britain

Louise Shaw, Southern Connecticut State University, New Haven

**Roundtable 5: Exploring Tough Social Issues in Children's Books through Art**

Sara Bangert, Indiana University–Purdue University, Indianapolis

Chris Leland, Indiana University–Purdue University, Indianapolis

Anne Ociepka, Indiana University–Purdue University, Indianapolis

**Roundtable 6: How to Use Drama Pedagogy in the Secondary Classroom**

Sara Ranzau, Sam Houston State University, Huntsville, TX

**Roundtable 7: Idea Bundles: Visual and Verbal Media Inspire Ideas for Writing**

S. Rebecca Leigh, Oakland University, Rochester, MI

**Roundtable 8: More Than Graffiti: Painting Playbills**

Cheryl Staley, Carbondale Community High School, IL

**Roundtable 9: Partners in Literacy: Empowering a Joyful Culture of Literacy via the Arts**

Whitney Blair, Ball State University, Muncie, IN

Rachel Wildeman, Ball State University, Muncie, IN

Peggy Rice, Ball State University, Muncie, IN

**Roundtable 10: The Arts and Higher Order Reasoning**

Kay W. Cowan, University of Tennessee at Chattanooga

**Roundtable 11: Who Should Play? Casting Drama (Especially Shakespeare) in the Classroom and Paying Attention to Intersections of Art and Identity**

Roni Dean-Burren, University of Houston, TX

Timothy Duggan, Northeastern Illinois University, Chicago

Laura Kuntzmann, West Chester University, PA

Jesse Reick, West Chester University, PA

Amanda Rementer, West Chester University, PA

Pauline Schmidt, West Chester University, PA

Laura Turchi, University of Houston, TX

**Roundtable 12: Writing with a Reader's Eye: Using Photography as a Tool for Engaging Writers**

Michael DiCicco, Northern Kentucky University,  
Highland Heights

Tammie Sherry, Northern Kentucky University,  
Highland Heights

**Roundtable 13: The Poetry Performance...Rocked the House**

Wendy Williams, Arizona State University, Tempe

**K.23 Unmasking and Asking: Teaching with Doors Wide Open****G****B207**

This panel of educators, a district administrator and three teachers, will share their experiences as they sought to challenge how they had long been doing professional development. They will share how a district administrator moved to collaborating as a co-teacher and “going back” into classrooms to co-teach.

**Presenters:** Linda Cady, Groton Public Schools, CT  
Lola Colette, Groton Public Schools, CT  
Andrea Davis, Groton Public Schools, CT  
Leslie Forbes, Groton Public Schools, CT

**K.24 ¡Ojo! Latino/a Characters as Advocates: Bilingual, Culturally Relevant Chapter Books****E****M****Rainbow B208**

Isn't finding culturally relevant and bilingual texts a challenge? Arte Público Press presents authors René Saldaña and Lydia Gil, who will discuss their chapter books featuring Latino/a protagonists in meaningful stories. Educators Alfredo Luján and Lorena Germán will share practical pedagogy tips for using these texts in the classroom.

**Chair:** Denise Dávila, University of Nevada, Las Vegas

**Presenters:** Lorena German, The Khabele School,  
Austin, TX

Lydia Gil, University of Denver, CO

Alfredo Luján, Monte del Sol Charter School, Santa  
Fe, NM

René Saldaña, Texas Tech University, Lubbock

**Respondent:** R. Joseph Rodríguez, University of  
Texas at El Paso

**K.25 Rethinking Writing: Advocating for Digital and Multimodal Composing****S****C****EE****B408**

This interactive session focuses on both ELA teachers and students composing in digital media, offering strategies for and examples of compositions including hypertext poems, videos, trailers, kinetic poetry, and multimodal memoirs. Panelists will share how both teachers and students learn to compose effectively in new digital and multimodal environments and the learning opportunities this creates.

**Presenters:** Melanie Hundley, Vanderbilt University,  
Nashville, TN

Robin Jocius, The Citadel, Charleston, SC

Emily Pendergrass, Vanderbilt University, Nashville,  
TN

David Sabey, Vanderbilt University, Nashville, TN

**K.26 Classroom, Community, and the World: Inquiry and Advocacy****E****EWL****A408**

Led by their sense of wonder, teachers and children in a preschool class took up an inquiry stance as they engaged in literacy, outdoor education, and discovery. In an elementary classroom, teachers and students co-constructed a curriculum that investigated and responded to the assets and challenges in their diverse community. Other elementary students and teachers explored issues surrounding the refugee crises and asked: How do we decide to help?

**Chair:** Caryl Crowell, Borton Magnet School, Tucson, AZ

**Presenters:** Ariel Robinson, University of Missouri-  
Columbia, “Wonder, Exploration, and Discovery in  
an Inquiry-Based Curriculum”

Alexandra Panos, Indiana University, Bloomington

Allison Burgeson, Fayette School Corporation,  
Connersville, IN, “How Do We Decide How to  
Help? The Refugee Crisis and Ideas for Reading  
and Writing for Advocacy”

Dahlia Constantine, Teachers College, Columbia  
University, New York, NY

### K.27 Heroes of Advocacy: Changing Communities, Changing Lives

G

B211

This session provides strategies for using stories about heroes to develop literacy skills while inspiring students to tap their own heroic potential to implement change. Participants will learn ways to use hero texts for project-based learning in classrooms, and will receive Young Heroes Materials aligned with Common Core State Standards.

**Chair:** Linda Rief, Oyster River Middle School and University of New Hampshire, Durham

**Presenters:** T.A. Barron, Penguin Young Readers  
Barbara Ann Richman, Gloria Barron Prize for Young Heroes

Fran Wilson, Madeira City Schools, Cincinnati, OH

### K.28 Finding Their Voices: Promoting Student-Centered Discussion through Digital Tools

M

S

C

B212

In this teaching demonstration, participants will experiment with a variety of digital tools to foster broad engagement, greater accountability, reflection, and authentic learning. Participants will consider how to use tools such as Zaption, Google Docs and Surveys, and infographics in innovative ways designed to promote student voice in the classroom.

**Chair:** Christina Ponzio, Michigan State University, East Lansing

**Presenters:** Christian Clarke, Brooklyn Tech High School, NY

Amy Matthusen, East West School of International Studies, Flushing, NY

### K.29 Digital Literacy and Multimodal Authorship

M

S

B213

In this presentation, we will discuss the aims, benefits, and difficulties of producing an online literary magazine for high school students. Topics will include technology access and usage, project-based learning, writing pedagogy, and the importance of digital literacy. Check out the website at [www.westwoodlitmag.com](http://www.westwoodlitmag.com)

**Presenters:** Laura Benton, Woodford County Public Schools, Versailles, KY

Matthew Haughton, West Jessamine High School, Nicholasville, KY

### K.30 Life-Notebook-Fiction: How Authors Use Real-Life Experiences to Spark Fiction (and How Your Students Can, Too!)

E

M

S

TE

B214

The truth makes great fiction. Six children's authors and a middle school reading teacher will discuss how experiences such as a childhood interest in musical theater, living behind the Berlin Wall, and giraffe-led harassment have informed their work, and how students can mine their own experiences to write fiction.

**Chair:** Kellee Moye, Hunter's Creek Middle School and Orange Co. Public Schools

**Presenters:** Rita Williams-Garcia, HarperCollins

**Respondent:** Anne Nesbet, Candlewick Press and University of California-Berkeley

**Tradebook Authors:** Elana Arnold, Houghton Mifflin Harcourt

Tim Federle, Simon & Schuster

Claire Legrand, Simon & Schuster

Heidi Schulz, Bloomsbury Kids

### K.31 Bridging the Parent/Professor Divide: Active Advocacy as English Educators



**B215**

English educators play multiple roles: teachers, teacher educators, researchers, parents, among others. When these roles intersect, and we realize that our own children are faced with school policies and practices that conflict with our knowledge of best practice, how do we negotiate these tensions in ways that can benefit all involved parties?

**Chair:** Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

#### **Roundtable 1: “I’m Emery’s Mom”: Conducting Research in Your Child’s School**

Jacqueline Bach, Louisiana State University, Baton Rouge

#### **Roundtable 2: When the Five-Paragraph Essay Rears Its Ugly Head—In Your Own Child’s Classroom**

Jonathan Bush, Western Michigan University, Kalamazoo

#### **Roundtable 3: Who’s Doing the Talking? Rethinking Teacher and Student Talk in the Classroom**

Erica Hamilton, Grand Valley State University, MI

#### **Roundtable 4: Opting In or Opting Out**

Mark Letcher, Lewis University, Romeoville, IL

#### **Roundtable 5: Providing Secondary ELA Professional Development as a Stakeholder**

Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

#### **Roundtable 6: Out of the Classroom and into the Community**

Deborah Vriend Van Duinen, Hope College, Holland, MI

#### **Roundtable 7: On the Same Team: Learning Together through a Professional Reading Group**

Leah Zuidema, Dordt College, Sioux Center, IA

### K.32 Advocating for Change: Using Issue-Based Argument Writing to Bridge the High School-to-College Gap



**B216**

In this session, high school and college instructors will share successful strategies and materials from a unit titled “Advocating for Change,” in which students research a contemporary issue that affects their lives and then write a research-supported argument to advocate for positive change. Students find this assignment to be engaging, relevant, and most important, empowering.

**Presenters:** Nicolette Amann, Humboldt University, McKinleyville, CA

Rachel Watson, McKinleyville High School, CA

### K.33 Nurturing Advocacy: Prompting Student Action through National English Honor Society for High Schools



**B218**

National English Honor Society (NEHS) advisors from Georgia high schools, along with staff from the National English Honor Society, will share examples of how students are nurtured toward becoming advocates for literacy as a fundamental component of compassionate schools and communities. NEHS, established in 2005, now has over 800 high schools around the world engaged in deepening the understanding and appreciation of English language arts. Presenters will share how they move their students beyond the classroom to be effective literacy ambassadors; information will also be provided on how to become a chartered member of the NEHS community.

**Presenters:** Jim East, Brookstone School, Columbus, GA  
Caroline Fitzpatrick, Alvernia University, Reading, PA  
Randy Gingrich, Cambridge High School, Milton, GA  
John Manear, Seton-La Salle High School, Pittsburgh, PA  
Cathy Kelly Power, Milton High School, Milton, GA  
Dave Wendelin, National English Honor Society

### K.34 A Transfer of Knowledge: Advocating for Increased Use of Digital Literacies by Preservice and Practicing Teachers for Literacy Instruction



**B301**

The presenters will share outcomes of their study in which preservice and practicing teachers engaged with online applications that required them to use new technologies to develop literacy. Participants will view projects that used Padlet, Kidblog, Quizlet, StoryboardThat, Kaboom!, word cloud generators, and VoiceThread. Attendees will participate, so please BYOD.

**Presenters:** Francine Falk-Ross, Pace University, New York, NY  
Roberta Linder, Wittenberg University, Springfield, OH



**K.35 Advocating for Student Agency in Reading and Writing Conferences****E**  
**M****A313**

In this panel, the presenters will discuss how reading and writing conferences are a place where teachers can help students become thoughtful, independent meaning makers who know how to creatively and critically think and talk about the work they are doing.

**Chair:** Carl Anderson, author and literacy consultant, Brooklyn, NY

**Presenters:** Carl Anderson, author and literacy consultant, Brooklyn, NY, "Writing Conferences: A Place to Teach Students to Think and Talk About Creative Work"

Vicky Vinton, literacy consultant, Brooklyn, NY

**K.36 Poetry Writing Lessons for College Students: Sijo, a Korean Poetic Form****C**  
**TE****B307**

This demonstration moves through a three-week lesson unit on poetry, specifically Sijo, in the English classroom. Sijo is a Korean three-line, structured poem which is about twice longer than haiku. This session aims to widen the forms we can give to students in the English classroom, particularly for ESL students.

**Presenters:** Kyung Min Kim, Miami University, Oxford, OH

**K.37 What's the Big Idea: Fostering Interest in Service and Technology in the Composition Classroom****C****B310**

This presentation describes how Kaplan University's Composition II course teaches students to use digital media forms such as PowerPoint, Animoto, and Prezi to advocate ideas for change in their communities. Students learn to design presentations that allow them to communicate their ideas beyond the confines of a classroom setting.

**Presenters:** Carrie Hannigan, Kaplan University  
Stephanie Thompson, Kaplan University

**K.38 Using Adolescent Fictions to Advocate Students Finding Their Own Voices in Writing and Establishing Writer Identity****G****B311**

This panel presents research-in-progress on how an eighth-grade language arts teacher uses classic and modern adolescent fictions to advocate students exploring their own voices in writing and facilitate students to establish writer identity within a school year.

**Chair:** Xiaodi Zhou, University of Georgia, Athens

**Presenters:** Jennifer Cheveallier, P.K. Yonge DRS, University of Florida, Gainesville

Lin Deng, University of Florida, Gainesville

Rongrong Dong, University of Florida, Gainesville

**K.39 The 21st Century Waltz: What Happens When Teachers Collaborate?****M**  
**S****B315**

Students need to learn how to think; the 21st century demands it! DBQs engage students in thinking, analyzing, synthesizing, speaking, and writing. When teachers couple the study of literary text with the examination of primary documents in history and English classes, students get the message in stereo, and learn how to waltz in the process—symbolically, of course. Learn how to use an interdisciplinary framework to create powerful learning experiences for students.

**Presenters:** Elizabeth Cobia, Cobb County School District, GA

Trudy Delhey, Cobb County School District, GA

Rhonda Lokey, Campbell Middle School, Smyrna, GA

Martha Ruffner, Campbell Middle School, Smyrna, GA

#### K.40 Research Foundation Research Grant Recipients' Research Presentation



**B403**

Three research grant recipients, Toby Emert, Jennifer Escobar, and Robert Marx report on their research findings from their projects on how middle school daughters of refugees increased their literacy skills through multimedia storytelling, on how variety of text selections in a community college composition class leads to more student engagement and learning, and on the effects of using spoken-word poetry in ELA middle school classrooms.

**Chair:** Mariana Souto-Manning, Teachers College, Columbia University, NY

**Presenters:** Toby Emert, Agnes Scott College, Decatur, GA, “ESL Learners and High-Tech Storytelling: Promoting Academic Confidence”  
Jennifer Escobar, Moreno Valley College, Redlands, CA, “Examining the Effects of a Critical Reading Selection Framework and Process in the Community College Classroom”

Robert Marx, Vanderbilt University, Nashville, TN, “‘My Sadness Is a Knife’: Spoken Word Poetry in the English Language Arts Classroom”

#### K.41 Identity & Equity in Children’s and YA Literature



**B405**

#WeNeedDiverseBooks is a national movement to increase representation in literature. This session offers three studies that push publishers, teachers, and communities to select and engage literature at the intersection of gender identities, racializations, and well-being.

**Presenters:** Pamela Coke, Colorado State University, Fort Collins, “Performing Adolescence on the Page and in the Classroom: Using Adolescents’ Literature to Advocate for Students’ Mental Health”

Cara Crandall, University of Massachusetts, Amherst, “The Politics of Girls: Female Friendships as Troubled and Troubling in YA Novels about Bullying among Girls”

Denise Ives, University of Massachusetts, Amherst, “The Politics of Girls: Female Friendships as Troubled and Troubling in YA Novels about Bullying among Girls”

Soowon Jo, University of Florida, Gainesville, “Analysis of Second- and Third-Grade Common Core English Language Arts Text Exemplar Set”

Kelli Logue, Hamilton County Public Schools, Chattanooga, TN, “Do Girl Books and Boy Books

Exist? Perception of Gender Norms in YA Novel Covers”

Denise Ousley, University of North Carolina, Wilmington, “Do Girl Books and Boy Books Exist? Perception of Gender Norms in YA Novel Covers”

#### K.42 Advocating to Increase Use of Poetry as an Integral Component of Literacy Instruction and to Help Readers Experience the Magic and Wonders of Poetry: Presenting Authors Whose Books of Poetry Engage, Inspire, and Inform Readers



**B406**

Award-winning authors of poetry will discuss the ways they use lyrical language, imagery, and imagination to craft poems and verse to engage readers. They will discuss their idea formation and writing techniques, and the synergy involved when words, rhythm, and emotion come together to communicate big, important ideas and information.

**Presenters:** Jeannine Atkins, Simon & Schuster  
Leslie Bulion, c/o Margaret Quinlin, Publisher, “Using Verse to Share and Engage with Fascinating Science”

Nikki Grimes, Bloomsbury, “The Power of Poetry to Tell Important Stories”

Donna Knoell, Educational Consulting, “Helping Educators Recognize the Importance of Using Poetry as an Integral Component of Literacy Instruction”

Marilyn Singer, Houghton Mifflin Harcourt

#### K.43 Action for Social Justice—Giving Meaning to Students’ Reading, Writing, and Research



**B407**

This interactive session explores the power to advance students’ literacy development through investigation and action on social issues that matter to them. This approach is essential for developing students as the active, engaged citizens our society needs. We’ll discuss together instructional practices, experience authentic activities, and consider applications in our classrooms.

**Chair:** Steven Zemelman, Illinois Writing Project

**Presenters:** Sara Ahmed, Bishops School, San Diego, CA, “Cultivating Awareness to Prepare Students for Choosing Activism”

Sara Wicht, Teaching Tolerance, Montgomery, AL, “Student Assessment Tasks for Civic Engagement”

#### K.44 Advocating for (Trans)Literacy in a Digital Age: Tackling Words and Images Critically and Closely with Students

G

B408

As technology and schooling are continuously evolving, teachers must equip students with literacy skills needed to participate, engage, and succeed in our global and digital society. To do so, students must read, decode, and think critically, moving between printed texts and digital interactions for communication and producing information.

**Presenters:** Michele Haiken, Rye Middle School and Manhattanville College, New York, NY  
Emily Keating, Jacob Burns Film Center, Pleasantville, NY  
Steve Siden, Actively Learn, Seattle, WA

#### K.45 Authentic Writing: Powerful Poetry and Touching Personal Narratives

M

B409

This session will present a variety of approaches to engage middle level learners in the writing process. Topics to be presented and discussed include multigenre poetry, empowering student activism, and writing conference approaches with English language learners.

**Presenters:** Sylvia Draughn, P. B. Ritch Middle School, Dallas, GA, “The Power of ‘Where I’m From’: A Vehicle for Student Authenticity and Advocacy”  
Sierra Gilbertson, Fosston High School, MN, “Empowering Students with Activist Poem Writing”  
Michelle Keough, Dallas, GA, “The Power of ‘Where I’m From’: A Vehicle for Student Authenticity and Advocacy”

#### K.46 So, You Say You’re Not a Writer . . .

G

E

M

B309

The coauthors of the *Two Writing Teachers* blog are known for fostering a nurturing community for teachers who write. In this session, participants will learn how to develop their writing lives and how to set attainable writing goals. Participants will leave with the confidence they can live a writer’s life.

**Presenters:** Deb Frazier, Hilliard City Schools, OH, “Your Writing Life Matters”  
Betsy Hubbard, Olivet Community Schools, MI, “Fearless Feet: Stepping into Poetry”  
Elizabeth Moore, Chittenden East Supervisory Union/ Mount Mansfield Modified Union School District, VT, “Finding Inspiration for Your Own Writing Life”  
Dana Murphy, Woodridge School District 68, Woodridge, IL, “Using a Writer’s Notebook to Notice and Play”  
**Respondent:** Tara Smith, Glen Rock School District, NJ, “Writing to Discover Your Place in the World”

#### K.47 Embracing Identity: Art as Advocacy in the Work of Jeff Mann

G

TE

B314

A reading and conversation about identity and Appalachia featuring guest author Jeff Mann. Through his award-winning poetry, essays, and novels, Mann explores and celebrates overlapping identities, particularly as an Appalachian gay man who resists common stereotypes. Mann and other Appalachian educators will discuss classroom ideas and suggestions for further reading.

**Presenters:** April Asbury, Hollins University, Roanoke, VA  
Judy Byers, Fairmont State University, WV  
Angela Clevinger, Pulaski County Schools, VA  
**Respondent:** John Hambly, Radford University, Radford, VA  
**Speaker:** Jeff Mann, Virginia Tech, Blacksburg

**K.48 Advocating for Independent Reading and Supporting Students in Becoming Their Own Reading Advocates**

**M**

**B316**

In this session, examine how one school implements independent reading as its core reading curriculum and addresses state standards within a workshop framework. Then select from interactive roundtable sessions that address specific instructional practices and lessons.

**Presenters:** Barbara Clark, Solon City Schools, OH  
Sarah Gellott, Solon Middle Schools, OH  
Scott Hatteberg, Solon Middle Schools, OH  
Emilie Macek, Solon City Schools, OH  
Denise N. Morgan, Kent State University, OH

**K.49 Celebrating Miles Myers (1931–2015): Scholar, Teacher, Professional Exemplar, and NCTE Executive Director**

**G**

**B302–B305**

A celebration of the life and work of former NCTE Executive Director Miles Myers. After very brief presentations focusing on his major contributions in different precincts of the profession of English, this session will turn into an open forum for sharing memories and stories of a beloved mentor and colleague.

**Chair:** Sheridan Blau, Teachers College, Columbia University, New York, NY, “Miles, as Theorist, Historian, Radical Activist, and Mentor for Our Profession”

**Presenters:** Mary Ann Smith, National Writing Project, Berkeley, CA, “Miles Myers and the Making of the National Writing Project”  
Patricia Lambert Stock, Michigan State University, East Lansing, “Miles Myers and the Reanimation of the NCTE College Section”

**K.50 To Stress or Not to Stress: How a Teacher Handles It**

**C**

**TE**



**A402**

Teacher stress is a major concern and it affects every aspect of our profession. Listen to the experiences of four educators sharing how they cope with stress and serve as advocates to preservice teachers and beginning teachers. Come and share your experiences in a discussion on teacher stress and advocacy.

**Presenters:** Harrie Buecker, University of Louisville, Kentucky, “Teachers As Advocates: Coping Mechanisms for Teacher Stress and What It Means to Be an Advocate in the Teaching Profession”  
Lori Henderson, Union College, Barbourville, KY, “Teachers as Advocates: Coping Mechanisms for Teacher Stress and What It Means to Be an Advocate in the Teaching Profession”

**K.51 Asian/Asian American Open Forum**

**G**

**B308**

We invite all educators to join this community of members who support one another on scholarship by and/or about Asian and Asian American language practices, rhetorics, and literacy education.

**Chair:** Jung Kim, Lewis University, Romeoville, IL

**K.52 Exhibitor Session: WWSD? (What Would Shakespeare Drink?)**

**G**

**A406**

**Sponsored by Cambridge University Press**

Come join us for a “bowl of wine” and some tips and tricks on how to engage your students with the language of Shakespeare. This casual cocktail hour will showcase games and activities designed to guide your students through the Bard’s best works.

## SIG SESSIONS / 5:45–7:00 P.M.

## SIG.01 Reaching Diverse Learners through Grammar Instruction

G

B309

**Sponsored by the Assembly for the Teaching of English Grammar**

Join ATEG for an exploration of ways to make grammar instruction relevant and engaging to a diverse array of students! Sherry Saylors will present Grammar Clinic, a free 12-week class, open to all, which teaches grammar through hands-on activities. Sean Ruday will discuss how song lyrics can help students identify and think metacognitively about key grammatical concepts. Ashlyn Kemp will describe the importance of teacher attitude to grammar instruction.

**Co-Chairs:** Sean Ruday, Longwood University, Farmville, VA  
Sherry Saylors, Prince George's Community College, Largo, MD

**Presenters:** Ashlyn Kemp, Longwood University, Farmville, VA

Sean Ruday, Longwood University, Farmville, VA  
Sherry Saylors, Prince George's Community College, Largo, MD

## SIG.02 Secondary School Writing Centers

M

B401-B402

S

**Sponsored by the International Writing Centers Association: An NCTE Assembly**

C

The International Writing Centers Association (IWCA) invites current and prospective writing center directors to connect with each other at this interactive SIG. We will focus on how professional international, regional, and local networks can prepare, connect, and support writing center directors as we advocate for our positions and our programs.

**Presenters:** Amber Jensen, George Mason University, Fairfax, VA  
Andrew Jeter, The Idea Lab  
Jackie Grutsch McKinney, International Writing Centers Association

## SIG.03 CLA Master Class 2016: Diverse Children's Literature at the University

C

B406

TE

**Sponsored by the Children's Literature Assembly**

Join authors and experts in the field of diverse children's literature in discussions of topics relevant to teaching at the university level. We will explore the state of diversity in children's literature, the changing landscape of researching and teaching literature of diversity, and the selection and acquisition of quality titles.

**Co-Chairs:** Lauren Aimonette Liang, University of Utah, Salt Lake City

Linda Parsons, The Ohio State University, Marion Thomas Crisp, Georgia State University, Atlanta

**Presenters:** Barbara Lehman, The Ohio State University, Columbus

Evelyn Freeman, The Ohio State University, Columbus  
Matt de la Peña, Random House Children's Books  
Donna Gephart, Random House Children's Books  
Christopher Meyers, Disney Publishing Worldwide

## SIG.04 Online Teacher Resources and Apps for Learning and Advocacy

G

B206

**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 app ideas and online resources for learning and advocacy activities in the classroom. Look for us in the NCTE Connected Community at <http://ncte.connectedcommunity.org/ace>.

**Chair:** Ewa McGrail, Georgia State University, Atlanta

**Presenters:** Ewa McGrail, Georgia State University, Atlanta

J. Patrick McGrail, Jacksonville State University, AL  
Judy Arzt, University of Saint Joseph, West Hartford, CT

## SIG.05 Life Stories, Teaching Stories: The Enduring Value of Conversation

B404

**Sponsored by the Gender and Literacy Assembly**

The exemplar of Rewey Belle Inglis reminds us of the enduring influence of caring teachers—and of the necessity of drawing sustenance from one another as we navigate our professional lives. In reflecting on her own path as a learner and teacher, Anne DiPardo will explore our basic human need to be seen and engaged. As Carl Jung observed, “One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings,” for “warmth is the vital element for the growing plant and for the soul of the child.” Looking back with gratitude, Anne will contemplate this too-often unnamed, relational part of teaching that has enabled her own growth and work.

**Chair:** Deborah Bertlesman, Western New York Maritime Charter School, Buffalo, NY

**Presenter:** Anne DiPardo, University of Colorado, Boulder



### SIG.06 ALCA Annual Assembly: Advocating Appalachia

G  
TE

B314

#### ***Sponsored by the Assembly on Literature and Culture of Appalachia***

After a brief session of assembly business, including our journal *ALCA-lines*, we will continue a dialogue with guest author Jeff Mann and other Appalachian educators. Join us for a conversation about the challenges and possibilities for educators and writers in mountain and rural communities. This meeting is open to all.

**Chair:** April Asbury, Hollins University, Roanoke, VA

**Presenters:** James Tyler Chadwell, West Virginia University, Morgantown, and George Mason University, Fairfax, VA

John Hambly, Radford University, VA

Tiffany Martin, Fairmont State University, Fairmont, WV

### SIG.07 Teaching American Poets: Artful Advocates for Equity

M  
S  
C

B215

#### ***Sponsored by the Assembly on American Literature***

Rainbow

English poet Percy Bysshe Shelley famously called poets “the unacknowledged legislators of the world.” American poets, both classic and modern, have claimed this mantle by imaginatively advocating for a more just world that values the experience of every individual and group. As Adrienne Rich put it, “when poetry lays its hand on our shoulder we are, to an almost physical degree, touched and moved. The imagination’s roads open before us, giving the lie to that brute dictum, ‘There is no alternative.’” This session will explore the many ways in which American poets have artfully tackled barriers relating to race, ethnicity, gender, social class, sexuality, and ability, seeking to move minds and open hearts. Roundtable leaders will share strategies and foster discussion about ways to invite students to travel with American poets along these imaginary roads that lead to a more equitable world.

**Chair:** Tracey Hughes, Maret School, Washington, DC

**Roundtable 1: Lucille Clifton and Rita Dove,** Donte Tate, Maret School, Washington DC,

**Roundtable 2: Maya Angelou,** KaaVonia Hinton-Johnson, Old Dominion University, Norfolk, VA,

**Roundtable 3: Walt Whitman,** Katie Ellis, Darlington School, Rome, GA

### Roundtable 4: Langston Hughes and Countee

**Cullen,** Teresita Hunt, Cane Ridge High School, Nashville, TN

### Roundtable 5: Juan Felipe Herrera and Pat Mora,

Tracey Hughes, Maret School, Washington, DC

### SIG.08 Zen and the Art of English Teacher Maintenance: Writing as a Way of Dancing with Others, and with Life

B308

#### ***Sponsored by the Assembly for Expanded Perspectives on Learning***

The current Common Core State Standards assign “argument” a “special place” in writing, and literacy generally. But isn’t that itself “arguable”? Might the true “common core” of our humanity contain more both of heaven and of earth than has been dreamt of so far by the CCSS? Come dance with us tonight! Yes, get ready to move your butt (in non-challenging, non-threatening ways)! Then see what deep writing that doesn’t just “argue” with others and life, but dances with them, can do for us. A preview of our 23rd Annual Summer Conference in the Rockies next June: “Writing as a Way of Being Human.”

**Co-Chairs:** Yvonne Siu-Runyan, University of Northern Colorado, Greeley

Bruce Novak, The Foundation for Ethics and Meaning

**Presenters:** Vajra Watson, University of California, Davis  
Fuad Elhage, University of Georgia, Athens

### SIG.09 Genders and Sexualities Equality Alliance (GSEA) Annual Business Meeting

G

B405

#### ***Sponsored by the GSEA***

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:** Nicole Sieben, SUNY College at Old Westbury, NY

**SIG.10 Early Childhood Education  
Assembly Business Meeting****E****A311**

The Early Childhood Education 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:** Erin Miller, University of North Carolina, Charlotte

**SIG.11 Emeritus Assembly Business Meeting****B307**

The Emeritus Assembly will conduct its business meeting, including information on joining the assembly, exploring what the assembly does and connecting with other Emeritus members to become part of this retired, but active, group of NCTE members.

**Presenter:** Anna J. Small Roseboro, author, mentor, consultant, Grand Rapids, MI

**SIG.12 SLAM Business Meeting****B407*****Sponsored by the Studies in Literacies and Multimedia Assembly***

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.13 English as a Second Language  
Assembly Business Meeting****B315**

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.

**Chair:** Clara Lee Brown, University of Tennessee, Knoxville

**SIG.14 NCTE Assembly for Research  
(NCTEAR) Business Meeting****B311**

Join members of this assembly whose purpose is to discuss inquiry into literacy practices and to consider continually what it means to engage in that inquiry; to provide opportunities for researchers in different sites and from different perspectives to come together to learn from one another; to encourage greater participation in research by teachers from all levels of schooling; to promote the growth of research and researchers through the forum provided by the Assembly for Research; to support the development of early-career researchers through assembly activities such as the Midwinter Conference; and to provide a democratic body that strives to incorporate research activities into the broader goals and practices of NCTE.

**Co-Chairs:** Jamal Cooks, San Francisco State University, CA  
Huili Hong, East Tennessee State University, Johnson City

**SIG.15 JEA Mentoring for Journalism  
Advisers in Newspaper and  
Yearbook Courses****B301**

Are you a beginning journalism teacher advising a publication or yearbook or want to start a journalism program at your school? If so this session will go over the JEA free mentoring program and the resources available to you to help build a strong program at your school.

**Chair:** Jonathan Rogers, Journalism Education Association

# SATURDAY EVENING EVENT

8:00–9:30 P.M.

Sponsored by

Penguin  
Random  
House

## Saturday General Session

### SIDNEY MARCUS AUDITORIUM

**TA-NEHISI COATES** is a national correspondent for *The Atlantic* and the author of the #1 New York Times bestseller *Between the World and Me*, a finalist for the National Book Award, A MacArthur “Genius Grant” fellow, Coates has received the National Magazine Award, the Hillman Prize for Opinion and Analysis Journalism, and the George Polk Award for his Atlantic cover story “The Case for Reparations.” He lives in New York with his wife and son.

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



Ta-Nehisi Coates

SATURDAY