

SUNDAY, NOVEMBER 20

7:00 A.M.– 8:45 A.M.

Children’s Literature Assembly Author’s Breakfast

A412

The Children’s Literature Assembly (CLA) Author’s Breakfast will feature highly acclaimed author and illustrator Christopher Myers.

CHRISTOPHER MYERS has exhibited his work at MoMA PS1, the Studio Museum in Harlem, and the Goethe Institute in Ghana. His illustrations for *Harlem*, written by his father, Walter Dean Myers, were awarded a Caldecott Honor and a Coretta Scott King Honor. He has also won Coretta Scott King Honors for *Jazz and Black Cat*, and he is the critically acclaimed illustrator of *Jabberwocky and Love: Selected Poems by E. E. Cummings*, as well as the author/illustrator of *Fly!*

Chair: Donna Adomat, Indiana University, Bloomington

Co-Chairs: Jeanne Gilliam Fain, Lipscomb University, Nashville, TN
Ruth McKoy Lowery, The Ohio State University at Mansfield



Christopher Myers

Affiliate Roundtable Breakfast: Finding Our Voices

B308

Sponsored by the NCTE Standing Committee on Affiliates

The Affiliate Roundtable Breakfast gives affiliate leaders and other NCTE members the opportunity to discuss issues of mutual concern. The breakfast also serves as a forum for the recognition of state, regional, and national affiliate activity. Affiliates and individuals will be recognized with awards for excellence, leadership, development, membership growth, recruitment of teachers of color, intellectual freedom, multicultural programs, and publications, including journals, newsletters, and websites.

Jocelyn Chadwick, NCTE Vice President, Harvard Graduate School of Education, Cambridge, MA, “The Fierce Urgency of Now: Recapturing Our Voices, Agency, Mission”



Jocelyn Chadwick

Recipients of the 2016 Affiliate Intellectual Freedom Award also presenting:

Sharon M. Draper, Atheneum Books for Young Readers,
Simon & Schuster

Daniel Reynolds, Mount Diablo Unified School District,
Martinez, CA

Janelle Schultz, Gering High School, NE



Sharon M. Draper



Daniel Reynolds



Janelle Schultz

Standing Committee on Affiliates Chair: Jean Boreen,
Northern Arizona University, Flagstaff

Breakfast Co-Chairs: Katherine Nelson, Hakipu’u Learning
Center, a Hawaii Department Of Education Charter School, Kaneohe, HI
Meredith Potter, Three Rivers School, Pembroke, NH
Stacey Takanishi, University of Hawaii, Manoa

9:00 –10:15 A.M.

Sunday General Session

THOMAS MURPHY BALLROOM

BRAD MELTZER is the author of the #1 *New York Times* best-selling *The Inner Circle*, *The Book of Fate*, and eight other best-selling thrillers. In addition to his fiction, Meltzer is one of the only authors ever to have books on the bestseller list for nonfiction (*History Decoded*), advice (*Heroes for My Son* and *Heroes for My Daughter*), children's books (*I Am Amelia Earhart* and *I Am Abraham Lincoln*) and even comic books (*Justice League of America*, for which he won the prestigious Eisner Award).

He is also the host of *Brad Meltzer's Decoded* on the History Channel and *Brad Meltzer's Lost History* on H2. The *Hollywood Reporter* recently put him on their list of Hollywood's 25 Most Powerful Authors.

Why does Brad thrive in all these different genres? It is due to his belief that ordinary people change the world, the core belief that runs through every one of his projects.

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



Andy Ryan

Brad Meltzer

SUNDAY

FEATURED SESSION

L.01 Incorporating Author Voices in Censorship Challenges: Authors as Advocates

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A305

Sponsored by the NCTE Standing Committee Against Censorship

Authors present a compelling voice in a censorship challenge but are often underutilized in these situations. This session will feature a panel of young adult authors who have spoken out as advocates against censorship when their own books came under scrutiny.

Presenters: Ellen Hopkins, Simon & Schuster
 Gretchen Oltman, Creighton University, Omaha, NE
 Jo Knowles, Candlewick Press
 Meg Medina, Candlewick Press
 Joan Kaywell, University of South Florida, Tampa
 Risha Mullins, Minot Public Schools, ND
 Laurie Halse Anderson, Simon & Schuster

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

L.03 Teaching Tolerance: Why Emmett Till Still Matters

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A313

In this session, presenters will discuss ways to create a cross-curricular unit about Emmett Till and the Civil Rights Movement. Suggestions for implementation, including literacy strategies and resources for grant funding, will be discussed. They will also describe challenges and benefits of such a project for students and the community.

Presenters: Carol Straub, Columbiana County Educational Service Center, Lisbon, OH
 Jackie Mercer, Crestview Local Schools, Columbiana, OH
 Veronica Kotel, Crestview Local Schools, Columbiana, OH

L.04 Cultivating Literacy and Advocacy among Marginalized Student Identities

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B217

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Rainbow This panel offers pedagogical approaches for cultivating advocacy for and awareness of marginalized student identities.

Presenters: Anita August, Sacred Heart University, Fairfield, CT, “The Radicalized Millennial Muse: Advocacy in Social Protest Literature”
 Richard Meyer, University of New Mexico, Albuquerque, “What about MY Face? Educating Students for Advocacy Work”
 Brooke Langston-Demott, University of North Carolina at Greensboro, “Be Careful the Tales You Tell, Children Will Listen: Lessons Learned from Using Critical Literacy to Challenge Gender Stereotypes with Fifth Graders”

L.05 Mentor Texts as Advocacy Builders: Teaching K-12 Students to Advocate for Their Own Learning

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B301

Whether you teach first grade or high school, mentor texts have the power to transform writing instruction. In this high-energy session, you'll join teachers from all grade levels as they share hands-on, insightful ways mentor texts can be used to empower students to become advocates for their own literacy.

Chair: Rozlyn Linder, The Literacy Initiative

Roundtable 1: Modeling Matters

Kelly Boswell, author/consultant, Bozeman, MT

Roundtable 2: Student Work as Mentor Texts

Lisa Eickholdt, Georgia Gwinnett College, Lawrenceville, GA

Roundtable 3: Crafting Details and Elaboration with Nonfiction Writing

Rozlyn Linder, The Literacy Initiative

Roundtable 4: Mentor Texts for Play and Experimentation

Allison Marchetti, Trinity Episcopal School, Richmond, VA
Rebekah O'Dell, Trinity Episcopal School, Richmond, VA

L.06 NCTE State Affiliate Extravaganza!

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B308

Sponsored by the NCTE Standing Committee on Affiliates

NCTE state affiliates from across the country will showcase their initiatives, their advocacy movements, and authentic affiliate products and processes in this session designed to engage and inspire NCTE members into work with their state affiliates and to provide a forum for affiliate leaders and members to learn from one another.

Co-Chairs: Dixie Keyes, Arkansas State University—Jonesboro, "Showcasing Affiliate Initiatives: It's an Extravaganza of Advocacy!"

Meredith Potter, New Hampshire Council of Teachers of English, "Affiliate Artifacts, Moving Forward, and Future Ideas for Advocacy"

Roundtable 1: Making the Journal Vibrant (and Available Online)

Aimee Myers, University of Oklahoma, Norman
Julianna Kershen, University of Oklahoma, Norman

Roundtable 2: Reaching Out to All Areas of the State

Anastasia Wickham, University of Central Oklahoma, Edmond

Roundtable 3: Teacher for the Dream Community Literacy Project

Brycial Williams, Central Elementary, Forrest City, AR

Roundtable 4: The Difficulty of Transitions

Crag Hill, University of Oklahoma, Norman; Lawrence Baines, University of Oklahoma, Norman

Roundtable 5: Creating a Website That Attracts New Members

Gage Jeter, University of Oklahoma, Norman

Roundtable 6: Tapping into Social Media

Jennifer Dorsey, East Central University, Ada, OK

Roundtable 7: Coordinating a Contest for Recognizing Talented, Young Teachers

Shelbie Witte, Oklahoma State University, Stillwater

Roundtable 8: Adding Art and Graphics to Journal and Website

Jane Fisher, University of Oklahoma, Norman

L.07 Building Teacher Advocacy at the Onondaga Nation School through an Inquiry-Group Model

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A403

Inquiry groups are small advocacy groups. Teachers formed an inquiry group at a Native American school and have met biweekly for thirteen years to discuss different topics such as mindfulness. We will structure our session like an inquiry group and will discuss the nature of advocacy through the mindfulness lens.

Chair: Jennifer Kagan, Oswego State University, Syracuse, NY

Roundtable Facilitators/Presenters: Jennifer Kagan, Oswego State University, Syracuse, NY
Simone Thornton, Onondaga Nation School, NY,

L.08 Latinx Caucus Mentoring Workshop and Roundtable Conversations: Creating Dialogue across "Generations" of Scholars

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A408

This workshop facilitates cross-"generational" dialogue between graduate student/early-career researchers and mid-career/senior researchers within the Latinx Caucus as well as general NCTE members. Simultaneously, the session will provide graduate students and early scholars with mentorship on specific work.

Co-Chairs: Sandra L. Osorio, Illinois State University, Normal

Tracey Flores, Arizona State University, Tempe

L.09 Who Advocates for the New Teachers?



A411

Sponsored by the Emeritus Assembly

How can you help reduce the percentage of early-career educators leaving our profession within their first five years as classroom teachers? The Emeritus Assembly of NCTE panel/roundtable session presents three speakers, then facilitated roundtable discussions to clarify issues and develop practical plans to advocate for effective experiences supporting new teachers.

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

Speakers: Robert Dandoy, PCTELA, "But What Do I Know?": Practical strategies and activities to advocate for oneself"

Wendy S. Heinig, MEA Anti-Privatization/Organizing, "Advocacy: The Union's Role in Supporting Early Career Teachers"

Shelly Krajacic, National Education Association, "Advocacy: The Union's Role in Supporting Early Career Teachers"

Melanie Shoffner, Purdue University, West Lafayette, Indiana, "Navigating the Emotional Shoals of the Classroom"

Amir Whitaker, Southern Poverty Law Center, Montgomery, AL, "How Teaching Tolerance Improves Classroom Management and Enhances the Teaching Experience"

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

Consultant: Pauline Walker, Oakland University, Auburn Hills, Michigan

Facilitators: Alan Lawrence Sitomer, Disney Publishing Worldwide, "Balancing Opposites: Nourishing New Teachers"

Ken Lindblom, Stony Brook University, New York, "Disrupting the Grading Grind: Assigning & Managing Feedback to Students"

Wanda Porter, past chair, Conference on English Leadership, "Connections that Help Early Career Educators: Our 21st Century Teachers"

L.10 Elements of Advocacy: Parents, Students, Schools, and Colleges



B305

Panelists will discuss a number of ways to enhance advocacy through projects in teacher education. They will address ways to enlist parents, school and college students, and

school and college teachers in book groups, parent-student assignments, collaborative projects, and preservice teacher advocacy.

Presenters: Sarah Hochstetler, Illinois State University, Normal

Bettie Parsons Barger, Winthrop University, Rock Hill, SC, "Advocating for Authentic Literacy Experiences: An Online Book Study with Third Graders and Preservice Teachers"

Juan Araujo, Texas A&M University-Commerce, "Faces of Advocacy: Preservice Teachers See the Whole Picture"

Lisa Thetard, Illinois State University, Normal, No title

Beth Schurman, Olivet Nazarene University, Kankakee, IL, "Fostering Candidate Advocacy through University-School Collaborative Projects"

Tami Morton, Texas A&M University-Commerce, "Faces of Advocacy: Preservice Teachers See the Whole Picture"

Shawna Helf, Winthrop University, Rock Hill, SC, "Advocating for Authentic Literacy Experiences: An Online Book Study with Third Graders and Preservice Teachers"

L.11 Toward a Socially Just Rural English Education: Preparing and Supporting English Teachers to Advocate with and in Rural Communities.



B314

Joined by a social-justice framework, this panel explores challenges and pathways to success for English teacher education inclusive of rural contexts. Discussion will include issues of preparing and supporting English teachers for success as they engage in advocacy with, not *for*, the rural communities in which they work.

Chair: Lisa S. Eckert, Northern Michigan University, Marquette

Presenters: Robert Petrone, Montana State University, Bozeman

Amy Azano, Virginia Tech, Blacksburg

Patrick Shannon, Penn State University, University Park

Trevor Stewart, Virginia Tech, Blacksburg

Karen Eppley, Penn State University, University Park

Allison Wynhoff Olsen, Montana State University, Bozeman

Respondent: Valerie Kinloch, The Ohio State University, Columbus

L.12 Writing about Reading: Helping Students Think Deeply about Text

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A401

Engage with strategies to support students as they write about their reading. We will demonstrate how students can use a range of writing tasks to mark, record, and deepen their thinking about texts. Presenters will share a framework for writing about reading, model classroom-tested mini-lessons, and provide a planning template.

Presenters: Tracy Coskie, Western Washington University, Bellingham
Janelle Karney, Bellingham School District, WA
Michelle Hornof, Bellingham School District, WA

L.13 Supporting Literacy Education in Nicaragua through Teacher Professional Development

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Rainbow

B307

This session shares how literacy education in five primary schools in rural Nicaragua is being supported through a constructivist approach to teacher professional development. This model of professional development provides educators with opportunities to collaboratively discuss and experience ways to meaningfully engage Nicaraguan primary school students in authentic literacy instruction.

Presenter: Jenn Manak, Bridgewater State University, Boston, MA

L.14 The Language, Literacy, and Culture of Social Change: Voices of the Shifting South

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B315

Sponsored by The Standing Committee on Research

This Standing Committee on Research (SCR) session is aimed at highlighting what Atlanta-based community members, teachers, students, and scholars can do to affect change toward social justice and educational equity in community, school, and political arenas. Aligned with the 2016 NCTE Convention theme, session presenters will complicate definitions of advocacy and illustrate how such work might converge across stakeholders. Participants attending this session can expect to learn about the current advocacy work being done on the ground and in schools as it relates to language, literacy, and social change.

Presenters: Keisha Green, University of Massachusetts-Amherst
Anne Charity Hudley, College of William and Mary, Williamsburg, VA
April Baker-Bell, Michigan State University, East Lansing
Jevon Hunter, University at Buffalo, NY

L.15 My Story, My Place, My Path: Empowering Student Self-Advocacy through Expressive Writing

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B203

Expressive writing allows students to take ownership of their stories, define their places, and explore their paths. This interactive session will present research-based strategies for incorporating expressive writing into the secondary classroom, and participants will also engage in a brief memoir workshop with author Rich Wallace.

Chair: Sandra Neil Wallace, Boyds Mills Press

Presenters: Rich Wallace, Boyds Mills Press, "Tapping Your Emotional Heat: The Inquiry of Memoir Writing"

Jason Griffith, Arizona State University, Tempe, "This Time It's Personal: Student Insight on Writing the Personal Essay"

Shanetia P. Clark, Salisbury University, MD, "Tapping Your Emotional Heat: The Inquiry of Memoir Writing"

Respondent: Alex Corbitt, The Bronx School of Young Leaders, NY, "Memoir: An Entry Point into Thematic Units"

L.16 Integrating the Arts to Layer Embodied and Empathetic Literacies: Middle School Learners Read Anne Frank

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B402

This session shares a collaborative project in which arts-based strategies engage middle school learners in empathic and embodied readings of the Anne Frank narrative. Classroom teachers and university researchers illustrate and demonstrate drama and visual arts engagements that lead to enduring understandings and increased advocacy in students' contemporary lives.

Presenters: James Chisholm, University of Louisville, KY
Fred Whitacker, St. Francis of Assisi Catholic School, Louisville, KY
Irina McGrath, Jefferson County Public Schools, Louisville, KY; University of Louisville, KY

L SESSIONS / 10:30–11:45 A.M.

Kim Joiner, Jefferson County Public Schools, Louisville, KY
Ashley Shelton, University of Louisville, KY
Kathryn Whitmore, University of Louisville, KY

L.17 The Art of Language behind Bars: Advocacy with and for the Incarcerated

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B212

Committed to the belief that education must not stop with incarceration, this session explores strategies for teaching literacy to incarcerated youth and adults, those who have been caught in the school-to-prison pipeline. Panelists will address instructional strategies for detained learners as well as methods of preparing teachers for this work.

Co-Chairs: Deborah Appleman, Carleton College, Northfield, MN

Peter Williamson, Stanford University, Palo Alto, CA

Presenters: Megan Mercurio, San Francisco, CA
Constance Walker, Woodside Learning Center Court School, San Francisco, CA

L.18 From Seed to Story

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B218

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Join award-winning middle grades author Kevin Henkes and panel of teachers and teacher-educators who will engage participants in the creative process from generating story ideas to final product, complete with hands-on activities and authentic assessment techniques.

Co-Chairs: Amy Rottmann, Lenoir-Rhyne University, Asheville, NC

Salena Rabidoux, University of North Carolina, Wilmington

Presenters: Denise Ousley, UNC Wilmington

David Gill, UNC Wilmington

Respondent: Kelli Logue, Hamilton County Public Schools, TN

Tradebook Author: Kevin Henkes, Greenwillow Books

L.19 Digging Deep: Teaching YAL as Critical Literacy and Social Advocacy

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B310

This session will examine using young adult texts to promote advocacy in preservice teachers and secondary students. These books will connect students with current issues and offer opportunities for cross-textual analysis of those issues. We will also share resources and student-centered activities that stem from those texts as advocacy.

Chair: Jill Adams, Metropolitan State University of Denver, CO

Presenters: Katherine Bailey, Kennesaw State University, GA

Jennifer Dail, Kennesaw State University, GA

Gloria Eastman, Metropolitan State University, Denver, CO

Marrena Martinez, Metropolitan State University of Denver, CO

Robert Montgomery, Kennesaw State University, GA

L.20 There Is a Season: Lessons and Literature for Change

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B401

This panel will tackle tough issues—from war to LGBTQ rights to immigration to civil rights. Presentations will center on methods and literature to promote social awareness and create change while also demonstrating connections to standards and Common Core. Panelists will demonstrate methods for generating thoughtful responses to social issues.

Chair: Kinga Varga-Dobai, Georgia Gwinnett College, Lawrenceville

Presenters: Ruth Caillouet, Georgia Gwinnett College, Lawrenceville

Amy Farah, Georgia Gwinnett College, Lawrenceville

Katharine Page, Georgia Gwinnett College, Lawrenceville

Mari Roberts, Clayton State University, Morrow, GA

Amy Sanford, Clayton State University, Morrow, GA

L.22 The Audacity of Accountability

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A303

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Rainbow

Culturally responsive literature is demonstrated as curriculum to tap students' multiple intelligences, generate student-led projects, and increase knowledge about "more than a handful" of individuals from diverse populations who ingeniously conquered adversity to advance. Also provided is a comprehensive bibliography, resources, and guiding tools to build/enhance school and professional libraries.

Presenter: Sabrina Brinson, Missouri State University, Springfield

L.23 Transformational Writing Practices as Tools for Advocacy

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Rainbow A301

Transformative literacies impact the lives of teachers and students. When we as educators can tap students' golden, hidden literacies, connect these talents and interests

to academic literacies, we are then able to create transformative literacies opportunities for students to learning that resides beyond the schools' walls. This session will explore the different strategies and events teachers and students employ to create transformative learning events in the K-12 classroom and beyond.

Chair: Tonya Perry, University of Alabama, Birmingham

Presenter: Tonya Perry, University of Alabama, Birmingham, "Advocacy across K-12 Contexts"

Roundtable 1: Confessions of A Wannabe Policy Writer

Natasha Flowers, Birmingham City Schools, AL

Roundtable 2: Students Advocating for Their Academic Selves: Writing from High School to College

Susan Goggins, Red Mountain Writing Project, Pinson Valley High School/Jefferson County Public Schools, AL

Roundtable 3: Breaking the Cycle: Engaging Students with the Political Process

Terry Harbison, Red Mountain Writing Project, Birmingham, AL

Roundtable 4: Priming the Voices of Students through Participatory Advocacy

Sonjanika Henderson, South Hampton K-8; Birmingham City Schools, AL

Roundtable 5: Charting New Territory: Advocating for Change: Helping Social Studies and Science Teachers Assign and Grade Writing in Their Content Areas

Mary James, R. G. Bumpus Middle School, Hoover, AL

Roundtable 6: Becoming Change Agents: Urban Students Writing to Inspire Action

Shawnta Owens, University of Alabama Birmingham

Roundtable 7: Self-Advocacy through Poetry

Cindy Peavy, Red Mountain Writing Project, Birmingham, AL

Roundtable 8: Emergent Voices, Evolving Agents, Invoking Change

Dominique Prince, Hall Kent Elementary, Homewood City Schools, Birmingham, AL

Roundtable 9: Using Writing to Connect and Impact Current World Issues

Lisa Stewart, Center Point High School, AL

Roundtable 10: Making a Change: Reflective and Transformative Writing Practices in an Urban Elementary School

Wanda Ward, Red Mountain Writing Project, AL

Roundtable 11: Supporting Special Education Teachers in Urban Setting to Empower Students

Nikkia White, Bessemer City Schools, AL

Roundtable 12: Community Advocacy through Writing

Kristie Williams, G. W. Carver High School, Birmingham, AL

Roundtable 13: Wordless Picture Books to Support Emergent Writing Development

Jennifer Summerlin, University of Alabama at Birmingham

Katie Watkins, University of Alabama at Birmingham

Roundtable 14: The Power of (Advocacy) Words Spoken & Unspoken: Using Hip-Hop Music and Poetry to Enhance Students' Thinking And Writing Skills

Shonterrius Lawson-Fountain, Birmingham City Schools, AL

Roundtable 15: Sharing My Voice: Using Blogging in the Middle School Classroom

Wendy Burbridge, R.F. Bumpus Middle School, Hoover City Schools, AL

L.24 Increasing Literacy with Pura Belpré Award-Winners

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Rainbow A310

Are you searching for fresh ways to engage the English language learner? Look no further! Pura Belpre' Award-winners captivate the Hispanic English language learner as well as honor Hispanic customs with all students. Visit this session to discover titles, correlating hands-on activities and online resources. Handouts will be provided.

Presenters: Reneé Lyons, East Tennessee State University, Johnson City, TN

Deborah Parrott, East Tennessee State University, Johnson City, TN

L.25 Race: Reality and Fiction

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A311

Students want to advocate for racial justice but need tools to understand and dismantle racist institutions and practices. We provide rationales, materials, and experiences from our course Race: Reality and Fiction, which teaches secondary students to apply understandings of racism and the construction of race to fictional and real incidents.

Presenters: Nancy Dutton, Darrow School, New Lebanon, NY

Joel Priest, Darrow School, New Lebanon, NY

L.26 Advocating for Themselves: Students Teaching Teachers and Shaping Culturally Sustaining Classroom Literacies

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Rainbow

A314

As English teachers work to develop empowering literacy pedagogies that sustain students' cultures and foster equity, our students can be the best partners to provide guidance. This session highlights what emerges when students work collaboratively with teachers to develop participatory literacy projects that combine academic, digital, cultural, and civic elements.

Presenters: Vaughn Watson, Michigan State University, East Lansing, "Repositioning Literacy and Advocacy across Participatory Writing Collaboratives"

Nicole Mirra, University of Texas, El Paso, "Revolutionizing Inquiry in the English Classroom through Youth Participatory Action Research"

Antero Garcia, Colorado State University, Fort Collins, "Supporting Student Self-Advocacy through Online Digital Mentorship with Preservice Teachers"

Robin Seglem, Illinois State University, Normal, "Supporting Student Self-Advocacy through Online Digital Mentorship with Preservice Teachers"

Joanne Marciano, Michigan State University, East Lansing, "'You Gotta Look at the Positive Side of It': Urban Youth Advocating for Peer Collaboration"

Respondent: Django Paris, Michigan State University, East Lansing

L.27 The (In)Vulnerability of Advocacy: How Gender, Race, Class, and Geopolitics Challenge Student and Faculty Activism at a Predominantly Black Institution

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A404

Students at our small southern PBI lack the confidence to enact their activist desires and are hindered by a lack of communication with one another, faculty, and administration. This roundtable will contextualize the ways in which gender, race, class, and geopolitics have impacted our advocacy efforts and draft a strategy document.

Chair: Stephanie Richardson, Clayton State University, Morrow, GA

Roundtable 1: Christopher Lueker-Ritter, Clayton State University, Morrow, GA

Roundtable 2: Stephanie Richardson, Clayton State University, Morrow, GA

Roundtable 3: Khalilah Ali, Clayton State University, Morrow, GA

L.28 Advocating for Essay: Students, Teachers, Coaches, and an Entire District Take a Journey to Discover the Complexity of Their Thinking

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A315

Two teachers, their instructional coach, and a literacy consultant describe the transformation of writing instruction in their district by writing essays as discovery rather than filling in formulas. Participants will respond to student essays, outline possible essay units, and make plans to advocate for writing to discover in their districts.

Chair: Katherine Bomer, University of Texas, Austin

Presenters: Katherine Bomer, University of Texas, Austin, "The Journey Is Everything: Teaching Essay That Students Want to Write"

Allyson Smith, Voy Spears, Jr. Elementary, Blue Springs, MO, "Digging Deep to Write a Meaningful Essay Gave Me Courage to Teach Essay"

Corinne Arens, Elementary, Blue Springs School District, MO "Giving Teachers Time to Write Transformed Writing in Our District"

Matthew Harper, Chapel Lakes Elementary, Blue Springs, MO, "e-Alternatives to Print Publication of Student Essays"

L.29 Be the Change

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A316

Advocate for change. Use the power of social media to engage kids and colleagues in conversation that leads to action. Level up: write your teaching truth. Power up: connect to kids' passions. Capitalize on the experience of teachers who collaborate to give students opportunities to change the world.

Presenters: Sarah Gross, Roux Associates
Lee Ann Spillane, Orange County Public Schools, Orlando, FL

Jennifer Ansbach, Manchester Township High School, NJ
Christine Kervina, Northern Virginia Community College-Annandale

L.30 Social Justice and Critical Literacy: Advocating for Genuine Curiosity in the Language Arts Classroom

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Rainbow

A405

This session explores social justice through a critical literacy lens at both middle grade and community college levels. Participants will respond to texts in much the same way students were asked to respond. Students' written responses will be examined. Participants will be invited to consider the study of social justice.

Chair: Sharon O'Neal, Texas State University, San Marcos

Roundtable 1: Debbie Shepherd, Meridian World School, Round Rock, TX

Roundtable 2: Erika Chody, Harmony Science Academy, Austin, TX

Roundtable 3: Sharon O'Neal, Texas State University, San Marcos

Roundtable 4: Jill Carter, Texas State University, Round Rock Campus

L.32 Understanding, Valuing, and Advocating for Our Immigrant Students and Families

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Rainbow

B201

In this session, we will first present methods educators and classroom practitioners can apply to understand and approach family practices for Chinese children newly arrived in the United States. We will then take you inside one teacher's journey to understanding and implementing culturally relevant pedagogy with young Latinx students.

Presenters: Hui Jiang, Marie Pense Center, NJ, "Understanding, Valuing, and Advocating for Parenting Practices of Newly Arrived Chinese Immigrant Families"

Ting Yuan, College of Staten Island, CUNY, "Understanding, Valuing, and Advocating for Parenting Practices of Newly Arrived Chinese Immigrant Families"

Francisco Carrillo, elementary teacher, Dalton, GA, "One Teacher's Journey toward Culturally Relevant Pedagogy"

L.33 Hanging in There: Promoting Student Resiliency in Writing and Reading Spaces

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B202

This session offers pragmatic strategies for promoting student writing resiliency and reading stamina in the K-12 classroom.

Presenters: Dawan Coombs, Brigham Young University, Provo, UT, "Advocating for Teaching Reading Stamina: A Neglected Proficiency"
Caroline Howard, Brigham Young University, Provo, UT, "Advocating for Teaching Reading Stamina: A Neglected Proficiency"

Meagan Kirchoff, New York State English Council, NCTE, "Faces of Advocacy: Gamification Is a Game-Changer for Reluctant Learners"

Sarah Orme, Monticello High School, Charlottesville, VA, "Advocating for Teaching Reading Stamina: A Neglected Proficiency"

Jennifer Kirchoff, East Syracuse Minoa High School, NY, "Faces of Advocacy: Gamification Is a Game-Changer for Reluctant Learners"

Sara Hoeve, Calvin College, Grand Rapids, MI, "Applying the Growth Mindset to the Writing Classroom"

Sirpa Grierson, Brigham Young University, Provo, UT, "Advocating for Teaching Reading Stamina: A Neglected Proficiency"

L.35 Resilience Literature and Advocacy: Real-World Issues and Real-World Action

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B205

This session will share examples of student-centered projects that have been done at the high school and middle school levels addressing literacy standards and allowing for student choice and advocacy. Participants will leave with tips, strategies, project ideas, and links to free resources on LearningtoGive.org to guide their practice.

Presenters: Betsy Peterson, Learning to Give
Kimberly Gresham, Castle North Middle School, Newburgh, IN

L.36 Early Literacy Denied: Advocacy in the Face of Identification, Intervention, and Retention

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B207

Resistance to legislation regarding reading assessments, intervention, and retention is needed to advocate for teachers and children in elementary classrooms. The panel

L SESSIONS / 10:30-11:45 A.M.

will discuss resistance through research and teaching, the tension and risk involved, and the critical role of advocacy in defending knowledge of how children learn to read.

Presenters: Renita Schmidt, University of Iowa, Iowa City, "Professional and Public Implications of Translingual Rhetoric"

Meg Jacobs, Cornell College, Mount Vernon, IA, "Becoming a Teacher in a Time of New Reading Mandates: Preservice Teachers Explore Creatively Subversive Teaching as Advocacy"

Tifani Daly, University of Iowa, Iowa City, "Classroom Teaching as Advocacy: Resisting Deficit Explanations and Approaches to Address Reading 'Failure'"

Heidi Meyer, University of Iowa, Iowa City, "Talking Back to Weekly Progress Monitoring: Validating Readers and Reading with Retrospective Miscue Analysis"

William Poock, Mid-Prairie School District/ University of Iowa, Kalona, IA, "The Tension between Advocacy and Compliance: Principals as Instructional Leaders and Advocates for Meaningful Literacy"

L.37 Teaching and Modeling Action for Social Justice in University Teacher-Education Programs and the Communities They Serve



B209

The panel will discuss how university teacher education programs and the schools they serve can collaborate through community partnerships to teach and model action for social justice. Utilizing research, instructional techniques, and practical examples, the panel will advocate for the inclusion of social justice in all ELA classrooms.

Presenters: Bryan Gillis, Kennesaw State University, GA
Chelsea Wood, East Paulding Middle School, Hiram, GA
Anete Vasquez, Kennesaw State University, GA

L.38 From the Classroom to the Classroom: Professors and Preservice Teachers Explore How Early Field Experiences Influence Local Schools, Extended Internships, and Secondary Programs



B210

In this session, English education professors and preservice teachers discuss the benefits of school partnerships and early field

experiences. Topics include how to build partnerships, the benefits to secondary and postsecondary students and teachers and how early partnerships affect preservice teachers in their extended student teaching internships.

Presenters: Laura Kasper, Kennesaw State University, GA

Kayla White, Kennesaw State University, GA
Kassidy Gaffigan, Kennesaw State University, GA
Michelle Goodsite, Kennesaw State University, GA
Michelle Devereaux, Kennesaw State University, GA
Katherine Mathews, Kennesaw State University, GA
J. Cole Ross, Kennesaw State University, GA

L.39 Helping Secondary English Learners to Meet the Common Core State Standards for Writing: Research-Based Strategies That Work



B211

This session will provide concrete, hands-on, research-based strategies for helping English learners improve their narrative, informational, and analytical/argumentative writing to meet the Common Core State Standards. These include a Faces Vocabulary Chart for emotion words, a text-structures activity, color-coding for summary, evidence, commentary, and image grammar for sentence fluency.

Chair: Carol Booth Olson, UC Irvine Writing Project
Presenters: Tina Matuchniak, University of California, Irvine, "Why Prioritize Narrative Writing for ELs? Strategies to Build Vocabulary for Emotions and Teach Dialogue and Interior Monologue"
Todd Huck, Santa Ana College, "Teaching Think-Alouds, Text Structures, and Transition Words for Informatinal Writing"

Catherine D'Aoust, Saddleback Valley Unified School District, Carlsbad, CA, "Strategies for Deconstructing Analytical/Argument Prompts, Using Reporting Verbs, Revising Academic Essays, and Building Sentence Fluency"

L.40 Advocacy in Church and Community: LGBTQ YA Literature Moving beyond Anti-Fundamentalism To Communities of Spiritual Support



B213

Sponsored by the Genders and Sexualities Equality Alliance

Adolescent novels will be discussed in terms of their welcoming presentation of religion, spirituality, and community using a frame of

queer theory and critical literacy. Further, the struggles of devout, fundamentalist-reared teens upon abandoning formal religion will be explored, along with underlying messages and questions of these choices.

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

Presenters: Lisa Hazlett, University of South Dakota, Vermillion

Ann Marie Smith, University of Texas of the Permian Basin, Odessa

L.41 Why Learn a Poem? Memorization and Recitation in Poetry Teaching



B214

Drawing on research and practice in the United Kingdom and the United States, this panel will present fresh thinking about how poetry memorization and recitation might foster understanding and appreciation of poetry, instantiating a kind of knowledge whose educational value might be of equal value and complementary to that gained through analytical processes.

Presenters: Julie Blake, University of Cambridge, England

Stephen Young, Poetry Foundation, Chicago, IL

David Whitley, University of Cambridge, England

L.42 Talking with Readers: Strategic and Retrospective Conversations



B215

Three roundtables will share how talking with readers help them learn about and value their reading processes and engage in powerful dialogues around social justice issues.

Chair: Bobbie Kabuto, Queens College of the City of New York

Roundtable 1: Strategic Conversations with Novice Readers: Teaching for Advocacy and Equity

Jacqueline Darvin, Queens College of the City of New York

Roundtable 2: Nurturing Retrospective Conversations between Elementary Teachers and Young Readers

Yang Wang, University of South Carolina, Columbia

Roundtable 3: Strategic Conversations with Novice Readers: Teaching for Advocacy and Equity

Denise Yee-Vignola, Hofstra University, Hempstead, NY

L.43 Teacher Innovation Networks: Developing Digital Pedagogies and Shared Practice



B216

This session explores how teacher and district leaders can work together to inspire innovative pedagogies in the ELA classroom. Four teacher leaders and one district administrator share a project in which teachers engage in action research and social networking to challenge and grow their classroom practice.

Presenters: Lucy Clerkin, Waltham Public Schools, MA

Liz Homan, Waltham Public Schools, MA

Alex Corey, Waltham Public Schools, MA

Peggy Keohane, Waltham Public Schools, MA

Brian Campbell, Waltham Public Schools, MA

L.44 School-University Dialogues (Re)Examined and (Re)Imagined: Teaching Writing and College Readiness



B302

In this roundtable session, a team of university writing instructors and high school teachers will share their work as part of the School-University Dialogues initiative, a cross-institutional research team that explores issues in teaching student writers and developing college readiness.

Co-Chairs: Alecia Magnifico, University of New Hampshire, Durham

Christina Ortmeier-Hooper, University of New Hampshire, Durham

Roundtable 1: Kimberly Beidleman, Prospect Mountain High School, Alton, NH

Roundtable 2: Cathy Fraser, Prospect Mountain High School, Alton, NH

Roundtable 3: Noreen Hyde, Exeter High School, NH

Roundtable 4: Scott Lasley, University of New Hampshire, Durham

Roundtable 5: Elaine Miskinis, Exeter High School, NH

Roundtable 6: Laura Smith, University of New Hampshire, Durham

Roundtable 7: Michelle Spiller, Prospect Mountain High School, Alton, NH

Roundtable 8: Melinda White, University of New Hampshire, Durham

Roundtable 9: Leah Williams, University of New Hampshire, Durham

Respondent: Bonnie Sunstein, University of Iowa, Iowa City

L.45 This American [Teaching] Life: Grappling with Difference in Four Acts



B306

We offer specific strategies for teaching contemporary students about the relationship between attending to difference and learning to write.

Presenters: Shelley Manis, University of Michigan, Ann Arbor, “Living Newspapers as Public Writing”
Bobbi Olson, Grand View University, Des Moines, IA “How Multilingual Approaches to Composition Pedagogy Benefit All Writing Students”
Lesley Bartlett, Auburn University, AL “Performing Inclusive Pedagogies: Valuing Difference in the Writing Classroom”
Lupe Linares, Ball State University, IN, “Not Objects, but Persons: Using Chicana Feminist Theory to Explore Differences among First-Generation College Students”

L.46 Learning from the Voices of Bilingual Students across K-University Contexts



B311

Sponsored by the College Section Steering Committee

This panel examines bilingual learning from theories that challenge monolingual assumptions about language learning and literacy. The four speakers each contest the monolingual ideology that believes two languages should be strictly separated for instructional purposes with the ultimate goal being that students become “balanced bilinguals” with equal competencies in both. Each of the panelists points out that in theory and classroom practice, monolingual approaches result in missed opportunities for engaging the dynamic translanguaging repertoires of students in ways that facilitate metalinguistic awareness.

Chair: Steven Alvarez, University of Kentucky, Lexington
Presenters: Rachel Bloom, University of Dayton, OH, “Professional and Public Implications of Translingual Rhetoric”
Joanna Wong, California State University, Monterey Bay, “The Relationship of Teacher Expectations and Writing Development: A Case Study of Fourth-Grade Emergent Bilingual Students”
Lance Langdon, University of California, Irvine, “Workers and Students Unite: Unseen Labor in/of Translation”

Nelson Flores, University of Pennsylvania, Philadelphia, “Translating Translanguaging into Common Core-Aligned Instruction”

L.47 Promoting Student Voices through Talk: The Practice of Socratic Circles



B312

Advocate for student voice and impact student learning through Socratic circles. Experience the process through a classroom demonstration model. View video snippets of students from various grade levels participating in Socratic circles and take away practical examples and strategies for selecting texts for Socratic circles to use with your students.

Chair: Christian Goering, University of Arkansas, Fayetteville
Presenters: Shawn Quinlan, Bentonville High School, AK
Tracy Kincy, Bentonville Public Schools, AK
Holly Howard, Bentonville High School, AK

L.48 Global Collective Memory: Challenging Traditional Interpretive Paradigms



B316

From Yeats and Beer Goggles to global travel narratives and YA Literature, this session features a thoughtful discussion of the impact of collective memory on literary study.

Presenters: Annmarie Sheahan, University of New Mexico, Albuquerque, “Bringing Marginalized Stories into the Mainstream: Using YA Literature to Re-Evaluate the Other”
John White, University of North Florida, Jacksonville, “William Butler Yeats and Beer Goggles: Cultural Relevance, the New Literacy Studies, and Challenging Traditional Interpretive Paradigms”
Joshua Cracraft, Primary Source, Watertown, MA, “Reading and Writing Global Travel Narratives: Exploring Self, Nation, and World”
Jennifer Arias, Adlai E. Stevenson High School, Lincolnshire, IL, “Collective Memory in Literature: Advocating for Social Justice”

L.49 The Power of Image to Inspire and Empower Student Advocacy



B403

Join teachers, illustrators, and authors as we demonstrate how images and books on social change, civil rights, and personal struggles can be paired and used in your

classrooms to empower student learners and engage them as social advocates while making learning more meaningful, more powerful, and more fun.

Presenters: Rachel Swaby, Random House Children's Books

Richard Michelson, Random House Children's Books
Mike Jung, Scholastic

Meryl Jaffe, Johns Hopkins University Center for Talented Youth, Baltimore, MD

Talia Hurwich, NYU Steinhardt, New York City

L.50 "The Fox and the Hedgehog": Focusing on What Is Important in the English Classroom



B405

Teachers are bombarded with the latest instructional technologies, strategies, and resources, but is it possible to simplify literacy education and maintain rigor? Learn how four educators simplify and strengthen literacy instruction in their schools and how you can advocate for a more simplified approach to literacy education in your classroom.

Presenters: Lyndsay Bakum, Stafford County Public Schools, VA

Amy Smith, Stafford County Public Schools, VA
Eric Herod, Alexandria City Public Schools, VA
Sarah Crain, Stafford County Public Schools, VA

L.51 Read What Matters to Write What Matters: Emphasizing Students' Choice



B408

Four high school teachers offer practical ways to cherish students' reading choices within imposed curricula. In this interactive session, we advocate making independent reading and writing meaningful through conversations and technology. With attendees, we'll craft a digital reading community, as we do with students. Participants will leave with personalized reading recommendations.

Presenters: Lisa York, Gwinnett County Public Schools, GA, "Finding Words of Wonder with Reading and Technology"

Julie York, Thomas Worthington High School, OH, "When I Fawned Over Billy Collins"

Angela Dean, Madison County High School, GA
"Making Choice Reading Available for All Students"

Kevin Schneider, University of Georgia/Mountain View High School, GA, "Chatting and Posting about Young-Adult Books"

Respondent: Tom Romano, Miami University, Oxford, OH

L.52 Agents of Change: How Interdisciplinary Literacy Learning Can Motivate, Inspire, and Engage



B409

In this session you will explore an in-depth interdisciplinary project as well as a school-wide approach to literacy integration. Through both presentations participants will gain concrete strategies and ideas to use in their own classrooms as well as suggestions for how to foster collaboration with their colleagues and community.

Presenters: Raina Burditt, St. George's Independent School, Memphis, TN, "Interdisciplinary Project: A Crime Scene Investigation"

Laura Mullen, Dover-Sherborn Regional Middle School, Sherborn, MA, "Agents of Change: Synergy between Middle Level Curriculum Leaders"

Ana Hurley, Dover-Sherborn Regional Middle School, Sherborn, MA, "Agents of Change: Synergy between Middle Level Curriculum Leaders"

L.53 Moving toward a Reflexive Advocacy



B404

Sponsored by the Georgia Council of Teachers of English

This presentation intends to show educators how to position themselves as advocates and, in turn, transfer the ability to learners. The interactive portion will show how to utilize this increased self-efficacy as the foundation for students' creation of liberatory poetic pieces, helping learners realize that poetry is very much alive. Finally, participants will have the opportunity to experience how poetry has the power to transform classroom climates into dynamic learning spaces for significant learning experiences by creating safe learning environments and responsible learning communities.

Chair: Kristy Girardeau, Arbor Station Elementary School, Douglasville, GA

Presenters: Marcus Key, Eastside Elementary School, Douglasville, GA

Steven Littles, Eastside Elementary School, Douglasville, GA

LM SESSIONS / 10:30 A.M.–1:15 P.M.**LM.01 The Future of Reading: Texts, Trends, and Technologies****B206**

As adolescents navigate various texts and technologies, their reading lives are becoming increasingly more complicated. This debate moves much past a simple “print versus digital” argument. In this “unconventional” session, teachers and researchers interested in the future of reading will share brief, engaging talks that will stimulate discussion among roundtable participants.

Co-Chairs: Troy Hicks, Central Michigan University, Mount Pleasant

Kristen Turner, Fordham University, New York, NY

Roundtable 1: Acknowledging and Cultivating Our Students’ Diverse MOs for Reading (and Our Own)

Kate Baker, Southern Regional High School, Manahawkin, NJ

Roundtable 2: Beyond the Page: Honoring Authentic Reading

William Bass, Parkway School District, Chesterfield, MO

Roundtable 3: Bridge the Department Divide to Meet the Literacy Demands of the Future

Erica Beaton, Cedar Springs High School, MI

Christopher Bronke, Downers Grove North High School, IL

Roundtable 4: Connected Reading in and beyond the Classroom

Julie Coiro, University of Rhode Island, Kingston

Roundtable 5: Critical Media Literacy in the Context of Ambiguous Online Textual Spaces

Elizabeth Dobler, Emporia State University, KS

Roundtable 6: e-Textbooks as Learning Tools: Challenges and Affordances

Renee Hobbs, University of Rhode Island, Kingston

Sara Kajder, University of Georgia, Athens

Roundtable 7: Let Them Read: Cultivating a Reading Community

Paul Morsink, Oakland University, Rochester, MI

Roundtable 8: Minecraft, Manga, and Wikipedia: The Reading Lives of Adolescents on the Autism Spectrum

Ian O’Byrne, College of Charleston, SC

Roundtable 9: Negotiating Multiple Perspectives while Reading Online

Heather Rocco, School District of the Chathams, NJ

Roundtable 10: Reading the Implicit

Robert Rozema, Grand Valley State University, Allendale, MI

Roundtable 11: Researching and Reading: Shifting through Information Overload

Jordan Schugar, West Chester University, PA

Roundtable 12: Screencasting the Reading Process

Dave Stuart, Cedar Springs Public Schools, MI

Roundtable 13: The Social Side of Reading

Brian Sztabnik, Miller Place High School, Miller Place, NY

SUNDAY AFTERNOON EVENTS

11:30 A.M.–1:30 P.M.

Conference on English Leadership Luncheon

A412

Presiding: Rebecca Sipe, Eastern Michigan University, Ypsilanti, Michigan
Conference on English Leadership Chair

Speaker Introduction: Tracy Recine, Pascack Valley High School, Hinsdale, New Jersey

Speaker: Mignon Fogarty

MIGNON FOGARTY created the *Grammar Girl* podcast and website and founded the Quick and Dirty Tips network. The podcast has won multiple Best Education Podcast Awards, and the site has been named multiple times to Writer's Digest's list of the 101 Best Websites for Writers. Fogarty is the author of *Grammar Girl's Quick and Dirty Tips for Better Writing* and six other books on writing. She is often sought by the media regarding language issues, including appearances on the *Oprah Winfrey Show* and *TODAY* and features in multiple print sources. She hates the phrase "grammar Nazi" and loves the word "kerfuffle."



Mignon Fogarty

CEL Kent Williamson Exemplary Leader Award Presentation

Presenter: Heather Rocco, School District of the Chathams, New Jersey

2016 Award Recipient: Carol Jago, University of California, Los Angeles

CEL Innovative Leadership Award Presentation

Presenter: Heather Rocco, School District of the Chathams, New Jersey

2016 Award Recipient: Kristen Hawley Turner, Fordham University, New York

English Leadership Quarterly Best Article Award Presentation

Presenter: Oona Abrams, Chatham High School, Chatham, New Jersey

2016 Award Recipient: Christina Saidy, Arizona State University, for "Moving from Them to Us: Making New Arguments about Teaching and Learning via Teacher Inquiry" (Vol. 38, No. 2, October 2015)

2016 Honorable Mentions: Chris Drew, Indiana State University, for "An Argument Worth Having: Championing Creative Writing in the Disciplines" (Vol. 38, No. 2, October 2015)

Nicole Sieben, SUNY College at Old Westbury, and Gordon Hultberg, Christian School, Salt Lake City, for "Collaboration Fosters Hope" (Vol. 37, No. 4, April 2015)

Conference on English Leadership Annual Convention

The CEL Annual Convention immediately follows the luncheon. Attendees network over breakfast, lunch, and social gatherings. It is the perfect place to hone collaborative leadership skills. All convention activities begin Sunday, November 20, at 1:30 p.m., and continue through Tuesday, November 22, at 1:00 p.m. Session titles and keynote speakers are available on the CEL Website. Registration for the Convention is available at NCTE Annual Convention registration or prior to the Opening Session in Room A411.



M SESSIONS / NOON-1:15 P.M.

FEATURED SESSION

M.01 Don't Like It? Change It.

G

A302

A “dirty dozen” of seasoned teachers discuss how they are changing their instruction, classroom, school, and state. Listen to what they are doing. Consider developing a plan of your own.

Chair: Lawrence Baines, University of Oklahoma, Norman

Roundtable 1: The Pen Is Mightier Than the Board

Lawrence Baines, University of Oklahoma, Norman

Roundtable 2: Heads in the Clouds, Feet on the Ground

Adrian Dennis, Grove City High School, OH

Roundtable 3: Critical Literacy for Advocacy

Jennifer Dorsey, East Central University,
Edwardsville, IL

Roundtable 4: How to Increase Advocacy in Three Steps

Josh Flores, Oklahoma State University, Stillwater

Roundtable 5: Solutions through Action Research

Crag Hill, University of Oklahoma, Norman

Roundtable 6: Teachers as Culture Makers

Julianna Kershen, University of Oklahoma, Norman

Roundtable 7: What Is in a Grade?

Anthony Kunkel, University of Oklahoma, Norman

Roundtable 8: Misconstruing Effective Practice

Brook Meiller, Norman Public Schools, OK

Roundtable 9: You Probably Will Not Sit in That Seat Tomorrow

Mathew Mullan, Washington Local Schools,
Toledo OH

Roundtable 10: Language as Cultural Capital

Aimee Myers, University of Oklahoma, Norman

Roundtable 11: Form and Meaning with English Learners

Gul Nahar, University of Oklahoma, Norman

Roundtable 12: Using Your Teacher Voice

Shelbie Witte, Oklahoma State University,
Stillwater

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

M.02 Using Multiple Mediums to Teach Advocacy through Storytelling

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B209

This session is an examination of how biography told through a variety of media is developed to capture an audience, resulting in true advocacy for students and educators and leading to action in schools and communities. Curricula will be explored and developed with a documentary filmmaker, a classroom educator, and partners from the 826National network.

Mentor: Kait Steele, 826 National, San Francisco, CA

Presenters: Kirsten Kelly, Spargel Productions, Brooklyn, NY

Amanda Lichtenstein, Break Arts, Chicago, IL

Maria A. Rivera, Chicago Public Schools, IL;

Dominican University, Chicago, IL

M.03 Don't Sweat the Tough Stuff: Advocating for Difficult/Controversial Topics in Children's Literature

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LGBTQ

B214

This panel explores several of the most difficult/controversial topics included in literature written for children and adolescents (historical traumas, LGBTQI issues, and matters related to race). After short discussions about each area, the panel will help teachers reflect on sharing this literature appropriately. Audience members will also share their ideas.

Chair: Ann Neely, Vanderbilt University, Nashville, TN

Presenters: Ali Gaynor, Vanderbilt University, Nashville, TN
Bernardo Guzman, Vanderbilt University, Nashville, TN
Mary-Lloyd Heller, Vanderbilt University, Nashville, TN
Magana Kabugi, Vanderbilt University Nashville, TN
Suzannah Sitterle, Vanderbilt University, Nashville, TN
Hope Winburn, Vanderbilt University, Nashville, TN

M.04 Inclusive Muslim Literature and Resources for the Classroom

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B404

G. Willow Wilson, best known for her work on *Ms. Marvel*, Kamala Khan, a Muslim superhero from Jersey City, and Rukhsana Khan, an award-winning author of picture books and novels, share Muslim literature and resources appropriate for creating a diverse and inclusive classroom.

Presenters: Rukhsana Khan, Greenwood Books
Fred Horler, House of Anasi Press
Aisha Saeed, Nancy Paulsen Books
G. Willow Wilson, Marvel Comics

M.05 Affirming the Digital and Media Literacy Practices of Special Needs Students: Advocating for Learning Differences in General Education English Classrooms

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WL

A403

A sociocultural approach to literacy enables English educators to better understand and encourage the skills of students with learning differences. This roundtable workshop and discussion will address strategies for incorporating the funds of knowledge of special-needs students of all ages into the traditional literacy classroom.

Chair: Mara Grayson, Teachers College, Columbia, New York, NY; Pace University, New York, NY

Roundtable 1: Hidden Cache: Reenvisioning the ADHD Learner's Untapped Literacy Resources

Rachel Golland, Teachers College, Columbia University, New York, NY

Roundtable 2: Multimodal Meaning-Making: Accommodating Learning Differences in Secondary and College English Classrooms

Mara Grayson, Teachers College, Columbia University, New York, NY; Pace University, New York, NY

M.08 Engaging Students in Literature through the Lens of Social Justice

S

A314

Children living in poverty may be more concerned with surviving day to day than learning about literature in the world around them. Presenters demonstrate how educators collaboratively use literature in ways that engage students in critically thinking about problems in their world and how they inspire students to create workable solutions.

Presenters: Cheryl Jamison, CSK Young Women's Leadership Academy, Fort Worth, TX
Marscida Kinlaw, CSK Young Women's Leadership Academy, Fort Worth, TX
Cameron Storey, CSK Young Women's Leadership Academy, Fort Worth, TX

M.09 Writing Strategies for Teaching Empathy through POV

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A310

Seeing the world from another's point of view is a key element of empathy—a necessary component of advocacy. In this interactive session, three authors and writing teachers will engage participants in a series of fun, hands-on, easily replicable POV writing activities designed to create an appreciation for others and their communities.

Tradebook Authors: Victoria Coe, GP Putnam's Sons/Penguin Books for Young Readers
Cheryl Lawton Malone, Albert Whitman & Company
Laura Shovan, Random/Lamb

M.10 Quick and Meaningful Interventions That Move Students toward Independence: Tools, Strategies, and Approaches to Intensify Instruction for Elementary, Middle, and High School Teachers

G

B405

This session will show elementary, middle, and high school teachers how to organize daily instruction to meet the needs of a wide range of students and use short, daily interventions to scaffold students' reading and writing. Presenters will address issues of time, importance of differentiation, choice, feedback, and negotiating goals.

Presenters: Gretchen Bernabei, Eleanor Kolitz Hebrew Language Academy, San Antonio, TX, "Not a Moment to Lose: High-Payoff Strategies and Practices for High School Classrooms"
Mary Howard, literacy author and consultant, "Sharpening Our Lens of Intervention Possibilities in the Elementary Grades Using a Powerful Toolbox of Quick Acceleration Approaches"
Laura Robb, Johnson Williams Middle School, Berryville, VA, "Interventions and Scaffolds That Work: Advocating for All Students in the Middle School Classroom"

M.11 Peacocking: Ways Coaches and Teachers Can Draw Attention and Advocate for Best Literacy Practices



B403

In this panel presentation, four Central Texas Writing Project teacher consultants will share “peacocking” stories of coaching elementary and secondary content area teachers. Session participants will discuss effective coaching strategies and collaborate on how coaches and teachers can advocate to colleagues and administrators about best literacy practices.

Presenters: Katrina Jansky, Texas State University, San Marcos, TX
Lynn Masterson, Texas State University, San Marcos
Amanda O’Daniel, Eanes Elementary, West Lake Hills, TX
Valerie Taylor, Westlake High School, Atlanta, GA

M.12 Teaching as a Political Act: The Faces of Advocacy



Rainbow

B210

What does it look like to promote advocacy among students? What does it mean to implement a literacy curriculum within a social justice framework? This presentation will share stories of teachers working through these questions and offering possibilities. The panel will weave together ideas and provide insight for moving forward.

Presenters: Steven Arenas, Alhambra High School, Phoenix, AZ
Barbara Flores, California State University, San Bernardino
Lorena German, The Khabele School, Austin, TX
April McNary, SunnySlope High School, Phoenix, AZ
Sandra L. Osorio, Illinois State University, Normal

M.13 Responding to the Call: Affirming #BlackLivesMatter in New York’s High School English and History Classrooms



Rainbow

A312

In response to NCTE’s statement in support of the #BlackLivesMatter Movement, our presentation will identify and discuss ways in which teachers can create safe spaces in their classrooms where students can grapple with issues of racial oppression in a way that empowers them toward social justice.

Presenters: Kelsey Darity, Teachers College, Columbia University, New York, NY, “Bringing Literacy into the Social Studies Classroom to Address #BlackLivesMatter”

Kelly DeLuca, Teachers College, Columbia University, New York, NY, “Rethinking English Classrooms to Address #BlackLivesMatter”

M.14 Oral and Silent Reading in Middle and High School Classes: Multiple Perspectives



B203

A recent study of English language arts classes in middle and high schools found that students spent 80 percent of class time listening to or following along in oral reading and 20 percent in silent reading. A panel of long-time educators will reflect on consequences of and alternatives to this pattern in light of current literacy demands.

Presenters: Richard Allington, University of Tennessee, Knoxville, “Where Has All the Reading Ability Gone?”

Donna Alvermann, University of Georgia, Athens, “Preservice Teachers’ Views of Oral and Silent Reading Practices”

Yetta M. Goodman, University of Arizona, Tucson, “Silent and Oral Reading Differences and Similarities: Evidence from Miscue Analysis”

Elfrieda Hiebert, TextProject, Santa Cruz, CA “Are Students Really Learning during Silent Reading?”

Katie Mahany, University of Georgia, Athens, “Preservice Teachers’ Views of Oral and Silent Reading Practices”

Rachel Sanders, University of Georgia, Athens, “Preservice Teachers’ Views of Oral and Silent Reading Practices”

Patrick Shannon, Penn State University, University Park, “What Is Text? What Is Reading?”

M.15 Close Reading for Relationships



B205

This classroom demonstration will model how to read texts as ongoing interpersonal interactions. Close Reading for Relationships draws on our experiences interacting in the world; as you read alongside others, consider how close reading can bring life and literature closer together, for both you and your students.

Presenters: Don Bialostosky, University of Pittsburgh, PA
Emily Wender, Indiana University of Pennsylvania, IN

M.16 **Lights! Camera! Advocacy!**
Teachers and Young Learners
Co-Create Stories That Matter

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B207

A panel of multigrade teachers will share their shift from using films as texts that were viewed, discussed, and analyzed to co-creating films as a form of storytelling with their students. Doing so repositioned students as filmmakers and advocates of their own voices/stories. Step-by-step processes, resources, and films will be shared.

Presenters: Stephanie Calhoun, Georgia State University, Atlanta
 Hector Gutierrez, Georgia State University, Atlanta
 Laura Meyers, Georgia State University, Atlanta

M.17 **Advocating for Transformation:**
Reimagining Reading and
Relationships in the English
Language Arts Classroom

TE

B311

The neoliberal assault on education has narrowed what it means to do English language arts (ELA) and be ELA teachers. The presenters in this panel advocate for transforming the ELA classroom by reimagining two key relationships in the ELA classroom: the relationship between student and text and between teacher and student.

Presenters: Scott Jarvie, Michigan State University, East Lansing
 Kati Macaluso, Michigan State University, East Lansing
 Cori McKenzie, Michigan State University, East Lansing
Respondent: Amanda Haertling Thein, University of Iowa, Iowa City

M.18 **“You Oughta Be in Pictures”:**
The Importance of Representation
in Media and Social Justice
Advocacy

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LGBTQ

B202

This session explores the connections between feature film, graphic novels, and social justice advocacy.

Presenters: Amanda Hughes, Colchester High School, Colchester, VT
 Erin Smith, Alvin C. York Institute, Jamestown, TN

M.19 **Advocating for Ourselves:**
Constructing Faculty Identities
after Graduate School

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A406

Using scenarios that reflect identity construction in the primary categories of our profession (teaching, research, service, and administration), this roundtable will invite participants to develop an action plan for full-time and adjunct faculty and administrators in writing studies to advocate for more effective preparation and support for the realities of the work world.

Co-Chairs: Xuezi Zhang, University of Florida, Gainesville
 Buyi Wang, University of Florida, Gainesville

Roundtable 1: Advocating for Ourselves: Constructing Faculty Identities after Graduate School

Julliette Kitchens, Nova Southeastern University, Fort Lauderdale, FL

Roundtable 2: Advocating for Ourselves: Constructing Faculty Identities after Graduate School

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL

Roundtable 3: Advocating for Ourselves: Constructing Faculty Identities after Graduate School

Molly Scanlon, Nova Southeastern University, Fort Lauderdale, FL

M.20 **Classic Compassion: Advocating for**
Student Empathy through Classical
Protest Literature

S

B316

This session features panelists' discussions of encouraging student empathy through an exploration of classic protest texts such as Swift's "A Modest Proposal," and neuroscience.

Presenters: Kristina Aste-Mayer, Danvers High School, Danvers, MA, "Atticus, an Advocate: Developing Rhetorical Analysis Skills through *To Kill a Mockingbird*"
 Kathleen Crosby, University of North Carolina at Chapel Hill, "Examining Empathy through the Lens of Literature and Neuroscience"

M.21 Get Writing! A Hands-On Workshop Celebrating the Transformative Power of Writing Communities for Teachers

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B314

Writing with students transforms instruction. We'll advocate for teachers to engage in the writing process with a virtual community in order to better support student writers. Then veteran authors will lead a hands-on writing workshop where they share fun and inspiring mini-lessons and prompts. Come write with us!

Co-chairs: Kate Messner, Chronicle/Bloomsbury/Scholastic

Jennifer Vincent, Mundelein School District 75, Mundelein, IL

Respondents: Mike Jung, Scholastic

Jo Knowles, Candlewick Press

Kekla Magoon, Bloomsbury

Ammi-Joan Paquette, Penguin/Philomel

Tradebook Authors: Gae Polisner, St. Martin's Griffin NYC

Karen Romano Young, Chronicle Books

M.23 Advocating for "Glocal" Citizenship in K-16 English Classrooms

S

Rainbow A301

Sponsored by the NCTE Standing Committee on Global Citizenship

Students need literacy skills that prepare them to succeed not only in college and careers, but also in public life as engaged citizens. How can English classrooms help students wrestle with local and global civic issues? This session offers strategies to help K-16 educators combine literacy with "glocal" civic awareness.

Chair and Respondent: Alfredo Luján, Monte del Sol Charter School, Santa Fe, NM

Speakers: Sara Fuller, Cuyahoga Community College, Cleveland, OH

Valerie Kinloch, The Ohio State University, Columbus

Roundtable 1: Nurturing Community Activists in South Africa and Texas: Examining Students' Inquiries and Action Plans

Lori Assaf, Texas State University, San Marcos

Roundtable 2: Using Texts about Refugees and Displaced People to Encourage K-12 Advocacy

Seemi Aziz-Raina, University of Arizona, Tucson

Roundtable 3: Creating Oral Histories by Fostering Digital Technological Literacies in Jamaica

Tanja Burkhard, The Ohio State University, Columbus

Roundtable 4: Developing Globally Minded Literature Units: Integrating Reading and Writing with Middle Grade English Learners

Erika Chody, Texas State University, San Marcos

Roundtable 5: Leveraging Intergenerational Relationships and Multimodality for Social Action

Danielle Fillipiak, Teachers College, Columbia University, New York, NY

Roundtable 6: Using Nonfiction Books as Anchor Texts to Promote Global Awareness within Secondary and College Classrooms

Sara Fuller, Cuyahoga Community College, Cleveland, OH

Roundtable 7: Reader Responsibility, Global Literature, and Preservice Teachers: Understanding and Using Global Texts as Tools for Advocacy

Holly Johnson, University of Cincinnati, OH

Roundtable 8: Inspiring Civic Engagement in the English Classroom through Youth Participatory Action Research

Nicole Mirra, University of Texas, El Paso

Roundtable 9: Creating Oral Histories by Fostering Digital Technological Literacies in Jamaica

Carlotta Penn, The Ohio State University, Columbus

Roundtable 10: Using Picturebooks in K-8 Classrooms for Global Advocacy

Rene Rodriguez, Pennsylvania State University, University Park

Vivian Yenika-Agbaw, Pennsylvania State University, University Park

M.24 Highly Illustrated Fiction: Huge Kid Appeal, but How Do They Support Our Developing Readers?

E

A303

Highly illustrated fiction is packed with kid appeal, but how do pictures support and engage readers as they make meaning from stories? Author-illustrators Maggie Stiefvater, Nick Bruel, and Abby Hanlon talk about their approaches in this genre.

Presenter: Mary Ann Scheuer, Berkeley Unified School District, Berkeley, CA

Tradebook Authors: Nick Bruel, Macmillan Children's Publishing Group

Abby Hanlon, Penguin Random House

Maggie Stiefvater, Scholastic

M.26 **Inventorying Hip-Hop and Designing Mobile Apps in Secondary English: Examining Youth Civic Learning, Actions, and Advocacy in a Common Core Era**

S

TE

Rainbow

A313

We examine how Black youth and other youth of color in a secondary English classroom, through a youth-designed mobile app, evoke new meanings of advocacy as they investigate literacy practices across a sanctioned, Common Core State Standards curriculum, and their creative and artistic practices affiliated with hip-hop in and out of school.

Presenters: Matthew Deroo, Michigan State University, East Lansing
Vaughn Watson, Michigan State University, East Lansing

M.27 **Advocating for Struggling Writers: Students and Teachers**

E

M

A315

All writers struggle. How does one teacher help students with different needs in one classroom? Getting words on paper, adding details, developing voice, and remembering what structure goes with which genre are some challenges. Together, we'll discuss, experience, and demonstrate strategies with notebooks and technology to address these concerns.

Presenters: Courtney Atkins, Forsyth County Schools, Cumming, GA
Courtney Bean, Forsyth County Schools Cumming, GA
Aimee Buckner, Stenhouse Publishers
Karen Haag, LikeToRead.com, Charlotte, NC

M.28 **Straight Outta History: Literature, Primary Sources, and the Digital Public Library of America**

S

A316

In this session, educators from the Digital Public Library of America's Primary Source Sets project will share strategies for building primary sources into literature instruction in grades 6-14, while guiding participants through a demonstration of new, high-quality, open educational resources online.

Presenters: Franky Abbott, Digital Public Library of America, Boston, MA
Susan Ketcham, East Central High School, St. Leon, IN
Melissa Strong, Community College of Philadelphia, PA

M.29 **Content Literacy: Building Knowledge and Taking Action**

E

M

A401

Knowledge is the currency that leads to participation, contribution, and success in the world. Students need to develop a strategic spirit, a sense of agency, and creative confidence that drives learning and understanding. This session will share classroom practices that build interdisciplinary knowledge, understanding, and advocacy.

Presenters: Anne Gloudvis, Public Education & Business Coalition, Denver, CO
Stephanie Harvey, Stephanie Harvey Consulting, Denver, CO

M.30 **Queer Pedagogy, Queer Literacy, Queer Assessment**

C

E

LGBTQ

Rainbow

A404

Presenters will share strategies that can be used to deepen understanding of sexual identities and disrupt ways in which schools and teachers reinforce hegemonic notions of gender, as well as learn how to advocate for queer youth and create safe spaces for all students' identities.

Chair: Danielle Lee, St. John's University, New York, NY
Roundtable 1: Are You a Lesbian Yet? Sexual Identities Narratives at a Women's Institution
Brenda Abbott, Bay Path University, Longmeadow, MA
Roundtable 2: Beyond Essays: A Queer Assessment Framework for the Study of Gay Men's English
David Giovagnoli, Illinois State University, Normal
Roundtable 3: Queering Normalcy in the Canon: A Content Analysis of Four Texts
Mary Quantz, University of Colorado Boulder

M SESSIONS / NOON–1:15 P.M.

M.31 Leave Your Classroom: The Anti-PD PD

G

A405

Often professional development focuses on the “business” of school. Our department envisioned development that wasn’t quite so professional. Teachers nourished themselves by attending events, visiting museums, reading books, and writing. This roundtable session will discuss our learning, offer ideas for future DIY PD sessions, and gather suggestions for the future.

Chair: Jennifer Isgitt, Fossil Ridge High School, Keller TX

Roundtable 1: Vicki Larson, Keller Independent School District, TX

Roundtable 2: Tracy Rankin, Keller Independent School District, TX

Roundtable 3: Betsy Roche, Fossil Ridge High School, TX

Roundtable 4: Rebecca Smith, Keller Independent School District, TX

M.32 Pens and Power: Essay Grading in the Age of Surveillance and Snagit

S

B201

Participants in this session will explore issues and strategies related to essay grading using electronic plagiarism detection and a variety of free classroom apps.

Presenters: Roland Nipps, Mid-Pacific Institute, Honolulu, HI, “Grading Essays in the Age of Surveillance: An Alternative to Plagiarism Detection Services”

Neil Witikko, College of St. Scholastica, Duluth, MN, “Put the Red Pen Away: Providing Feedback for Writers in a Digital Age”

M.33 Faces of Advocacy in a Restorative English Education

E

M

S

TE

Rainbow

B204

Panelists—educators, practitioners, and scholars—share data from their work on intersections of literature, religion, identity, and justice to address the role of writing in the lives of Black Muslim girls, the practice of self-care through yoga and literature, and the intersections of restorative justice and the teaching of English.

Chair: Maisha Winn, University of Wisconsin, Madison, “Faces of Advocacy in a Restorative English Education”

Presenters: Hannah Graham, University of Wisconsin, Madison, “To Practice Justice: Teaching English in the Age of Incarceration”

Gholnecsar E. Muhammad, Georgia State University, Atlanta, “Reading and Writing for Social Change: Exploring the Role of Literacy in the Lives of Muslim Girls”

Chelsea Jackson Roberts, Red Clay Yoga, “Developing Critical Inner Literacy: Reading the Body, the Word, and the World”

Maisha Winn, University of Wisconsin, Madison, “To Practice Justice: Teaching English in the Age of Incarceration”

M.34 Cultures, Identity, Agency, and Wobble: Advocacy through Dialogue

S

LGBTQ B211

This session unpacks advocacy through lenses of identity and agency. In particular, we examine the ways possibilities for advocacy and identity construction arise from moments of wobble. Offering profiles of a transgendered youth and a teacher-advocate of un(der)documented students, panelists facilitate discussion of questions, concerns, and revelations these profiles raise.

Presenters: Jennifer Clifton, University of Texas at El Paso
Bob Fecho, Teachers College, Columbia University, New York, NY

M.36 Forging New Ground: Developing and Implementing Literacy-Rich Tasks through a Science and ELA Collaboration

M

TE

B218

Writing across the Curriculum involves practices associated with the literacy competencies of students (Kinneavy 13). This session highlights the ways content area teachers can select literacy strategies with the collaboration of their ELA teachers to incorporate into their content area classrooms through the use of student work samples and task demonstrations.

Co-chairs: Vanessa Dodo Seriki, Loyola University Maryland, MD, "Literacy Strategies in Action: Completing Tasks in the Science Classroom"
Kimberly Stormer, Missouri State University, Springfield, "Content Area Literacy: Mentoring First-Year Action Research"

Presenters: Zachary Lisanby, Murray State University, Murray, KY, "ELA and Science Collaboration: A Tale of Interdisciplinary Work"
Garris Stroud, Murray State University, Murray, KY, "ELA and Science Collaboration: A Tale of Interdisciplinary Work"

M.37 Secondary Methods under Siege: Reclaiming and Revisiting Methods Courses

C

TE



B302

With the increase of corporate funding to "advance" testing outcomes, edTPA as "intervention" has staked its claim as a remedy. Preservice methods courses absorb the brunt of responsibility for preparing preservice teachers to pass the edTPA. Now more than ever, revisiting how to reclaim our teacher preparation courses is a moral imperative.

Chair: Alison Dover, California State University, Fullerton

Presenters and Roundtable Leaders: Todd DeStigter, University of Illinois at Chicago
Julie Gorlewski, Virginia Commonwealth University, Richmond
Judson Laughter, University of Tennessee, Knoxville
sj Miller, Metro Center, New York University

M.38 Freedom to Teach: Educators as Their Own Best Advocates in Censorship

S

B305

Two teachers evaluate their censorship experiences to help teachers advocate for themselves in their classrooms and communities. Presented as a case study, Risha Mullins (who lost her case) and James Leggett (who won his) come together to reflect critically and provide resources to help teachers advocate for themselves in situations of censorship.

Presenters: James Leggett, Venice High School, Los Angeles, CA
Risha Mullins, Minot Public Schools, Minot, ND

M.39 Metaphor as Healing: Exploring Contemporary Events and the Fundamentals of Human Experience

G

Rainbow

B306

This panel discusses the uses of metaphor through exploring current events, artistic expression, cognitive play, and language as a codifier of experiences. The presenters discuss their classroom experiences in engaging students through various classroom assignments. At the presentation's heart are questions about how students learn and how we teach language.

Chair: Tom Spencer-Walters, California State University, Northridge

Respondent: Tom Spencer-Walters, California State University, Northridge

Presenters: Dale Allender, California State University, Sacramento, "The Graffiti Board Is the Truth"
Hoke Glover, Bowie State University, Bowie, MD, "Image to Abstraction: Mapping Cognitive, Spoken, and Written Metaphors"
Renee Moreno, California State University Northridge, "It's Trauma Because It's Such a Traumatized Society: Using Writing and Metaphor to Heal Trauma"
Valerie Sweeney Prince, Allegheny College, Meadville, PA, "Making with Metaphor: Creating a Safe Space for Conceptual Risks"

M.40 Inquiring into the Inquiry of English: Rethinking English Education in the Age of Disciplinary Literacy

C

TE



B307

This presentation reviews new findings on the current landscape of English methods coursework and assesses why inquiry-based approaches to English are so rarely taught to new English teachers. Alternative models for preparing future English teachers are proposed.

Presenter: Brad Cawn, New Leaders, Chicago, IL

M.41 Storytelling and Advocacy: Empowering Our Students and Ourselves through Writing

M
S

B309

How can we help our students make text-to-self, text-to-text, and text-to-world connections in their reading and writing? Learn how three teachers use guiding questions, text sets, research, writing, and student-centered activities to engage classes in authentic inquiry projects and advocacy related to issues of social justice, equity, diversity, and self.

Chair: Rebecca Chatham, Har-Ber High School, Springdale, AR

Presenters: Beverly Ann Chin, University of Montana, Missoula, "Empowering Our Students through Reading and Writing on Behalf of Social Justice"
Tiffany Rehbein, East High School, Cheyenne, WY, "Reading and Writing Your Community: Student Advocacy in Authentic Inquiry Projects"
Sarah Ressler Wright, RB Hayes High School, Delaware, OH, "Teaching Students to Advocate for Themselves through Self-Promotional Activities"

M.42 Professional Development Partnerships as Opportunities for Advocacy in Rural School Districts

G

B310

Professional development partnerships provide opportunities for professional development providers and teachers to work together to enact change in classrooms and districts. This session offers lessons learned by a National Writing Project site in advocating for change in rural classrooms and examines our role as advocates for students, teachers, and schools.

Presenters: Sarah Hunt-Barron, University of South Carolina Upstate, Spartanburg, SC, "A Moving Target: Planning for Long-Term Professional Development Partnerships"
Rebecca Kaminski, Clemson University, Clemson, SC, "Finding a Good Match: Schools, Professional Development, and Funding"
Rachel Sanders, University of Georgia, Athens "Co-Teaching and Coaching: Models for Improving Engagement"
Leigh Unterspan, Upstate Writing Project, Clemson, SC, "Examining Our Roles: Professional Development and Advocacy"

M.43 Creating a Space for Social Justice and Hip-Hop in the Classroom

G
S

B315

CE
Rainbow

This panel provides several intriguing approaches to using hip-hop music and culture to teach students about language, literacy, and advocacy.

Presenters: NyRee Clayton-Taylor, University of Louisville/Louisville Writing Project, KY, "Hip-Hop into Learning: Vocabulary, Phonics, and Grammar on FLEEK!"
Autumn Lamphier, Dallas Independent School District, Dallas TX, "My Voice, My Space, My World: Creating a Classroom of Social Justice through Hip Hop and Poetry"
Biance Nightengale-Lee, University of Louisville/Louisville Writing Project, KY, "Hip-Hop into Learning: Vocabulary, Phonics, and Grammar on FLEEK!"

M.44 Advocating for Children's Literature in All Classrooms

E
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B401

TE
Rainbow

In our current political context, many educators and students are experiencing a severe loss of power in the curricular decisions that ultimately affect student learning. We see our role as researchers to represent the complexity of classroom life and to help educators regain control over their classroom curricula.

Presenters: Jeanne Gilliam Fain, Lipscomb University, Nashville, TN
Julia Lopez-Robertson, University of South Carolina, Columbia, SC
Janine Schall, University of Texas Rio Grande Valley

M.45 The Readers among Us: An Interactive Session for Readers

G

B407

What books have profoundly influenced you personally or professionally in the last year? We are talking about what you are reading, not necessarily what you are using in your classes. Come prepared to talk about what you've been reading and what you've been thinking about your reading. Come and talk with fellow readers. Leave with your own personal, annotated bibliography for 2016.

Presenters: Carol Jago, University of California, Los Angeles
Dawn Latta Kirby, Utah State University, Logan
Michael Moore, Georgia Southern University, Statesboro
Connie Ruzich, Robert Morris University, Township, PA

M.46 **Vampires, Wizards, and Love Stories, Oh My! If You Liked This, You'll Love That: Advocating for Readers' Choice and Independent Reading in the Classroom**

M
S

B408

Teachers will discuss proven ways by which they advocate for student choice reading in their classrooms. Topics include readers' choice in reading and ELA classrooms, creating independent readers within a common curriculum, building a love for reading in the postsecondary classroom, convincing your colleagues to "join the party," and more.

Chair: Mark Letcher, Lewis University, Romeoville, IL

Presenters: Kimberly Arroyo, Gavit Middle School, Hammond, IN

Kate Clark, Lake Central High School, St. John, IN

Janette Snelson, Lake Central High School, St. John, IN

Nick Trottier, Gavit Middle/High School, Hammond, IN

M.47 **Multilingualism in Literacy + Language Learning**

G

Rainbow B409

R

This session offers research on the varied linguistic perspectives and practices of English language learners. Ranging in demographics and languages, these four presentations offer a wide understanding of multilingual students.

Presenters: Melissa Blandford, Bishop's University, Sherbrooke, QC, Canada, "Translanguaging for Equity and Social Justice: Critical Literacy through English-French Literature-Based Dialogues and Reading Response Writing"

Joan Fingon, California State University, Los Angeles, "Creating Spaces for Emergent Bilinguals to Write: Effective Classroom Practices"

Sunny Man Chu Lau, Bishop's University, Sherbrooke, QC, Canada "Translanguaging for Equity and Social Justice: Critical Literacy through English-French Literature-Based Dialogues and Reading Response Writing"

Jie Park, Clark University, Worcester, MA, "'Let's Talk about It': Cultivating Powerful Literacies in Adolescent English Language Learners through Poetry Translation"

Katherine Silvester, Indiana University, Bloomington, "Documenting Community Literacies at the Interface of English Language Policy and Practice: An Ethnographic Perspective"

Sharon Ulanoff, California State University, Los Angeles

M.48 **Code of Conduct: A Guide for Responsive Discipline**

G

Rainbow B212

Teaching Tolerance presents Code of Conduct, a guide to support teachers and their colleagues as they critically examine their own codes of conduct. This classroom demonstration will help educators shift their behaviors to advocate for students' access to quality instruction, keeping students in school and out of the juvenile justice system.

Presenters: June Christian, Teaching Tolerance,

Montgomery, AL

Sara Wicht, Teaching Tolerance, Montgomery, AL

M.49 **Models of Advocacy: Social Activism in Children's Literature**

E

M

TE B213

Rainbow

This panel engages participants in an exploration of models of advocacy through an overview of theoretical frameworks and application to local, bilingual, and international social activism-themed children's literature. Participants will analyze words and images in text collections appropriate for K-8 children and discuss classroom practice; everyone will also receive a resource handout.

Chair: Sara Young, Worcester State University, Worcester, MA, "Models of Advocacy: Social Activism in Children's Literature"

Presenters: Tara Nappi, Commonwealth Academy, Alexandria, VA, "International Models of Advocacy in Global Children's Literature"

Sara Young, Worcester State University, Worcester, MA, "Models of Advocacy in Bilingual Children's Books"

N SESSIONS / 1:30-2:45 P.M.

N.01 Poetry Advocates: Sharing Our Passion for Poetry

G

B402

Sponsored by the Award for Excellence in Poetry for Children Committee

The NCTE Award for Excellence in Children's Poetry committee will present, perform, and direct audience participation while introducing the 2016 list of Notable Poetry Books and Novels in Verse. Resources for sharing and advocating for poetry will be part of this presentation.

Presenters: Trish Bandre, USD 305, Andover, KS
Lesley Colabucci, Millersville University, Millersville, PA
Laretta Henderson, University of Wisconsin-Milwaukee
Karen Hildebrand, Delaware City Schools, OH
Julie Larios, Perseus Books
Lisa Muller, Castle High School, Evansville, IN
Lisa Patrick, The Ohio State University, Columbus

N.02 Unlikely Partnership: A Professor and Probation Officer Advocating for and with "At-Risk" Youth

M

S

C

Rainbow

B403

This panel presentation will relate what happens when an English teacher turned college professor teams up with a juvenile probation officer to use relevant and varied texts and a strengths-based approach to prepare "court involved" youth with "moderate to high level offenses" to take control of their lives, rediscover their voices, and reengage with their communities in more positive and critical ways.

Presenters: Monique Cherry-McDaniel, Central State University, Wilberforce, OH
Marcus McDaniel, Montgomery County Juvenile Probation, Norristown, PA

N.03 Thinkers Who Thrive: Advocating for Student Independence as Readers and Writers

G

E

M

B405

We empower students through authentic classroom experiences that nudge self-advocacy. To develop students who "think," we must provide explicit instruction, modeling, feedback, and a safe environment necessary to cultivate skills and strategies that champion independent learners. In this session, participants will discover strategies designed to help readers and writers thrive.

Facilitator: Terry Thompson, Northeast ISD, San Antonio, TX

Presenters: Patrick Allen, Douglas County Schools, Douglasville, GA
Ruth Ayres, Wawasee School District, Syracuse, IN
Jennifer Vincent, Mundelein School District 75, Mundelein, IL

N.04 Using Virtual Reality in the Secondary ELA Class: The Pedagogical Power of Standards-Based Ed Tech Merging with Traditional, Canonical Literacy

G

B407

Using brain-based research to provide data-driven growth, educators are using virtual reality to blend traditional ELA academic objectives with innovative technology in order to deliver education that ignites student passion and delivers improved learning outcomes. Discover the power of VR to engage disengaged but capable students and produce revolutionary results.

Chair: Michael Cirelli, Urban Word, New York City, NY

Presenters: Adrian Schmotolocha, VR Learning Solutions, Thousand Oaks, CA
Alan Lawrence Sitomer, Disney Publishing Worldwide

N.05 The Voice: Using Rhetoric to Help Students Find Theirs and Become Self-Advocates

S

B408

By studying the rhetorical devices used in famous speeches and hip-hop lyrics, students can identify how others have used their voices to initiate change and how they too can find their voice, use rhetoric, and become self-advocates.

Presenters: Melissa Hirsch, Northrop High School, Fort Wayne, IN
Jaron Mann, North Side High School, Fort Worth, TX

N.06 Advocating for Out-of-School Literacies in Community Spaces

E

B217

TE

This session advocates for children to have power over their educations both in and out of school. It begins with two presentations and then invites attendees to participate in a critical discussion about recognizing and cultivating children's traditional and nontraditional literacy practices within the informal spaces of diverse, multilingual working-class neighborhoods.

Presenters: Denise Dávila, University of Nevada, Las Vegas
Jaye Thiel, University of Tennessee, Knoxville
Respondent: Stephanie Jones, University of Georgia, Athens

N.07 Free to Be You and Me: Creating Diverse Voices When Writing Prose

M

B309

This session demonstrates various means of encouraging, creating, and fostering diverse voices when writing illustrated and traditional prose. Panelists and participants will demonstrate the power and the fun of incorporating text, voice, and image while creating our very own diverse NCTE 2016 stories.

Presenters: Ben Hatke, Macmillan Children's Publishing Group
Jennifer Holm, Random House Children's Books
Talia Hurwich, New York University, New York City
Meryl Jaffe, Johns Hopkins University Center for Talented Youth, Baltimore, MD
Catherynne Valente, Tor, Macmillan

N.08 Ethics and Intersectionality: Bowling for Disruption through Competition and Saenz

S

LGBTQ

Rainbow A310

Participants in this session will learn how to conduct a high school ethics bowl and learn pragmatic ways to disrupt heteronormativity and homonormativity through intersectional readings, including Saenz's *Aristotle and Dante*.

Presenters: Ryan Schey, The Ohio State University, Columbus, "Diverse Reading Practices for LGBTQ Literature in Classrooms: Disrupting Heteronormativity and Homonormativity through an Intersectional Reading of Sáenz's *Aristotle and Dante*"

Luana Uluave, The Waterford School, Sandy, UT, "Ethics in Action: The National High School Ethics Bowl as a Site for Research, Writing, and Speaking"

N.10 edTPA and English Education: Advocating for Meaningful Assessment in Neoliberal Times

TE

CE

B305

Sponsored by the CEE Social Justice Commission

This panel will examine how the Teacher Performance Assessment high-stakes accountability mandate (i.e., edTPA) is impacting specific English education programs and the field overall. After presenting research, panelists will discuss how English teachers, teacher educators, and teacher candidates might work collectively to advocate for more socially just English education.

Co-chairs: Deborah Bieler, University of Delaware, Newark
Noah Asher Golden, Chapman University, Orange, CA
Presenters: Deborah Bieler, University of Delaware, Newark
Alison Dover, California State University, Fullerton
Kerry McKibbin, Montclair State University, Montclair, NJ
Respondent: David Schaafsma, University of Illinois, Chicago

N.11 “Fishbowling” the Fishbowl:
Disrupting *Adventure Time* to foster
Student-to-Student Discussions in
Dialogic Classrooms

M

S

TE

**B409**

We will bring together multiple stakeholders—teacher educators, mentors, preservice teachers, and researchers—in a conversation about how to foster meaningful student-to-student discussions, specifically fishbowl discussions. Together with the session participants, we will brainstorm an action plan for disrupting the traditional routine of school to promote engagement.

Co-chairs: Mandie Dunn, Michigan State University, East Lansing

Ashley Johnson, Michigan State University, East Lansing

Presenters: Laura Allen, Michigan State University, East Lansing

Julie Bell, Michigan State University, East Lansing

Arthur Chiaravalli, Haslett High School, Haslett, MI

Respondent: Jennifer VanDerHeide, Michigan State University, East Lansing

N.12 Voices of Advocacy in Imaginary
Worlds: Teaching Speculative
Fiction with Critical Literacy
and Feminist and Queer Theory
Perspectives

G

LGBTQ
Rainbow**B212**

Our session will discuss teaching speculative fiction to younger middle grade through college students through a critical literacy lens. We will incorporate picture books and novels in addition to such multimodal texts as film, television, and comics.

Chair: Margaret Robbins, University of Georgia, Athens

Presenters: Tom Jesse, University of Wisconsin-La Crosse

Angela Kennedy, Eagle Mountain-Saginaw ISD, Fort Worth, TX

Margaret Robbins, University of Georgia, Athens

Julie Vu, Eagle Mountain-Saginaw ISD, Fort Worth, TX

Jennifer Whitley, University of Georgia, Athens

N.13 Finding the Courage to Make a
Change: Middle Grade Authors
Share Their Experiences

M

B203

In this interactive session, authors Wendelin Van Draanen, Sarah Weeks, Gita Varadarajan, Megan Frazer Blakemore, and Kate Beasley share their experiences writing books for young adolescents that show characters finding courage to make difficult decisions and changes in their lives in the hope of discovering their place in the world.

Facilitator: Melanie Koss, Northern Illinois University, DeKalb

Tradebook Authors: Kate Beasley, Macmillan Children’s Publishing Group

Megan Frazer Blakemore, Bloomsbury Children’s
Wendelin Van Draanen, Random House Children’s
Books

Gita Varadarajan, Scholastic

Sarah Weeks, Scholastic

N.14 Examining Responses to Young
Adult Literature in English
Education and English Language
Arts Classrooms

TE

**B209**

Young adult literature (YAL) has a substantial place in both English education and the ELA classroom. This panel offers empirical studies of response to YAL in these contexts, examining preservice teachers’ perceptions of YAL, YAL’s influence on students’ attitudes and identities, and students’ connections with YAL texts and authors.

Chair: Amanda Haertling Thein, University of Iowa, Iowa City

Presenters: Ricki Ginsberg, University of Connecticut, Storrs, “Resisting Readers’ Identity (Re)Construction across English and Young Adult Literature Course Contexts”

Wendy Glenn, University of Connecticut, Storrs, “Resisting Readers’ Identity (Re)Construction across English and Young Adult Literature Course Contexts”

Alice Hays, Arizona State University, Tempe, “Literature Circles, a YA Novel, and Culturally Sustaining Pedagogy”

Victor Malo-Juvera, University of North Carolina at Wilmington, “The Effect of a Literary Unit on Adolescents’ Attitudes toward Suicide”

Shelly Shaffer, Eastern Washington University, Cheney, “YA Reader Response: Students’ Self-Selected Reading and Letters to Authors”

Linda Spears-Bunton, Florida International University, Miami, “The Effect of a Literary Unit on Adolescents’ Attitudes toward Suicide”

Respondent: Mark Sulzer, University of Cincinnati, OH

N.15 The Multivalence of Student Advocacy

C

B306

Advocating for students takes many forms; we advocate for students’ right to their own language and create professional development activities for faculty. Advocating for students also means building their self-efficacy. This panel will consider the role of these elements to better empower developmental education students.

Chair: Billie Jones, Hawaii Community College, Hilo, “Need Mo Betta English Class for All da Englishes”

Presenters: Suzanne Biedenbach, Georgia Gwinnett College, Lawrenceville, “Professional Development as Student Advocacy”

Cara Minardi, Georgia Gwinnett College, Lawrenceville, “A Pedagogy of Advocacy”

N.16 Using Visual Texts to Promote Critical Literacy and Foster Analytical Thinking

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M

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Rainbow
WL

B312

This workshop will introduce activities that scaffold students’ interpretation of visual texts (primary sources, picture books, media, etc.). Presenters will explain how visuals work as a springboard to help students analyze literature. Participants will leave with examples of the activities and a list of texts for use in their own contexts.

Presenters: Valentina Carleo, Passaic School District, NJ

Marie Donnantuono, William Paterson University of New Jersey, Wayne

Tiffany Jefferson, United Federation of Teachers Teacher Center, New York, NY

Salika Lawrence, Medgar Evers College, City University of New York

Nancy Osborn, Passaic School District, NJ

N.17 How YA Literature Can Spark Understanding . . . and Advocacy

G

B313

YA literature has the power to broaden perspectives—and to spark advocacy. Authors Adrian Fogelin, Jason Reynolds, and Matt de la Peña will discuss how poverty and violence frame the narratives in their books. A discussion on how to use such works in the classroom will follow each author’s talk.

Presenters: Matt de la Peña, Random House Children’s Books

Adrian Fogelin, Peachtree Publishers

Barry Gilmore, Hutchison School, Memphis, TN

Joan Kaywell, University of South Florida, Tampa

ReLeah Cossett Lent, ReLeah Lent Educational Consulting, San Francisco, CA

Jason Reynolds, Simon & Schuster

N.18 Moving Subjects, Moving Stories: The Power of Dance Books to Motivate and Inspire

G

B404

In books about dance, readers observe characters utilizing natural abilities, passions, and everyday circumstances to build on this vital and lasting art form. Six authors discuss how they unite the physical world with the literary for different readers of different ages in multiple formats.

Chair: Cynthia Alaniz, Coppell Independent School District, TX

Presenters: Chris Barton, Lerner Publishing/Charlesbridge

Lesa Cline-Ransome, Simon & Schuster

Brandy Colbert, Penguin Random House

Patricia Hruby Powell, Chronicle Books

James Ransome, Simon & Schuster

Tradebook Author: Laurel Snyder, Chronicle Books

N.19 Diverse Students, Diverse Opportunities: Necessary Insights and Possibilities

G

A301

What does it mean to teach “English” in classrooms filled with linguistically diverse students? How can we develop our practice in order to teach these students in culturally responsive ways? This roundtable session offers 10 different takes on these questions, which continue to grow in relevance as the demographics of the country continue to evolve.

Chair: Aaron Levy, Kennesaw State University, GA

Roundtable 1: Advocacy of Global Citizenship Literacy in International Education

Patriann Smith, Texas Tech University, Lubbock
Tiffany Touma, Shenzhen College of International Education, GuangDong, China

Roundtable 2: Advocating for Culturally and Linguistically Diverse Students through Culturally Responsive Instruction

Danielle Hilaski, University of North Georgia, Blue Ridge

Roundtable 3: English Learners or Struggling Readers: Learner Identity in Elementary Classrooms

Michelle Plaisance, Greensboro College, NC
Spencer Salas, University of North Carolina-Charlotte

Roundtable 4: Exploring the Need for Diverse Children’s Literature in Elementary Schools

Kathlene Holmes, University of Texas, Austin
Detra Price-Dennis, Teachers College, Columbia University, New York City

Saba Vlach, University of Texas at Austin

Roundtable 5: Lost in Translation? Poetry Translation in a Multilingual Classroom

Sam Taylor, Scattergood Friends School, West Branch, IA

Roundtable 6: Supporting AAVE Speakers through Culturally Responsive Language Pedagogy

Angela Bruno-Jackson, consultant, Sandy Springs, GA
Kelli Harris-Wright, KHW Consulting, LLC, Tucker, GA
Beulah Johnson-Keels, Speech EFX, Saint Petersburg, FL
Rachel Swords, Sanford Elementary School, Newport News, VA

Rebecca Wheeler, Christopher Newport University, Newport News, VA

Roundtable 7: The Power of Grassroots Collaborations: Connecting Teachers and Latino/a Families through a Social Media Network

Ileana Cortes Santiago, Purdue University, West Lafayette, IN

Roundtable 8: Using Linguistics in the English Classroom to Meet the Needs of Speakers of Stigmatized Englishes

Sarah Hercula, Missouri University of Science and Technology, Rolla

Roundtable 9: A Distinctly American Opportunity: Crossing Linguistic Boundaries by Exploring Nonstandardized Englishes in Policy and Practice

Gwendolyn Williams, Elizabeth City State University, NC

N.20 Teachers as Writers: Practices and Possibilities (an NCTE Roundtable Session)

G



B206

Sponsored by the CEE Commission on Writing Teacher Education

Here, teacher-writers will gather to share ideas and experiences. Each roundtable will feature a teacher-writer, teacher writing group, or researcher with information and ideas to share about the teacher as writer. Most tables will be more practical in focus, and a few will feature research. Attendees can visit multiple tables.

Co-Chairs: Christine Dawson, Skidmore College
Anne Elrod Whitney, Pennsylvania State University
Jim Fredricksen, Boise State University, Idaho
Troy Hicks, Central Michigan University, Mount Pleasant

Leah Zuidema, Dordt College, Sioux Center, Iowa

Roundtable 1: Adventures in Co-Authoring with Students

Jennifer King, Bloomfield Central Schools, NY

Roundtable 2: All a Twitter: Using Twitter to Write and Share Writing

Erica Hamilton, Grand Valley State University, MI

Roundtable 3: Belonging to a Writing Community

Elizabeth Moore, Mt. Mansfield Modified Union School District/CESU, Richmond, VT

Dana Murphy, Woodridge School District IL

Roundtable 4: Beneath Our Practice: Who Am I Becoming as a Writer and Teacher of Writers

Michelle Tremmel, Iowa State University, Ames

Roundtable 5: Composing and Curriculum

Megan Birch, Plymouth State University, NH
Elizabeth Lawler, Antrim Elementary School, NH
Meg Petersen, Plymouth State University, NH
Jean Robins, Hancock Elementary School, NH
Rick Stinehour, Littleton High School, NH

Roundtable 6: Creating Community

Christina Nash, Green Mountain College, Poultney, VT

Roundtable 7: Did You Assign It? Then Write It!

Christine Passmore, Alliance Academy International, Quito, Ecuador

Roundtable 8: Ed: The Musical

Marissa Garcia, Tucson High Magnet School, AZ
Anne Heintz, Michigan State University, East Lansing

Roundtable 9: Finding the Right time to Write

Marquin Parks, Ann Arbor Public Schools & Meridia Publishing, MI

Roundtable 10: Get Out of Dodge!: Planning a Writing Retreat

Jessica Gallo, University of Montana, Missoula
Bailey Hermann, University of Wisconsin-Oshkosh

Roundtable 11: How Teacher Writing Groups Can Support Teacher Advocacy

Christine Dawson, Skidmore College, Saratoga Springs, NY
Kelly Hanson, Piedmont Middle School, Charlotte, NC
Christina Ponzio, Michigan State University, East Lansing
Nora Robinson, Interlochen Arts Academy, MI
Jillian VanRiper, Michigan Center Schools, Michigan Center, MI

Roundtable 12: Is Math a Nonfiction Genre?

Arthur W. Hunsicker, Revere High School, MA
Tyler James, University of Iowa, Iowa City
Bonnie Sunstein, University of Iowa, Iowa City

Roundtable 13: Moving Preservice and Practicing Teachers toward Viewing Themselves as Writers and Professionals Via Low-Stress Blog Posts and Comments

Mary Buckelew, West Chester University, PA
Kelly Virgin, Kennett High School, Kennett Square, PA

Roundtable 14: Permission to Play with Language

Steven Ostrowski, Central Connecticut State University, New Britain
Lynda Valerie, Central Connecticut State University, New Britain

Roundtable 15: Permission to Write

Nick Chanese, instructional coach, CT
Steven Ostrowski, Central Connecticut State University, New Britain
Lynda Valerie, Central Connecticut State University, New Britain

Roundtable 16: POW! Publishing Teachers and Student Writers

Bryan Ripley Crandall, Fairfield University, CT
Shaun Mitchell, Central High School, Bridgeport, CT
Julie Roneson, Discovery Magnet, Fairfield, CT

Roundtable 17: Practicing What We Preach

Paula Uriarte, Boise State Writing Project, ID

Roundtable 18: String Stories: Using Cat

Fred Mindlin, Mintie White Elementary School, Watsonville, CA

Roundtable 19: Teacher Bloggers Are My EduPeeps

Deanna Mascle, Morehead State University, KY

Roundtable 20: Teacher Open Mic: Our First Year Starting a Teacher's Salon

David Narter, Leyden High Schools, Franklin Park, IL

Roundtable 21: Teacher Writing Groups: Write, Critique, Publish, Understand

Colleen Cruz, Teachers College, Columbia University, New York

Roundtable 22: Teachers as Change Makers! Using Writing to Facilitate Change in Schools

Kristina ByBee, Arizona State University, Tempe
Jessica Early, Arizona State University, Tempe
Tricia Parker, Sunnyslope High School, Phoenix, AZ

Roundtable 23: Teachers as Writers: A Teacher Writing Group

Tara Smith, Glen Rock School District, NJ
Julianne Harmatz, Los Angeles Unified School District, CA
Kimberly Moran, RSU 22, Hampden, ME
Margaret Simon, Iberia Parish Gifted Program, New Iberia, LA

Roundtable 24: Teachers Writing Together: Reflecting on our Practice and Publishing our Experience

Daniel Laird, Leslie Public Schools, Leslie, MI
Mitch Nobis, Ernest W. Seaholm High School, Birmingham, MI
Dawn Reed, Okemos Public Schools, MI
Dirk Schulze, Lake Braddock Secondary School, VA

Roundtable 25: Teaching Grammar in the Digital Age

Jeremy Hyler, Fulton Schools, Middleton, MI

Roundtable 26: Tell Me a Story

Chris McCurry, Lafayette High School, Lexington, KY
Liz Prather, Lafayette High School, Lexington, KY

Roundtable 27: The Writing Marathon—Making Time and Space for Writing

Richard Louth, Southeastern Louisiana University, Hammond

Roundtable 28: Wobbling as Writers

Antero Garcia, Colorado State University, Fort Collins
Cindy O'Donnell-Allen, Colorado State University, Fort Collins

Roundtable 29: Write-Share-Connect: Advocacy through Blogging

Lynne Dorfman, Pennsylvania Writing & Literature Project, West Chester University, PA
Tricia Ebarvia, Tredyffrin-Easttown School District, PA
Janice Ewing, Philadelphia, PA

N SESSIONS / 1:30–2:45 P.M.

Roundtable 30: Writing as a Habit

Patricia Braun, Benedictine University at Springfield

Roundtable 31: Writing as Praxis of Advocacy

Dawn Jara, Fairfield Public Schools, CT
Rich Novack, Teachers College, Columbia University,
New York

Craig Southard, Fairfield University, CT

Roundtable 32: Writing Coaches Write

Rita Shaffer, Dublin City Schools, OH
Carly Ullmer, Dublin City Schools, OH

Roundtable 33: Writing First: What Writing Do We Privilege?

Chris Mazura, Guilderland High School, New York

Roundtable 34: Writing for Advocacy—By Both Teachers and Students

Steven Zemelman, Illinois Writing Project, Evanston, IL

Roundtable 35: Writing IN and WITH the Community

Stephanie Anderson, Bad Axe High School, Bad Axe, MI
Trisha Baker, Saginaw High School, MI
Bob Pawlak, Handy Middle School, Bay City, MI

Roundtable 36: Writing with Speed

Gretchen Rumohr-Voskuil, Aquinas College, Nashville

Roundtable 37: Writing Your Own Writing Textbook

Lizbeth Bryant, Purdue University Calumet,
Hammond, IN

**N.21 Power to the (Little) People:
Integrating Oral Storytelling across
the Curriculum to Engage and
Empower All Students**

E

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WL

A303

Despite millennia of development, the written word still floats on a “sea of talk.” Children’s mastery of reading, writing, and, ultimately, thinking is contingent upon oral language immersion. Join us for an engaging session as we harness the power of oral storytelling across the curriculum for students . . . and teachers!

Presenters: Aeriale Johnson, Kuspuk School District,
Aniak, AK
Jennifer Waisanen, Anchorage School District, AK

**N.22 Humanities in Practice (HIP):
Teaching for Social Justice in the
Classroom**

M

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A311

Using a humanities and social-justice approach in the classroom gives students a meaningful context in which to discover and use their voice. This approach scaffolds their critical thinking, reading, and writing skills. Participants will participate in strategies that can inspire students to act beyond the walls of the classroom.

Presenters: Elizabeth Cobia, Cobb County School District, Marietta, GA
Ashley Morris, Cobb County School District, Marietta, GA
Sylvia Spruill, Hillgrove High School, Powder Springs, GA

**N.23 They’re Our Kids, Too: How One
Educator Advocated for LGBTQ
Students and as a Result Created
a Safer School Climate for ALL
Students**

M

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LGBTQ

A312

This presentation tells the story of one Tennessee librarian who fought to make her library and school a more welcoming, inclusive place for LGBTQ students and their allies, including establishing, sponsoring, and maintaining a Gay-Straight Alliance and participating in the ACLU civil suit *Franks v. Metropolitan Board of Public Education*.

Presenters: Stacey Reece, University of Tennessee,
Knoxville
Karyn Storts-Brinks, Fulton High School, Knoxville

**N.24 The Road to “Occupying Language”
in Our Schools: Learning for and
from Our Students**

M

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TE

Rainbow
WL

A313

The presenters will share their efforts to prepare themselves to Occupy Language in their classrooms, reflecting on how their understandings of critical language awareness evolved. Participants will be invited to inquire into language and engage in dialogue about how we might go about Occupying Language in our schools and communities.

Presenters: Michelle Fowler-Amato, Old Dominion University, Norfolk, VA
Stacia Long, University of Texas at Austin

N.25 Listen Up and Speak Out: Serial Injustice

S

A314

We should care about injustice, and, more important, we should speak out. How can we encourage students to speak out? How can we create an environment that focuses more on empathy? We will share ideas on how to facilitate advocating for empathy while also improving analysis and critical thinking.

Presenters: Hasham Bhatti, Lower Merion High School, Philadelphia, PA
Michael Smith, Hinsdale Central High School, IL

N.26 Hunger and Building Blocks: The Use of Critical Media Literacy and Fandom to Make Language Arts Engaging and Passionate

M

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A316

This session describes multiple experiences by classroom teachers who have utilized critical and media-based literacies. From *The Hunger Games* to *Minecraft*, this session will explore the role these realms of gaming and fandom play in engaging student identity and creativity, as well as the role of our own advocacy in these classroom practices.

Chair: Ryan Kelly, Arkansas State University, Jonesboro

Presenters: John Baldwin, Green County Tech School District, Paragould, AR
Grover L. Welch, Gosnell School District, AR

N.27 Authentic Agency: The Cross Section of Powerful Literature and Inspired Readers

E

M

A401

Good books lead to great things when we advocate for independence and allow space for authentic response. As students interact with powerful books, we are called on to create environments for inspired, authentic action. Participants will be invited to explore how purposefully crafted conditions for learning result in advocacy.

Presenters: Ginny Lockwood, Mamaroneck Union Free School District, Larchmont, NY
Heather Reed, Ridgefield Public Schools, CT
Respondent: Donna Santman, Harlem Village Academy, New York, NY

N.28 Advocating for Writing across the Curriculum in College Classes

S

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A404

This roundtable will offer opportunities to discuss several ideas and strategies for teaching writing across the curriculum drawn from Marzano's *Nine Categories of Strategies for Classroom Instruction That Works*, as well as Hess's *Cognitive Rigor Matrix with Curricular Examples*. For faculty working in writing centers, outreach to faculty in other disciplines will be discussed.

Chair: Jennifer Chafin, Oxford Hills School District, South Paris, ME

Roundtable 1: Advocating for Literacy in Higher Education Content Classes

Allison Baer, University of Findlay, OH
Mary Munger, University of Findlay, OH

Roundtable 2: Writing Center Impact on WAC Taxonomic Identity

Bryan Marinelli, Providence College, RI
Will Toner, Providence College, RI

N.29 “Roc the Mic”: Promoting Safe Space for Youth Activism through Counternarratives, Hip-Hop, and Teacher Advocacy

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LGBTQ

Rainbow

B201

This session features an exploration of ways to promote safe space within the ELA classroom through counternarratives, hip-hop, and teacher advocacy. Specific strategies are offered for serving LGBTQ students, Black males, and students within the juvenile justice system.

Presenters: Shiv Desai, University of New Mexico, Albuquerque, “Youth Activism and Counternarratives within the Juvenile Justice System”
Joseph Dial, University of Washington, Seattle, “Promoting LGBTQA Students’ Writing and Speech: Teachers and Counselors as Advocates”
Heather Eastwood, Mt. Eden High School, Hayward, CA, “Controversial Gender Issues Create Student Engagement and Safe Space for LGBTQ2S Students in the ELA Classroom”
Douglas Sanders, Frederick Douglass High School, Atlanta, GA, “‘Rock the Mic’—The Influence of Hip-Hop Culture on Black Boys’ Attitude about School”

N.30 Point, Click, Advocate: Emerging Literacies and Identities in the Digital Landscape

M

B202

In this combined session, panelists will discuss a variety of approaches they have implemented in an effort to help middle level students become more literate, confident, and culturally aware in the digital landscape. This dynamic and interactive session will give attendees practical advice on how to support digital literacies in their classrooms.

Presenters: Amy Dibble, Benton School District, AR, “Empowering Students to Become Digital Citizens”

Sarah Donovan, Winston Campus Junior High School, Palatine, IL, “Bearing Witness: A Digital Community Story Project”

Laurie Neely, Benton Middle School, AR, “Empowering Students to Become Digital Citizens”

Ashby Rushing, The Potomac School, McLean, VA, “Make Mine Multigenre!”

N.31 Keeping Students and Teachers Safe: Advocating for School Violence Prevention from Two Perspectives

TE



B204

Two teacher educators and two secondary English language arts teachers share perspectives on school violence prevention efforts and the effects that safety and security measures and accompanying training can have on teachers’ professional identities and feelings of self-efficacy and resiliency, the enactment of best practice, and the classroom environment

Presenters: Emily Du Plessis, Mt. Carmel Area School District PA, “School Security and Violence Prevention: A Teacher’s Perspective”

JoAnne Kerr, Indiana University of Pennsylvania, Indiana, PA, “A Survey and Examination of Safety Measures and Protocols at Select Western PA Secondary Schools”

Caroline Lehman, Hershey Middle School, PA, “ALICE Training: Taking a Closer Look at My Role of Protector”

Linda Norris, Indiana University of Pennsylvania, Indiana, PA, “A Survey and Examination of Safety Measures and Protocols at Select Western PA Secondary Schools”

N.32 Teacher, Listen! Technology Projects That Advocate for Student Voice

G

B205

Research shows that students who do productive talking in class learn more than students who are silenced by teacher lectures. In a highly interactive format, attendees will learn four technology tools and a dozen projects (along with rubrics and solutions to possible obstacles) that can be immediately used in class.

Presenters: Valerie Lewis, Gwinnett County Schools, GA
Shervette Miller-Payton, Dekalb County Schools, GA

N.33 What’s the Story? The Vermont Young People Social Action Team: Modeling the Very Best of Personalized, Proficiency-Based Learning

M

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B207

What’s the Story? is a yearlong, credit-earning course that enables secondary students to collaborate with peers across schools to research social issues of interest and publish multimodal narratives that create change in their communities. Come examine the concrete examples and superb resources that show personalized, proficiency-based learning in action!

Presenters: Peter Burrows, Middlebury College’s Bread Loaf School of English, VT
Kate Carroll, Middlebury College’s Bread Loaf School of English, VT
Tim O’Leary, Middlebury College’s Bread Loaf School of English, VT
Bill Rich, Middlebury College’s Bread Loaf School of English, VT

N.34 You Are Today's Face of Advocacy**G****B210**

Teachers are the faces of the advocacy, and it is time to be heard! This panel encompasses how elementary, middle, and high school English teachers were influenced by years of educational reforms. Panelists will address teachers' narratives, encouraging audience participants to share their stories, thus creating a Connected Community.

Chair: Sarah Klein, Georgia State University, Atlanta

Presenters: Linda James, Georgia State University, Atlanta/Douglas County Schools, GA
Kelli Sowerbrower, Newnan High School, GA

N.35 Advancing ALL Students: How Readers-Writers Workshop Promotes Student Self-Advocacy, Engagement, and Lifelong Literacy**S****TE****B211**

Three readers-writers workshop practitioners with diverse demographics and teaching experiences share the practicalities of workshop pedagogy. Leave with insights ranging from routines, units of study, lessons, and assessments—all designed to move students toward becoming self-advocates for their learning and themselves. From AP to inclusion to remediation, workshop instruction works.

Presenters: Jacqueline Catcher, Exeter High School, NH, "Balanced Choice and Differentiation"
Shana Karnes, Morgantown High School, WV, "Fostering Autonomy through Thematic Units and the Writer's Notebook"
Amy Rasmussen, Lewisville High School, TX, "Conferring Advances and Empowers All Learners"

N.36 Advocacy in Recent Multicultural Literature for Children and Young Adults**G****Rainbow****B214**

Studying diverse texts advocates for respect for others, discourages bullying, and enhances students' self-esteem and critical thinking. We will present examples and bibliographies of multicultural works; analyze narration and power structure in young adult novels about Iran; and discuss books and CDs about Jewish, African American, and Native American cultures.

Chair: Janet Ruth Heller, Michigan College English Association, Portage, MI

Presenters: Brynne Barnes, University of Phoenix, AZ
"Mirror Images: The Importance of Reflections in Literature for Young Children and Self-Esteem"

Janet Ruth Heller, Michigan College English Association, Portage, "Advocacy against Bullying in Recent Picture Books, Chapter Books, and Novels about Jewish and Native American Culture"

Taraneh Matloob, Oakland University, MI, "Advocacy for Multicultural Children's Literature through Riddles: Narrative Analysis of Meghan Nuttall Sayres's *Anahita's Woven Riddle*"

N.37 New Directions for Preparing ELA Teachers: Methods, Media, and Movements



B215

Cultural proficiency, social change, and trigger warnings are some of the highlights of this roundtable conversation among teachers working to educate and mentor teachers for contemporary schools.

Chair: Daniel Bruno, Springfield Township High School, PA

Roundtable 1: English Teacher Candidates Engaging in Collaborative Problem Solving through Inquiry and Dialogue

Jim Hill, Virginia Tech, Blacksburg
Pamela Lindstrom, Virginia Tech, Blacksburg
Trevor Stewart, Virginia Tech, Blacksburg

Roundtable 2: Hello from the Other Side: Professors of Color Promoting Cultural Proficiency through Literacy Methods Curriculum

Bianca Nightengale-Lee, University of Louisville, KY
Mikkaka Overstreet, University of Louisville, KY

Roundtable 3: Narrating Teacher Stance: Six Preservice Teachers Navigate Their Final Methods Course

Charles Gonzalez, University at Buffalo, NY

Roundtable 4: Preparing Teachers and Their Students to Be Agents of Change: Advocates for Social Justice

Anne Fairbrother, SUNY Oswego

Roundtable 5: Putting Teacher Education on Its Feet: Performance-Based Workshops in a Secondary ELA Methods Course

David Allen, College of Staten Island, CUNY

Roundtable 6: Staunching the Brain Drain: Encircling New Teachers

Mary Wright, Christopher Newport University, Newport News, VA

Roundtable 7: Teacher Candidates as Online Writing Mentors: A Digital Field Experience in the Teaching of Writing

Julienne Cornett, Morehead State University, Morehead, KY
Alison Heron Hruby, Morehead State University, Morehead, KY
Brandie Trent, Fleming County High School, Flemingsburg, KY
Bobbie Vanderpool, Morehead State University, Morehead, KY

Roundtable 8: Trigger Alerts Are Ridiculous . . . Except When They're Not

Adam Wolfsdorf, Bay Ridge Preparatory High School, New York

N.39 Developing New Media Literacies in Out-of-School Contexts



B218

In supporting students as they navigate digital literacies, out-of-school literacy programs give students tools needed to become 21st Century advocates. Our panel seeks to highlight and discuss connections between interest, advocacy, and new media literacies by exploring four different approaches in four different out-of-school contexts.

Chair: Emily Pendergrass, Vanderbilt University, Nashville, TN, "Developing New Media Literacies in Out-of-School Contexts"

Presenters: Ella Brown, Vanderbilt University, Nashville, TN, "Healing through Identity Exploration"

Katherine Crump, Vanderbilt University, Nashville, TN, "Developing Writing Skills and Engagement with Stories through Multimedia Digital Literacy"

Michelle Merica, Vanderbilt University, Nashville, TN, "Healing through Identity Exploration"

Anna Press, Vanderbilt University, Nashville, TN, "Developing Writing Skills and Engagement with Stories through Multimedia Digital Literacy"

Erica Tavss, Vanderbilt University, Nashville, TN, "Developing Writing Skills and Engagement with Stories through Multimedia Digital Literacy"

Yue Yuan, Vanderbilt University, Nashville, TN, "Renovating the Makerspace"

Rachel Ziegler, Vanderbilt University, Nashville, TN, "Accessing the Inaccessible"

N.40 Multilevel Mentoring: Creating Change Agents One Service-Learning Project at a Time



Rainbow

B310

Chandler-Gilbert Community College faculty describe the role of service learning in an advocacy program for change and mentorship. Presenters demonstrate how college students developed a writing program applying civic engagement and peer mentorship, and how all students benefited. Participants will engage in designing their own community-based mentorship and advocacy projects.

Presenters: Alexander Cannell, Chandler-Gilbert Community College, Chandler, AZ
Maryellen Ohrnberger, Chandler-Gilbert Community College, Chandler, AZ
Renee Rude, Chandler-Gilbert Community College, Chandler, AZ

N.41 From Advocacy to Equity: Creating a Social Justice English Education Classroom

TE



Rainbow

B311

Create equity-minded, culturally sustaining English teachers with teacher educators from four different teacher-education programs. From starting a new program to creating curricula that encourage an equity mindset to interrogating teaching practice with teacher research and examining the induction years, these teacher educators represent a wide range of teacher development.

Chair: Laura Snyder, Brown University, Providence, RI, “Using Teacher Research to Shape Pedagogy for Equity”

Presenters: Sarah Roskam Leibel, Director of the English Teacher Fellows, Harvard Teacher Fellows, Cambridge, MA, “Setting the Stage for Equity-Minded English Teaching”

Erik Skogsberg, Michigan State University, East Lansing, “Culturally Sustaining Practices for Early-Career English Teachers”

N.42 Pushing Through: Supporting Multiculturalism and Multilingualism via Community-Based Learning

S

Rainbow



B316

This session looks to explore ways that the fundamental ideas of community-based curricula, student agency, and multiple literacies can be used to develop classroom practices to promote student success. Specific discussion topics include strategies to support English learners.

Presenters: Paula Lamina, Arlington Public Schools, VA, “Reading, Writing, and Rigor for ELs: Advocating Student Success through High Expectations and Scaffolded Support”
Anna Stirling, Aurora Hills Middle School, CO
“Pushing Through: A Move from Culturally Sustaining Pedagogy to Community-Based Learning”