

Convention Preliminaries

Thursday November 16

Registration and Information

Noon–6:00 p.m.

Ryman Exhibit Hall C/Lower Level

Who's Where Counter

For Locating Convention Registrants

Noon–6:00 p.m.

Ryman Exhibit Hall C/Lower Level

Today's Timetable: An Overview

1:00 p.m.–3:45 p.m.	Preconvention Sessions
4:00 p.m.–5:00 p.m.	First-Timers' Gathering
5:00 p.m.–6:30 p.m.	Section Get-Togethers: Elementary, Middle Level, Secondary
7:30 p.m.	Opening Banquet

Committee on Resolutions

8:00 a.m.–Noon

Washington A, Presidential Mezzanine

Chair: Carol Jago, Santa Monica High School, California

Assembly of State Coordinators of English Language Arts

8:00 a.m.–5:00 p.m.

Washington B, Presidential Mezzanine

Preparing the NCTE/NCATE Report for English Language Arts

8:00 a.m.–Noon

Lincoln E, Presidential Mezzanine

Chair: Charles R. Duke, Appalachian State University, Boone, North Carolina

Leaders: Leni Cook, Rolling Hills, California

Tracey Johnson, Clarion University, Pennsylvania

Lois T. Stover, St. Mary's College of Maryland, St. Mary's City

NCTE/NCATE Program Reviewers Work Session

1:00–5:00 p.m.

Lincoln E, Presidential Mezzanine

Chair: Charles R. Duke, Appalachian State University, Boone, North Carolina

Whole Language Umbrella Conference Executive Board Meeting

10:00 a.m.–5:00 p.m.

Cheekwood D, Magnolia Mezzanine Level

Chair: Michael Muise, St. Joseph's/St. Mary's Catholic School, Kingston, Ontario, Canada

CEE Executive Committee Meeting

9:00 a.m.–5:00 p.m.

Magnolia Boardroom B, Magnolia Mezzanine Level

Chair: Suzanne Miller, State University of New York at Buffalo

Meetings of Council Committees

NCTE committees meeting between the hours of 8:00 a.m. and 5:30 p.m. on Thursday are listed alphabetically immediately below and meet at various times as noted. Committees may have open and/or working sessions as indicated after meeting times. Interested individuals are invited to attend open meetings as participants and working sessions as auditors.

Achievement Awards in Writing Advisory Committee

3:00–5:00 p.m.

Jackson F, Presidential Mezzanine

Chair: Rebecca Dierking, Maryville, Missouri

Committee Against Censorship

3:00–5:00 p.m., Working Session

Jackson E, Presidential Mezzanine

Chair: Robert Crafton, Slippery Rock University, Pennsylvania

Committee on Research

2:00–5:00 p.m., Working Session

Washington A, Presidential Mezzanine

Chair: Sarah Warshauer Freedman, University of California, Berkeley

Elementary Section Steering Committee

2:00–5:00 p.m.

Bayou C, Delta Mezzanine

Chair: Curt Dudley-Marling, Boston College, Chestnut Hill, Massachusetts

Middle Level Section Steering Committee

8:00 a.m.–5:30 p.m.

Delta Island B, Delta Island Mezzanine

Chair: Sandy Hayes, Becker Middle School, Minnesota

Secondary Section Steering Committee

10:00 a.m.–4:00 p.m.

Delta Island F, Delta Island Mezzanine

Chair: Agathaniki (Niki) Locklear, Kenton County School District/Dixie Heights High School, Fort Wright, Kentucky

**United States Board on Books for Young People
Board Meeting**

10:00 a.m.–4:00 p.m.

Delta Island Boardroom, Delta Island Mezzanine

Chair: Sylvia Vardell, Texas Woman's University, Denton

First-Timers' Gathering

4:00–5:00 p.m.

Canal E, Delta Mezzanine

Join and meet others who are attending the NCTE Annual Convention for the first time. Members of the Emeritus Assembly who have attended many conventions will be on hand to answer any questions you may have about the Convention and to offer tips and strategies for navigating the program.

GSEA Preconference Reception

4:00–5:00 p.m.

Delta Island A, Delta Island Mezzanine

NCTE Publications Booth Demonstrations

12:30–5:00 p.m.

Ryman Exhibit Hall C/Lower Level

Demonstration sessions are located in the NCTE Publications Booth and begin every half-hour (unless otherwise noted), lasting about 15–20 minutes with time for questions and comments. Any session changes will be marked on the announcement board outside the NCTE Publications Booth.

K–12 Teachers: Want to Write Great Lessons? Learn How and Get Your Best Ideas Published through NCTE's ReadWriteThink Site

12:30 p.m.

Hear how teachers across the country have built great lessons and benefited from publishing and reviewing for the ReadWriteThink site. Authors and NCTE staff will be on hand to get you started in the publication process.

Looking for Ways to Support Adolescent Literacy in Your Classroom? NCTE has the resources you need!

1:00 p.m.

Discover how NCTE can help you engage your adolescent learners through a new professional development experience that combines online, face-to-face, and reflection activities. With this experience, you will gain insight into different approaches for working with adolescents through peer-reviewed journal articles, case studies, lesson plans, and online collaboration. Let us explain how this sustained professional development experience can work in your school!

Interested in Literacy Coaching? Already Working as a Literacy Coach? Discover how NCTE and IRA Support Literacy Coaches

1:30 p.m.

Join Nancy Shanklin, director of the National Literacy Coaching Clearinghouse, as she discusses the developments of this joint project between NCTE and IRA. The Clearinghouse is designed to provide information to teachers, administrators, and other educators about factors contributing to literacy program success at diverse schools across the country.

Literacy Consultants: Learn how your work can support the mission of the Council as a member of the NCTE Professional Development Consulting Network

2:00 p.m.

The NCTE Professional Development Consulting Network is looking for qualified, engaged consultants to work with schools and districts on a variety of topics. If you are currently doing consulting work, or are ready to take your informal role to the next level, stop by for information on becoming a member of a rapidly-growing cadre of literacy professionals.

Using Graphic Novels in the Classroom

2:30 p.m.

NCTE author James Bucky Carter will discuss his upcoming NCTE book and the ReadWriteThink lesson plan which he developed that makes it simple and exciting to use graphic novels in the classroom. Stop by to learn more and explore one of the best resources currently available for educators—lessons at www.ReadWriteThink.org.

K–12 Teachers: Got a Great Lesson? Get Your Best Ideas Published through NCTE's ReadWriteThink Site

3:00 p.m.

Explore the personal and professional benefits of writing, publishing, and reviewing lessons for NCTE's ReadWriteThink site. Authors and NCTE staff will be on hand to get you started in the publication process.

Stretch Your Professional Development Dollar with NCTE Resources for Teacher Study Groups

3:30 p.m.

Explore the endless opportunities available with NCTE's Professional Communities at Work Kits—topical resource kits designed to provide the kind of guided professional development experience your staff needs. NCTE has study group resources on English Language Learners, writing, grammar, adolescent literacy, and more.

Teacher Educators: Don't Miss the Highlight of the CEE Summit

4:00 p.m.

Join *English Education* editorial staff and other Conference on English Education (CEE) representatives as they discuss the purpose and directives from the July 2006 powerful issue of *English Education, A Report on the CEE Summit*.

Beyond the Article Packet: Using Print and Online Resources from NCTE in Your Methods Classes

4:30 p.m.

If you are looking for improved materials for your methods courses, learn how professors across the country are using our kits and online programs to improve methods of teaching writing, grammar, poetry, and reading, working with ELLs, and more!

Thursday

Preconvention Sessions

T1.01–T1.10: 1:00–2:15 p.m.

T2.01–T2.11: 2:30–3:45 p.m.

Initials in parentheses at the end of session titles indicate the level of instruction to which a session is addressed: (E) elementary, (M) middle level, (S) secondary, (C) college, and (G) general, or all levels. Many sessions are aimed at more than one level as indicated by combinations of parenthetical initials.

Generally speaking, this listing begins with sessions of interest to those who teach at the general level, then elementary, middle, secondary, and finally, college.

Preconvention Sessions

First Series: 1:00–2:15 p.m.

Panel

T1.01 NEW PRINCIPLES OF ORGANIZATION AND MANAGEMENT THAT TRANSFORM LITERACY WORKSHOPS (G)
Bayou D, Delta Mezzanine

This interactive panel will describe innovative organizational and management practices that specifically support workshop philosophies and the increased student movement that characterize their use. Topics will include the development of physical spaces, procedures, minilessons, record-keeping systems, assessment tools, and the use of digital video to teach effective organization and management to students.

Chair: Douglas Kaufman, University of Connecticut, Storrs
Presenters: Douglas Kaufman, University of Connecticut, Storrs
Aja E. LaDuke, University of Connecticut, Storrs
Kimberly Richard, University of Connecticut, Storrs
Michael Seal, Hall Memorial School, Willington, Connecticut

Panel/WLU Strand

T1.02 LEARNING, LIVING, LOVING: LITERATURE CIRCLES (G)
Canal B, Delta Mezzanine

When given choice, voice, and responsibility, students will dazzle us. This panel will describe how literature circles can provide this opportunity and create a community of learners who are empowered in their classrooms. Several models of high-interest literature circle units will be described, each of which creates readers, writers, researchers, and most importantly, engaged learners.

Chair: Allison Mackley, Hershey Middle School, Pennsylvania
Presenters: Penny Arnold, Hershey Middle School, Pennsylvania

Allison Mackley, Hershey Middle School, Pennsylvania
Renee Owens, Hershey Middle School, Pennsylvania

Classroom Demonstration

T1.03 TAKE THE BULL BY THE HORNS AND WRITE 'TIL THE COWS COME HOME: GREAT IDEAS FOR USING FIGURATIVE LANGUAGE IN THE ELEMENTARY CLASSROOM (E)

Delta Island E, Delta Island Mezzanine

Participants will leave this interactive, high-energy session with many classroom-tested, ready-for-immediate-implementation ideas for incorporating figurative language into elementary classrooms. The presenters will show how classic titles from children's literature can be used to springboard projects that improve writing quality and reading comprehension.

Chair: Charles Hoce, National Trail Local Schools, New Paris, Ohio

Presenters: Charles Hoce, National Trail Local Schools, New Paris, Ohio

Joanele Hoce, Preble County ESC, Eaton, Ohio

Panel

T1.04 IT'S NOT MAGIC: THE PLANNING AND PREPARATION THAT LEADS TO EFFECTIVE READING CONFERENCES (E)

Canal D, Delta Mezzanine

This panel will show how small amounts of planning can pay off in reading conferences. Panelists will provide templates for collecting strategies for use as quick references during conferences, discuss predictable features and difficulties of specific leveled texts, and suggest that making menus of strategies based on levels of texts can be helpful. Participants will also learn how to choose a text that is appropriate for the unit of study in which they are working.

Chair: Gravity Goldberg, Teachers College, Columbia University, New York, New York

Presenters: Gravity Goldberg, Teachers College, Columbia University, New York, New York

Amanda Ortiz, P. S. 63, New York, New York

Jennifer Serravallo, Teachers College, Columbia University, New York, New York

Panel

TI.05 COMPLEATING DIVERSITY (C)
Jackson A, Presidential Mezzanine

This panel will offer approaches for teaching about diversity.

Presenters: David Holmes, Pepperdine University, Malibu, California, “Citizens of Color and for Color: Teaching Whiteness and Cross-Racial Democracy”
 Wen Ma, Le Moyne College, Syracuse, New York, “Pragmatic Engagement in a Doctoral Seminar: An Ethnographic Case Study of a Korean Student’s Dilemma and Choice”
 Katherine Sohn, Pikeville College, Kentucky, “Appalachian Learners”

Classroom Demonstration

TI.06 REAL WRITING FOR REAL REASONS: ENGAGING ADOLESCENT WRITERS (M)
Bayou A, Delta Mezzanine

Ten assertions about writing based on the work of the National Writing Project will be examined. Presenters will demonstrate that these assertions inform four writing strategies which have been used successfully in middle school classrooms for more than two decades: the Letter of Appreciation, the Holiday Memory Piece, the Gift of Writing, and the Letter to Self.

Chair: Ross Burkhardt, National Middle School Association past president, Westerville, Ohio
Presenters: Bethany Fillers, Burks Middle School, Cookeville, Tennessee, “The Holiday Memory Piece”
 Gail Jorgensen, Maryville Adventist School, Tennessee, “The Letter of Appreciation”
 Meg Reddick, Halls Middle School, Knoxville, Tennessee, “The Gift of Writing”

Panel

TI.07 GENRE AND VOICE: EXPERIMENTS IN STUDENT WRITING (S)
Canal A, Delta Mezzanine

This panel will discuss flash fiction, historical fiction, and experimental memoir—three approaches to reading and writing that enable students to experience newer forms of literature as readers and then engage in the writing of short fiction and experimental memoir themselves.

Chair: Nora O’Donnell, St. Ignatius High School, Cleveland, Ohio
Presenters: James Brooks, Chaminade-Julienne High School, Dayton, Ohio
 Molly Schmitz-Bardine, Chaminade-Julienne High School, Dayton, Ohio, “Reading, Writing, and Searching for the Truth: Teaching O’Brien’s *The Things They Carried* and McBride’s *The Color of Water*”
 J. D. Simpson, Hamilton High School, Ohio

Panel

TI.08 IMPROVING MINDS, SKILLS, AND ATTITUDES THROUGH POETRY (S)
Bayou E, Delta Mezzanine

This panel will explain how poetry can improve students’ emotional intelligence and teach healthy habits for skill acquisition. In addition, the third presenter will describe the nature of the Tabula Rasa Poetry Project. Participants will leave the session with resources that will bring poetry to life in their classrooms.

Presenters: Dolores Cupo, Becky Mc Kercher, Nancy Posey, and Amy Todd-Paine, South Caldwell High School, Hudson, North Carolina, “Bringing Poetry to Life in the Classroom”
 Michael Goldfine, State College Area School District, Pennsylvania, “Teaching Healthy Habits of the Mind through Poetry”
 Janine Peltier, Evanston Township High School, Illinois, “The Tabula Rasa Poetry Project”

Panel/CEE Strand

TI.09 ACTION RESEARCH AND THE COMPLEAT TEACHER EDUCATOR (C)
Jackson C, Presidential Mezzanine

Generally, the problem with most data that teachers can access is that it cannot inform their own evaluation and iterative design of their practice. Student teachers need to learn to become teacher-researchers as they enter the classroom. This panel will talk about a number of ways in which student teachers can be encouraged to see their own classroom practices as opportunities for gathering meaningful data that can inform their teaching and professional development.

Chair: Kim Martin-Long, Shippensburg University, Pennsylvania
Presenters: Thomas Crochunis, Shippensburg University, Pennsylvania, “Data and Analysis in Action Research”
 Kim Martin-Long, Shippensburg University, Pennsylvania, “Action Research in English Education”
 Nathan Grippin, West Perry High School, Elliottsburg, Pennsylvania

Panel

TI.10 CREATING AN ETHICAL COMMUNITY VIA THE RESEARCH WRITING PROCESS (C)
Jackson D, Presidential Mezzanine

This panel will argue that faculty should teach students that ethical behavior, including avoiding plagiarism, is not only an exercise in a composition class, but a responsibility of a conscientious member of a society. Assignments must be designed to help students demonstrate good scholarship and appreciate a larger community.

Chair: Amy Baldwin, Pulaski Technical College, North Little Rock, Arkansas
Presenters: Amy Baldwin, Pulaski Technical College, North Little Rock, Arkansas
 Joseph Cole, Pulaski Technical College, North Little Rock, Arkansas
 Sandy Longhorn, Pulaski Technical College, North Little Rock, Arkansas
 Angie Macri, Pulaski Technical College, North Little Rock, Arkansas

Preconvention Sessions

Second Series: 2:30–3:45 p.m.

Classroom Demonstration

T2.01 THE MIDDLE SCHOOL LITERACY CLUB: PUTTING WRITING TO WORK IN READING (G)

Bayou D, Delta Mezzanine

These presenters will provide examples of how to put writing to work in a reading classroom. Genres of reading at various grade levels in the middle grades required by the state will be examined and the ways in which students learn to read and write in a particular genre will be demonstrated.

Chair: Bobbie Solley, Middle Tennessee State University, Murfreesboro

Presenters: Beverly Noland Barnes, Community High School, Unionville, Tennessee

Marcy Pflueger, Eagleville School, Tennessee

Angela Pope, Cedar Grove Elementary School, Smyrna, Tennessee

Bobbie Solley, Middle Tennessee State University, Murfreesboro

Panel

T2.02 USING NEWS, GRAPHIC NOVELS, AND CHILDREN'S BOOKS TO STIMULATE READING AND WRITING (G)

Bayou E, Delta Mezzanine

The first presenter in this panel will demonstrate specific instructional reading techniques that will help teachers and literacy coaches teach essential skills for reading success using newspapers and magazines. The second speaker will present theoretical support for using graphic novels with English Language Learners, methods for using the novels in the classroom, and resources for further curricular development. The third presenter will explore ways in which learners of all ages can be engaged—using simple children's books as tools to enhance their competence in structuring writing for overall readability and ultimately higher scores on standardized essay instruments.

Presenters: Darlene Koenig, *Newsweek*, New York, New York, "Using the News to Develop Essential Reading Skills"

Janet Dunlop, Oklahoma State University, Tulsa, "Using Graphic Novels with English Language Learners"

Robert Williams, Radford University, Virginia, "From Bathtub Books to SAT Essays: Connecting Writing and Reading across Learners' Whole Lives"

Panel

T2.03 WRITING WORKSHOP FINESSE STRATEGIES (G)

Canal A, Delta Mezzanine

Many classrooms at grade levels from kindergarten through college have implemented writing workshops using strategies from Graves, Calkins, and Fletcher, and yet do not achieve complete success. Some of these classrooms are still not successful in producing exciting, bright writing. This panel will suggest techniques which increase the possibility of achieving this writing success.

Chair: David Stoner, E. O. Muncie Elementary School, Madison, Indiana

Presenters: Kevin Sue Bailey, Indiana University Southeast, New Albany, "Five-Card Strategy"

Tammy Nuxoll, Spring Hill Elementary School and Parkwood Elementary School, Jeffersonville, Indiana, "Pointing and Questioning"

David Stoner, E. O. Muncie Elementary School, Madison, Indiana, "Data-Driven Minilessons"

Classroom Demonstration/Rainbow Strand, WLU Strand

T2.04 THE DREAM FLAG PROJECT: POETRY THAT CONNECTS (G)

WL Jackson C, Presidential Mezzanine

These presenters will provide an overview and demonstrate the details and hands-on experience which this annual, multi-school, inclusive, poetry, art, and community-building project can bring to participants' schools and regions. Inspired by Langston Hughes and by Buddhist prayer flags, the project creates a bridge between students of widely diverse ages, backgrounds, and schools through studying, creating, and sharing poetry.

Chair: Jeffrey Harlan, The Agnes Irwin School, Rosemont, Pennsylvania

Presenters: Chareese Ford, The Agnes Irwin School, Rosemont, Pennsylvania

Jeffrey Harlan, The Agnes Irwin School, Rosemont, Pennsylvania

Conversation

T2.05 TEACHING COMPREHENSION EFFECTIVELY TO ALL STUDENTS AT ALL GRADE LEVELS (E)

Jackson A, Presidential Mezzanine

This conversation will bring educators up-to-date with research about the teaching of comprehension and will demonstrate the most effective teaching practices, using classroom videos and other examples. The session will focus on the major comprehension strategies and their development (from all grade levels) with both fiction and factual texts.

Chair: Mark Barratt, A.U.S.S.I.E., Port Washington, New York

Presenters: Mark Barratt, A.U.S.S.I.E., Port Washington, New York, “Teaching Comprehension Effectively to Students in Grades K–5”

Varda Philippou, A.U.S.S.I.E., Port Washington, New York, “Teaching Comprehension Effectively to ELL Students”

William Richardson, A.U.S.S.I.E., Port Washington, New York, “Teaching Comprehension Effectively to Students in Grades 6–9”

Classroom Demonstration

**T2.06 TEACHING WITH A LITTLE BIT OF “MAGIC” ON THE SIDE (E–M)
Canal B, Delta Mezzanine**

Teachers understand the role of “evidence-based” instruction, but they also appreciate those authentic teaching moments when student, text, and task combine to create “magic” in the language arts classroom. In this session, participants will engage in “teacher-tested and student approved” reading and writing techniques for grades K–8.

Chair: Joanne Robertson, St. John’s University, Jamaica, New York

Presenters: Brett Elizabeth Blake, St. John’s University, Jamaica, New York, “Teaching Informational Writing to English Language Learners”

Robert Blake, State University of New York, College at Brockport, emeritus, “Teaching Poetic Writing: Grades 1–8”

Joanne Robertson, St. John’s University, Jamaica, New York, “Teaching Characterization with Picture Books”

Panel

**T2.07 MY SOLILOQUY: SHAKESPEARE IN- SPIRES MULTIMEDIA SELF-EXPRESSION (M)
Canal C, Delta Mezzanine**

This panel will describe My Soliloquy, a collaborative middle school project between English, Art, and Media Design which combines the study of Shakespeare’s soliloquies with digital storytelling techniques, resulting in multimedia soliloquies. This project was funded by Title II and was developed as part of a partnership between Milwaukee Public Schools, Milwaukee Institute of Art and Design, and Marquette University.

Chair: Karin Wolf, Milwaukee Institute of Art and Design, Wisconsin

Presenters: Karen Ambrosch, Audubon Technology and Communication Center, Milwaukee, Wisconsin

Sarah Fadness, Audubon Technology and Communication Center, Milwaukee, Wisconsin

Kate Vannoy, Audubon Technology and Communication Center, Milwaukee, Wisconsin

Panel

**T2.08 WHAT’S THE OCCASION? SHARING, TAPPING, AND INTEGRATING READING AND WRITING IN THE CLASSROOM (S)
Bayou A, Delta Mezzanine**

This panel will show how a range of strategies, including the development of concept-based units and the use of folklore and personal narrative, can be used to promote dialogue and advance student writing and thinking.

Presenters: Amy Vetter, University of Texas, Austin, and Angela Gatto, Reagan High School, Austin, Texas, “An Occasion for Sharing: Promoting Student-Led Discussions through Occasional Papers”

Kathy Masters, Greece Athena High School, Rochester, New York, “Concept-Based Cuisine”

Richard Sandler, John Burroughs School, St. Louis, Missouri, “Tapping the Well of Tradition: The Uses of Folklore to Reach the Reluctant Writer”

Panel

**T2.09 CONSIDERING MODES OF SELF-REPRESENTATION AND IMPLICATIONS FOR INSTRUCTION: GENDER DIFFERENCES, AVATARS, AND PROSTHETICS (C)
Jackson D, Presidential Mezzanine**

In a multimedia presentation, this panel will discuss ways in which composers/designers represent themselves through language, virtual reality, and materiality. Using analysis of gender differences, avatars, and prosthetics embedded in social practices, the speakers will consider the promise and limitations of self-representation and the implications for teaching and developing ethos in classroom instruction.

Chair: Mary Elizabeth Sullivan, Kent State University, Ohio

Presenters: Marsha Olsen-Wiley, Kent State University, Ohio, “Artificial Legs That Talk: Communication and Representation through Style”

Mary Elizabeth Sullivan, Kent State University, Ohio, “Self-Representation in Online Participation: Establishing Ethos Using Avatars”

Holly Wells, Kent State University, Ohio, “How the Genders Represent Themselves in Online Communication”

Panel

**T2.10 MAKING LINGUISTICS RELEVANT IN THE COLLEGE CLASSROOM (C)
Delta Island E, Delta Island Mezzanine**

This panel will show how to employ a linguistic approach to teaching students a variety of language skills.

Presenters: Florence Elizabeth Bacabac, Bowling Green State University, Ohio, “Technology-Based Grammar Minilesson for ESL Composition Classes: A New Beginning”

Bill McCartan, Seton Hall University, South Orange, New Jersey, and Sharon Snyder, Kean University, Union, New Jersey, “Using Linguistic Strategies to Avoid Plagiarism with ELLs”

Panel

**T2.11 THE COMPLEAT LITERACY TEACHER IN
“THE ACADEMY”: A COLLABORATION
BETWEEN UNIVERSITY FACULTY, PO-
LICE PERSONNEL, AND PROSECUTING
ATTORNEYS (G)**

Canal D, Delta Mezzanine

This panel will describe a collaborative effort between an English faculty member at Central Connecticut State University, officers in the New Britain (Connecticut) Police Department, and a Prosecutor in the Connecticut State Attorney’s Office to improve the literacy skills of recruit officers at the Connecticut Police Academy in New Britain.

Presenters: Officer Steven King, New Britain Police Department, Connecticut, “The Police Academy Curriculum, Literacy, and the Compleat Recruit”

Louis J. Luba, Esq., Connecticut State Attorney’s Office, New Britain, “Police Reports from the Prosecutor’s Perspective”

Rae C. Schipke, Central Connecticut State University, New Britain, “Assessment and Improvement of Police Recruit Literacy Skills: A Study”

Lieutenant Matthew Tuttle, New Britain Police Department, Connecticut, “The Police Report from the Supervisor’s Perspective”

Reactor/Respondent: Bradley Marcum, Pikeville College, Kentucky