

FRIDAY, NOVEMBER 18

8:00–9:15 A.M.

Friday General Session "Authors as Advocates"

THOMAS MURPHY BALLROOM

We'll hear from a panel of distinguished and well-loved authors, moderated by Joan Kaywell, as they discuss how they use their art to advocate for change.

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

Keynote Panelists: Ibtisam Barakat, Macmillan
e.E. Charlton-Trujillo, Candlewick
Sharon M. Draper, Atheneum Books for Young Readers, Simon & Schuster
Meg Medina, Candlewick Press
G. Neri, Houghton Mifflin Harcourt
Jason Reynolds, Simon & Schuster

Moderator: Joan Kaywell, University of South Florida, Tampa



Ibtisam Barakat



e.E. Charlton-Trujillo



Sharon M. Draper



Meg Medina



G. Neri



Jason Reynolds



Joan Kaywell, Moderator

**A.01 Faces of Teacher Advocacy:
Impacting Student Literacy Achievement**



A302

Sponsored by the Reading Collaborative

This session focuses on all teachers, preK through college, becoming empowered advocates for teaching that makes a lifelong impact by creating communities of inquiry that motivate and engage students to critically read and thoughtfully write, identify BIG IDEAS, make connections, evaluate, reflect, and create. Discussants share experiences to inform instruction.

Chair: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY

Speakers: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY
Kathy G. Short, University of Arizona, Tucson

Presenters: Bess Altwerger, Towson University, Baltimore, MD
Richard Meyer, University of New Mexico, Albuquerque

Roundtable 1: Debra Goodman, Hofstra University, Hempstead, NY

Roundtable 2: Brenda Hawkins, Fitchburg State University, MA

Roundtable 3: Penny Silvers, Dominican University, River Forest, IL

Roundtable 4: Yvonne Siu-Runyan, University of Northern Colorado, Greeley

Roundtable 5: Jesse Turner, Central Connecticut State University, New Britain

Roundtable 6: Elisa Waingort, Academia Cotopaxi, Quito, Ecuador

Roundtable 7: Guofang Wan, University of West Florida, Pensacola

Roundtable 8: Rick Williams, ALAN, OCTELA, Youngstown State University, OH

Roundtable 9: Joanne Yatvin, retired educator, Portland, OR

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

**A.02 Charts as Tools for Conversation,
Advocacy, and Action**



A303

How can charts be vehicles for advocacy, reflection, and action? Teachers will be asked to think beyond the chart as a traditional classroom staple, to imagine charts in new ways and for new usages. Questions of ownership, creation, and analysis will be explored and debated.

Presenters: Kristine Mraz, New York City Board of Education, NY, “Being Responsive and Reflective in an Inclusive Classroom”
Marjorie Martinelli, Teachers College Reading and Writing Project, New York, NY, “From Curricular Tool to Teaching Curriculum”

**A.03 Teaching Latino/a ELLs Morphology
and Spelling Rules through
Cognates in Picture Books**



A310

Rainbow

Teachers can use cognates (words that are orthographically and semantically similar in English and Spanish) to promote English-Spanish bilingualism/biliteracy among elementary school Latino/a English language learners (ELLs). This presentation will teach attendees how to use cognates to teach morphology and spelling rules.

Presenters: Johanna Esquivel, New Mexico State University, Las Cruces
Anita Hernandez, New Mexico State University, Las Cruces
Jose Montelongo, New Mexico State University, Las Cruces

A.04 Why Middle Matters: A Conversation on Powerful Teaching for Our Quirky, Amazing Middle Schoolers

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B309

Sponsored by the Middle Level Section Steering Committee

Does middle school matter? In the first of several Middle Level-sponsored sessions across the Convention, join middle grades educators in conversation as they discuss powerful teaching (and lessons learned!) to bring out the best in our quirky, amazing students.

Chair: Kylene Beers, Reading and Writing Project, Teachers College

Presenters: Sara Ahmed, Bishop Schools, San Diego, CA
Rozlyn Linder, The Literacy Initiative, Atlanta, GA
Pernille Ripp, Oregon School District, WI
Laura Robb, Powhatan School, Boyce, VA

Respondent: Jeff Anderson, author, San Antonio, TX

Liaison: Chris Lehman, The Educator Collaborative, Astoria, NY

A.05 WLU Opening Session: Changing Hearts, Minds, and Actions through Collaborative Inquiry

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B207

In this interactive presentation, two classroom teachers and the university partner from the Center for Inquiry in Columbia, South Carolina, will share classroom vignettes, videos, and student artifacts that reveal the ways they grow strategic, passionate readers and writers while using literacy to create a more compassionate, equitable, knowledgeable, and democratic world.

Presenters: Jennifer Barnes, Center for Inquiry, Columbia, SC

Heidi Mills, University of South Carolina, Columbia
Tim O'Keefe, Center for Inquiry, Columbia, SC

A.06 From STEM to THAMES: Advocating for a Return to Broad Education

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B403

Shakespeare's characters, in plays from *Julius Caesar* to *A Midsummer Night's Dream*, demonstrate tools of persuasion, tools you can use to advocate for the arts and humanities in your curriculum. Empower your voice, and those of your students, by playing

with the education teams of two leading Shakespeare theaters and the classroom teachers who believe in what they do.

Presenters: Laura Cole, Atlanta Shakespeare Company, GA, "Playing Comedy in Shakespeare"
Sarah Enloe, The American Shakespeare Center, Staunton, VA, "Persuasion in Shakespeare"
Antavious Baker, Charles Drew Charter School, Atlanta, GA

A.07 Mirrors & Windows: Literature as Advocacy for Ourselves and Others

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LGBTQ

B217

How can literature advocate for society? How do teachers make space in the classroom to read for discovery, problem solving, identity forming, and healing as students make sense of their worlds? Join us in discussing literature that nurtures compassion and advocacy for ourselves and others; we'll share our classroom research, book lists, student responses, and two poem forms that foster empathy.

Presenters: Sarah Donovan, Winston Campus Junior High School, Palatine, IL, "Literature as Windows: Bearing Witness to Humanity—Using Literature to Read the World in an Inclusive Literature Workshop"

Lesley Roessing, Armstrong State University, Savannah, GA, "Literature as Mirrors: Seeing Ourselves in Books—Using Literature to Discover Identity & Enablement"

A.08 Picture Book Authors and Illustrators Advocate for the Use of Illustrations in the Elementary Writing Classroom

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A313

Award-winning author/illustrators Erin Stead and Julia Kuo advocate for the use of illustrations in elementary writing classrooms. This presentation focuses on ways to challenge students to use visual media and visual literacy skills to journal, pre-write, and storyboard to find picture-text relationships and enhance their writing skills.

Facilitator: Melanie Koss, Northern Illinois University, DeKalb

Tradebook Authors: Julia Kuo, Little, Brown and Company
Erin Stead, Penguin Young Readers Group
Brendan Wenzel, Chronicle Books

A.09 Opening Doors to Learning Opportunities for Marginalized Students: Listening to the Voices of Advocacy from Administrator, Teacher, and Student Perspectives

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A315

This session is co-presented by elementary educators/researchers who will discuss the learning opportunities provided marginalized students. Administrator, special and general education teacher, and student perspectives on advocacy will be shared. Participants will be provided time to interactively discuss, question, and share their perspectives regarding advocacy.

Presenters: Katharine Chamberlain, Plano Independent School District, TX
YoTonja Benjamin, Plano Independent School District, TX

A.10 Back to the Future with African American Poetry

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A405

Rainbow

Attendees will review 18th–20th century African American poetry and watch the process of enhanced engagement as students transform the poetry into 21st century technology-infused projects that interpret the poetic voice they uncover in the poem into a modern context. Attendees will participate in a mock miniproject during the session.

Presenters: Louise Kennedy, Saint Edward's School, Vero Beach, FL
Chris Stephenson, Saint Edward's School, Vero Beach, FL

A.11 Play Grounds: Intellectual Play as a Foundation for Courageous Thinking and Transformative Teaching

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WL A404

21st century teachers can—and should—revitalize the ideal of a liberal arts education by transforming classrooms into sites of intellectual play. The fine arts and humanities remain the best tools to train empathetic, flexible, and multimodal thinkers, and this interactive session demonstrates methods for approaching serious material joyfully and fearlessly.

Presenters: Lynne Bruschetti, Georgia Council of Teachers of English
Allison Faubel, Fayette County Public Schools, GA

A.12 Text Complexity, Close Reading, and Disciplinary Literacy: Getting to the Core of the Common Core State Standards

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B208

Sponsored by the North America Systemic Functional Linguistics Association

The Common Core State Standards—with its focus on text complexity, close reading, and disciplinary literacy—portends a major shift in literacy pedagogy. This session draws on a meaning-based theory of language (SFL) to reconceptualize text complexity, inform operationalization of close reading, and enrich discussion of disciplinary literacy.

Chair: Peter H. Fries, Central Michigan University, Mount Pleasant

Presenters: Suzanne Chapman, Zhihui Fang, and Caitie Galligane, University of Florida, Gainesville; “A Linguistically Informed Instructional Model of Close Reading”

Zhihui Fang, Angela Kohnen and Shan Zhu, University of Florida, Gainesville; “Disciplinary Literacy: A Linguistic Perspective”

Brittany Adams, Cuiying Li and Zhihui Fang, University of Florida, Gainesville; “Text Complexity vs. Text Difficulty: A Linguistic Perspective”

A.13 Awards and Advocacy: Using Literary Awards to Encourage Authentic Reading and Writing

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A401

Panel members will describe ways we've used literary awards to encourage wide reading and enhance students' ability to evaluate texts and argue positions. Our students explored the National Book Award, Printz Medal, and SLJ's Battle of the Kids' Books, reading voraciously and caring passionately about both process and results.

Presenters: Steven Bickmore, University of Nevada, Las Vegas, “Determining a Mega-Gold Medal Winner from National Book Award Finalists”

Keri Frazer, Sodus Central School District, NY, “High School Students Argue Their Choices for a Battle of the Kids' Books Winner”

Sharon Kane, SUNY Oswego, “Book Clubs throughout a City Participate in SLJ's Battle of the Kids' Books”

Robyn Proud, Oswego Center for Instruction, Technology & Innovation, Board of Cooperative Educational Services, NY, “Using Literary Awards throughout a Year in an Alternative High School”

A SESSIONS / 9:30–10:45 A.M.

A.14 CEE Opening Session Roundtables—Spotlight on English Education



B312–B313

This year's CEE Opening Roundtables include leaders in teacher education reflecting upon and taking action that advocates for best practices in English education and that prepares future teachers to thrive in a controversy-rich, digitally enhanced, and politically charged educational context.

Chair: Melanie Shoffner, Purdue University, West Lafayette, IN

Roundtable 1: Why Reading Fiction Matters in an Age of Scientific Objectivity and Standardization

Janet Alsup, Purdue University, West Lafayette, IN

Roundtable 2: Preservice Teachers Reading the Rhetoric of Education Reform

Carey Applegate, University of Wisconsin, Eau Claire

Roundtable 3: Challenging Fear: Preparing Teacher Candidates to Broach Political Topics with Students

Meghan Barnes, University of Georgia, Athens

Roundtable 4: Writing Advocacy Means Writing Inquiry: Youths' and Preservice English Teachers' Perspectives on Our Writing Pedagogies

Shamaine Bertrand, George Mason University, Fairfax, VA

Kristien Zenkov, George Mason University, Fairfax, VA

Roundtable 5: Integrating Advocacy: Critical Inquiry Units for Teacher Preparation

Megan Birch, Plymouth State University, NH

Roundtable 6: Sustaining Writerly Identities: Bridging the Gap from Methods Courses to the Profession

Alison Bright, University of California, Davis

Sarah Hochstetler, Illinois State University, Normal

Roundtable 7: Challenging Fear: Preparing Teacher Candidates to Broach Political Topics with Students

Denise Dávila, University of Nevada, Las Vegas

Roundtable 8: “When you learn, teach; when you get, give”: The Power of Teacher Mentorship

Kristin Edwards, Guilford County Public Schools, Greensboro, NC

Kamania Wynter-Hoyte, University of South Carolina, Columbia

Roundtable 9: Integrating Advocacy: Critical Inquiry Units for Teacher Preparation

Meg Petersen, Plymouth State University, NH

Roundtable 10: Co-teaching in Higher Education

Salena Rabidoux, University of North Carolina, Wilmington

Amy Rottmann, Lenoir-Rhyne University, Hickory, NC

Roundtable 11: TTYL in EDU: Using Web 2.0 Technologies to Foster Communication in Undergraduate Courses

Susan Sturm, SUNY Fredonia

A.15 The Faces of Passion: Pursuing Projects to Build Self-Advocacy in Your Learning Community



A407

Learn how you can bring passion back to school, to teachers, to your classroom, and to your students by integrating passion projects. Opportunities to cultivate passion are at our fingertips, in our community, or right next door. Leave with a project that will ignite or rekindle the love of the language arts.

Presenters: Krystin Beavers, Cypress Creek High School, Orlando, FL

Alicia Duarte, Cypress Creek High School, Orlando, FL

Jennifer Kosloski, Cypress Creek High School, Orlando, FL

Helen Philpot, Orange County Public Schools, Orlando, FL

Elizabeth Scanlon, Cypress Creek High School, Orlando, FL

Lee Ann Spillane, Orange County Public Schools, Orlando, FL

A.17 Innovative Practices: Sharing New Ideas for Learning with Digital Tools and Social Media



B206

Join a room FULL of powerhouse teachers and experts in an interactive, high-paced discussion of how we engage and ignite students' excitement with teaching that leverages the most powerful aspects of new and emerging digital tools. We focus on practices, innovation, and real learning.

Chair: Kristin Ziemke, Big Shoulders Fund Chicago, IL, “Beyond Text: Literacy for a Digital Culture”

Presenters: Katharine Hale, Arlington Public Schools, VA, “Innovation without ‘All that Glitters’ is Gold”

Katie Muhtar, Barrington Central School District 220, IL, “Holding onto Humanity in the Time of Tech”

Respondent: Sara Kajder, University of Georgia, Athens, “The Thingamabob (Or, What ‘Counts’ as Innovative?)”

Roundtable 1: One to the World: Autonomous Technology Integration in the Middle School Classroom

Jason Augustowski, Riverside High School, Leesburg, VA

Roundtable 2: Remix and Possibilities in the Classroom

Crystal Beach, Buford High School, GA, and University of Georgia, Athens

Roundtable 3: Yes, This IS a Writing Class

Sheila Cooperman, Fordham University, The Bronx, NY

Roundtable 4: Independent Reading Gamification

Alex Corbitt, The Bronx School of Young Leaders, NY

Roundtable 5: Slice of Life: Blogging Our Way to Better Writing Habits

Amanda Cornwell, Portland Middle School, MI

Roundtable 6: #CoolTechiKnow

Al Elliott, Ellication Labs, Hoover, AL

Roundtable 7: Green Screen Magic

Will Fassbender, University of Georgia, Athens

Roundtable 8: Small Steps Forward

Alyssa Fontella, University of Georgia, Athens

Roundtable 9: On Digital Writing

Liz Homan, Waltham Public Schools, MA

Roundtable 10: Using Mentors to Help Students Make Purposeful Decisions When Composing Digital Texts

Julia Johnson, Hillard Public Schools, Columbus, OH

Roundtable 11: Negotiating Digital Texts in Dialogic Spaces

Jamie Jordan, University of Georgia, Athens

Roundtable 12: Sharing a Love of Books through Podcasting

Tony Keefer, Dublin City Schools, OH

Roundtable 13: Digital Literature Circles

Susan Luft, Scarsdale Public Schools, NY

Roundtable 14: Branded Blogging

Kelly Purman, Gunston Middle School, Arlington, VA

Roundtable 15: Teaching and Learning with Padlet

Katherine Sokolowski, Monticello Middle School, IL

Roundtable 16: (Re)imagining Sonic Literacy: Getting Students to Tune In

Amber White, North Branch Area Schools, MI

Roundtable 17: Using Technology to Mediate Dialogic Learning in the Elementary Classroom

Christopher Working, Grand Haven Area Public Schools, MI

Roundtable 18: Writing Our Way out of Trouble: Troubleshooting Our Way to Innovation in the Digital Writing Classroom

Andrea Zellner, Michigan State University, East Lansing

A.18 Creating a Culture of Writing to Change Their Worlds

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B310

Teachers will focus on connecting literature to modern topics, such as poverty and slavery, with activities that will ask the students about their own worlds (clothing choices, demographics of their home

counties, etc.). Demonstrated activities are designed to teach how to create a culture of argument writing in the classroom.

Presenter: Angie Griffin, South Panola High School, Batesville, MS

Facilitators: Mary Parker, Indiana University Southeast, Albany

Jennifer Ringo, University of Mississippi Writing Project, University, MS

Ellen Shelton, University of Mississippi Writing Project, University, MS

A.19 Unveiling School and Community Resources of Rural Sexual Minority Youth

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LGBTQ

Rainbow

B205

This session discusses how teachers can support sexual minority youth in rural areas, both in the roles of teacher and community member. The session reports research that aims to unveil community- and school-based resources that support rural LGBTQ youth and explores their identity formation, challenges, resources/assets, and social navigation strategies.

Presenter: Michelle Page, University of Minnesota, Morris

A.20 Mic Check: Hip Hop and Spoken Word in the Construction of Literacy Practices and Literate Identities

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Rainbow

B308

This session addresses how the production of hip-hop texts has served as a site for literary problem solving, development of critical consciousness, and identity development among a group of 236 urban youth involved in a social justice music video project. The session will include young people as panelists and performers.

Chair: Katherine Whittington, Chicago Public Schools, IL

Presenters: Marquis Eason, Chicago Public Schools, IL
 Kyle Latham, Chicago Public Schools, IL
 ImUnique McNary, Chicago Public Schools, IL
 Darnell Montgomery, Chicago Public Schools, IL
 Katherine Whittington, Chicago Public Schools, IL

A.21 Moving from Talk to Action: An Inquiry Protocol to Promote Change

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B203

Panelists share experiences with the Teaching Inquiry protocol, used to identify classroom-based concerns. Supported by a professional learning community, the process engages them in better understanding the concern, identifying possible actions, and pursuing resolutions. The protocol provides inquiry-based participatory professional development for enacting change where YOU need it.

Chair: Margo A. Figgins, University of Virginia Young Writers Workshop, Charlottesville

Presenters: Abigale Baum, Albemarle High School, VA
Natasha Heny, University of Virginia, Charlottesville
Allison Reese, Albemarle High School, VA
April Salerno, University of Virginia, Charlottesville

A.22 Books, Glorious Books! Advocate for the Classroom Library That Propels All Readers

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A402

All readers develop through voluminous, engaged reading. Why, then, do teachers face obstacles in stocking their classrooms with vibrant, compelling books and providing time for children to read? This interactive session will arm participants with persuasive research, detailed blueprints for robust classroom libraries, inspiring case studies, and powerful advocacy strategies to give all readers what they need to thrive.

Chair: Stephanie Harvey, Stephanie Harvey Consulting, Denver, CO

Presenters: Maggie Hoddinott, Mamaroneck Union Free School District, NY
Annie Ward, Mamaroneck Union Free School District, NY

A.23 Starting Off Right: First Literature Choices in the High School English Classroom

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A410

What they say about first impressions is true. This interactive session explores the literature choices—including classics novels, young adult selections, representations of diversity, and digital media texts—we make to begin the academic year. We consider our reasons for our selections and the various ramifications of those choices.

Presenters: Lisa Scherff, Cypress Lake High School, Fort Myers, FL, “When an Academic Returns to the Classroom, What Novel Does She Choose to Start the Class?”

Steven Bickmore, University of Nevada, Las Vegas, “The Young Adult Novel as a Beginning Text in an AP Class”

Fawn Canady, University of Nevada, Las Vegas, “Beginning the ELA Class with Digital Media”

Michael Moore, Georgia Southern University, Statesboro, “Starting the ELA Class with a Classic”

Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI, “Choosing a Text That Encourages Writing and Inquiry”

Respondent: Alan Lawrence Sitomer, Disney Publishing Worldwide, “What Do the Selections Mean and What Are the Consequences?”

A.24 Academic Literacy, the Writing Center, and Advocating for Change

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B306

Increasing pressure on two-year colleges to innovate instructional approaches and maximize outcomes demands novel approaches to constructing and sharing knowledge across administrator-faculty lines. In this presentation, we explore the writing center as a model for collaboration that can recognize disciplinary knowledge and empower cross-disciplinary understanding. We share strategies, successes, challenges, and lessons learned from four team perspectives, including administrators, faculty, and staff.

Chair: Brett Megan Griffiths, Macomb Community College, Warren, MI, “Inside Out: Operating a Shared Vision as a Recent Outsider”

Presenters: Michele Kelly, Macomb Community College, Warren, MI, “Disciplinary Knowledge and Faculty ‘Buy-in’: The Faculty Advisory Board”

Leah Bublitz, Macomb Community College, Warren, MI, "Navigating at the Hub: Negotiating Best Collaborations and Best Practices"

Syreeda Nix, Macomb Community College, Warren, MI, "Scaffolding as a Sociocognitive Tool for Teaching Students and Peers"

Kate Lutes, Macomb Community College, Warren, MI, "Navigating at the Hub: Negotiating best Collaborations and Best Practices"

A.25 English Learners' Education in the Time of Common Core: Implications for Instruction, Assessment, and Teacher Preparation

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B212

Sponsored by the Language Collaborative

This interactive panel brings together a school teacher, an administrator, teacher educators, and researchers who share their goal of advocating for English learners' academic success. The four papers share successful teaching practices and provide in-depth insights about EL instruction, assessment, and teacher preparation in the era of Common Core.

Chair: Huili Hong, East Tennessee State University, Johnson City, "Rediscovering the Role of Imagination in English Learners' Disciplinary Literacy and Content Knowledge Learning"

Presenters: Lashay Jennings, East Tennessee State University, Johnson City, "Rediscovering the Role of Imagination in English Learners' Disciplinary Literacy and Content Knowledge Learning"

Xenia Hadjioannou, Penn State Lehigh Valley Campus, Center Valley, "The Morphing Assessment Terrain for English Learners in US Schools: A Review of Public Policy, Assessment Practices, and Their Implications"

Karin Keith, East Tennessee State University, Johnson City, "Rediscovering the Role of Imagination in English Learners' Disciplinary Literacy and Content Knowledge Learning"

Guofang Li, University of British Columbia, Vancouver, BC, Canada, "Preservice Teachers' Preparation for Teaching ELLs: A Mixed Method Study"

Mathew Espinosa, Santa Clara County Office of Education, CA, "The California ELA/ELD Framework: A Statewide Model for Integrating Language Development in the Common Core Era"

Mary Hutchinson, Penn State Lehigh Valley Campus, Center Valley, PA, "The Morphing Assessment Terrain for English Learners in US Schools: A Review of Public Policy, Assessment Practices and Their Implications"

Renee Moran, East Tennessee State University, Johnson City, "Rediscovering the Role of Imagination in English Learners' Disciplinary Literacy and Content Knowledge Learning"

Bian Yue, Michigan State University, East Lansing, "Preservice Teachers' Preparation for Teaching ELLs: A Mixed Method Study"

A.26 A Tale of Two Teachers: Self-Renewal and Advocacy in Uncertain Times

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A406

In these troubling educational times, we have found that engaging in critical self-study has helped us to sustain long and joyous careers as high school English teachers. In this presentation, we share the lessons we have learned and show other ELA teachers how to build and sustain a self-renewing career.

Presenters: James Muchmore, Western Michigan University, Kalamazoo
Elaine Sayre, Kalamazoo Central High School, MI

A.27 Fostering Writing Centers as Sites of Writing Advocacy

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B210

Sponsored by the International Writing Centers Association

Writing centers are powerful sites of advocacy when they engage and amplify student voices, involve teachers in reflecting on writing pedagogy, and foster teacher leadership within and connection among institutions. Drawing upon research and practice, this panel will share strategies for and results of advocacy from secondary school writing centers.

Co-Chairs: Jackie Grutsch McKinney, IWCA Vice President, Muncie, IN

Amber Jensen, George Mason University, Fairfax, VA, "Advocacy through Cross-Institutional Partnerships"

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor, MI, "Fostering Teacher Leadership"

Kyle Boswell, Mattawan High School, Mattawan, MI, "Involving Teachers in Reflecting on Writing Pedagogy"

Kate Hutton, Herndon High School, VA, "Engaging and Amplifying Student Voices"

A.28 Tools for Talking across Divides: Challenging Stereotypes in Literature, History, and the World around Us

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Rainbow

B215

Fostering conversation and understanding across political, racial, religious, and other divides is vitally important to our democracy. In this session, we will explore ways to teach students how to understand and counter stereotyping in what they read, see, and hear—in the classroom and out in the world.

Co-Chairs: Karen Scher, Facing History and Ourselves
Georgia Scurletis, Vocabulary.com

Presenters: Katherine Schulten, *New York Times* Learning Network
Andy Sarvady, The Paideia School, Atlanta, GA

A.29 Teachers in Schools Beating the Odds for Student Achievement on Common Core Assessments: A Participatory Performance

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B307

This audience participatory performance reenacts the focus group discussions of teachers who have taken critical and culturally responsive approaches toward implementing the Common Core in their odds-beating schools. Time will be given for discussion of the Common Core study findings overall as well as reflection on teacher advocacy for diverse learners.

Presenter: Kristen Wilcox, University at Albany, SUNY

A.30 The Write Divide: Making the Transition from High School to College Writing

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A409

This presentation will offer secondary school English teachers practical strategies for helping students to transition from high school to college writing. We will discuss common challenges students face due to mismatched expectations and tasks in high school and college and offer concrete suggestions for bridging the gap between the two.

Presenter: Tina Matuchniak, University of California, Irvine

A.32 Writing and Acting for Change

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B213

This panel will explore programs that provide youth with opportunities for learning and agency that can affect public policies through effective advocacy and open pathways to higher education and jobs for youth who have experienced inequality. Panelists will present diverse “faces of advocacy,” young people who are working for equity and sustainability in their own communities as well as the larger world and consider participants’ ideas and action plans for forming social action teams.

Chair: Emily Bartels, Middlebury Bread Loaf School of English, VT

Presenters: Jacqueline Jones Royster, Georgia Tech, Atlanta
Ceci Lewis, Cochise College, Douglas, AZ
Tom McKenna, Bread Loaf Teacher Network, Middlebury, VT

A.33 Paper? Screen? Yes! The Case for Reading Instruction That Stretches Students’ Biliterate Brains

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B214

Technologies have expanded the definition of literacy and increased the demands of effective reading. Has the rush to address those demands created reading brains unable to tackle the unique demands of print text? We’ll explore how to nurture the development of “biliterate” brains ready for effective reading—on paper and screen.

Presenters: Holly Atkins, Saint Leo University, FL
Kimberly Higdon, Saint Leo University, FL
Candace Roberts, Saint Leo University, FL

A.34 Editing and Writing from Outside of One’s Culture or Ethnicity

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B402

Award-winning authors and editors discuss the challenges and opportunities of creating diverse books written “outside of one’s culture.” How do authors and editors maintain authenticity, accuracy, respect, and sensitivity in order to create great books? Discussion will include ways readers can evaluate and become advocates for diverse books of merit.

Presenters: Julie Bliven, Charlesbridge
Jessica Powers, Cinco Puntos Press
Nancy Bo Flood, Charlesbridge
Padma Venkatraman, University of Rhode Island, Kingston

A.35 Understanding Writing Transitions: Improving the Teaching of Writing with a Case Study Approach

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This panel shares insights, stories, and lessons from three case studies of secondary writers engaged in transitioning from high school to college writing. We offer practical suggestions and resources for starting case study teacher-research projects to examine the teaching of writing, as well as the benefits and struggles for sustaining this work.

Co-Chairs: Jessica Early, Arizona State University, Tempe, “Understanding Writing Transitions: Preparing Students for College Writing”

Respondent: Christina Saidy, Arizona State University, Tempe

Presenters: Katherine Alford, Arizona State University, Tempe, “What Secondary Teachers Can Learn from First-Generation College Writers”

Shawn Towner, Boulder Creek High School, Anthem, AZ, “Better Than Ezra: Using Student Input and Interviews to Improve Secondary Writing Instruction”

Darby Simpson, Arizona State University, Tempe, “You Can Do It!: The Power of a Writing Tutor in Advocating for and Supporting a Student’s Writing Efficacy”

A.36 Advocacy through Writing: Designing Writing and Performance Activities That Empower, Rather Than “Other,” LGBTQ Students

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Presenters will address both the promise and the challenge of advocating for LGBTQ youth by creating powerful narrative and poetry writing assignments and performance opportunities. Based in the stories of actual students, this presentation offers writing prompts and addresses important considerations for designing such activities.

Presenters: Heather Killelea McEntarfer, State University of New York, Fredonia, “‘This Is Different, This Is New’: LGBTQ Youth Constructing Identity through Writing and Performance”

Deborah Bertlesman, Western New York Maritime Charter School, Buffalo, “‘Can we do poetry today?’: Identity Transformation in LGBTQ Youth”

Karen Andrus Tollafeld, Kent State University, OH, “Finding His Narrative Voice: Case Study of a Trans*man”

A.37 Iconic Creations: Sparking Inquiry with Origin Stories of Everyday Culture

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A312

In this engaging panel session, five notable authors and illustrators will share the origin stories of modern cultural icons like LEGO toys, DayGlo paint, and sugar skull calaveras and suggest methods for cultivating curiosity and capitalizing on students’ interests when conducting research units and inquiry studies.

Chair: Donalyn Miller, The Book Whisperer, Inc.

Presenters: Erin Hagar, Duo Press (Workman), “Awesome Minds: The Inventors of LEGO Toys”
Duncan Tonatiuh, Abrams Books for Young Readers, “Funny Bones: Posadas and His Day of the Dead Calaveras”

Chris Barton, Lerner Publishing/Charlesbridge, “Whoosh! Lonnie Johnson’s Super Soaking Stream of Inventions”

Melissa Sweet, Houghton Mifflin, “Some Writer!: The Story of E.B. White”

A.38 Sustaining Advocacy in Subtractive Times: Self and Community Advocacy through Literacies of Survival

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Rainbow B315

This panel addresses Latino/a im/migrant student practices of self-advocacy for survival within spaces and discourses that marginalize their cultural, linguistic, and ethnic backgrounds. The presenters consider what self-advocacy among Latino/a im/migrant youth and undergraduate students looks like when engaging in decision making, *testimonio*, and food literacies.

Presenters: Monica Gonzalez, University of Colorado, Boulder, “Rupturing Coloniality in Literacy Education: Studying *Testimonio* and Youth Collaborative Research in the Borderlands”

Steven Alvarez, University of Kentucky, Lexington, “Taco Literacies: Translingual Advocacy through Mexican Foodways Writing”

Lorena Gutierrez, Michigan State University, East Lansing, “‘Say My Name! They Need to Know Who I Am!’: Survivance as Advocacy Amongst Latina/o Migrant Farmworkers”

Respondent: Lisa Patel, Boston College, Chestnut Hill, MA

A.39 Black Lives Matter: Exploring Race, Gender, and Advocacy in ELA Classrooms

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B405

Rainbow This panel will focus on the importance of educators recognizing the lived realities of people of color.

Presenters: Marie Davis, Henry County Schools, McDonough, GA, “Black Girls Matter: The Importance of Positive Portrayals in Children’s and Adolescent Literature on the Self-Esteem and Academic Motivation of African American Girls”
Kimberly Harper, North Carolina A&T State University, Greensboro, “Black Lives Matter: Exploring Race, Gender, Advocacy, and Technology in Technical Communication”
Rabia Davis-Ndiaye, Star 2toring/ACE Academy, Charlotte, NC, “Black Girls Matter: The Importance of Positive Portrayals in Children’s and Adolescent Literature on the Self-Esteem and Academic Motivation of African American Girls”
Breanne Huston, East Jackson Comprehensive High School, GA, “Practicing Freedom through bell hooks to Advocate for a Girl of Color in a Mostly White High School”
Dywanna Smith, Richland Two, Columbia, SC, “My Body, My Story: A Critical Study Examining the Response of African American Girls to Portrayals of Female Obesity in Media”
Flourice Richardson, Illinois State University, Normal, “Black Lives Matter: Exploring Race, Gender, Advocacy and Technology in Technical Communication”

A.40 Writing for Public Purposes

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B201

Participants will look at writing samples, lesson plans, and interviews for resistant middle school students and middle school ELA teachers resistant to formula writing. This presentation shares the way in which a middle school teacher and university literacy educator take up social action writing as a form of advocacy; authentic writing that connects to students’ lives increases achievement and engagement.

Presenters: Nadia Behizadeh, Georgia State University, Atlanta, “Contradictions between Authentic Writing Instruction and High-Stakes Assessment: Successes and Failures of an Attempt to Increase Authenticity in Writing”
Faryl Kander, California Southern University, Irvine, “Writing for Public Purposes: Facing Advocacy through Social Action Writing”

Janet Turner, DeKalb County Public Schools, GA, “Contradictions between Authentic Writing Instruction and High-Stakes Assessment: Successes and Failures of an Attempt to Increase Authenticity in Writing”
Cindy Urbanski, UNC Charlotte, “Resistance in Writing as Advocacy in Urban Middle Schools”

A.41 Teachers’ Literacy Lives as Models for Student Writing

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B409

This session will center around using teachers’ personal literacy lives and practices to enhance student writing. Participants will learn how to use their own writing and writing strategies as a model for their students’ writing.

Chair: Douglas Kaufman, University of Connecticut, Storrs-Mansfield, “Making Mini-lessons for the Teacher-Writer: A Program for Learning to Write from One Another So That We Can Teach Our Children More Effectively”

Presenters: Janet Pagoni, Mansfield Public Schools, CT, “Making Mini-lessons for the Teacher-Writer: A Program for Learning to Write from One Another So That We Can Teach Our Children More Effectively”
Ryan Colwell, Fairfield University, CT, “‘Living Literate Lives’ with Our Students: Teacher-Writers as Writing Teachers”
Amy Christensen, Goodwin Elementary School, Storrs, CT, “Making Mini-lessons for the Teacher-Writer: A Program for Learning to Write from One Another So That We Can Teach Our Children More Effectively”
Mary Lee Geary, Goodwin Elementary School, Storrs, CT, “Making Mini-lessons for the Teacher-Writer: A Program for Learning to Write from One Another So That We Can Teach Our Children More Effectively”

A.42 A Tasting Menu for International Student Success

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B204

Rainbow This session features speakers who will share techniques to improve teaching and learning for nonnative speakers using photovoice, online, poetry, cultural criticism, and Vygotsky’s zone of proximal development.

Presenters: Erin Laverick, University of Findlay, OH, “Moving Students into the ‘Zone’”

Soyeon Kim, Korea Institute for Curriculum and Evaluation, South Korea, “Poetic Inquiry in Second Language Research: Korean Students’ English Learning Experiences in Higher Education in EFL and ESL Contexts”

Shuzhan Li, University of Florida, Gainesville, “An Opportunity Missed: An Inquiry into Equity for International Graduate Students in Online Classes”

Aleah Goldin, University of Alabama, Tuscaloosa, “Photovoice: Participatory Action Research in the English Classroom”

Yu Zhang, Florida International University, Miami, “Employing Cultural Criticism to the Teaching of Cross-Cultural Literature for College-Level Students”

Kyung Min Kim, Miami University, Oxford, OH, “Poetic Inquiry in Second Language Research: Korean Students’ English Learning Experiences in Higher Education in EFL and ESL Contexts”

A.43 “Killer Collabos”: Crafting Advocacy Ideas Worth Spreading Via TED Talks and Hip-Hop Pedagogy

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Rainbow

B202

This session features a discussion of how to build student advocacy through the use of TED Talks, hip-hop pedagogy, and classical argumentation.

Presenters: Julie Roos, Canyon Springs High School, Las Vegas, NV, “Building Advocates: Teaching Students to Present Arguments”

Maryanne Berry, Cardinal Newman High School, Santa Rosa, CA, “Students’ ‘Ideas Worth Spreading’: Why and How to Organize a TEDx of Student Speakers”

Douglas Sanders, Frederick Douglass High School, Atlanta, GA, “‘Killer Collabos’: Hip-Hop Pedagogy and the Common Core”

Ryan Smith, Maryknoll School, Honolulu, HI, “Students’ ‘Ideas Worth Spreading’: Why and How to Organize a TEDx of Student Speakers”

A.44 Teaching, Affirming, and Recognizing Trans* and Gender Creative Youth: A Queer Literacy Framework

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LGBTQ

B317

Understanding the value of (a)gender self-determination and (a)gender justice in schools, this study contributes to a

normalization of LGBT*IAGCQ-positive curricula through a queer literacy framework, addresses how educators can support preservice teachers to understand and read (a)gender, and reworks classroom norms where bodies with differential realities are legitimated.

Presenter: sj Miller, Metro Center, New York University

A.46 Fanning the Flames of Curiosity (or Columbus and His Egg)

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B404

Sponsored by the Georgia Council of Teachers of English

Challenging nonfiction texts can be enriching as well as fun. Join us as we examine texts that overwhelm our students—discover “tricks” that will have students learning materials and decoding—while giving students the impetus (or “kick in the pants”) that will fan the flames of learning. Bring a device that will allow you to search with us.

Presenters: Kathleen McKenzie, Brunswick High School, Brunswick, GA
Derek Rader, Cass High School, Cartersville, GA

A.47 Teacher as Writer; Writer as Teacher: Championing Literacy Role Models for Young People

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A412

Students need reading role models, teachers who value writing as part of their personal and professional practice. All teachers are writers. All students are writers. A panel of authors who are teachers will share how their identities intersect with insights on effective writing practices in the classroom and beyond.

Co-Chairs: Eti Berland, Hebrew Theological College, Skokie, IL
Shari Frost Roth, Hebrew Theological College, Skokie, IL
Presenters: James Klise, Algonquin Books for Young Readers

Leanne Ellis, Lincolnwood School District #74, IL
Andrew Smith, Penguin Books
Sharon M. Draper, Athenum Books for Young Readers, an imprint of Simon & Schuster

A.48 Learning to Lead, Leading to Learn: Innovative Leaders in a Connected World

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TE

B314

Sponsored by the Conference on English Leadership

Calling all literacy leaders—at every level! This session offers a unique opportunity to explore new insights into ways that technology can become a vital learning tool to support literacy instruction in ELA classrooms. Through a combination of keynote presentation and interactive roundtable discussions led by veteran literacy leaders, participants will engage new ideas and personalize applications for their own instructional settings.

Speaker: Meeno Rami, Bill and Melinda Gates Foundation

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

Roundtable 1: Lynn Aprill, Bonduel High School, WI

Roundtable 2: Christopher Bronke, Downers Grove North High School, IL

Roundtable 3: Virginia Condon, Lyons Township High School, IL

Roundtable 4: Elizabeth Crooks, Consolidated School District, New Britain, CT

Roundtable 5: Emily Meixner, The College of New Jersey, Ewing

Roundtable 6: Matthew Morone, Pascack Valley High School, Hilldale, NJ

Roundtable 7: Tricia Parker, Sunnyslope High School, Phoenix, AZ

Roundtable 8: Wanda Porter, past chair, Conference on English Leadership

Roundtable 9: Ann Marie Quinlan, Secondary Section Liaison

Roundtable 10: Karen Raino, Lyons Township High School, La Grange, IL

Roundtable 11: Kathleen Rowlands, California State University, Northridge

Roundtable 12: Anna J. Small Roseboro, author, mentor, consultant, Grand Rapids, MI

Roundtable 13: Tom Scott, University of Wisconsin, Milwaukee

Roundtable 14: Kristin Sovis, Saginaw Valley State University, University Center, MI

A.49 Write What Matters: For Our Students, for Ourselves

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B316

Life is too short to spend writing about what does not matter. Presenters from three levels of teaching will demonstrate how they locate topics that compel their intellectual and emotional investment and share how they teach students to do the same. The session will end with participants writing what matters.

Presenters: Emily Geltz, Oyster River Middle School, Durham, NH

Tom Romano, Miami University, Oxford, OH

Mariana Romano, Evanston Township HS, IL

Linda Rief, Oyster River Middle School and University of New Hampshire, Durham

A.50 Narrative as Advocate and Treatment for the Breast Cancer Patient Dealing with Invisible Wounds

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B408

Narrative is a way for breast cancer patients to actively understand invisible wounds and seek alternatives to body-only treatment, as well as to feel empowered by applying terms they wish to use instead of the war metaphor forced upon them by a patriarchal view they may not share or appreciate.

Presenters: Madonna Kemp, University of Tennessee at Chattanooga

Kelli Hand, University of Tennessee at Chattanooga

A.51 Engaging the Muse: Advocating for Creative Thinking in the Common Core Classroom

M

B216

Creative thinking and experimentation are essential—but often underappreciated— aspects of critical reasoning and writing skills. Join five middle-grade authors/educators, all advocates for creativity in the classroom, as they share unique, fun, and easy-to-implement exercises designed to help students bring their creative brilliance to bear on standards-based assignments.

Chair: Anne Nesbet, Candlewick Press and University of California, Berkeley

Presenters: Tracey Baptiste, Algonquin YR, Lesley University, Cambridge, MA

Cheryl Blackford, HMH Books for Young Readers

Laura Gary, Renfroe Middle School, Decatur, GA

Terra McVoy, HarperCollins

Jennifer Ziegler, Scholastic Press

A.52 Preservice Teacher Learning: Race, Literacies, and Digital Space

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A314

This session reports on three studies of preservice teacher learning. The first study focuses on teachers learning relationships between race literacy and equity. The second study reports on teachers learning about literacies in a digital space. The final study explores teachers learning to teach in Upward Bound, a summer college prep program for youth of color.

- Presenters:** Tonya Perry, University of Alabama, Birmingham, "An Urban State of Mind: Preparing Teachers to Build Literacy Skills"
- Elsie L. Olan, University of Central Florida, Orlando, "Cultivating Narrative Voice and Inquiry in an Online Environment for Teacher Education"
- Jamal Cooks, San Francisco State University, CA, "An Urban State of Mind: Preparing Teachers to Build Literacy Skills"
- Nicole Olcese, University of Central Florida, Orlando, "Cultivating Narrative Voice and Inquiry in an Online Environment for Teacher Education"
- Detra Price-Dennis, Teachers College, Columbia University, New York, NY, "Preservice Literacy Teachers as Anti-Racism Advocates: A Study of Race-Focused Student Organizations at Two Institutions"
- Eliza Allen, University of South Carolina, Columbia, "Preservice Literacy Teachers as Anti-Racism Advocates: A Study of Race-Focused Student Organizations at Two Institutions"
- Suzie Null, Fort Lewis College, Durango, CO, "We're the Teacher: Developing Preservice Teachers' Literacy Instruction through Co-Teaching"
- Matt Siedel, University of Alabama at Birmingham
- Susi Long, University of South Carolina, Columbia, "Preservice Literacy Teachers as Anti-Racism Advocates: A Study of Race-Focused Student Organizations at Two Institutions"
- Sarah Leverett, Birmingham City Schools, AL
- Kamania Wynter-Hoyte, University of South Carolina, Columbia, "Preservice Literacy Teachers as Anti-Racism Advocates: A Study of Race-Focused Student Organizations at Two Institutions"
- Meir Muller, University of South Carolina, Columbia, "Preservice Literacy Teachers as Anti-Racism Advocates: A Study of Race-Focused Student Organizations at Two Institutions"
- Gloria Boutte, University of South Carolina, Columbia, "Preservice Literacy Teachers as Anti-Racism Advocates: A Study of Race-Focused Student Organizations at Two Institutions"

A.53 The People in the Profession: Hope, Global Connectedness, Students, and Teachers

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A408

Panelists examine the people in the profession of English teacher education. How do we instill hope in the students and in the teachers inhabiting ELA classes? How can we advocate for at-risk students? What can we do to bring people together through global connectedness?

- Chair:** Nicole Sieben, SUNY College at Old Westbury
- Presenters:** Lindy Johnson, The College of William and Mary, Williamsburg, VA, "Advocating for Student Voice through the Teaching of Digital Literacies and Writing Hope"
- Jennifer King, Bloomfield Central School District, NY "Advocating for Globally Connected Literacy Engagement: Teacher Educators, Preservice Teachers, and K-12 Classrooms Partnering through the Global Read Aloud"
- Tiffany Sedberry, Purdue University, West Lafayette, IN, "Woman, Teacher, Mother, Scholar: Exploring Women's Identities and Experiences in Graduate School as They Prepare for or Abandon Teacher Education"
- Nicole Sieben, SUNY College at Old Westbury, "Advocating for Student Voice through the Teaching of Digital Literacies and Writing Hope"

A.54 Opportunity for Advocacy: Examining Young Adult Literature's Treatment of Erased Identities and Histories

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B218

Participants will engage in a classroom demonstration and critical analysis of identities and histories that are (un)intentionally forgotten and/or erased in young adult literature. They will examine stories from the media that connect to this theme and will discuss opportunities to advocate for all identities and histories.

- Chair:** Ricki Ginsberg, University of Connecticut, Storrs
- Presenters:** Kellee Moyer, Hunter's Creek Middle School and Orange County Public Schools, FL
- Wendy Glenn, University of Connecticut, Storrs

A.55 Teenage Change Agents: How Teachers Can Invite Social Change with Real Writing in the Classroom

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B406

Students live in the real world, but the classroom often ignores that. When our lessons invite students to analyze and respond to the world, we develop literacy and civic engagement that encourages social change. This session will share ways teachers invite students into authentic, relevant reading and writing experiences.

Presenters: Mitch Nobis, Seaholm High School, Birmingham, MI
Dawn Reed, Okemos Public Schools, MI
Daniel Laird, Leslie Public Schools, MI
Dirk Schulze, Lake Braddock Secondary School, VA
Carrie Nobis, Groves High School, Beverly Hills, and Birmingham Public Schools, MI

A.56 Sharing Our Practices: A Mini-Unconference for Leaders of Professional Learning

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B301

As leaders of professional learning, hired by schools and districts to bring expert knowledge and know-how, we rarely find or take the time to engage in professional conversations about the practice of leading professional learning activities. Take a break from leading the learning, and engage in collaborative conversations with your peers around what's working and what we need in order to have a stronger impact on the schools, teachers, and ultimately the students that we serve. In this open space environment, think creatively about how NCTE might support and nurture your professional needs while you simultaneously support and nurture the professional learning needs of the educators you serve. Whether you're new to the professional development scene, or have been in the practice for years, your voice is important to the conversation.

Facilitators: Lara Hebert, National Council of Teachers of English, Urbana, IL
Ernest Morrell, Teachers College, Columbia University, NY

A.57 How to Get Students Learning and Loving Shakespeare on Day One

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B407

Sponsored by the Folger Shakespeare Library

Learn how to start a Shakespeare unit by engaging all students and connecting them with Shakespeare's language. Work with text from *Romeo and Juliet*, *Macbeth*, *Twelfth Night*, *Hamlet*, and other plays. Experience firsthand the wildly successful Folger techniques that get students reading closely, asking good questions, enjoying words, and taking risks that lead to deep learning.

Chair: Peggy O'Brien, Folger Shakespeare Library
Presenters: Sue Biondo-Hench, Carlisle Schools, PA
Kimberly Dickstein, Haddonfield Memorial High School, Haddonfield, NJ

B SESSIONS / 11:00 A.M.–12:15 P.M.

B.01 Diversity 2.0: Continuing the Conversation

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A302

In this companion to the CLA preconvention workshop, this session will be a roundtable with the authors, illustrators, and professionals in the children's book industry that participated in the workshop. We wish to continue the Diversity 2.0 discussion.

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

Melanie Koss, Northern Illinois University, DeKalb
Sharon O'Neal, Texas State University, San Marcos

Roundtable 1: Thomas Crisp, Georgia State University, Atlanta

Roundtable 2: Hannah Ehrlich, Lee & Low Books

Roundtable 3: Nikki Garcia, Little, Brown and Company

Roundtable 4: John Schumacher, Rutgers University and Scholastic Book Fairs

Roundtable 5: Ginee Seo, Chronicle Books

Tradebook Authors: Joseph Bruchac, Penguin Young Readers Group

Nikki Grimes, Bloomsbury

Cammie McGovern, HarperCollins

Todd Parr, Little, Brown and Company

Ami Polonsky, Disney Publishing

Janet Wong, Pomelo Books

B.02 Changing the Landscape of Writing Research: The Story of an Online Writing Research Team as Advocates for Instructional Change

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B205

When three teacher-educators reach across state lines to form an online research team, they redefine what it means to be part of research community. Through their shared stories they support and reinvigorate each other as they advocate for teacher professional development back into their own K-12 schools and universities.

Presenters: Haley Sigler, Washington and Lee University, Lexington, VA

Jamie Marsh, Pasadena Unified School District, CA

Kimberly E. Lewinski, La Salle University, Philadelphia, PA

B.03 Talking Is Power—Articulating Thoughts, Arguing Points of View, and Sharing Ideas in Order to Grow as Readers and Thinkers

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A310

This workshop is for teachers who understand the power of talk in the classroom. Give students time and the right tools, and watch their ability to articulate and grow ideas increase! It might be scary to “give up” control, but teaching children to advocate for themselves in the world is essential.

Presenters: Amanda Hartman, Teachers College Reading & Writing Project, NY

Margaret Moon, The School at Columbia University, New York, NY

Shanna Schwartz, Teachers College, Columbia University, New York, NY

B.04 Tricks of the Trade: Nonfiction Writers Share Strategies for Researching, Writing, and Revising

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A311

Through questions, discussion, and imparting best practices, four pairs of award-winning authors will share their most successful strategies for researching, writing, and revising nonfiction texts. Discover how experimenting with format, structure, voice, point of view, and other critical elements allows writers to craft nonfiction that sings.

Chair: Michele Knott, Meadowview School, Grayslake, IL

Tradebook Authors: Sarah Albee, Random House/Crown

Winifred Conkling, Tricycle Press/ Random House Children's Books

Candace Fleming, Macmillan

Irene Latham, author, Birmingham, AL

Cynthia Levinson, author, Austin, TX

Sandra Markle, Lerner Publishing

Melissa Stewart, author

B.05 Advocating for Hope: The Amelia Elizabeth Walden Award and Its Importance in Promoting and Providing a Positive Outlook on Life for Middle and Secondary School Readers

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A301

Past presidents of the Amelia Elizabeth Walden Award Committee and participants will define the selection criterion of “hope” and “positive approach to life” and the importance of advocating for its presence in books for young adults. Then we will engage in creative hands-on activities/small-group discussion at roundtables.

Chair: Teri Lesesne, Sam Houston State University, Huntsville, TX, “That ‘Hope’ Thing and Why NCTE/ALAN Sponsors the Walden Award”

Roundtable 1: Hope in the Walden Award Finalists 2010, 2011, and 2013: Text Sets and Creative Writing Images of Hope Lois Buckman, Anderson Public Library, Anderson, SC

Daria Plumb, Central Grade School, Bellaire, MI

Roundtable 2: Hope in the Walden Award Finalists 2009 and 2012: Text Sets and Water Color Images of Hope Ricki Ginsberg, University of Connecticut, Storrs

Wendy Glenn, University of Connecticut, Storrs

Roundtable 3: Hope in the Walden Award Finalists 2014–2016: Text Sets and Music/Playlist Activities about Hope Mark Letcher, Lewis University, Romeoville, IL

Lois Stover, Marymount University, Arlington, VA

Kellee Moye, Hunter’s Creek Middle/Orange Co. Public Schools, Orlando, FL

B.06 Using an Actor’s Toolkit to Unlock a Text: Applying Active Approaches to Plays, Fiction, and Nonfiction

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A316

This session will explore how to use “active approaches” to unlock a dramatic text. See how studying a monologue or short scene with an actor’s eye improves close reading and can be linked to reading nonfiction texts to place a monologue in its historical or social context. Participants will learn how to implement effective rehearsal techniques for students of all abilities, how to offer constructive criticism along the way, how to encourage collaboration in the classroom, and how to adapt these techniques to the study of fiction.

Chair: Mary Christel, Indian Trails Public Library, Wheeling, IL

Presenters: Juliet Hart, TimeLine Theatre Company, Chicago, IL, “Using Active Approaches to Improve Text Investigation”

Kathryn O’Day, Von Steuben High School, Chicago, IL, “How to Implement Active Approaches in the ELA Classroom”

Mark Onuscheck, Adlai E. Stevenson High School, Lincolnshire, IL, “How Active Approaches Address CCS”

B.07 Scaling Up Advocacy Efforts: Influencing Policymakers Using Connections and Resources across NCTE and State Affiliates to Increase Our Impact

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B301

Sponsored by the NCTE Standing Committee on Affiliates

This session will focus on the various advocacy efforts currently underway by various state affiliates, both on their own and with the support of NCTE. Affiliate leaders from states with specific projects will be available to share how their affiliate developed their project, how it has been carried out, and what the feedback has been from those involved with the various projects.

Co-Chairs: Jean Boreen, Northern Arizona University, Flagstaff, AZ

Carol Revelle, University of North Texas, Denton

Roundtable Leaders:

Roundtable 1: Angela Buzan, Coconino High School, Flagstaff, AZ

Roundtable 2: Walt Halaberda, Flagstaff High School, AZ

Roundtable 3: Lu Ann McNabb, National Council of Teachers of English, Washington, DC

Roundtable 4: Kim Pinkerton, University of Houston-Downtown, TX

Roundtable 5: Jenna Quarelli-Buck, Arizona Department of Education, Phoenix

Roundtable 6: Valerie Taylor, Westlake High School, Austin, TX

B.08 Writing in the Content Areas for Deeper Understanding

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B217

Too often English/language arts teachers are seen as the sources of reading and writing instruction in the middle and high schools. In this session, these teachers will see how many of the different genres can be used for creative approaches to writing in the content areas. To complete these creative artifacts that demonstrate deep understanding of content, the students will have to practice close-reading skills. Attendees will leave with concrete approaches to writing in the content areas using creativity.

Presenters: Barbara A. Garvey, South Middle School, Brockton, MA
Jim Johnston, Central Connecticut State University, New Britain

B.09 Advocating for Arts Education: Teaching Literacy Skills through Arts Integration and Arts Enhancement

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A403

WL This interactive session will engage teachers in practical arts lessons that can be adapted for a variety of levels and topics. These lessons will focus on helping teachers build students' essential literacy skills and encourage teachers to become advocates for arts education without being experts in the arts.

Chair: Heather Barto Wiley, RJ Reynolds High School, Winston-Salem, NC
Presenters: Joan F. Mitchell, Wake Forest University, Winston-Salem, NC, "Positive Effects of Arts Integration"
Lindsay Schneider, West Forsyth High School, Cumming, GA, "Using Visual Art to Teach Characterization and Symbolism"
Heather Barto Wiley, RJ Reynolds High School, Winston-Salem, NC, "Using Visual Art and Film to Teach Inference Making and Theme Development"
Pamela Henderson, RJ Reynolds High School, Winston-Salem, NC, "Using Black-Out Poetry to Assess Main Idea and Theme"

B.10 Advocating for Our Middle Grades Students: Exploring Identity and Transformation through Diverse YA Literature and Media Studies

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LGBTQ B216

Rainbow In this session, our seventh-grade team from the South Bronx will share the challenges and rewards of exploring identity, race, gender, disability, and stereotyping through contemporary works of adolescent literature using literature circles and a media literacy project focusing on gender stereotypes.

Presenters: Christina Barquin, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY, "South Bronx Teens Tackle the Big Issues: Identity, Gender, Stereotypes, and American Society"
Marshall George, Hunter College, New York, NY, "Advocacy through the Power of Multicultural Adolescent Literature"
Amarylis Samuel, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY, "Literature Circles: Understanding Others, Understanding Ourselves"
Shabana Yusuf, Dr. Richard Izquierdo Health and Science Charter School, Bronx, NY, "Media Literacy and Gender Stereotypes in Advertising"

B.11 Building Avid Readers

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A406

In order to be prepared for the post-secondary world, students must be able to comfortably communicate in ways that allow them to advocate for themselves and others, navigate college and/or careers, and make their ways in the world. It all begins with a passion for reading. Come engage in fresh ideas for building avid readers!

Presenter: Kristie Ennis, Jefferson County Public Schools, Louisville, KY

B.12 Writing Practices: Mentorship beyond the Text

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A408

To develop their identities as writers in addition to learning how to write, student writers need the guidance of mentors. Teacher and author panelists advocate for nurturing the writing lives of developing writers by sharing *their* writerly lives and transferable practices that replicate authentic writing conditions in our classrooms.

Presenter: Melissa Guerrette, Oxford Elementary School, Norway, ME

Tradebook Authors: Susan Campbell Bartoletti, Houghton Mifflin Harcourt Books for Young Readers

Phil Bildner, Macmillan/FSG

Erin Entrada Kelly, Greenwillow Books/HarperCollins

Barbara O'Connor, Macmillan Children's Publishing Group

B.13 Evidence-Based Literacy Instruction with the What Works Clearinghouse: Recommendations for Effective Writing Instruction at the Secondary Level

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A410

Join the What Works Clearinghouse (WWC) as we share evidence-based recommendations for teaching secondary writing. You will also learn about other WWC publications to support effective literacy instruction. The WWC is a project of the US Department of Education, and all WWC resources are free and available to the public.

Presenters: Carol Booth Olson, UC Irvine Writing Project

Julia Lyskawa, Mathematica Policy Research, Washington, DC

B.14 Using Popular Psychology Myths to Teach High School Students about Character Analysis

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A409

This interactive presentation will focus on the usefulness of popular psychology myths in guiding students to hone their close-reading and character-analysis skills when reading literature.

Presenters: Lindsay Ellis Johnson, Rowan County Senior High School, Morehead, KY

Alison Heron Hruby, Morehead State University, Morehead, KY

B.15 The Art of Inquiry and Cross-Text Connections: Advocating for Engagement and Heart in Literacy

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B218

This session will demonstrate how engagement centers around inquiry and cross-text connections. It will show teachers how to enable student engagement through inquiry into issues that affect students' lives and that involve multiple genres. Participants will leave the session with extensive resources and processes designed to empower students and teachers.

Presenters: Nancy Patterson, Grand Valley State University, Allendale, MI

Pamela Page, Grand Valley State University, Allendale, MI

Liz Storey, Grand Valley State University, Allendale, MI

B.16 Celebrating Outstanding Writing in English Education: The Emig and Meade Awards

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EE

B204

Sponsored by the Conference on English Education

The Conference on English Education gives two prestigious awards in honor of Janet Emig and Richard Meade. In this session, the winners will present the work that earned them this year's tribute.

Chair: Melanie Shoffner, Purdue University, West Lafayette, IN

Emig Award Recipient: Gholnecsar E. Muhammad, Georgia State University, Atlanta, "Reframing Literacy Education: What We Can Learn from Black Historical Writing Groups"

Meade Award Recipient: Michelle Devereaux, Kennesaw State University, Georgia, "Power, Society, and Identity: Using Literature, Writing, and Students' Lives to Teach Language Ideologies"

B.17 Static to Dynamic: Viewing Collegiate Students as Advocates in Program Design

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A315

How does a teacher-education program create an authentic culture of advocacy? This presentation details the redesign of a literacy education program to foster students' active practice of social action. It includes the accounts of two undergraduate students whose advocacy has resulted in positive change in schools and communities.

Presenters: Ashley Wolf, University of Missouri–Kansas City
Leah Panther, University of Missouri–Kansas City
Kindel Nash, University of Missouri–Kansas City

B.18 Staying True to Our Beliefs: Advocating for Literacy and Learning through Our Stories

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B211

Teachers will share ways they have stayed true to the beliefs they hold about literacy and learning. For these teachers, advocacy for what they know and believe comes through the power of sharing their stories. These beliefs revolve around the essential role that the teacher plays in student learning.

Presenters: Cris Tovani, Tovani Group, “Making Time for What Matters Most”
Franki Sibberson, Dublin City Schools, Dublin, OH, “The Power of Learner Identity”
Jennifer Allen, Waterville Public Schools, Waterville, ME, “Expert Teachers Learn and Make Meaning Together”

B.19 Certifying Literacy and Writing Skills through Digital Badges

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B408

This presentation details a digital badge assessment model, which underscores key student learning outcomes, recognizes the acquisition of skills, supports the collaborative work of English faculty, and is central to students' first-year writing experiences. The digital badge program is an in-house digital curricular delivery system designed to support student success.

Presenters: Denise Paster, Coastal Carolina University, Conway, SC
Alan Reid, Coastal Carolina University, Conway, SC

B.20 Native American Education: America's Dirty Little Secret

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Rainbow
A401

Educators from a Native American boarding school provide an honest dialogue on what Native American education is and who Native American students are today. Presenters discuss their emphasis on student voice and perspective. This session provides attendees a model on employing the narrative format and satire to impact change within Native American communities.

Presenters: Jesse Bien, Flandreau Indian School, Flandreau, SD
Presenter: Thien Ho, Flandreau Indian School, Flandreau, SD

B.21 Inclusive Curriculum: Advocacy for the New Mainstream

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B308

In light of the “diversity of today's New Mainstream” (Enright, 2011), this session empowers teachers to create broader spaces for engaging with difference in the classroom. The presenters draw on current research in disability studies, code-meshing, and multimodal composition to propose lesson and unit plans that promote inclusive practices.

Presenters: Emily Wilson, University of Michigan, Ann Arbor, “Reframing Accessibility: Disabled Voices in the Secondary ELA Classroom”
Mary Neville, Michigan State University, East Lansing, “Advocating for Students' Language: Code-Meshing as Inclusive Language Pedagogy”
Merideth Garcia, University of Michigan, Ann Arbor, “New Literacies for the 'New Mainstream': Multimodal Pedagogy as Inclusive Practice”

B.22 Teachers Who Write: Finding the Teach, Write, Life Balance

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B311

In this presentation, published authors Jennie K. Brown and Jennifer Novotney discuss their journeys to publication and finding a teacher-author-life balance. This session offers hands-on, mini writing workshops where attendees will get their own creative juices flowing. Additionally, participants will leave the session with a “write-time” calendar of their own!

Presenters: Jennifer Brown, Pennsylvania Council of Teachers of English Language Arts (PCTELA), Palmyra
Jennifer Novotney, MMI Preparatory School, Freeland, PA

B.23 Advocacy through Storytelling: Challenging Stories about Race and Identity through Reading, Writing, and Community Building

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Rainbow

B214

Attendees will experience an abbreviated version of The Storytelling Project, a unit developed to bridge learning about race and culturally relevant teaching to students' lives. In doing so, students become advocates for themselves and for a more equitable society, all the while practicing literacy skills required to be their own champions.

Presenters: Emily Bollinger, Park Center Senior High, Brooklyn Park, MN
Laurie Ganser, Osseo Area Schools, Minneapolis, MN

B.24 Advocating for Speaking and Listening: the Power of Talk in a Digital Age

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A411

Strong listening and speaking skills enable students to effectively communicate, negotiate, and collaborate, yet many aren't given the chance to hone these skills simply because they are not often tested. This session will examine the importance of giving students the tools to become thoughtful, focused, and productive listeners and speakers.

Presenters: Harvey "Smokey" Daniels, author, Heinemann
Kelly Gallagher, Anaheim Union High School District, CA
Penny Kittle, Kennett High School, North Conway, NH

B.25 "That's Like Me!" Urban Public School Emergent Bilinguals Celebrate the Books of Carmen Tafolla and Duncan Tonatiuh

E

Rainbow
WL

B203

Sponsored by the Elementary Section Steering Committee

The Elementary Section Steering Committee will discuss the #WeNeedDiverseBooks movement. Authors Carmen Tafolla and Duncan Tonatiuh will discuss their work within this framework. We will then share author studies by four urban high-needs schools with large ELL populations, and how seeing themselves in the pages of these books impacted their literate lives.

Presenters: Teresa Caccavale, New York City Public Schools
Ted Kesler, Queens College, City University of New York
Detra Price-Dennis, Teachers College, Columbia University, New York

Tradebook Authors: Duncan Tonatiuh, Abrams Books for Young Readers
Carmen Tafolla, Dragonfly Books

B.26 Teacher-Leaders: Advocates for Students and Communities

G

B208

In order to advocate for students or themselves, teachers need to be supported by a community of practitioners. This panel will outline the WELL (Writing Education for Learners and Leaders) project that builds teacher-leaders in writing, and offer examples and specific implementation techniques for session attendees.

Presenters: Sue Stolp, Bozeman Public Schools, MT
Beverly Ann Chin, University of Montana, Missoula
Christy Mock-Stutz, Montana Office of Public Instruction, Helena, "Connecting Writing Teachers through Advocacy"
Caitlin Chiller, Livingston School District, MT, "Classroom Tips and Implementation"

B.27 Ebonically Speaking: Advocating for Linguistic Justice in English Language Arts Classrooms

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TE

Rainbow

B215

This demonstration will challenge attendees' assumptions about language, engage them in critical conversations about language diversity, disrupt the common "good English" / "bad English" concept, and problematize monolingual approaches to language instruction.

Chair: April Baker-Bell, Michigan State University, East Lansing, "Ebonically Speaking: Advocating for Linguistic Justice in English Language Arts Classrooms"

Presenters: Drexton Sportel, Michigan State University, East Lansing, "Combating Linguistic Injustice in Mainstream Media"
Kelsey Wiley, Michigan State University, East Lansing, "Combating Linguistic Injustice by Revealing Linguistic Prejudice"
Jordon Brent Robb, Michigan State University, East Lansing, "Combating Linguistic Injustice Embedded in the Standard Language Myth"

B.28 Collective Advocacy: The Research and Practice of English Education Doctoral Students



B206

Sponsored by the CEE Graduate Strand

In this roundtable session, English education graduate students will present and discuss their current work. This session seeks to foster an environment of collaboration, bringing together novice and seasoned researchers to collectively advocate for and imagine new futures for the teaching and research of English education.

Chair: Meghan Barnes, University of Georgia, Athens

Respondents: Alan Brown, Wake Forest University, Winston-Salem, NC

Anne Elrod Whitney, Pennsylvania State University, University Park

Jim Fredricksen, Boise State University, ID

Charles Gonzalez, University at Buffalo, NY

Heidi Hallman, University of Kansas, Lawrence

Lindy Johnson, The College of William and Mary, Williamsburg, VA

Mark Letcher, Lewis University, Romeoville, IL

Michael Macaluso, University of Notre Dame, Notre Dame, IN

Christy McDowell, Henderson State University, Arkadelphia, AR

Robert Petrone, Montana State University, Bozeman

Amy Piotrowski, Utah State University, Logan

Ryan Rish, University at Buffalo, NY

Luke Rodesiler, Indiana University-Purdue University Fort Wayne

Katie Rybakova, Thomas College, Waterville, ME

Shelly Shaffer, Eastern Washington University, Cheney

Stephanie Anne Shelton, University of Alabama, Tuscaloosa

Nicole Sieben, State University of New York at Old Westbury

Allison Wynhoff Olsen, Montana State University, Bozeman

Leah Zuidema, Dordt College, Sioux Center, Iowa

Roundtable 1: Welcome to BookTube: How Adolescents Engage in Literacy Practices on YouTube

Tara Anderson, UNC-Chapel Hill

Roundtable 2: Conflicting Narratives: The Roles of Care and Identity in one Pre-Service Teacher's Decision Not to Become a Teacher

Meghan Barnes, University of Georgia, Athens

Roundtable 3: Investigating Pedagogical Practices of K-5 Full-Time Virtual School Literacy Teachers

Donald Barringer, Michigan State University, East Lansing

Roundtable 4: Conversations That Promote Deep Learning in a First- and Third-Grade Classroom

Faythe Beauchemin, The Ohio State University, Columbus

Roundtable 5: Stories of English Teacher Mentor Retention: A Narrative Inquiry

Julie Bell, Michigan State University, East Lansing

Roundtable 6: Learning to Teach English Language Arts: An Interactional Analysis of Mentoring across Settings

Eileen Buescher, The Ohio State University, Columbus

Roundtable 7: A Critical Inquiry Approach to Teaching Young Adult Literature

Steffany Comfort Maher, Western Michigan University, Kalamazoo

Roundtable 8: Students' Perceptions of Faculty Bias, Faculty Support, and Disability

Carolyn Corbran, Fordham University, Bronx, NY

Roundtable 9: Negotiating Policy and Practice: Teacher Professional Identity in the Current Reform Era

Kimberly Feldman, University of Maryland, Baltimore County

Roundtable 10: Supporting Literacy Across the Curriculum: Understanding the Valuing of Literacy Instruction, Implementation of Literacy Standards, and Epistemological Beliefs of High School Teachers

Nicolette Filson, North Carolina State University, Raleigh
Charlotte Roberts, North Carolina State University, Raleigh

Roundtable 11: Culturally Relevant Teaching in the English Classroom: Positioning Students for Rich Literary Experiences

Kimberly Foster, Kennesaw State University, Kennesaw, GA

Roundtable 12: Tracing Students' Use of Intertextual Resources in Their Writing across Time

Brent Goff, The Ohio State University, Columbus

Roundtable 13: Teaching Analysis of a Graphic Novel

Maria Hernandez Goff, Arizona State University, Tempe

Roundtable 14: Changing Frames

Heidi Hadley, University of Georgia, Athens

Roundtable 15: Students' Identification of Social Justice Issues in Young Adult Literature and Its Impact on YPAR

Alice Hays, Arizona State University, Tempe

Roundtable 16: "It's a good thing to know how to use vocab so you don't sound like an idiot, but . . .": How Students Labeled "At-Risk" Identify with English Class

Melissa Horner, Montana State University, Bozeman

B SESSIONS / 11:00 A.M.–12:15 P.M.**Roundtable 17: Zine Culture: Identity and Agency Formation in the ELA Classroom**

Kyle Jones, Kennesaw State University, Kennesaw, GA

Roundtable 18: Alternative, Transformative Texts as Companions for Dialogue around Adolescent Literature

Sarah Lightner, The Ohio State University, Columbus

Roundtable 19: The Moral Landscape of the ELA Classroom

Elizabeth Anne Murray, University of Alabama, Tuscaloosa

Roundtable 20: Complexities of Power in Advocacy: Three Models of Youth-Led Activism, Examining Power Structures, and Fostering Critical Hope

Rae Oviatt, Michigan State University, East Lansing

Roundtable 21: The Story We Tell about Reading: Can We Love a Non/Reluctant Reader?

Chea Parton, The University of Texas, Austin

Roundtable 22: Female Voices from Futuristic and Imaginary Worlds: A Literary and Autoethnographic View of Superheroes and Speculative Fiction

Margaret Robbins, University of Georgia, Athens

Roundtable 23: Reading across Texts and Media: Investigating How Preservice English Teachers Read Transmedia Stories

Rikki Roccanti, Florida State University, Tallahassee

Roundtable 24: Refracting Threat through Personal Narratives in a High School LGBT Literature Course: The Social Construction of Vulnerability and Protection in a Literacy Event

Ryan Schey, The Ohio State University, Columbus

Roundtable 25: A Narrative Inquiry into Preservice Writing Teacher Development

Kate Sjoström, University of Illinois, Chicago

Roundtable 26: Death and Meaning: How Teachers Use Narrative to Understand the Death of a Student

Nicholas Thompson, University of Georgia, Athens

Roundtable 27: What's Right with Gavin? Recognizing Literacies in a Neurodiverse Emerging Adolescent

Kristen White, Michigan State University, East Lansing

Roundtable 28: Social Justice in a Rural Setting: A Critical Discourse Analysis of Middle School ELA Students' Creative Writing

Jennifer Whitley, University of Georgia, Athens

Roundtable 29: Digital Reading Behaviors of Adolescents

Lauren Zucker, Fordham University, New York, NY

B.29 Jumpstarting Readers When They Plateau: How the Language of Instruction Can Inhibit or Promote Students' Reading Independence and Proficiency**A312**

When students' reading progress plateaus, what can we do to get learning back on track? While instinct tells us to say more, often saying more means students think and learn less. Learn ways to get students "unstuck" by shifting the language of reading instruction, adjusting conventional prompts, and reframing scaffolding.

Presenters: Kim Yaris, literacy consultant, Wellington, FL
Jan Burkins, Burkins and Yaris, Athens, GA
Julianne Hartz, Los Angeles Unified School District, CA

B.30 Empowering Teachers through Research: In PLCs, Teacher Prep Programs, and State Departments of Education**A402**

This panel presentation advocates for the empowering benefits of teacher research in different contexts: professional learning communities, teacher education programs, and state education departments. Participants will leave with ideas that will help them improve their professional learning communities (PLCs), collaborations across their state, and methods to conduct action research in their classrooms.

Presenters: Crag Hill, University of Oklahoma, Norman, "Conducting Teacher Action Research in the School"
Rebecca Maldonado, University of Oklahoma, Norman, "Advocating for Research within PLCs"
Josh Flores, Oklahoma State Department of Education, Oklahoma City, "Three Keystones to Increasing Teacher Advocacy and Leadership"

B.31 Argumentation and Public Speaking: Foundational Skills for Advocacy

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B310

Throughout life, students will need to act as advocates for themselves, for others, for causes. In this session, two experienced debate and speech coaches will describe and illustrate activities participants can use and adapt with their own students to practice the process of advocacy: from research to creation and presentation.

Presenters: Renee Motter, National Speech and Debate Association
Pam McComas, National Speech and Debate Association

B.32 Mentoring Matters: Maintaining Well-Being and Health at the HBCU

C

Rainbow B306

Panelists will discuss the importance of mentoring African American women in the academy at HBCUs. The session will highlight the historical, theoretical, and cultural morals of the bond of sisterhood. Panelists will also share real-life experiences to illuminate challenges faced by African American women in the absence of mentorship.

Presenters: LaVie Leasure, Winston-Salem State University, NC
Pamela Simmons, Winston-Salem State University, NC
Gladys Huggins, Winston-Salem State University, NC

B.33 It's Lit!—Exploring Digital Literacy as Advocacy

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A314

How do you advocate for your students to ensure their voices are heard? How do you teach your students to become advocates of social justice? How can you use digital literacy to accomplish both goals? This panel focuses on effectively using digital literacy instruction to affirm student voices in digital spaces.

Presenters: Jazmen Moore, Chicago Math and Science Academy, IL
Felicia Hamilton, Bloomfield Schools, CT
Jalissa Bates, LSU Upward Bound, Baton Rouge, LA
Mentors: Anna J. Small Roseboro, author, mentor, consultant, Grand Rapids, MI
Kimberly N. Parker, Rindge and Latin School, Cambridge, MA

B.34 Building a Better Book App: How Teachers Can Shape the Next Generation of Children's Book Apps

E

A313

This presentation introduces examples of children's iPad book apps and provides a critical analysis of how the highly anticipated interactive and multimodal features of these book apps (e.g., narration, games, and hotspots) serve to support emergent reading/readers, as well as examples of when these features are likely to confuse/distract.

Presenters: Jeanne Henry, Hofstra University, Hempstead, NY
Rose Tirota-Esposito, Hofstra University, Hempstead, NY
Gina Siple, Nassau Community College, Garden City, NY

B.36 Revaluing Readers: Introducing Retrospective Miscue Analysis to Middle School Struggling Readers

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B207

Adolescents in reading intervention often feel trapped in a cycle of failure and see assessments as rivals. Teachers can feel similarly trapped. Retrospective Miscue Analysis revalues readers. Follow the journey of three teachers who explored the RMA process (with support) to empower readers and be their advocates.

Chair: Carol Gilles, University of Missouri, Columbia, "Supporting Teachers as They Explore RMA"
Presenters: Danielle Johnson, Columbia Public Schools, MO, "Exploring RMA in a High-Risk School"
Anna Osborn, Columbia Public Schools, MO, "Exploring RMA in Small-Group Settings"
Debra Peters, Columbia Public Schools, MO, "Establishing Long-Term Success with RMA through Reading Workshop"

B.37 Advocacy Amplified through the First Amendment

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B409

You have the right to petition, but how can you use it effectively to advocate for social change? Learn strategies to leverage the First Amendment freedoms and effective persuasive tools to achieve your goals. Then, take on an issue and express yourself in a maker-space activity.

Presenters: Annette Spahr, Harrisburg Academy, PA
Jane Garver, Charlevoix Elementary School, Charlevoix, MI
Kathy Smith, Chattahoochee High School, Johns Creek, GA
Maggie Crawford, Newseum, Washington, DC

B.38 Language to Stir the Soul and Engineer a Skyscraper: The Importance of the English Curriculum in a STEM Environment

S

A405

This presentation will demonstrate how to integrate STEM elements into the English curriculum, a practice that has helped us advocate for the importance of our subject at a STEM high school and create situations in which students become passionate about and skilled at advocating for their work and ideas.

Presenters: Sarah Steinbach, Denver Writing Project, CO
Maria Clinton, San Jose Writing Project, CA

B.39 Claiming or Receiving? Literacy Teachers Advocating for Their Own Professional Development through a Video-Mediated Learning Cycle

TE

B315

Presenting a literacy teacher mentoring cycle that begins with the teacher claiming ownership of learning. Through generating a line of inquiry, collaborating in a support network, and video-mediated practice/analysis/reflection, the learning cycle aims at empowering the teacher to act into new ways of thinking and decision-making in literacy education.

Chair: Yang Hu, Hunter College, New York, NY
Presenters: Yang Hu, Hunter College, New York, NY
Jenny Tuten, Hunter College, New York, NY

B.40 Down Periscope: Transparency and Connected Classrooms for Authentic Audiences and a Healthier Triumvirate

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A404

Harness livestreaming applications like Periscope to provide students with authentic audiences—eager parents included—as well as virtual field trips. This resource-rich demonstration will detail streaming strategies to strengthen the bond between teacher, student, and home. Time will be provided for networking with like-minded teachers ready to connect classrooms and start streaming.

Presenters: Sam Abbott, Reedsburg School District, WI
Heather Anstett, Reedsburg School District, WI
David Fitzpatrick, Reedsburg School District, WI
Brenda Williams, Reedsburg School District, WI

B.41 Engaging Youth in Writing with Digital Media to Promote Literacies in a Juvenile Detention Facility

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Rainbow

B401

This session describes a community-based writing program that has brought together youth and teachers in a juvenile detention facility with preservice teachers and faculty from a local university. Examples of youth-created texts will be shared, including hypertext analysis, lyric analysis, kinetic poetry, and street photography.

Presenters: Chelsea Bartman, Kent State University, OH
Mackenzie Blanton, Kent State University, OH
Ruth Edge, Summit Country Juvenile Detention Center, OH
Kyle Fabricius, Kent State University, OH
Kristine Pytash, Kent State University, OH
Marisa Ritchey, Kent State University, OH
William Kist, Kent State University, Ohio
Elizabeth Testa, Kent State University, OH

B.42 Advancing Literacies of Social Justice in Anti-Black Spaces: An Exploration of New Literacies, Hip-Hop, and Oral Language

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Rainbow

B212

Educator-activists draw upon work that emphasizes literacies of access, liberation, and social justice in the face of anti-Blackness. The session provides examples of community and classroom activities to expand academic

discourse by freeing students to leverage hip-hop culture, debate, and new literacies for advocacy and social transformation.

Presenters: Jennifer K. Johnson, San José State University, CA, “Cultivating Literacies of Access and Liberation in the Face of Anti-Blackness through Hip-Hop, Debate, and Oral Language”
Ashley Newby, Michigan State University, East Lansing, “Changing the Game: Hip-Hop and Student Advocacy”
Cona Marshall, Michigan State University, East Lansing, “Is God a White Racist?: Black Women’s Liturgies Literacies”

Respondent: David E. Kirkland, New York University, NY

B.43 Radical Love: Courageous Conversations about Race, Religion, and Gender Identity with Our Students

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B213

Our classrooms are brimming with love. However, the challenges that face our nation require us to bring many more voices and experiences into our teaching. This calls for a deeper love—what Paulo Freire calls, “radical love.” This interactive session will take your literacy work farther, building critical, socially minded communities.

Chair: Dana Stachowiak, The Educator Collaborative
Presenters: Chad Everett, The Educator Collaborative
Sara Ahmed, Bishops School, San Diego, CA
Respondent: Chris Lehman, The Educator Collaborative

B.44 Decolonizing English Literacy Practices in and out of the Classroom

G

Rainbow

A407

Sponsored by the Standing Committee on Global Citizenship

The English language, steeped in racialized, colonial, and gendered histories, remains central to how the global economies operate. English is therefore an exclusionary tool with potential for emancipation and/or subversion. If we agree that we are all “border dwellers” in this global era, then it is necessary that we decolonize our English literacy curriculum to allow space for multiple forms of expression. This panel attempts to address this issue, demonstrating English literacy practices in different communities, framed by decolonial theories.

Chair: Vivian Yenika-Agbaw, Pennsylvania State University, University Park

Presenters: Kate Vieira, University of Wisconsin-Madison
Rhea Estelle Lathan, Florida State University, Tallahassee

B.46 Global Literature for the High School Classroom

S

Rainbow

B309

Presented by educators in Africa, Latin America, Middle East, and South Asia area studies, this panel will discuss the texts, methods, and resources for globalizing classroom literature and provide classroom-ready materials and suggestions for diversifying classroom perspectives and student learning experiences.

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

B.47 The Nexus of Technology, Language, and Literacy: Strategies for Teachers to Build Literacy Skills for Advocacy

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Rainbow

B406

Teachers, teacher-educators, and other practitioners can learn to appreciate the many literacies that appeal to and are brought to school by students and integrate them into the classroom. Teachers can use these hidden literacies as springboards for students’ deep thinking and learning.

Chair: Jamal Cooks, San Francisco State University, CA, “Keep the Heads Ringing: Using Technology and Popular Culture as a Literacy Act of Social Justice and Equity”
Presenters: Natasha Flowers, Birmingham City Schools, AL, “Using Pop Culture to Introduce Archetypes”
Tonya Perry, University of Alabama, Birmingham, “Using Digital Literacies to Give Voice to Urban Middle School Students”
Veronica Simmons, Birmingham City Schools, AL, “On Top of the World: The Birdseye View of English Using Wikis, Narratives, and Technology”

B.48 Finding Your Voice to Speak Up for Others

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B202

A tradebook author, three teachers, and four students will explore how writing can be a tool to explore personal opinions/reactions to critical issues. We will explore how reading other perspectives enables reflection and fine-tunes understanding that can lead us toward using our writing to advocate for others.

Chair: Linda Rief, Oyster River Middle School and University of New Hampshire, Durham

Presenters: Joseph O'Such, Riverside High School, Leesburg, VA

Justin Lisciandro, Stone Bridge High School, Ashburn, VA
Jason Augustowski, Riverside High School, Leesburg, VA
Sam Fremin, Stone Bridge High School, Ashburn, VA

Tradebook Author: Lester Laminack, author/consultant, Asheville, NC, "Writing to Take a Stand"

B.49 Vocabulary Matters!

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B404



Rainbow

This session will present word games, word play, strategies, and uses of children's literature to develop joyful vocabulary in your early childhood and elementary classrooms. We will demonstrate home and community-based practices that build on students' language strengths.

Presenters: Katy Wischow, Teachers College Reading and Writing Project, New York, NY, "Limitless Language: Empowering Students to Learn the Words That Will Change Worlds"

Char Shryock, Bay Village City Schools, OH, "Word Play around Your City"

Valerie Geschwind, Teachers College Reading and Writing Project, New York, NY, "Limitless Language: Empowering Students to Learn the Words That Will Change Worlds"

Shana Frazin, Teachers College Reading and Writing Project, New York, "Limitless Language: Empowering Students to Learn the Words that Will Change Worlds"

B.50 Teachers Learning + Enacting Culturally Just Education

G

TE

B405



Rainbow

In the current milieu of high-stakes testing and standardized curriculum, how are educators unpacking their senses of agency and understanding within their contexts? This session offers three different studies examining how educators continue to address issues of diversity and equity.

Presenters: Natasha Thornton, Kennesaw State University, Kennesaw, GA, "Critical Conversations: An Exploration of Shifting Beliefs and Practices during Professional Learning"

Alina Pruitt, University of Texas at Austin, "Teacher Agency & Curricular Choices: Designing & Implementing Culturally Responsive Units of Study in a Seventh-Grade Classroom of Linguistically Diverse Youth"

Michael Domínguez, University of North Carolina at Chapel Hill, "Teatro del Oprimido as a Discourse of Advocacy in an Ethnic Studies Literacy Program for Historically Marginalized Students"

B.51 Students Close-Read a Scene, on Their Feet and on Their Own

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B407

Sponsored by the Folger Shakespeare Library

Think that understanding Shakespeare must begin with tons of background notes and explanation? Think again! Watch the core Folger activity, commonly known as 3-D Shakespeare, in action—as real, uninitiated students from a local high school tackle Shakespeare's language head-on and in a text they've never read before.

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

Presenter: Gina Voskov, United Nations International School, New York, NY

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

B.52 From Teacher to University Partners and Back: Outcomes That Matter for Students

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B316

This panel presentation will describe the work of several ELA professional communities where university faculty and K-12 teachers work together to benefit K-12 students across multiple contexts. Panelists will share projects conducted in local classrooms and communities with a focus on the benefits experienced by all members of the partnerships.

Chair: Donna Wake, University of Central Arkansas, Conway

Presenters: Jeff Whittingham, University of Central Arkansas, Conway

Jessica Herring, Benton Schools, AR

Millie Engler, Greenbrier School District, AR

B.53 Developing Adolescents' Awareness of Social Justice Issues through Literature



B201

This panel presents classroom research on how to help students develop their critical lenses, expand their perspectives of world views, and deepen their awareness of social justice issues through connecting their reading and writing to current social and world events and responding to different views and voices on social issues.

Presenters: Danling Fu, University of Florida, Gainesville
 Jungyoung Park, University of Florida, Gainesville
 Kate Yurko, The College at Brockport, State University of New York
 Lin Deng, University of Florida, Gainesville

B.54 Writing for Change: Ten-Minute Activities



B317

Learn ten-minute writing activities to help students think critically about how groups and individuals can be elevated or disempowered through language. This highly interactive session utilizes twenty-five mini-lessons to guide students in the development of skills to be advocates through writing for those who experience discrimination and disempowerment.

Presenter: Sara Wicht, Teaching Tolerance, Montgomery, AL

B.55 Speaking Out for the Spoken Word: Advocating for Audiobooks to Boost Reading Skills, Deepen Literary Analysis, and Increase Teacher Happiness



B210

Interactive presentation with teacher-librarian Sarah Ressler Wright and special-education teacher Caitlin Hartze demonstrating the benefits of teaching with audiobooks—providing numerous classroom resources. The 2016 Odyssey Award-winning narrator/actress Jane Entwistle discusses how an audiobook can enhance text and the power of storytelling with 2016 Newbery Honor author Kimberly Brubaker Bradley.

Chair: Sarah Ressler Wright, RB Hayes High School, Delaware, OH, “Speaking Out for the Spoken Word: Advocating for Audiobooks to Boost Reading Skills, Deepen Literary Analysis, and Increase Teacher Happiness”

Presenters: Jayne Entwistle, Listening Library/Penguin Random House, “The Power of a Professional Reading”
 Sarah Ressler Wright, RB Hayes High School, Delaware, OH, “The Potential in Pressing Play: Audiobooks for Students, Teachers, and Caregivers”
 Kimberly Brubaker Bradley, Listening Library/Penguin Random House, “How Listening Enhances Literature”
 Caitlin Hartze, RB Hayes High School, Delaware, OH, “Audiobooks, Artwork, and Analysis”

B.57 Poster Sessions: Faces of Advocacy**S** A304**C**

Explore the many ways in which educators are pushing for change in their classrooms, schools, communities, and beyond.

Poster 1: Modes of Delivery and Advocacy: The Takeover Project Nancy Fox Edele, University of West Florida; University of Washington, Seattle

Poster 2: Outside the Binary Box: Who Is “They”?

Vicki Towne, independent consultant, Mt. Pleasant, SC

Poster 3: Fostering Student Self-Advocacy in Freshmen

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

Poster 4: Through New Eyes: Preservice Teachers’ Perceptions and Experiences Advocating for Military-Connected Learners in the Literacy Classroom

Vicki Sherbert, Kansas State University, Manhattan

Poster 5: I Will NOT Mow Your Lawn Linda Turner, Marietta City School, Marietta, GA

Poster 6: Democracy 101: Giving Students Voice

Patricia L. Hans, New Jersey Council of Teachers of English, Hoboken

Poster 7: Rhetorical Choices Are Political Choices: Uncovering Hidden Political Agendas in Academic Writing

Sarah Faye, University of California, Davis

Poster 8: Civic Engagement and The DREAM Act through Documentary

Alice Quinlan, PBS’s *POV*

Poster 9: ProjectTILE- a Community Interactive Scrabble Adventure

Colette Bennett, West Haven Public Schools, CT

Jennifer Raba, Bailey Middle School, West Haven, CT

Poster 10: How to Handle a Student Takeover

Kristen Pitts, Odyssey Charter School, Palm Bay, FL

B.58 Poster Sessions: Cultivating New Voices among Scholars of Color**G****B206 FOYER**

Sponsored by the Research Foundation

In this poster session fellows in the 2016–2018 cohort of the Cultivating New Voices among Scholars of Color Program (CNV), sponsored by the Research Foundation of NCTE, present their research and address questions from participants.

Poster 1: Becoming an “Avocado”: Raciolinguistic Advocacy in Bilingual Teacher Education at the US Borderlands

Blanca Caldas, University of Minnesota-Twin Cities, Minneapolis

Poster 2: “I was going crazy”: Resisting Schools as Sites of Anti-Black Violence through Black Youths’ Engagement with Critical Literacy

Justin Coles, Michigan State University, East Lansing

Poster 3: Construing and Practicing Race in Literacy Instruction

Marcus Croom, University of Illinois at Chicago

Poster 4: Latin@ Literacies in the Rural South: Identity, Culture, and Pedagogy in the New Latino Diaspora

Michael Domínguez, University of North Carolina at Chapel Hill

Poster 5: Somos Escritores/We Are Writers: Conexiones entre Familias through Drawing, Writing, and Storytelling

Tracey Flores, Arizona State University, Tempe

Poster 6: Translation as Technology: From Linguistic Deficit to Rhetorical Strength

Laura Gonzales, University of Texas at El Paso

Poster 7: Youth Participatory Action Research in the Borderlands: Exploring Critical Literacies of Inquiry with Latinx Youth

Monica Gonzalez, University of Colorado, Boulder

Poster 8: Culturally Sustaining Pedagogies with the “New American” Educator

Brooke Harris Garad, Ohio State University, Columbus

Poster 9: “Yo, I Don’t Know If I Can Trust That These People in My Class Actually See Me”: Black Girl Erasure, Magically in Spectacular View

Fahima Ife, Louisiana State University, Baton Rouge

Poster 10: Digitally Mediated Multilingualism as Twenty-First Century Communication

Grace Kim, University of California, Berkeley

Poster 11: Young, Literate, and Black on Purpose: Racial Identity and Liberation Literacies in the Classroom

Jamila Lyiscott, Teachers College, Columbia University, New York, NY

Poster 12: Fleshing Out Antiracist Teacher Education: Portrait of a White Teacher Educator’s Disembodied Pedagogy

Esther Ohito, Mills College, Oakland, CA

Poster 13: “The Unnormal Sisterhood”: Reading, Writing, and Connecting in a Girls of Color Collective

Grace Player, University of Pennsylvania, Philadelphia

Poster 14: Sacred Circles: Using a Critical Middle School Literacy Group to Analyze Race, Gender and Size

Dywanna Smith, University of South Carolina, Columbia

FEATURED SESSION

C.01 After Dartmouth: Lessons from 1966 for 2016



A305

In this session, we will explore what perspectives from the 1966 Dartmouth Conference, a seminal event in English education, have to teach us in 2016. In particular we will consider how the idea of student-centered instruction can be set against the idea of standards and testing and how this important event from our history can help us to advocate for better teaching in the present.

Presenters: Judith Franzak, Salisbury University, Salisbury, MD, “Unanticipated Complexities: Tracing a Notion of Text from Dartmouth to Digital Literacies”

Andy Goodwyn, University of Reading, Reading, Berkshire, United Kingdom, “Persistent as Well as Personal Growth: The Enduring Spirit of Student-Centred Pedagogy in England”

Michael Moore, Georgia Southern University, Statesboro, “English Is Whatever English Teachers Do”

Annamarie Sheahan, University of New Mexico, Albuquerque, “1966 Speaks to 2016: A Dialogue”

Don Zancanella, University of New Mexico, Albuquerque, “Why Dartmouth Matters ”

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

C.02 Putting Shakespeare’s Language on Its Feet—and Writing about It Meaningfully



B407

Sponsored by the Folger Shakespeare Library

Do you love the idea of having students speaking and moving and figuring out Shakespeare’s language actively and on their own? Are you looking for ways to connect this “close reading on your feet” with evidence-based writing? Learn classroom-tested techniques that get students prewriting, writing, and revising as they read, speak, and own Shakespeare’s language (and any complex text!).

Presenters: Deborah Gascon, Dutch Fork High School, Irmo, SC
Michael Klein, Sachem High School East, Ronkonkoma, NY
Corinne Viglietta, Folger Shakespeare Library, Washington, DC

C.03 Writing as Advocacy: Authors’ Best Lessons to Help Students Find Their Voice through Their Writing



Rainbow A301

Hear a diverse group of authors share their best writing lessons, which teachers can use with their own students. Attendees will participate in the writing activities at roundtables. They can then take the lessons back to incorporate into their own classroom teaching, advocating for students and allowing their voices to be heard.

Co-Chairs: Teresa Bunner, Wake County Schools, Cary, NC
Jillian Heise, literacy consultant, Custom Education Solutions, Franklin, WI

Roundtable Leaders: Sharon M. Draper, Atheneum Books for Young Readers, Simon & Schuster
Mike Jung, Scholastic
Tahereh Mafi, Penguin Young Readers
Matt de la Peña, Random House Children’s Books
Jason Reynolds, Simon & Schuster
Charles R. Smith Jr., Candlewick Press
Mariko Tamaki, Macmillan Children’s Publishing Group

C.04 The Power of Low-Stakes Writing

G A310

WL Adults use informal writing all the time. In school this kind of writing (notebook reactions, quickwrites, classroom blogs) provides rich opportunities for students to think. But it must bring different expectations in terms of audience and assessment. How can we structure our classrooms to help this kind of writing flourish?

Presenters: Nina Ballew, Bellingham School District, Bellingham, WA, “Play-Based Informal Writing with Our Youngest Learners”
Ralph Fletcher, author/consultant, Lee, New Hampshire, “The Power of Low-Stakes Writing”
Kate Norem, The Bush School, Seattle, WA, “Bringing Back Real Choice to the Writing Classroom”

C.05 Beyond Junie B. Jones: Transitional Chapter Books for Developing Readers

E A311

In small-group discussions, seven award-winning authors will share their inspiration for writing engaging characters and stories that come alive. Discover how a love for animals, humor, silly antics, great imagination, and friendship help young readers move up the ladder of complexity as they gain reading proficiency.

Chair: Cynthia Alaniz, Coppell Independent School District, Texas
Roundtable Leaders: Alyson Beecher, Pasadena Unified School District, CA
Mary Ann Scheuer, Berkeley Unified School District, CA
Tradebook Authors: Troy Cummings, Scholastic
Abby Hanlon, Penguin Random House
Kate Klise, Workman
Ann M. Martin, Macmillan Children’s Publishing Group
Ellen Potter, Knopf Books for Young Readers and Feiwel & Friends
Erin Soderberg, Random House
Kiki Thorpe, Random House

C.06 Reading Image in Language Arts Classes

E B207

WL In this session, participants will learn and apply methods of analyzing images, both student-generated and published (e.g., advertisements). Participants will have the opportunity to apply this knowledge by

analyzing images created by language arts students. Insights into image analysis and implications for practice will be shared.

Presenters: Peggy Albers, Georgia State University, Atlanta
Bobbi Jentes Mason, Fresno Pacific University, CA

C.07 Advocacy: There’s Not an App for That

G A402

E A classroom teacher, literacy coach, and teacher educator team up to share ways they have advocated for access to technology, equitable choices in tools and materials, and culturally valid assessments in early childhood. Participants will be provided tools and resources they might use as everyday advocates for young children.

Presenters: Kela Goodman, University of South Carolina Upstate, Spartanburg, “Advocating for Culturally Valid Assessment”
Becky McCraw, Cherokee County Schools, Gaffney, SC, “Advocating for Choice in Tools and Materials”
Kayla Rochester, Goucher Elementary School, Gaffney, SC, “Advocating for Access”

C.08 Disciplinary Literacy Practices: Creating Meaningful Literacy Lives

M A314

S Panelists will share implementation efforts that grew from a district-level literacy initiative in metro Atlanta. Schools have embraced disciplinary practices and tailored the implementation to fit school focus and need. Teacher leaders from three schools that represent varied demographics share disciplinary literacy strategies that are engaging, authentic, rigorous, and meaningful.

Presenters: ReLeah Cossett Lent, ReLeah Lent Educational Consulting, Morganton, GA, “Disciplinary Literacy Practices: Creating Meaningful Literacy Lives”
Lynn Angus Ramos, DeKalb County School District, Stone Mountain, GA, “Disciplinary Literacy Practices: Creating Meaningful Literacy Lives”
Rebekah Morris, DeKalb County School District, Atlanta, GA, “Advocating for the Neighborhood”
Kamaria Shauri, DeKalb County School District, Dunwoody, GA, “Authentic STEM Literacy”
Marcia Wingfield, DeKalb County School District, Atlanta, GA, “Independent Reading: Still Relevant in High School”

C.09 Words That Wonder: Advocating for Student Choice and Voice in Informational Writing

E
M

A313

Informational writing doesn't have to be the stuff of dry textbook passages. It can be passion driven, quirky, lyrical, and thoughtful. On this panel, authors who spin research into high-interest books will share their processes and provide classroom-ready tips for engaging students in voice-filled, quality informational writing as well.

Presenters: Sarah Albee, Random House/Crown
Margarita Engle, Simon & Schuster
Nikki Grimes, Bloomsbury
Kate Messner, Chronicle/Bloomsbury/Scholastic
Ammi-Joan Paquette, Penguin/Philomel
Linda Sue Park, Houghton Mifflin Harcourt

C.10 Advocating Global Authenticity: Creativity and Representation in Children's Literature

G

Rainbow

B208

Sponsored by the United States Board on Books for Young People

The United States Board on Books for Young People (USBBY) is devoted to building bridges of international understanding through children's and young adult books. In this cosponsored session, author and illustrator Il Sung Na will share his artistic techniques for crafting award-winning and multifaceted creations for young readers.

Presenters: Therese Bigelow, USBBY, Coupeville, WA
Jennifer Graff, University of Georgia, Athens
Ruth McKoy Lowery, The Ohio State University at Mansfield
Il Sung Na, Random House Children's Books

C.11 The Power of Diversity in Historical Fiction

M
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C

TE

LGBTQ

B402

Historical fiction is a powerful tool in the classroom, but where are all the queer, disabled, and characters of color in historical narratives? In this panel, authors of diverse historical fiction discuss writing minority experiences set in the past and how these books can be tools for advocacy and discussion.

Presenters: Mackenzi Lee, HarperCollins
Stacey Lee, Penguin
Lyn Miller-Lachmann, We Need Diverse Books
Padma Venkatraman, University of Rhode Island, Kingston

C.12 Using Inquiry to Develop Advocacy and Activism in the Secondary Classroom

M

S

Rainbow

B215

"In the face of tragedy and injustice, how do we contribute our voices as teachers and advocates to the subject of race in our classrooms and with one another?" Louisville Writing Project fellows will demonstrate how we used inquiry in our schools to address this and other questions around social justice.

Presenters: Stephanie Bryant, Louisville Writing Project, KY
Carrie Elzy, Jefferson County Public Schools, KY
Tricia Meeley, Louisville Writing Project, KY
Dawn Roy, Louisville Writing Project, KY

C.13 Advocacy through Criticism: Gender, Class, and Race as Lenses in the English Classroom

S

A316

Students and teachers can become advocates for a more just society by using gender, class, and race criticism when examining both literary (e.g., Shakespeare, Morrison, Adichie, Díaz) and visual texts (popular television shows, commercials, and advertisements). We will share lesson plans, background materials, student exemplars, and online sources.

Presenters: Genevieve Morgan, Milken School, Los Angeles, CA
Maja Starcevic, Windward School, Los Angeles, CA

C.14 We Were Here—Writing Our Lives to Meet an LRNG Innovation Challenge through TedTalks, Radio Plays, Blogging, and Ethnographies



B217

In 2015, teachers from six urban, suburban, and rural high schools collaborated to provide opportunities for students to create TedTalks, radio plays, blogs, and digital ethnographies for the Writing Our Lives—Digital Ubuntu conference at Fairfield University. The rethinking of traditional classroom spaces helped to celebrate youth voices and perspectives.

Presenters: Kathryn Bedard, Bassick High School, Bridgeport, CT
Bryan Ripley Crandall, Fairfield University, Fairfield, CT
Paula Fortuna, Global Studies Magnet, Norwalk, CT
Kim Herzog, Westport Public Schools, MA
Shaun Mitchell, Central High School, Bridgeport, CT
Jennifer von Wahlde, Darien High School, Darien, CT
Megan Zabilansky, Joel Barlow High School, Redding, CT

C.15 Tending the Garden: Care and Feeding for Hardy and Drought-Resistant Teachers



A315

This interactive panel discussion explores the role that social-emotional wellness plays in creating classrooms rich in a tolerance for failure and a willingness to take academic risks, for both teachers and students. We will look at three areas: ourselves, those we work with, and those we lead.

Presenters: Lara Coppola, Torrington Middle School, Torrington, CT
Catherine Sosnowski, New England Association of Teachers of English, Bristol, CT
Hilary Sterling, Torrington Middle School, Torrington, CT

C.16 Rethinking Literature “Instruction”: An Experiment with Student-Controlled Pedagogy and *Animal Farm*



A409

In this session, I share attempts to move from teacher-directed to student-directed learning when reading a whole-class novel. Two questions guided my efforts: (1) how can I transfer control of teaching and learning to students in a way that promotes authentic

learning? and (2) when, and how, do I step in when needed and still honor students’ autonomy?

Presenter: Lisa Scherff, Cypress Lake High School, Fort Myers, FL

C.17 Choose Your Own Adventure: Making Professional Development Work for You



A401

Limited school funds, great distances, busy schedules—what’s keeping you from meaningful professional development? In an era in which teachers are dominating social media, there are so many rich possibilities for professional development just within your reach. Come learn how you can become an advocate for your own professional growth.

Presenters: Maria Bartz, Trinity Episcopal School, Richmond, VA
Allison Marchetti, Trinity Episcopal School, Richmond, VA
Rebekah O’Dell, Trinity Episcopal School, Richmond, VA
Betsy Reid, Trinity Episcopal School, Richmond, VA

C.18 Four Approaches to LGBTQ-Themed Young Adult Literature as a Tool for Advocacy in Today’s Classrooms



LGBTQ

B308

This panel employs LGBTQ-themed young adult literature to delineate four distinct theoretical approaches for including LGBTQ-themed YAL in ELA classrooms. The presenters will offer specific pedagogies, critical approaches, and classroom tools to help attendees promote advocacy and equity among the LGBTQ communities at their schools.

Presenters: David Lee Carlson, Arizona State University, Tempe, “Transgender History and New Heteronormativity: The Pedagogies of Advocacy and LGBTQ Young Adult Literature”
Darla Linville, Augusta University, GA, “Creating Spaces of Freedom for Gender and Sexuality for Queer Girls in Young Adult Literature”
Jenna Spiering, University of Iowa, Iowa City, “A Place on the Shelf: Examining School Library Discourse about LGBTQ Young Adult Literature”
Joseph Sweet, Arizona State University, Tempe, “Pedagogies of Equity: New Masculinities, Young Adult Literature, and Theories of Recognition in Advocating for LGBTQ Students”

C.19 Writing Center Advocacy: Creating Positive Reciprocity between Students

S
TE

B218

We will share how we have implemented a model for creating students who serve as advocates for their peers through the peer-tutor relationship in the high school writing center. Furthermore, we have created students who have learned to depend on themselves and one another in order to improve as writers, thus increasing their self-advocacy skills. The audience will hear from each point of view of our model: the director, intern, student tutors, and student tutees.

Presenters: Stefanie Betz, The Out-of-Door Academy, Sarasota, FL, “Writing Center Advocacy: From the Director”
Lena Nowak-Laird, New College of Florida, Sarasota, “Writing Center Advocacy: An Intern”
The Out-of-Door Academy Student Writing Assistants, The Out-of-Door Academy, Sarasota, FL, “Writing Center Advocacy: The Students’ Sense”

C.20 Juggling the Unexpected and Finding Yourself: Writing the Middle Grade Novel

E
M

A312

Three award-winning authors share how they create characters with unique friendships and plots that engage middle grade readers in reading to find the unexpected. While these novelists write very differently, they share the ability to write novels that stand the test of time and linger with the reader.

Presenters: Sharon Creech, HarperCollins
Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin
Barbara O’Connor, Macmillan Children’s Publishing Group
Susannah Richards, Eastern Connecticut State University, Windham

C.21 New Approaches to Teaching Two Classic Works: *Adventures of Huckleberry Finn* and *Romeo and Juliet*

M
S

B309

Learn unique approaches to teaching two classic works. See how creating a children’s version of *Adventures of Huckleberry Finn* helps students demonstrate multiple intelligences, creativity, and advocacy; also see how accident theory helps students review *Romeo and Juliet* and understand there are multiple ways to solve a problem.

Presenters: Elizabeth Arnstein, Visitation School and Convent, Mendota Heights, MN
Nancy Carlson, Nancy Carlson Studios, Bloomington, MN
Nicole Sutton, Visitation School, Mendota Heights, MN

C.22 Student and Teacher Critique: Advocating for Our Own Improvement

G
EE

B409

How can we differentiate professional development for teachers? The presenters will engage participants in a critique process that can be used with collaborative groups to answer the questions teachers have as experts in their classrooms and communities. Participants will also consider the application of critique for K-12 students.

Presenters: Sarah Caldwell, Native American Community Academy, Albuquerque, NM
Katherine Page, Native American Community Academy, Albuquerque, NM
Valerie Siow, Native American Community Academy, Albuquerque, NM
Michelle Sprouse, University of Michigan, Ann Arbor

C.23 Impacts of the Common Core State Standards Assessment on Secondary and Postsecondary Writing Instruction

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C

B301

This roundtable examines the impacts of the CCSS assessments on secondary and postsecondary students' learning and writing, continuing conversations begun in last year's *Journal of Writing Assessment (JWA)* (<http://www.journalofwritingassessment.org/>). The roundtable makes connections between research and advocacy work about educational policies, writing assessment, and curricula.

Chair: Carl Whithaus, University of California, Davis

Respondents: Joanne Addison, University of Colorado, Denver

Kathryn Mitchell Pierce, St. Louis University, MO

Roundtable Leaders: Doug Baldwin, Educational Testing Service, New Hope, PA

Angela Clark-Oates, California State University, Sacramento

Brad Jacobson, University of Arizona, Tuscon

Duane Roen, Arizona State University, Phoenix

Carl Whithaus, University of California, Davis

C.24 Recasting Conventions as Craft Elements: Advocating for a Renewed Focus

G

A408

Writers need to understand that craft is enabled by conventions. When this link becomes clear, student attitudes toward mechanics and grammar are shifted. A focus on craft rather than correctness opens the door to examination of mentor texts, exploration of linguistic possibilities, and excellence in writing quality.

Presenters: Jeff Anderson, trade book author, San Antonio, TX, "A Writer for Teachers and Kids Advocates for Craft and Conventions as Play—for Readers and Writers"

Linda Hoyt, author/consultant, Powell Butte, OR, "Structures and Routines to Contextualize Conventions: Advocating for Long-Term Learning"
April Willard, Davidson County Schools, Davidson, NC, "Motivate and Master: Advocating for Mentors to Teach Conventions"

C.25 Moving beyond the Expected and Accepted: The Inclusion of Young Adult Literature as a Vehicle for Bringing Advocacy and Relevancy to a Rural High School

S

A403

How can conversation, classroom demonstration, and collaboration provide the tools necessary to cement ownership of your rural classroom despite pressures of other educational and community stakeholders? Come engage in relevant practice with diverse texts, making informed choices that promote the whole growth of an evolving student demographic.

Presenters: Sydney McGaha, Pontotoc City School District, MS

Angela Quinn, Pontotoc City School District, MS

C.26 Finding Your Voice: Using Nontraditional Memoirs as Mentor Texts

S

B311

Students often have little agency over the form and content of their writing. This interactive panel presentation will explore new styles of memoir writing, including various text types and tech-based tools that provide alternative possibilities for engaging writers. Attendees will write and share their own pieces using discussed mentor texts.

Presenters: Melissa Conlon, William Annin Middle School, Bernards, NJ

Megan Fritz, Point Pleasant High School, NJ

Emily Meixner, The College of New Jersey, Ewing

Jennifer Shettel, Millersville University of Pennsylvania

C.27 The Youth Lens and Teaching for Social Justice

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WL

B213

Explore the new concept of the "youth lens" as a gateway to teaching social justice and advocacy in a seventh-grade literacy classroom. This session includes discussion of student work and opportunities to step into the student role, reflecting on how worldviews shift and widen when reading through critical lenses.

Presenters: Anah Austin, Iowa City Community School District

Jess Harris, Iowa City Community School District

C.28 A Writer's Makerspace: Creating a Writing Culture

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LGBTQ

B211

Create a Writer's Makerspace in your school. The session will highlight Perry High School's successes and struggles to create a space where student writers can hone their craft. Leave the session with ideas on how to create a Writer's Makerspace in your school.

Presenters: Rachele Alpine Mielke, Perry High School, OH
Jodi Rzeszotarski, Perry High School, OH

C.29 The Power of Remediation through Writing: Advocating for Student Production over Consumption

S

B216

Conversations throughout the North Texas area led to teachers advocating for change in the traditional remediation process. Emerging from this network are lessons that meet the needs of struggling writers and that are especially successful with ELLs, students from areas of high poverty, and those who struggle to pass standardized tests.

Presenters: Holly Genova, Lewisville Independent School District, TX
Allie Goldblatt, Harmony Public Schools—Dallas Cluster, TX
Rhonda Lemieux, North West Independent School District, Haslet, TX
Leslie Patterson, North Star of Texas Writing Project, Denton, TX
Carol Wickstrom, University of North Texas, Denton
Audrey Wilson Youngblood, Keller Independent School District, Keller, TX

C.30 Reviving Vocabulary: Using Vocabulary Instruction as a Tool for Critical Reading, Thinking, and Writing

M

S

A406

Come prepared to have, as Shakespeare states, "gracious words revive . . . drooping thoughts" in this interactive session on utilizing explicit vocabulary instruction. We will demonstrate how to implement vocabulary lessons as an integral building block of student learning that focuses on improved reading, textual analysis, and writing.

Presenters: Jenna Gardner, Meadowcreek High School, Norcross, GA
Cicely Lewis, Gwinnett County Schools, Snellville, GA
Marietta Malone, Meadowcreek High School, Norcross, GA

C.31 Advocating for Morally Complicated Young Adult Novels: Authors Sharing Their Insights and Books

M

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C

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A410

The purpose of this author panel is to understand the notion of morally complicated young adult novels and the importance of these stories as a cornerstone of YA lit. We will share insights, discuss the authors' most recent works, and talk about why it is crucial for teenagers to have access to these books.

Chair: T. Gail Pritchard, University of Arizona, Tuscon
Presenters: Kristin Clark, Macmillan Children's Publishing Group
Brian Conaghan, Bloomsbury
Randi Pink, Macmillan Children's Publishing Group
T. Gail Pritchard, University of Arizona, Tuscon
Len Vlahos, Bloomsbury

C.32 Using ePortfolios to Synthesize Experiences and Craft a Digital Identity

S

C

TE

B210

Electronic portfolios (ePortfolios) allow students to synthesize their experiences and craft a digital identity. By incorporating artifacts, reflective writing, and free platforms, students have the power to tell one cohesive story to an outside audience. This session will demonstrate activities used to create professional ePortfolios.

Presenters: Ashlee Duffy, Auburn University, AL
Heather Stuart, Auburn University, AL
James Truman, Auburn University, AL

C.34 From Accommodation to Advocacy: Making Invisible Disabilities Visible in the Academy

C
TE

B306

This panel explores the effects of invisible disabilities and shared traumas as they apply to teachers and students by centering on the experiences and concerns of teaching assistants at a large urban university; it also questions how we can raise awareness and initiate conversations about these issues in the academy and beyond.

Presenters: Danielle Bauman-Epstein, University of Illinois at Chicago
Hannah Green, University of Illinois at Chicago
Melissa Macero, University of Illinois at Chicago
Mark Schoenknecht, University of Illinois at Chicago

C.35 Teaching across Genres: Pairing Fictional and Nonfictional Texts to Promote Language Development of ELLs

E
M

B203

New rigorous academic standards in the United States have prompted a number of shifts in literacy instruction emphasizing complex texts and integration of ideas across texts from multiple genres. This session examines and demonstrates how, through pairing fiction and nonfiction texts, classroom teachers can help ELLs further develop reading and language skills.

Presenters: Clara Lee Brown, University of Tennessee, Knoxville
Robin Schell, University of Tennessee, Knoxville
Betty Thomason, Maryville City Schools, TN
Natalia Ward, University of Tennessee, Knoxville

C.36 Stop Grading: Alternatives to Traditional Grading to Advocate for Your Students as Learners Instead of Point Collectors

M
S

B310

Grading impedes the authentic reading and writing work students must do to read our complex world and write their futures within it. We offer a different view—more feedback, less grading, more student involvement in the process, a reimagined gradebook, and work that entices students. No more points—advocate for learners instead.

Presenters: Claire-Maria Broaddus, Fairview High School, Boulder, CO
Paul Bursiek, Boulder Valley School District, Boulder, CO
Jay Stott, Fairview High School, Boulder, CO
Jonathan Wright, Boulder Valley School District, Boulder, CO
Sarah Zerwin, Fairview High School, Boulder, CO

C.37 Nurturing Diversity and Critical Consciousness in Teacher Education: A Multilayered Understanding

G

TE

Rainbow

B315

Sponsored by the NCTE Standing Committee on Research

This symposium will provide an overview of some of the gaps in teacher education policy, recruitment, and development, as well as possible solutions. Presenters will discuss analyzing policies around diverse teacher recruitment, present on programs to increase teacher diversity and critical awareness, and share teachers' personal experiences in justice movements.

Presenters: Jennifer Clifton, University of Texas at El Paso

Jung Kim, Lewis University, Romeoville, IL

Audrey Lensmire, Augsburg College, Minneapolis, MN

Robert Petrone, Montana State University, Bozeman

Peter Williamson, Stanford University, CA

C.38 Choice and Voice: Advocating for Students at the Center of the English Curriculum

S

A407

This presentation showcases teachers' efforts to advocate for space for students to read, write, and research topics of their own interests. Student voice and choice in the high school English classroom were developed through independent 20Time Projects and creative writing projects in the blended learning classroom.

Presenters: Everett Epstein, Blackstone Valley Mayoral Prep High School, Cumberland, RI, "Designing Colorful Writing"

Lora Hawkins, Teachers College, Columbia University, NY, "20Time Projects"

Laura Snyder, Brown University, Providence, RI, "Teachers Advocate for Student Voice and Choice in the Curriculum"

C.39 The True, Deep "Common Core": How We Can Openly Advocate That "English" Is Fundamentally for the Living of Meaningful Lives

G

B401

Sponsored by The Assembly for Expanded Perspectives on Learning

Do you want students to publish great stories with new technology? This session is for you! Come see how language arts teachers are using websites, blogging, video, and podcasting in their classes to inspire students to produce great content. Resources on how teaching media can align with the Common Core and teach students 21st century skills will be here.

Chair: Bruce Novak, The Foundation for Ethics and Meaning, Indiana, PA, "Deep Reading for Deep Living: A Method for Evoking Personal Transformation through the Deeply Engaged Reading of Literature"

Presenter: John Creger, American High School, Fremont, CA, "Is This Even Legal Curriculum?": The Personal Creed Project as a Method for the Deepened Reading of Our Own and Others' Lives"

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

C.40 Charlotte Huck Award Book Session

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B201

E

Sponsored by the Charlotte Huck Award Committee

The Charlotte Huck Award for Outstanding Fiction for Children promotes and recognizes excellence in works of fiction for children in a publication year. The award recognizes fiction that has the potential to transform children's lives and is part of the National Council of Teachers of English (NCTE) award family. The session will begin with the committee chair providing a brief history of the award and an explanation of the criteria utilized by the committee to assess fiction books for the award. Then, the members of the committee will present this year's award books, highlighting the qualities that make each book outstanding. The eight recommended book titles will be presented first, followed by the five honor books, and building up to the presentation of the 2016 award-winning title. Books will be on display before and after the presentation.

Committee Members: Denise Dávila, University of Nevada, Las Vegas

Joyce Herbeck, Montana State University, Bozeman

Barbara Kiefer, The Ohio State University, Columbus

Detra Price-Dennis, Teachers College, Columbia

University, NY

Stacey Ross, Austin Independent School District, TX

Franki Sibberson, Dublin City Schools, OH

Angie Zapata, University of Missouri, Columbia

C.41 Translingual Practice and Advocating for ELL and L2 Teaching Strategies

G

TE

C

B204



This panel explores approaches to teaching and advocating for ELL, L2, and translingual students.

Presenters: Nilufer Guler, Avila University, Kansas City, MO "Advocating for English Language Learners"

Yuanyuan Li, Miami University, Oxford, OH, "Translingual Practice, Teachers' Attitudes, and Students' Identity"

Fang-Yu Liao, Indiana University of Pennsylvania, "The Advocacy for Using Poetry Writing as Meaningful Literacy Pedagogy in L2 Classrooms"

C.42 The Role of Relationships in Teaching English to Adolescents

TE

CE

B316

Good teachers know that relating to and understanding adolescents is key to helping them learn. This panel explores adolescents and teachers for the ways in which they relate to each other and the discipline around them.

Presenters: Limarys Caraballo, Queens College, City University of New York, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Noah Asher Golden, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Victoria Hulett, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Sandra Loredó, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Kate Markey, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Emily Miller, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Robert Moser, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Chea Parton, Purdue University, West Lafayette, IN, "It Just Comes Down to That Relatability: Who Has the Power to Relate to Adolescent Students?"

Kisha Porcher, George Mason University, Fairfax, VA, "Selected Urban Teacher Educators' Conceptions of Academic Achievement for Students of Color: What They Teach and Why"

Glenda Vargas, Chapman University, Orange, CA, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

Erica Womack, Otterbein University, Westerville, OH, "Cultivating Literacy and Relationships with Adolescent Scholars of Color"

C.43 The Impact of Leveling: Advocating for Children’s Positive Experiences from the Start

E

B408

We will look at dominant preschool structures and early childhood environments, offering a fresh alternative that redefines what it means to read. We will also consider how children are viewed and shaped as readers through the lens of different leveling practices, and implications for our work as teachers and/or teacher educators.

Presenters: Sue Novinger Robb, The College at Brockport, SUNY, “On the Level? The Impact of Various Forms of Leveling on Young Readers”
Lainie Powell, researcher, Atlanta, GA, “Advocating for Children’s Positive Relationships with Books and Literacy Right from the Start”
Molly Wood, The Living Literacy Network, Northport, NY, “Advocating for Children’s Positive Relationships with Books and Literacy Right from the Start”

C.44 Racial Literacy and Civic Responsibility at Predominantly White Institutions and Community Colleges

G

C

TE

B405



This panel explores a socially just composition curriculum with a focus on the effects of race and institutionalized systems, providing tools for developing racial literacy in connection with academic writing and the study of literature.

Presenters: Mara Grayson, Teachers College, Columbia University, NY, and Pace University, New York, “The Self in Society: Racial Literacy in the Community College English Classroom”
Jamila Kareem, University of Louisville, KY, “Black Students’ Lives Matter: Advocating for Black Student Experiences with Civic Responsibility in the College Composition Curriculum”
Sarah Webb, Louisiana State University, Baton Rouge, “UnFair: Shakespeare in the Classroom and Persistent Stereotypes about Black Women”

C.45 Community Literacies across Space, Place, and Time

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B202

This session investigates literacies in multiple contexts and understandings. Presenters map, locate, and rethink how literacy is both situated and mobile in the everyday practices of teachers and students.

Presenters: Vicki Collet, University of Arkansas, Fayetteville, “Laundry and Literacy: The Laundromat as a Site for Impacting Literacy Engagement”
Trinka Hall, Canon Elementary School, Black Canyon, AZ, “Children’s Pop Culture as Literacy Practices: Rethinking Intercultural Learning ‘in’ and ‘out’ of School Contexts”
Angela Jangula, Canon Elementary School, Black Canyon, AZ, “Children’s Pop Culture as Literacy Practices: Rethinking Intercultural Learning ‘in’ and ‘out’ of School Contexts”
Brice Nordquist, Syracuse University, NY, “Mobile Literacies: Tracing Collaborations across Space and Time”
Junko Sakoi, Tucson Unified School District, AZ, “Children’s Pop Culture as Literacy Practices: Rethinking Intercultural Learning ‘in’ and ‘out’ of School Contexts”
Renee Stites, Parkway Southwest Middle School, Ballwin, MO, “Learning New Literacies: How Community Mapping Shaped Future Urban Educators’ Literacy Instruction Philosophies”

C.46 Supporting the Academic Achievement and Cultural Identity of Black Adolescent Males



B403

Sponsored by the Cultivating New Voices among Scholars of Color Program

In this session, former fellows in NCTE's Cultivating New Voices (CNV) among Scholars of Color Program examine the participation of middle school and high school students to consider elements critical in creating classroom spaces that welcome and sustain the lives of young Black men and their peers; explore how a Black male teacher and his Black male students engage racial literacy to disrupt negative racial storylines; and reflect on how Black boys who are put out, let out, or locked out of class seek safe spaces in order to avoid more permanent consequences (e.g., in-school or out-of-school suspension).

Chair: Juan Guerra, University of Washington, Seattle

Presenters: Kimberly N. Parker, Cambridge Rindge and Latin School, Cambridge, MA, "I'm Starting to Low-Key Like Reading": On Developing Transformative Independent Literacy Experiences for Young Black Men"

Keisha McIntosh Allen, University of Maryland, Baltimore, "Engaging Racial Literacy to (Re)envision Racial Storylines of/with Black Male Youth"

Latrise P. Johnson, University of Alabama, Tuscaloosa, "Why are you out of class?: Narratives of Black Boys on Being Put Out, Let Out, and Locked Out of Their Classes at West High"

C.47 Teaching Students How to Write for Social Justice



B404

Sponsored by the Georgia Council of Teachers of English

In this workshop participants will learn how to teach political literacy in a way that helps students become politically aware and effective. Participants will engage in active reading and writing strategies that will help them teach their students how to develop ideas, language, forms of thought, and argument when dealing with a public issue.

Chair: Alisha Hill, Communities in Schools

Presenters: Kristy Girardeau, Georgia State University, Atlanta

Alisha Hill, Communities in Schools

Kenya Taylor, Georgia State University, Atlanta

C.48 Advocating for the Integration of Digital Literacies in Daily Teaching and Learning



A405

In this interactive session, we advocate for the integration of a variety of digital tools in daily teaching and learning. Presentation of digital tools to mediate literacies will be framed through creating, collaborating, communicating, and sharing. Authentic classroom examples and adaptations will be shared and encourage discussion with participants.

Presenters: Anna Derrick, Greenville County Schools, Simpsonville, SC

Sarah McKinney, Hunt Meadows Elementary, Liberty, SC

Katie Stover, Furman University, Greenville, SC

Lindsay Yearata, Winthrop University, Rock Hill, SC

C.49 We Teach Thinking: Championing Digital Literacy for K–20 Learners



B212

Research and best practice suggest that ebooks and etexts have transformed most forms of literacy due to increased cognitive demands and complex text structures. Join the discussion with a diverse panel of K–20 Apple Distinguished Educators who are championing flexible, tech-centric, literacy-based pedagogies with just a few core apps.

Presenters: Katharine Hale, Arlington Public Schools, VA

Jessica Herring, Benton Schools, AR

Lawrence Reiff, Roslyn Public Schools, Roslyn, NY

Jordan Schugar, West Chester University, PA

Kristin Ziemke, Big Shoulders Fund, Chicago, IL

C.50 Advocating for Teacher-Led CCSS Professional Development

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B406

Through sustainable, cohesive professional development and the belief that teachers teach teachers best, presenters will describe a framework for a program they created in Idaho, sharing materials useful in providing K-12 PD in CCSS literacy standards, written and facilitated by nine Core teachers, and supporting local control of teaching and learning.

Presenters: Brandon Bolyard, Idaho Core Teacher Program, Caldwell, ID
Jill Diamond, Idaho Core Teacher Program, Moscow, ID
Kathryne Keinert, Idaho Core Teacher Program, Priest River, ID
April Niemela, Idaho Core Teacher Program, Lewiston, ID

C.51 Meet a Blue-Ribbon School: How a High-Needs, Urban, Public Early Childhood School Raises Lifelong Learners

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A404

P.S. 244, the only early childhood (preK-3) school of only 335 schools in the country to receive the prestigious Blue Ribbon Award in 2015, serves an economically disadvantaged population with a large percentage of ELLs. In this session, find out how the educational leaders put their vision of literacy excellence and advocacy into practice to develop lifelong learners.

Presenters: Robert Groff, P.S. 244, The Active Learning Elementary School, New York, NY, “Developing and Enacting a Vision of Excellence”
Tu Harris, P.S. 244, The Active Learning Elementary School, New York, NY “Achieving Literacy Excellence in Our Blue Ribbon School”
Ted Kesler, Queens College, City University of New York, “Literacy Professional Development at a Blue Ribbon Urban, High-Needs Early Childhood School”

C.52 The Interactive Notebook for Scaffolding Pre-AP Content for Nontraditional Students

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A303

The Interactive Notebook is a collection of notes taken from reading, listening, discussing, and viewing, and it includes corresponding responses, either in graphic or written form. It is a scaffolding tool for building pre-AP skills for nontraditional AP students. Participants will examine instructional scaffolding for intensive reading and writing activities.

Presenters: Matthew Patterson, Benjamin Banneker High School, Atlanta, GA
Angelann Stephens, Benjamin Banneker High School, Atlanta, GA

C.54 Trigger Warnings: The Importance of Being Uncomfortable

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B207

Sponsored by the NCTE Standing Committee Against Censorship

This session will examine trigger warnings and the threat they pose to intellectual freedom. It will explore practical avenues to lessen this threat and will articulate stances of advocacy for a broad curriculum that encourages educators to select materials that stimulate thought and expand the horizons of their students.

Chair: Connie Nagel, Iowa Council of Teachers of English
Presenters: Sarah Crain, Stafford County Public Schools, VA
Ari Cohn, Foundation for Individual Rights in Education (FIRE)
Joan Bertin, National Coalition against Censorship (NCAC)
Barry Gilmore, Hutchison School, Memphis, TN

FRIDAY LUNCHEONS

12:30–2:15 P.M.

Middle Level Section Luncheon

B314

Presiding: Matt Skillen, Elizabethtown College, PA

Introducing Speaker: Frances Chamberlain, Altamont Elementary, Mountain House, CA

Speaker: Neal Shusterman, Simon & Schuster

NEAL SHUSTERMAN is the *New York Times* bestselling author of more than thirty award-winning books for children, teens, and adults, including the Unwind dystology, the Skinjacker trilogy, *Downsiders*, and *Challenger Deep*, which won the National Book Award. He also writes screenplays for motion pictures and television shows.



Neal Shusterman

AWARD RECOGNITION:

Richard W. Halle Award

Presenter: Christopher Lehman, The Educator Collaborative, Astoria, NY

Recipient: Laura Robb, Powhatan School, Boyce, VA

Outstanding Middle Level Educator Award

Presenter: Matt Skillen, Elizabethtown College, PA

Recipient: Kristine Shurina, Bridgewater-Raritan Middle School, Bridgewater, NJ

12:30-2:15 P.M.



Conference on English Education Luncheon

B302-B305

Presiding: Melanie Shoffner, Purdue University, West Lafayette, IN

Introducing Speakers: Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Speakers: Andrew Aydin, Top Shelf

Nate Powell, Top Shelf

This luncheon will feature one of the authors and the illustrator of the award-winning graphic novel series *March*, which chronicles the experiences of Congressman John Lewis during his days as a leader of the Civil Rights Movement.

ANDREW AYDIN grew up loving comic books. After college he took a job with Georgia Congressman John E. Lewis and learned Lewis's inspiration came from a classic 1950s comic book, *Martin Luther King & The Montgomery Story*, which led to the *March* series. Aydin publishes and lectures widely about the history of comics in the Civil Rights Movement. Apple CEO Tim Cook called *March* "a very unique way to present what is probably the most important story of my lifetime. My hope is that everyone reads this. I'd love to see the day that it's required reading in every school."



Andrew Aydin



Nate Powell

NATE POWELL, called by *Booklist* magazine "the most prodigiously talented graphic novelist of his generation," began self-publishing at age 14 and graduated from the School of Visual Arts in 2000. After a decade of working with adults with developmental disabilities, Powell devoted himself full-time to writing and drawing comics. Powell has discussed his award-winning work at the United Nations. *March: Book Three* was published in August 2016.

CEE AWARD RECOGNITION:

Janet Emig Award for Exemplary Scholarship in English Education

Presenter: Ken Lindblom, Stony Brook University, New York

Recipient: Gholnecsar E. Muhammad, Georgia State University, Atlanta

James Moffett Memorial Award for Teacher Research

Presenter: Anne Elrod Whitney, Pennsylvania State University, University Park

Recipient: Stephen Sorensen, Olean High School, NY

Geneva Smitherman Cultural Diversity Grant

Presenter: Tonya Perry, University of Alabama at Birmingham

Recipients: Cecelia Joyce Price, University of North Texas, Denton
Tran Nguyen Templeton, Teachers College, Columbia University, NY

Rewey Belle Inglis Award for Outstanding Service Relating to the Role and Image of Women

Presenter: Deborah Bertlesman, Frederick Law Olmsted School at Kensington, Buffalo, NY

Recipient: Anne DiPardo, University of Colorado at Boulder

Richard Meade Award for Research in English Education

Presenter: Thomas M. McCann, Northern Illinois University, DeKalb

Recipient: Michelle D. Devereaux, Kennesaw State University, GA

FRIDAY

FEATURED SESSION

D.01 Shh! We Have a Plan: Classroom Literacies and Community Advocacy to Teach English Language Arts POWERFULLY

A305



This session features teachers/authors in dual roles as they plan classroom literacies with community and cultural advocacy to experience language arts as POWERFUL, interdisciplinary, and sustaining in the lives of children, adolescents, and families. Classroom artifacts, model lessons, and book clubs/reviews with advocacy models will be presented with applicable teaching tools.

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

Editor: Marina Tristan, Arte Público Press

Tradebook Author: Trisha S. Shaskan, author, Minneapolis, MN, “Advocate! Collaborate! Create!: An Author’s Approach to Growing Readers”

René Saldaña, Texas Tech University, Lubbock, “Connected: Community-Based, Schoolwide Read Alouds”

Presenters: Lisa Martin, Gwendolyn Woolley Elementary School, Las Vegas, NV, “Talking Books through a Chorus of Students’ Voices”

KaaVonja Hinton-Johnson, Old Dominion University, Norfolk, VA, “Teaching Multicultural Texts POWERFULLY through I-Search Writing”

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

D.02 Working with English Language Learners: Moving from Principles to Practice (NCTE Author Strand)

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A316

Do you ever feel a gap between research studies and classroom practice? Do you wonder how to translate those studies into effective and creative instruction? The authors of four new NCTE books will share their experiences in moving from research-based principles to innovative practices surrounding the topic of working effectively with English language learners.

Chair: Cathy Fleischer, Eastern Michigan University, Ypsilanti

Presenters: Melinda McBee Orzulak, Bradley University, Peoria, IL, “Understanding Language: Supporting ELL Students in Responsive ELA Classrooms”

Steven Alvarez, University of Kentucky, Lexington, “Community Literacies *en Confianza*: Learning from Bilingual Afterschool Programs”

Shannon Pella, University of California, Davis, and Sacramento City Unified School District, “Beyond ‘Teaching to the Test’: Rethinking Accountability and Assessment for English Language Learners”

Christina Ortmeier-Hooper, University of New Hampshire, Durham, “Writing across Culture and Language: Inclusive Strategies for Working with ELL Writers in the ELA Classroom”

D.03 Eight Great American Texts that Inspire Social Change

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A301

This roundtable session will celebrate the power of fiction and nonfiction American texts that inspire social change. Presenters and attendees will engage in critical conversations about how these stories can motivate students to advocate for social change in the world around them.

Co-Chairs: Alan Brown, Wake Forest University, Winston-Salem, NC
Heather Barto Wiley, RJ Reynolds High School, Winston-Salem, NC
Joan F. Mitchell, Wake Forest University, Winston-Salem, NC

Presenters: Chris Crowe, Brigham Young University, Provo, UT
Kekla Magoon, Bloomsbury

Roundtable 1: *The Grapes of Wrath* by John Steinbeck—Heather Barto Wiley, R.J. Reynolds High School, Winston-Salem, NC; Joan F. Mitchell, Wake Forest University, Winston-Salem, NC

Roundtable 2: *How It Went Down* by Kekla Magoon—Kate Youngblood, Ben Franklin High School, New Orleans, LA; Jordan Daniels, Isidore Newman School, New Orleans, LA

Roundtable 3: *To Kill a Mockingbird* by Harper Lee—Nikel Bussolati, Wando High School, Mount Pleasant, SC; Kate Llewellyn, Wake Forest University, Winston-Salem, NC

Roundtable 4: *Of Mice and Men* by John Steinbeck—Tiffany Newsome, University of North Carolina, Chapel Hill; Ethan Cagle, Wake Forest University, Winston-Salem, NC

Roundtable 5: *Mississippi Trials, 1955* by Chris Crowe—Lindsay Schneider, West Forsyth High School, Cumming, GA; Angelique Reynolds, Wake Forest University, Winston-Salem, NC

Roundtable 6: *The Glass Castle* by Jeannette Walls—Julia Means, Oldham County High School, Buckner, KY; Erika Bunpermkoon, Mount Tabor High School, Winston-Salem, NC

Roundtable 7: *The House on Mango Street* by Sandra Cisneros—Stephen Langford, R.J. Reynolds High School, Winston-Salem, NC; Pamela Henderson, R.J. Reynolds High School, Winston-Salem, NC

Roundtable 8: *March* by John Lewis, Andrew Aydin, and Nate Powell—Robert Ciarrocca, Cranford High School, Cranford, NJ; Justin Corazza, Cranford High School, Cranford, NJ

D.04 The Artist as Historian: Advocating for Visual Literacy with Nonfiction Picture Books

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A303

Artists bring history to life in narrative nonfiction picture books. Come get an inside look at how four award-winning illustrators depict stories with historical accuracy, and hear an educator advocate for visual thinking strategies to increase students' depth of understanding when reading these phenomenal texts.

Presenters: Brian Floca, author/illustrator
LeUyen Pham, LeUyen Pham Illustration
Sophie Blackall, Little, Brown Books for Young Readers, Brooklyn, NY

Facilitator: Jennifer Vincent, Mundelein School District 75, Mundelein, IL, "Visual Thinking Strategies In Action"

D.05 Spreading the Good: Creating a Culture of Inquiry

E

A310

In this interactive panel discussion, a principal and literacy coach share a school's story as their school faculty, students, and families embraced an inquiry approach to teaching and learning. School administrators, teachers, coaches, and curriculum coordinators will benefit from this story.

Presenters: Julius Scott, Academy of Environmental Sciences at Dutch Fork Elementary School, Irmo, SC
Sally Somerall, Dutch Fork Elementary School, Irmo, SC

D.06 NCTE Reading Collaborative: Making Our Voices Heard

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WL

B404

The NCTE Reading Collaborative supports advocacy to work as a team to promote reading/literacy initiatives. We sponsor NCTE Resolutions that get passed. Learn about the Collaborative to add your voice and make an impact in NCTE!

Presenter: Michael Shaw, St. Thomas Aquinas College, Sparkill, NY

D.07 Making It Real: Honoring and Supporting Authentic Student Voices in the Writing Classroom



B204

This session explores the connection between encouraging authentic student voice and various college level writing supports within the K-12 classroom.

Presenters: Ann Burke, University of Michigan, Ann Arbor, “If Students Are Expected to Be Prepared, Are We Prepared to Support Them? Listening to High School Students as They Prepare for College Writing”

Bruce Goebel, Western Washington University, Bellingham, WA, “Humor Writing: Advocating for Real Student Voices”

Melanie Caughey, University of Virginia, Charlottesville, “Differentiating Instruction in Advanced Placement English Courses”

D.08 Black Educators Forging Justice across Texts



B401

Rainbow This session explores the ongoing struggle for educational justice as it is lived by Black educators and their students. Focusing on four studies with Black teachers, presenters explore how teachers, students and researchers work to dismantle anti-Blackness through language and literacy learning.

Presenters: Sherell McArthur, Boston University, MA, “Pens Down, Don’t Shoot: An Analysis of How Young Black Women Use Language to Fight Back against Racism”

April Baker-Bell, Michigan State University, East Lansing, “Learning Black Language Matters: Humanizing Research within Justice”

Django Paris, Michigan State University, East Lansing, “Learning Black Language Matters: Humanizing Research within Justice”

Davena Jackson, Michigan State University, East Lansing, “Learning Black Language Matters: Humanizing Research within Justice”

Maima Chea, Georgia State University, Atlanta, “Pens Down, Don’t Shoot: An Analysis of How Young Black Women Use Language to Fight Back against Racism”

Gholnecsar E. Muhammad, Georgia State University, Atlanta, “Pens Down, Don’t Shoot: An Analysis of How Young Black Women Use Language to Fight Back against Racism”

Marcelle Mentor, Teachers College, Columbia University, NY, “Telling Their Own Stories: What Does Advocacy Mean to Black Male Teachers in the TFA Program?”

Tarika Sullivan, Clayton County Public Schools, Jonesboro, GA, “The Deconstruction of Black Women Teachers: Controlling Images and the Shaping of Black Women Teachers’ Professional Lives”

D.09 Make Shakespeare’s Language Familiar, Exciting, and Rewarding for ALL Students



B407

Sponsored by the Folger Shakespeare Library

Shakespeare’s language can intimidate English language learners (ELLs) and native English speakers alike. Learn how to transform the most challenging part of teaching Shakespeare—his language—into the most exciting and vital part of learning Shakespeare. Through interactive strategies that are essential for ELLs and beneficial for all students, this session will demonstrate how to empower all students to speak, befriend, and make meaning from Shakespeare’s language. Translations of selected Shakespeare scenes—in Spanish, Arabic, French, Mandarin, and other languages—will be provided.

Chair: Corinne Viglietta, Folger Shakespeare Library

Presenters: Jessica Cakrasenjaya, Ames High School, Ames, IA

Greta Brasgalla, Socorro ISD, El Paso, Texas

David Fulco, The Lab School of Finance & Technology, Bronx, NY

D.10 Voice and Empathy: Creating (Digital) Personal Narratives



B402

In this session, teachers will explore the curriculum unit “Voice and Empathy,” which provides the rationale and framework to create curriculum that develops students’ descriptive and narrative writing voices and expands their capacities for empathy, all while contributing positively to individual and community digital footprints.

Presenters: Charles Housiaux, University School of Milwaukee

James McCrink, Ransom Everglades School, Miami, FL

Kristin Castle, Ransom Everglades School, Miami, FL

Jody Salzinger, Ransom Everglades School, Miami, FL

D.11 Advocating for Your Student Writers: Bringing the Author/Editor Relationship to the Classroom

G

A311

Attend this roundtable session to discover how an editor/author relationship can be used by teachers to advocate for student writers. You will hear from four of the author/editor pairs learning insights, methods, techniques, tips, and strategies to improve writing instruction and guide student writers in your classroom.

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

Jenny Seiler, Woodworth Middle School, Fond du Lac, WI

Author/Editor Pairs:

Janet Fox and Kendra Levin, Penguin Young Readers
Sara Zarr and Jordan Brown, HarperCollins

Children's Books

Jordan Sonnenblick and David Levithan, Scholastic

Randi Pink and Liz Szabla, Macmillan Children's Publishing Group

Brian Conaghan and Cindy Loh, Bloomsbury

Sherri Winston and Allison Moore, Little, Brown Books for Young Readers

SJ Kincaid and Justin Chanda, Simon & Schuster

Ronald L. Smith and Lynne Polvino, Houghton Mifflin Harcourt Books for Young Readers

D.12 You Want Diversity? It Doesn't Get Any Realer Than This!

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B217

Rainbow Narrative nonfiction is rich in cultural and ethnic experiences that are often overlooked. It advocates for hearing and honoring the voices of minority groups. Five award-winning authors, including Orbis Pictus Honor and Robert F. Sibert Honor winners, will engage teachers in developing their own plans for more inclusive classroom environments.

Presenters: Duncan Tonatiuh, Abrams Books for Young Readers

Nancy Bo Flood, Charlesbridge

Larry Dane Brimner, Boyds Mills Press

Cynthia Levinson, author, Austin, TX

Christine Taylor-Butler, author, Kansas City, MO

D.13 Why Middle Matters: Teachers as Writers

M

B309

Sponsored by the Middle Level Section Steering Committee

Come and engage in a writer's workshop in which you explore the moments, strategies, and stories emerging from your English classrooms. We will examine mentor texts, respond to prompts, gain feedback from editors, and grow our voices as teachers who write.

Co-Chairs: Sara Kajder, University of Georgia, Athens
Shelbie Witte, Oklahoma State University, Stillwater

Presenter: Chris Lehman, The Educator Collaborative

D.14 Advocacy Begins with Agency: Supporting Tomorrow's Advocates in Today's Writing Workshops

E

B203

The daily decisions we make as teachers are either acts of advocacy on behalf of students, or they're not. Three teachers (kindergarten, third-grade, and fourth-grade) will describe the instructional decisions they make to ensure students are developing a sense of agency and independence as writers.

Chair: Katie Wood Ray, Heinemann

Respondent: Matt Glover, independent consultant/author, Cincinnati, OH

Presenters: Katie Liseo, Ravenwood Elementary, North Kansas City, MO, "How Independent Writing Projects Help Students Develop an Important Sense of Agency as Writers"

Lisa Cleaveland, Jonathan Valley Elementary School, NC, "Advocating for Children's Right to Be Writers on Day One of Kindergarten"

Emily Callahan, Quality Hill Academy, Kansas City, MO, "How Independent Writing Projects Help Students Develop an Important Sense of Agency as Writers"

D.15 Exploring Current Social Issues through Research Literacy

S

B215

This unit allows students to pursue authentic, real-world subjects and provides tangible materials to guide students through the research process, including MLA activities, prompts, writing checklists, and rubrics. As an extension, students create a social-issues documentary based on their topic and ultimately become informed advocates within their chosen field.

Presenters: Kaitlyn Schmit, Herndon High School, Herndon, VA

Vania Beight, Herndon High School, Herndon, VA

D SESSIONS / 2:30–3:45 P.M.

D.16 Helping High School Readers View Challenging Texts through the Window of Literary Theory



A406

This demonstration will provide teachers with hands-on activities to reimagine ways of teaching challenging literature to readers from diverse backgrounds with varied reading skills. The session will generate ideas for how English teachers can encourage students to use literary theory in critically analyzing challenging literature.

Presenters: Natasha Heny, University of Virginia, Charlottesville
April Salerno, University of Virginia, Charlottesville
Hallie Richmond, University of Virginia, Charlottesville

D.17 Ignite the Fire Within: Using Social Media to Cultivate Your Own Personal Learning Network



A407

In a globalization era, teachers are not limited to site collaboration—the world is their professional learning network (PLN). Engaged learning only comes when it's relevant, self-motivated, and self-paced. This session actively engages English teachers in forming a PLN, practicing online collaboration, and discussing professional development requirements while providing PLN models.

Presenters: Sandra Jameson, Nazareth Area High School, Nazareth, PA
Crystal Hodgens, secondary teacher, Huntsville, AL, “Ignite the Fire Within: Using Social Media to Cultivate Your Own Personal Learning Network”
Heather Stringham, Desert Oasis High School, Las Vegas, NV, “Ignite the Fire Within: Using Social Media to Cultivate Your Own Personal Learning Network”
Robin Bucaria, secondary teacher, Salt Lake City, UT “Ignite the Fire Within: Using Social Media to Cultivate Your Own Personal Learning Network”

D.18 My Journey: How a Multi-Genre Writing Project Engages English Language Learners in Rigorous, Meaningful Composition



B311

English language learners come to our classrooms with unique background experiences about their families' journeys

to the United States. In this interactive session, we will demonstrate how a rigorous, standards-based multi-genre writing project on students' immigration narratives helps students engage in meaningful reading and writing projects to improve their literacy.

Presenters: Carol Irwin, Metropolitan Nashville Public Schools, TN
Marlowe Brant, Metropolitan Nashville Public Schools, TN
Jenna Harris, Metropolitan Nashville Public Schools, TN
Karissa Sorrell, Metropolitan Nashville Public Schools, TN

D.19 Risking Writing: Classroom Teacher as Poetry Advocate



A408

Using poetry, powerful short-form text that embodies “the art of language,” two elementary teachers, a teacher educator, and author/poet Patricia Hruby Powell will offer strategies and encouragement to classroom teachers who want to raise their voices by risking writing “live” in front of their students.

Tradebook Authors: Patricia Hruby Powell, Chronicle Books
Presenters: Mary Lee Hahn, Daniel Wright Elementary School, Dublin, OH
Heidi Mordhorst, poet/teacher, Montgomery Public Schools, Rockville, MD
Respondent: Shanetia P. Clark, Salisbury University, Salisbury, MD

D.20 The 2016 Orbis Pictus Award Books: Sharing Nonfiction with Children



B201

The 2016 Orbis Pictus Award books will be shared, along with the qualities that make them appealing to children. Orbis Pictus titles motivate reading nonfiction for pleasure, facilitate students' learning in reading, and provide opportunities to extend learning across curricular areas. Teachers can use these titles to address state standards.

Chair: Cyndi Giorgis, University of Texas at El Paso
Presenters: Marianne Richardson, The Heritage School, Newnan, GA
Jennifer Graff, University of Georgia, Athens
Marie Lejeune, Western Oregon University, Monmouth
Denise Dávila, University of Nevada, Las Vegas
Ruth McKoy Lowery, The Ohio State University at Mansfield
Mary Ann Cappiello, Lesley University, Cambridge, MA
Jeanne Gilliam Fain, Lipscomb University, Nashville, TN

D.21 Approaching Advocacy: Case Studies about Preparing Teachers to Incorporate Queer YA Literature

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B210

In this session English teacher educators offer rationales for including queer YA literature in preservice courses and in workshops, graduate classes, and PD sessions for inservice teachers. Using case studies of teaching practice, the presenters invite the audience to discuss their experiences and concerns about teaching queer texts.

Chair: Toby Emert, Agnes Scott College, Decatur, GA, "Approaching Advocacy: Case Studies about Preparing Teachers to Incorporate Queer YA Literature"

Presenters: Katherine Mason Cramer, Wichita State University, KS
Laraine Wallowitz, Adelphi University, Garden City, NY

D.22 Third Graders Explore the Refugee Crisis and Take a Stand

E



B207

What does building a curriculum around the questions of our students really look like and how can we empower even the youngest students to investigate their world and take action? Two teachers present the social justice work that they undertook alongside their third-grade students.

Presenters: Grace Chang, The Neighborhood School, New York, NY
Jane Taylor, The Neighborhood School, New York, NY

D.23 Advocacy in Teacher Preparation: Preparing Teachers for What Is or for What Could Be?

C

TE



B306

Should schools of education prepare preservice teachers for EdTPA and VAM scores, or should they prepare teacher candidates to advocate for K-12 students? Are these mutually exclusive missions? A panel of professors from five universities will explore the realities of teacher prep in what has become a highly politicized, fractured profession.

Chair: Candace Roberts, Saint Leo University, FL
Presenters: Anete Vasquez, Kennesaw State University, GA
Candace Roberts, Saint Leo University, FL

Paula Greathouse, Tennessee Tech University, Cookeville
Laura Duhon, Texas State University, San Marcos
Christi Edge, Northern Michigan University, Marquette
Kimberly Higdon, Saint Leo University, FL
Holly Atkins, Saint Leo University, FL

D.24 Feeling Literature: How Teachers Tap into Emotions

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B308

This presentation taps into the need for emotion in ELA classrooms as an advocacy tool for a curriculum that looks at the whole child, both heart and mind. Four high school teachers and one teacher-researcher talk about how they teach literature with emotional response in mind and why it matters.

Presenters: Stephanie Schaefer, Apalachee High School, Winder, GA
Breanne Huston, East Jackson Comprehensive High School, GA
Julie Inwright, North Oconee High School, GA
Colene Cannarella, Apalachee High School, Winder, GA
Michelle Falter, North Carolina State University, Raleigh

D.25 Translanguaging Pedagogies in English Language Arts Classrooms: An Exploration of Two Bi-Coastal Urban Classrooms

S



A409

This presentation examines contexts for learning that help emergent bilinguals thrive academically, linguistically, and culturally in two English language arts classrooms. Specifically, the presentation explores the three strands of a translanguaging pedagogy and how they were employed by ELA teachers in New York City and in Los Angeles.

Presenters: Cati de los Rios, Teachers College, Columbia University, NY
Kate Seltzer, The CUNY Graduate Center, City University of New York

D.26 CLEAR Learning: How 9th- and 12th-grade Teachers Brought Their Students Together

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B211

CLEAR Learning = Collaborative Learning through Empathetic, Authentic Relationships. This interactive presentation focuses on student-led collaborations using protocols from the National Blogging Collaborative. We'll walk you through the process of connecting your students and their learning experiences across schools, districts, and states through digital collaboration and relationship building. You'll participate in a live writing activity to kickstart the process. Bring a laptop!

Presenters: Robyn Corelitz, Hinsdale Central High School, IL
Christopher Bronke, Downers Grove North High School, IL

D.27 Creative Public Works: Research-Based Art as Social Justice Advocacy

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A405

Want to transform the traditional research paper assignment? This interactive presentation will explore resources, processes, and strategies for implementing a Creative Public Works Project, where students research social justice issues to educate the public through a creative medium.

Presenters: Michael Bennett, The Weber School, Atlanta, GA
Sam Bradford, The Weber School, Atlanta, GA
Holly Chessner, The Weber School, Atlanta, GA
Leigh Herman, The Weber School, Atlanta, GA
Corinne Skott, The Weber School, Atlanta, GA

D.28 Sharing Strategies to Advocate a Culture of Reading

M
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A401

How can teachers advocate for a culture of reading? Join us as we share strategies that any teacher could incorporate. We will share research-based practices that develop a reading culture and invite audience members to ask questions, share strategies, and discuss possibilities for enhancing the reading experience.

Presenters: Thomas Merriman, Beresford School District, SD
Terri Buechler, Beresford School District, SD

D.29 Igniting Instruction—Round 1

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A411

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

Presenters: Barry Gilmore, Hutchison School, Memphis, TN
Alan Lawrence Sitomer, Disney Publishing Worldwide
Dave Stuart, Cedar Springs Public Schools, MI
April Holifield-Scott, DeSoto County Schools, Hernando, MS
Amy Rasmussen, Lewisville High School, TX
Nick Kremer, Columbia Public Schools & University of Missouri
Penny Kittle, Kennett High School, North Conway, NH
David Finkle, Volusia County Schools, FL
Sandy Hayes, Becker Middle School, Becker, MN
Victoria Alessi, Smithtown Central School District, NY
Lisa Storm Fink, ReadWriteThink.org at NCTE, Urbana, IL

D.30 50 Years after Dartmouth and the Continuing Resilience of Personal Growth for English Teachers

TE

B315

This session will report on the results of a survey conducted at the International IFTE conference in July 2015, focusing principally on respondents' views about the Personal Growth model of English developed as result of the Dartmouth Conference of 1966. It still has saliency but also limitations.

Presenter: Andy Goodwyn, University of Reading, UK

D.31 Leading Curriculum Change in Secondary English Departments: Conversations with New Urban Teachers

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B218

This presentation describes how an urban teacher education program prepares teachers to develop and enact social justice perspectives, advocacy approaches, and responsive curriculum and instructional practices. Two program graduates in

their second year of urban teaching share strategies, successes, and challenges in being student-centered curriculum advocates at their schools.

Presenters: Nicole Harbert Stump, Del Valle High School, Del Valle, TX
Kim Nelson, William B. Travis High School, Richmond, TX
Jessica Rubin, University of Texas at Austin
Kira LeeKeenan, University of Texas at Austin
Allison Skerrett, University of Texas at Austin
Facilitators: Charlotte Land, University of Texas at Austin
Aimee Hendrix Soto, University of Texas at Austin, Community College

D.32 Social Justice and Teen Literacy: Using YA Literature to Light the Spark for Advocacy

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A410

An outstanding panel of authors will discuss social justice in the young adult novel. Recent media events have brought social justice into the spotlight. Each author will share a particular perspective on how teachers can use literature to make a difference in students' lives.

Chair: Lisa Morris-Wilkey, Casa Grande Union High School, Casa Grande, AZ
Facilitator: Stephanie Burdic, Millard North High School, Omaha, NE
Tradebook Authors: Brendan Kiely, Simon & Schuster
Jason Reynolds, Simon & Schuster
Eliot Schrefer, Scholastic

D.33 "Giving" Students Voices and Choices: Building an Engaging Thematic Unit for *The Giver*

M

B216

What are the benefits and costs of conformity in Lowry's *The Giver* and in students' lives? This classroom demonstration focuses on offering students opportunities to interact with theme and Common Core State Standards through academic conversation and presentation. Students have choices for demonstrating proficiency through assessments that connect thematically to the text.

Chair: Christine Gray, Revere Public Schools, MA
Presenters: Ben Adelman, Revere Public Schools, MA
Techla Connolly, Revere Public Schools, MA

D.34 Multiple Layers of Literacy Learning

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A312

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This session will highlight professional learning opportunities designed by, with, and for students, parents, teachers, graduate students, administrators, and authors. Our work provides a multidimensional approach to interactive learning experiences in various settings that support the needs, motivations, and goals bridging several diverse learning communities.

Co-Chairs: Erica Pecorale, Long Island University Riverhead,
David Schultz, Long Island University Riverhead

Presenters: Amy Brennan, South Country School District, East Patchogue, NY, "Summer Learning Collaborative: Children, Parents, and Teachers Learning Together"
Dani Burtsfield, Kalispell Schools, MT, "Using Social Media Forums to Collaborate Across States"
Jill DeRosa, South Country School District, East Patchogue, NY, "Summer Learning Collaborative: Children, Parents, and Teachers Learning Together"
Jenn Hayhurst, South Country School District, "Summer Learning Collaborative: Children, Parents, and Teachers Learning Together"
Kathryn Hoffman-Thompson, Pine Point Elementary School, Ponsford, MN, "Using Social Media Forums to Collaborate Across States"
Marissa Moss, Simon and Schuster, "Using Social Media Forums to Collaborate Across States"
Erica Pecorale, Long Island University Riverhead, "Summer Learning Collaborative: Children, Parents, and Teachers Learning Together"
David Schultz, Long Island University Riverhead, "North Fork TAWL: Two Decades of Conversation and Advocacy"
Kari Yates, Moorehead Area Public Schools, MN, "Using Social Media Forums to Collaborate Across States"

D.35 Promoting Social Change: Literacy behind the Fence

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B310

We embrace literacy ideologies and pedagogies based on social justice and believe theory should merge with action in order to promote social change. This session will introduce a wide variety of effective literacy partnerships and practices with incarcerated youth as presenters share their experiences implementing reading and writing engagements behind the fence.

Presenters: Kristine Pytash, Kent State University, OH, “Engaging Youth in Writing with Digital Media to Promote Literacies in a Juvenile Detention Facility”
Victoria Oglan, University of South Carolina, Columbia, “Literacy Across the Disciplines: Professional Development behind the Fence”
Mary Styslinger, University of South Carolina, Columbia, “Promoting Social Change through Literacy Instruction behind the Fence”
Janie Goodman, University of South Carolina, Columbia, “Literacy across the Disciplines: Professional Development behind the Fence”
Elizabeth Bemiss, University of West Florida, Pensacola, “Book Clubs for Social Justice”
Jennifer Doyle, University of South Carolina, Columbia, “Book Clubs for Social Justice”

D.36 Coaching and Leadership to Create Extraordinary Writers: High Leverage Decisions, Tools, and Systems to Raise the Level of Writing Dramatically

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B406

Coaches and literacy leaders: join us to study the most significant and practical methods that work for raising the level of writing. We'll focus on content and methods for working on writing instruction and assessment with adults, in order to shift how adults work with students and with each other.

Presenters: Lucy Calkins, Teachers College Reading & Writing Project, Columbia University, New York, NY, “Developing Teachers as Change Agents: Growing Leadership Roles That Make a Difference”
Amanda Hartman, Teachers College Reading

& Writing Project, Columbia University, New York, NY, “Setting Up Powerful Lab Sites and Developing Effective and Efficient Coaching Methods”

Mary Ehrenworth, Teachers College Reading & Writing Project, Columbia University, New York, NY, “Using Shared Tools and Systems to Democratize Knowledge of Writing”

D.37 Advocating for Racial Literacy: A Spotlight on Biracial Students

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Rainbow B307

Through the exploration of multimedia examples of biracial students sharing experiences with their own and their observations of others' racial literacy development, the role of the advocate is considered from a number of angles including teacher as student advocate, student as self-advocate, and student as peer-advocate.

Presenter: Ashley Patterson, Penn State University, University Park

D.38 Continuing the Conversation: What Is Good College-Level Writing?

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A412

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Rainbow **Sponsored by the Modern Language Association**

“What Is Good College-Level Writing?” aims to further cross-level discussions of the transition from high school to college writing, while also contributing to the debate about the interdependence between reading and writing practices in general. We describe responses to this question from different school types and regions.

Chair: Stacey Donohue, Central Oregon Community College, Bend

Presenter: Kyle Suenaga, Mountain View High School, Bend, OR

Jason Courtmanche, University of Connecticut, Storrs
Annemarie Hamlin, Central Oregon Community College, Bend

Michael Prince, Boston University, MA

D.39 From Advocates to Accomplices: New Pragmatism(s) for the Age of Reform

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B208

On this centennial of the publication of *Democracy and Education*, this panel will update John Dewey's version of American Pragmatism by describing urban teachers who, by adopting community-driven and ecological models of pragmatism, act as accomplices with their students to defy education reforms based on market logic and consumption.

Presenters: Russell Mayo, University of Illinois at Chicago
Brian Charest, The Nova Project
Todd DeStigter, University of Illinois at Chicago

D.40 The Power of Multimodal and Multimedia Texts: Advocating for Gender and Sexual Diversity

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Rainbow

A402

This panel considers the need for diverse books, both in representation and modality. We explore numerous multimodal and multimedia texts and ways of composing such texts. Through this, we find opportunities for considering troubling representations of gender and sexuality, ultimately advocating for gender and sexual diversity in schools.

Presenters: Karly Grice, The Ohio State University, Columbus
Ryan Schey, The Ohio State University, Columbus
Mollie Blackburn, The Ohio State University, Columbus
Ashley Dallacqua, University of New Mexico, Albuquerque

D.41 "I Love Mondays": Building Inclusive Classroom Communities

G

B409

Why will students come to school in the digital era? The reason we need physical presence is because we crave meaningful communities. This practical session will provide participants with the philosophy, tips, and strategies they need to create dynamic classroom communities that promote and include ALL student voices. By employing research-based strategies and games, we will show participants how to take any classroom

and make it a safe, collaborative, fun place to be. This session will put key 21st century educational theories into practice.

Presenters: Christopher Ferry, Mid-Pacific Institute, Honolulu, HI
Micheline McManus, Iolani School, Honolulu, HI

D.42 Great Escapes: A Panel on Hooking Reluctant Readers through Mystery, Adventure, and Humor, with Authors Elise Broach, Tommy Greenwald, Alan Katz, and Chris Tebbetts

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A313

Four award-winning and *New York Times* bestselling authors discuss strategies for cultivating avid, fluent readers through mystery, adventure, and humor. Broach (*Superstition Mountain mysteries*), Greenwald (*Charlie Joe Jackson series*), Katz (*The Day the Mustache Took Over*), and Tebbetts (*Stranded series*) address the challenges and literacy-building goals of writing high-interest books for ages 8–12.

Presenters: Elise Broach, Macmillan Children's Publishing Group
Tommy Greenwald, Scholastic Press
Alan Katz, Bloomsbury
Chris Tebbetts, Penguin-Puffin

D.43 Sorting the Conceptual Puzzle Pieces of Reading: Using Categorization Skills to Increase Comprehension in Informational Texts

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B213

Based on the work of an ongoing action research project supervised by a faculty member of Teachers College, Columbia University, the presenters in this session will demonstrate to participants classroom-tested techniques that help students build their categorization skills, enhancing their ability to identify salient main ideas in informational texts.

Presenters: Maureen Nisch, Eagle Hill School, Greenwich, CT
Sharon Pearlman, Eagle Hill School, Greenwich, CT
Wendy Salisbury, Eagle Hill School, Greenwich, CT

D SESSIONS / 2:30-3:45 P.M.

D.44 Taking Back Our Classrooms: Advocacy and Activism in the Face of Corporate Education Reform Policies

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B212

Join us in exploring social media as a conduit for teacher advocacy. We share teachers' experiences with evaluations using high-stakes tests, based on a four-year study, and how teachers are advocating for learners and resisting attacks on public education. Participants are invited to discuss teacher advocacy and activism.

Chair: Alan Flurkey, Hofstra University, Hempstead, NY

Presenters: Elizabeth Lynch, Hofstra University, Hempstead, NY, "Advocating for Public Education Using Social Media as a Conduit for Protest and Resistance"

Debra Goodman, Hofstra University, Hempstead, NY, "Teachers Advocating for Change in the Face of Corporate Education Reform Policies"

D.45 The Body in Flux: Studying Cultural Representations of Gender as a Path to Agency

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A403

Images of Caitlyn Jenner splashed across mainstream media confirm the nearly normalized notion of gender fluidity. But literature has always challenged us to consider tensions between our bodies and our selves. We'll share successful strategies for helping our students confront socially constructed understandings of gender identity as represented in cultural texts.

Presenters: Elizabeth Lutz, Fayetteville-Manlius High School, Manlius, NY

Kathleen Deeb, Fayetteville-Manlius High School, Manlius, NY

Mary Patroulis, Fayetteville-Manlius High School, Manlius, NY

D.46 Teaching for Social Justice in the English Language Arts Classroom

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B214



Teaching beyond traditional curriculums show students how to become active agents for change in the fight for social justice. ELA teachers plant seeds of advocacy through reflective writing, research, community involvement, and active speaking/listening.

By linking real-world experiences and perspectives, teachers tap into students' natural inclination toward social justice.

Chair: Heather Caswell, Emporia State University, Emporia, KS

Presenters: Katherine Miner, Shawnee Mission North High School, Overland Park, KS

Debra Stewart, Robinson Middle School, Wichita, KS
Roger Caswell, Emporia State University, Emporia, KS

D.47 Schoolyard Tragedy: Advocating Student Well-Being in the Face of Violence

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A404

How would students respond if they were exposed to the common tragedies through literature? Would it help to prevent calamity or help students to cope better? Join us as we share ideas for teaching novels, art, and analysis to show students how individuals are affected by violence, bullying, or suicide.

Presenters: David Belliston, Lindon, UT

Taylor Brown, Orem, UT

Brenna Davis, Orem, UT

Caitlin Dixon, Bluffdale, UT

Aubrie Grass, Salem, UT

Michelle Ostrin, Pleasant Grove, UT

Thomas B. Smith, Utah Valley University, Orem

D.48 Advocacy at the Core: Engaging Students, Teachers, and Leaders in Powerful Literacy with the Common Core State Standards

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A315

Student engagement in empowering critical literacy and mastery of the Common Core State Standards are not mutually exclusive. Teacher participants will receive resources and ideas for instruction that inspires students to advocate for themselves and others. Administrators will receive strategies for fostering classrooms and schools full of powerful, critical literacy.

Presenters: Jennifer Miescke, Jefferson County Public Schools, Louisville, KY

Katherine Grindon, University of Louisville, Kentucky

Melissa Shearon, Kentucky Department of Education

D.49 I Store My Knowledge in My Friends: Creating a Community of Advocacy



A314

A group of early-career teachers and their former college professor created a “community of advocates” in which they freely shared ideas, resources, questions, and reflections. They will demonstrate how to use tools like Voxer and Google Drive to collaborate with colleagues, reflect on practice, and advocate for one another.

Chair: Nicole Galante, Stony Brook University, NY
Presenters: Sara Grabow, Stony Brook University, NY
 Kelly Buonaspina, Brentwood School District, Brentwood, NY
 Gina Filazzola, Herricks School District, New Hyde Park, NY
 Megan Hartman, Marshfield School District, Marshfield, MA

D.50 Reframing English Teacher Education



B316

Panelists discuss two projects of importance to English teacher education. The first is a study that challenges assumptions about candidates, advocates for a more complex notion of teacher education, and offers a greater research base. The second focuses on developing a social justice framework that applies a critical consciousness across genres for teacher candidates.

Chair: Peter Smagorinsky, University of Georgia, Athens, “Challenging Current Rhetoric: The Knotty Nature of Teacher Preparation”
Presenters: Ashley Boyd, Washington State University, Pullman, “Unifying Texts for Social Justice: A Framework for English Teacher Education”
 Holly Matteson, Washington State University, Pullman, “Unifying Texts for Social Justice: A Framework for English Teacher Education”
 Meghan Barnes, University of Georgia, Athens, “Challenging Current Rhetoric: The Knotty Nature of Teacher Preparation”

D.51 Engaging Preservice Teachers in Layers of Literacy



B301

Literacy is not one thing. It is a series of layers of understanding, attitude, and activity. Discussions in this roundtable session highlight ways to engage teacher candidates in the many facets of literacy.

Chair: Natalie Belcher, Delaware State University, Dover

Roundtable 1: Advocating for Field-Based Learning in Teacher Education: Putting a Face to Literacy Assessment

Danielle Hilaski, University of North Georgia, Dahlonega
 Nicole Maxwell, University of North Georgia, Dahlonega
 Megan Nason, University of North Georgia, Dahlonega

Roundtable 2: Scaffolding Early Field Experiences for Preservice Teachers Learning to Assess Literacy Development

Ann Castle, Michigan State University, East Lansing

Roundtable 3: Schoolhouse Docs: Using Digital Literacy to Focus on the Positive

Lauren McClanahan, Western Washington University, Bellingham

Roundtable 4: What It Means to Teach English: Expanding Teacher Candidates’ Multi-Genre, Digital, and Voiced Literacy Practices

Mary Beth Cancienne, James Madison University, Harrisonburg, VA
 Katie Dredger, James Madison University, Harrisonburg, VA
 Beth Lehman, Eastern Mennonite University, Harrisonburg, VA
 Jenny Martin, Bridgewater College, VA
 Karen Rogers, Bridgewater College, VA

D.52 LGBTQ Inclusive Literature**E** **B403**

M This session will share insights from a collaborative literature exploration focused on gender and sexual identities. The panel will discuss ways to integrate LGBTQ topics into the curriculum and various classroom contexts.

Presenters: Nicole Burks, Columbia Public Schools, MO, “LGBTQ-Inclusive Literacy across the Year: Building Community, Finding Space, and Developing Critical Curriculum”
 Jessica Scott, Columbia Public Schools, MO, “LGBTQ-Inclusive Literacy across the Year: Building Community, Finding Space, and Developing Critical Curriculum”
 Selena Van Horn, California State University, Fresno, “LGBTQ-Inclusive Literacy across the Year: Building Community, Finding Space, and Developing Critical Curriculum”
 Maree Bednar, Indianola Informal K-8, Columbus, OH, “LGBTQ Topics and Literature in Elementary School: A Dialogue among K-5 Classroom Teachers”
 Caitlin Ryan, East Carolina University, Greenville, NC, “LGBTQ Topics and Literature in Elementary School: A Dialogue among K-5 Classroom Teachers”
 Carol Brochin, University of Arizona, Tucson, “LGBTQ Topics and Literature in Elementary School: A Dialogue among K-5 Classroom Teachers”
 Jill Hermann-Wilmarth, Western Michigan University, Kalamazoo, “LGBTQ Topics and Literature in Elementary School: A Dialogue among K-5 Classroom Teachers”
 Rosemary Lannen, Kazoo School, Kalamazoo, MI, “LGBTQ Topics and Literature in Elementary School: A Dialogue among K-5 Classroom Teachers”
 Angelica Serrano, Van Buskirk Elementary School, Tucson, AZ, “LGBTQ Topics and Literature in Elementary School: A Dialogue among K-5 Classroom Teachers”

D.53 A Bigger View: How Quantitative Surveys and Urban Explorations Can Shape Composition Classrooms**G** **B205**

C **TE** In the quest to strengthen the profession and practice in composition studies, this session offers two fresh ideas. Presenters will share embracing quantitative research that helps first-year composition students connect to academic and career goals, as well as using urban exploration to examine the inner workings of our constructed world.

Presenters: Dale Grauman, Iowa State University, Ames, “Representing Large Student Populations with Quantitative Survey Data”
 Shannon Howard, Auburn University at Montgomery, AL, “Spring Break in Chernobyl: Urbex, Apocalypse, and New Materialism in the Writing Class”

D.54 Writing for a Change: Inspiring Student Writers to Embrace Their Roles as Change Agents**S** **B202**

Rainbow **WL** Presenters with a wide variety of experiences and relationship to advocacy writing will guide participants through a series of pragmatic strategies to inspire students to embrace their roles as change agents.

Presenters: Marci Glaus, Wisconsin Department of Public Instruction, “Wisconsin Writes”
 Jennifer Smith, Pope John Paul II High School, Hendersonville, TN, “Creative Writing for Empowered Reading—Advocating for a Creative Core”
 Jeff Spanke, Ball State University, Muncie, IN, “We Were Animals Once: Fiction Writing as Change Agent”

D.55 CEE Commission Meetings**G** **B206*****Sponsored by the Conference on English Education***

All interested CEE and NCTE members are invited to attend the commissions of their choice.

Chair: Melanie Shoffner, Purdue University, West Lafayette, IN

Roundtable 1: CEE Commission on Arts and Literacies

Roundtable Leaders: Katherine Macro, University at Buffalo, NY, and Michelle Zoss, Georgia State University, Atlanta

Liaison: Ken Lindblom, Stony Brook University, NY

Roundtable 2: CEE Commission on English Methods Teaching and Learning

Roundtable Leaders: Samantha Caughlan, East Lansing, MI, and Laura Renzi, West Chester University, West Chester, PA

Liaison: Tonya Perry, University of Alabama, Birmingham

Roundtable 3: CEE Commission on Dismantling the School-to-Prison Pipeline

Roundtable Leaders: David E. Kirkland, New York University, NY, and sj Miller, Metro Center, New York University

Liaison: Mollie Blackburn, Ohio State University, Columbus

Roundtable 4: CEE Commission on the In-Service Graduate Programs and Professional Development

Roundtable Leader: Lisa Eckert, Northern Michigan University, Marquette

Liaison: Thomas M. McCann, Northern Illinois University, DeKalb

Roundtable 5: CEE Commission on New Literacies, Technologies, and Teacher Education

Roundtable Leaders: Katherine Garland, Florida State University, Tallahassee, and Ryan Rish, University at Buffalo, NY

Liaison: Troy Hicks, Central Michigan University, Mount Pleasant

Roundtable 6: CEE Commission on the Study and Teaching of Adolescent Literature

Roundtable Leader: Kelly Bull, Notre Dame of Maryland University, Baltimore

Liaison: Steven Bickmore, Louisiana State University, Baton Rouge

Roundtable 7: CEE Commission on Social Justice in Teacher Education Programs

Roundtable Leaders: Noah Asher Golden, Chapman University, Orange, CA

Jennifer King, State University of New York, Geneseo
Erica Womack, Otterbein University, Westerville, OH

Liaison: Deb Bieler, University of Delaware, Newark

Roundtable 8: CEE Commission on the Teaching of Poetry

Roundtable Leaders: Bonner Slayton, Moore Norman Technology Center, Norman, OK, and Danny Wade, Washburn University, Topeka, KS

Liaison: Ebony Elizabeth Thomas, University of Pennsylvania, Philadelphia

Roundtable 9: CEE Commission on Writing Teacher Education

Roundtable Leaders: Patricia Dunn, Stony Brook University, NY, and Jim Fredricksen, Boise State University, ID

Liaison: Anne Elrod Whitney, Pennsylvania State University, University Park

D.56 Close Reading & New Criticism: From I.A. Richards to the Common Core



B405

A hands-on session addressing the tradition of close reading and the problems in teaching and criticism that it was designed to solve; the new problems that arose from its popular practice and abuses; and its current adaptations and misuses in classrooms, in the Common Core, and in related assessments.

Chair: Sheridan Blau, Teachers College, Columbia University, NY, “Strong Readers & Close Reading Practices: 1929–2016”

Presenters: Ernest Morrell, Teachers College, Columbia University, NY, “Close and Critical Reading Practices for 21st Century Classrooms”
Alicia Pilar Perez, West Essex Regional High School, North Caldwell, NJ, “A Corrective Perspective on the History of Close Reading and New Criticism”

D.57 Poster Sessions: Literature and Advocacy



B206 FOYER

Rainbow The need for diversity in literature and the need for choice in what literature students experience are at the forefront of conversations in our field. Each of these poster sessions brings fresh ideas, research, and enthusiasm to critical conversations around the role literature plays in our classroom.

Poster 1: Rola Jaber, King’s Academy, Madaba-Manja, Jordan, “Teaching Arabic Literature in a Global Context”

Poster 2: Lilli Audeh, King’s Academy, Madaba-Manja, Jordan, “Teaching Arabic Literature in a Global Context”

Poster 3: Melanie Koss, Northern Illinois University, DeKalb, “A History of Diversity in Newbery Medal Books”

Poster 4: Susan Martin, University of South Alabama, Mobile, “Using Young Adult Literature as a Bridge to Second- (and First-) Language Acquisition”

Poster 5: Carol Bland, Radford University, Radford, VA, “Children’s Literature as a Vehicle for Advocating Inclusive Practices”

Poster 6: Elizabeth Isidro, Texas Tech University, Lubbock, “Filipino-American Literature: A Case of Absent Books and Invisible Readers?”

Poster 7: Donna Wakefield, National-Louis University, Chicago, IL, “Considering Models of Disability when Reading Literature with Characters with Disabilities”

Poster 8: DeDe Small, Drake University, Des Moines, IA, “Advocating for Diversity and Choice”

Poster 9: Tracy Windle, Sulligent School, Sulligent, AL, “‘More Time to Read, Please’: How Free Reading Lead to Meaningful Student Discussions about the World around Them”

DE.01 High School Matters**S** B312–B313***Sponsored by the Secondary Section Steering Committee***

High School Matters encapsulates the best elements conventions often offer separately: collegial collaboration, relevance, and engagement. The Secondary Section invites you to join us for this innovative session experience. Expect to take home a variety of ideas, concepts, strategies, and approaches peer-to-peer.

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

Speaker: Kimberly N. Parker, Cambridge Rindge and Latin School, Cambridge, MA

Roundtable 1: “Covering” Microaggression in Oral History

LuAnn Fox, Olathe Public School District, KS

Roundtable 2: Advocates for the Voiceless: Bringing 3rd-World Narratives into 1st-World Discourse

Kevin Ford, Calvert Hall College High School, Baltimore, MD

David Hallman, Calvert Hall College High School, Baltimore, MD

Naitnaphit Limlamai, University of Michigan, Ann Arbor

Gina Parnaby, Marist School, Atlanta, GA

Jeff Parsons, Winthrop High School, Winthrop, MA

Roundtable 3: Advocating for Intellectual Curiosity and Independent Thinking in the Age of Teenage Apathy

Maria Miller, West Virginia Public Schools, Weirton

Roundtable 4: AP Language & Writing Across the Curriculum

Denise Hayden, Floral Park Memorial High School, Floral Park, NY

Lloyd Hoshaw, Millard West High School, Omaha, NE

Jim Jordan, Sacred Heart Cathedral Prep, San Francisco, CA

Dan O'Rourke, Riverside Brookfield High School, Riverside, IL

Roundtable 5: Bridging the Gap: Graphic Novels and Literature Circles as Scaffolds toward Literary Reasoning and Social Change

Stephen Brooks, Monte Vista High School, Danville, CA

Paige Wilson, Monte Vista High School, Danville, CA

Roundtable 6 and 7: Centering “Fringe” Texts: Using Popular Genre and Multimedia Texts in the Classroom to Promote Critical Literacy

Samantha Baumgart, Eastern Connecticut State University, Windham

Dawan Coombs, Brigham Young University, Provo, UT

Mark Fabrizi, Eastern Connecticut State University, Windham

Robert Ford, North Branford High School, CT

Kaitlyn Kennedy, Eastern Connecticut State University, Windham

Margaret Robbins, University of Georgia, Athens

Jennifer Whitley, University of Georgia, Athens

Roundtable 8: Controlling Images and Counter-storytelling through Muraling, Glogs, and Counterstories

Shiv Desai, University of New Mexico, Albuquerque

Roundtable 9: Creative, Interactive Literature Projects That Advocate Inspired Student Learning

Catherine Stine, author, New York, NY

Roundtable 10: Early Literacy Programming for Urban Teens

Kacy Tedder, University of Georgia, Athens

Roundtable 11: Engaging Curriculum = Motivated Students

Jane True, Christel House Academy, Indianapolis, IN

Sarah Vilensky, Christel House Academy, Indianapolis, IN

Sarah Weimer, Christel House Academy, Indianapolis, IN

Roundtable 12: Five Years Flipped: Raising Students to Become Advocates for Literature

Bill Parsons, North Broward Preparatory School, Coconut Creek, FL

Roundtable 13: Going Graphic in the ELA Classroom

Emily Coe, Georgia State University, Atlanta

Christi Pace, Georgia State University, Atlanta

Roundtable 14: I Just Thought It Was Slang: The Benefits of ELA Teachers Understanding African American English

Daryl Parks, Metropolitan State University, St. Paul, MN

Roundtable 15 and 16: It's All Formative Assessment: Imagining and Living an English Classroom without Grades

Peter Anderson, Thomas Jefferson Middle School, Arlington, VA
 Maura Conley, Pratt Institute, Brooklyn, NY
 Sarah Donovan, Winston Campus Junior High School, Paletine, IL
 Aric Foster, Armada High School, MI
 Nicole Hernandez Craig, Avalon Middle School, Orlando, FL
 Gina Parnaby, Marist School, Atlanta, GA
 Michelle Wuest, Leo Hayes High School, New Brunswick, Canada

Roundtable 17: Navajo Voices in Action: Advocating with Young Indigenous Leaders

Damián Baca, University of Arizona, Tucson
 Evelyn Begody, Window Rock High School, Fort Defiance, AZ
 Rex Lee Jim, Navajo Nation, Rock Point, AZ

Roundtables 18 and 19: Operating a High School Writing Center: Student and Teacher Perspectives

Caroline Basch, East Paulding High School, Dallas, GA
 Paige DeLong, East Paulding High School, Dallas, GA
 Sonny Harding, Marietta High School, GA
 Chrissy Harris, East Paulding High School, Dallas, GA
 Tommy Jolly, Georgia State University, Atlanta
 Sara Omer, Kennesaw State University, Kennesaw, GA
 Mikaela Simmons, Piedmont College, Demorest, GA
 Amelia Spencer, University of Georgia, Athens

Roundtable 20: Pr(i)mary Sources: Facilitating Student Self-Advocacy through Community-Based Writing and Publication

David Baksh, The Brooklyn School for Math and Research, NY

Roundtables 21 and 22: Prompting Political Action outside the Classroom While Fostering Positive Change within It: A Discussion on the Power of Advocacy

Allisa Abraham, University of Georgia, Athens
 Melissa Conway, Madison County High School, Danielsville, GA
 Angela Dean, Madison County High School, Danielsville, GA
 Bob Fecho, Teachers College, Columbia University, New York, NY
 Stephanie Jones, University of Georgia, Athens
 Kevin Schneider, University of Georgia, Athens, and Mountain View High School, Lawrenceville, GA

Roundtables 23 and 24: Reconsidering the Canon

Angela Austin, University of North Carolina Wilmington
 Samantha Bisese, University of North Carolina Wilmington
 Henry Blanton, University of North Carolina Wilmington
 Jack Kelly, Willow Tree Community School, Shelby, NC
 Victor Malo-Juvera, University of North Carolina Wilmington

Rebecca Parker, University of North Carolina Wilmington
 William Platt, University of North Carolina Wilmington
 Marisa Stickel, University of North Carolina Wilmington
 Bridgette Wagner, University of North Carolina Wilmington

Roundtable 25: Shaking Up Shakespeare

Chloe Pike, Ésc Pierre-Savard/ Pierre-Savard High School, Nepean, Ontario, Canada

Roundtable 26: Take Back Your Classroom

Amanda Melchor-McCown, Midland ISD, Lee High School, TX

Roundtable 27: Teaching Close Reading with Complex Texts across Content Areas

Zhihui Fang, University of Florida, Gainesville

Roundtable 28: Voices of Advocacy: Speak Up with Professional Learning Communities across a Teaching Career

Charlotte Cadieux, Del Valle High School, Austin, TX
 Stacia Long, University of Texas at Austin
 Heathcliff Lopez, Memorial High School, San Antonio, TX

Roundtable 29: What's Reading and Writing Got to Do with It? Teaching Literacy through History

Aruna Patel, New Visions for Public Schools, New York, NY

FEATURED SESSION

E.01 Disrupting the Memorization Death March: Reimagining the Framework for a Place Called School



A305

While our world is ever-changing, many of our schools and the metrics we use to measure success remain stuck in time. A dynamic panel of renowned educators and elected officials will lead an engaging and interactive session with the audience, addressing how existing educational policies can be disrupted.

Presenters:

Scott Ganske, Youth Services America
 Jeanie Germaine, Zaharis Elementary School, Mesa, AZ
 John Giles, City of Mesa, AZ
 Robby Meldau, Espiritu Academy, Phoenix, AZ
 Mike Oliver, Zaharis Elementary School, Mesa, AZ
 Jim Zaharis, Greater Phoenix Leadership, AZ

Facilitator: Heidi Mills, University of South Carolina, Columbia

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

E.02 From “Aha!” to Action: Creating Change in Our Schools and Classrooms



A301

Many teachers practice reflection, discovering beneficial ideas for their students, schools, or themselves, but those ideas for change frequently meet with resistance from colleagues, supervisors, or parents. In this lively, interactive session, participants will learn strategies for collaboratively transforming ideas into action and plan practical solutions to school-based problems.

Co-Chairs: Gary Anderson, Harper College, Palatine, IL
 Teresa Bunner, Wake County Schools, Cary, NC
 Karen LaBonte, instructor, Yorktown Heights, NY

Roundtable 1: Russ Anderson, William Fremd High School, Palatine, IL

Roundtable 2: Jennifer Ansbach, Manchester Township High School, NJ

Roundtable 3: Jeana Hrepich, Antioch University, Seattle, WA

Roundtable 4: Kim McCollum-Clark, Millersville University, Millersville, PA

Roundtable 5: Cindy Minnich, Upper Dauphin Area High School, Elizabethville, PA

Roundtable 6: Cheryl Mizerny, Cranbrook School, Bloomfield Hills, MI

Roundtable 7: Meenoo Rami, Bill and Melinda Gates Foundation

Roundtable 8: Amy Rasmussen, Lewisville High School, Lewisville, TX

Roundtable 9: Lee Ann Spillane, Orange County Public Schools, Orlando, FL

Roundtable 10: Andrea Zellner, Michigan State University, East Lansing

E.03 Conversations about Nonfiction in Early Childhood Classrooms



A303

Conversations about reading and writing nonfiction between early elementary students and teachers suggest that children are able to read and write nonfiction when the adults working with them are mindful of the challenges of the genre, willing to accept approximations, and supportive of students' thinking about the complex concepts they encounter.

Presenters: Sara Kersten, The Ohio State University, Columbus

Melissa Wilson, The Ohio State University, Columbus

E.04 Teachers Advocating for Their Professional Literacy Beliefs: Developing a Multimodal Literacy Framework to Support All Literacy Teachers in Our District

E

A310

This presentation describes our process for collaborating with K–5 teachers from eight elementary schools in our district to develop our literacy framework. As a result of this process, we developed a living multimodal document that not only outlines our vision for literacy learning, but also supports teachers' implementation of standards.

Presenters: Ellie Preston, West Clermont Local School District, Cincinnati, OH
Amy Storer, West Clermont Local School District, Cincinnati, OH
Jessica West, West Clermont Local School District, Cincinnati, OH
Facilitator: Tanny McGregor, West Clermont Local School District, Cincinnati, OH

E.05 Technology as a Pathway to Social Freedom

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B406

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

This memorable session spotlights one diverse school's use of technology and literacy to help students question the world, value their stories, and become agents of change. From series blogs to digital communities for queer youth and allies, learn how teachers can help middle schoolers begin their pathway to social freedom!

Presenters: Vivian Delgado, Arlington Public Schools, VA, "Units of Study Become Units of Action"
Allison Bell, Arlington Public Schools, VA, "Creating Student Advocates for Diversity in Literature"
Kelly Purman, Gunston Middle School, Arlington, VA, "Helping Students Find Their 'Brand' through Blogging"
Katharine Hale, Arlington Public Schools, VA, "Fostering Social Freedom through Technology and Literacy"

E.06 Elementary Roundtables

E

A311

Chair: Karen Mitcham, Middle Georgia RESA, Warner Robins, GA

Roundtable 1: Initiating Change: Social Justice, Critical Literacy, and Common Core

Mary Ellen Oslick, Stetson University, DeLand, FL
Sunny Styles-Foster, University of Central Arkansas, Conway

Roundtable 2: "The Strength to Live": Teacher Identity and Literacy Teaching Practices as Advocacy for Children

Melody Zoch, University of North Carolina-Greensboro

Roundtable 3: Riddle Me This: Writing Riddles across the Curriculum

Leslie Bulion, author, Atlanta, GA

Roundtable 4: Bias in Books and Beyond: Tackling Difficult Conversations in Our Classrooms and Communities

Elisa Gall, Latin School of Chicago, IL; Jennifer Nabers, Latin School of Chicago, IL

Roundtable 5: Multimodal Spanish Texts Traveling across Content Areas: Bi(literacy) Practices in Language Arts and Science/Social Studies

Lara Becker, Austin Independent School District, TX
Lucia Cardenas, University of Texas at Austin

Roundtable 6: Community Streets to Classroom Seats: How Children's Literature Can Empower People of Color to Engage in the Fight for Equity

Xiaochen Du, University of Florida, Gainesville
Maureen Fennessy, University of Florida, Gainesville
Mario Worlds, University of Florida, Gainesville

E.07 Beyond the Closet: Using Multicultural LGBTQ YAL to Expand the "Coming Out" Narrative in Secondary ELA Classrooms

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LGBTQ
Rainbow

B214

This panel explores how teachers implement LGBTQ texts that surpass the "coming out" narrative. Join three teacher-researchers as they discuss using multicultural LGBTQ texts in secondary ELA. Attendees will engage in a critical reading and discussion and gain the tools to implement this type of teaching in their own classrooms.

Presenters: Jennifer Cheveallier, P. K. Yonge Developmental Research School, University of Florida, Gainesville
Kate Yurko, SUNY Brockport
Cody Miller, University of Florida, Gainesville

E.08 Going beyond Strategies: The Power of Strategic Processing to Accelerate Reading Proficiency

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A406

As advocates for struggling adolescent readers, we will explore the power of strategic activity to accelerate reading proficiency. Going beyond simple teaching strategies, we will provide a framework and lens through which we can carefully observe and contingently respond to this population of students across instructional settings.

Presenters: Matt Morrison, Bucksport High School, ME/University of Maine, Orono
Tiffany Twitchell, York Middle School, York, ME

E.09 Young Adult Literature, Disability, and Advocacy

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C

B309

Contemporary young adult novels often feature characters with disabilities. Sometimes such characters have agency and voice; sometimes they are just a step above stereotype. We will examine how such characters are portrayed in selected contemporary young adult texts, and our handouts will suggest questions to promote critical thinking in discussions.

Presenters: Christopher Bass, University of Illinois at Chicago, “Reading and Writing as a Means of Full Inclusion in Our High School Classrooms”
Patricia Dunn, Stony Brook University, NY, “Do Characters with Disabilities in YA Novels Confirm or Confront Stereotypes?”
Alisha White, Western Illinois University, Macomb, “How YA Authors’ Use of First Person Narration Critiques Discrimination against Mental Illness Labels”

E.10 Strong Girls Read Strong Books: Advocating for Reading Literature with Strong Female Protagonists

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A313

This panel presentation describes a book club for fourth- through sixth-grade girls called Strong Girls Read Strong Books. The book club advocates for using great literature to teach reading and for making time for literature discussion with readers in school and alternative settings.

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

Presenters: Laura Szech, University of Iowa, Iowa City, “The Use of African American Vernacular English in a Girls Only Book Club”
Renita Schmidt, University of Iowa, Iowa City, “Advocating for the Importance of High-Quality Literature for Girls”
Yu-Chi Wang, University of Iowa, Iowa City, “Teacher’s Multiple Identities and Opportunities for Learning in an After-School Book Club”

E.11 Getting Them Ready: Teaching Students to Navigate the World and Nonfiction Texts

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A410

Participants will learn how to navigate nonfiction texts using Rabinowitz’s “rules of notice” and a three-level question-development model they can adapt or adopt for their own classes to improve students’ analytical reading and writing skills, while also enhancing engagement, addressing key standards, and preparing students for subsequent assessments. In addition, the session will emphasize how participants can share and advocate for these practices within their departments and schools to improve literacy instruction for all students.

Presenters: Jeffrey D. Wilhelm, Boise State University, ID, “Diving Deep Into Nonfiction: Using Readers Rules of Notice”
Jim Burke, Burlingame High School, CA, “Uncharted Territory: Teaching Students to Read, Write about, and Discuss Nonfiction Texts”

E.12 Content-Area Literacy: Advocating for Classroom Practice That Enhances Student Reading, Writing, and Thinking in Every Subject

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B213

Content-area literacy offers students subject understanding in deeper, more substantial ways. This session’s participatory experiences offer models for showing how all teachers can use effective literacy strategies for helping students read, write, and think about content without consuming excessive classroom time.

Presenters: Harvey “Smokey” Daniels, Heinemann, “Building Content Knowledge Using Quick Writes about Images and Short Nonfiction Texts”
Nancy Steineke, Illinois Writing Project, Brookfield, IL, “Authoring Short, Polished Pieces: Reusing Nonfiction Selections as Mentor Texts”

E.13 Cultivating Critical Literacy for Teachers: Exploring Advocacy at Curriculum, Classroom, Local, and National Levels



A403

Little research exists on cultivating critical literacy in teachers outside of general discussions of critical pedagogy. In this session, teachers will use NCTE position statements and critical literacy perspectives to analyze issues of national concern in English education, dialogue about tensions around those issues, and build networks of advocacy.

Presenters: Jung Kim, Lewis University, Romeoville, IL
Susan Cridland-Hughes, Clemson University, SC
Phil Wilder, Clemson University, SC

E.14 The Journey to Inclusion: An Advocate and a Voice for All



A315

Who advocates for the voiceless? Follow one family as they navigate an uncharted journey for educating their special-needs son. Hear the story from multiple perspectives of family and educators. This interactive session gives participants tips for classroom use and time to brainstorm how to advocate for students.

Presiding: Dubs (007) Shoniker, 4 Paws for Ability
Presenters: Wendy Britt, Harrisburg, NC, “Speech to Full Inclusion”
Ben Shoniker, Harrisburg, NC, “What You Should Know about Me”
Samantha Shoniker, Harrisburg, NC, “What You Should Know about My Brother and Other Kids with Disabilities”
Rebecca Shoniker, Read and Write with Rebecca, Harrisburg, NC, “My Dual Role as Parent and Educator”

E.15 Research Foundation Teacher Grant Recipients Research Presentation



B403

Teacher scholars and researchers Sarah Orme and Hui Jiang discuss their projects, one to involve students in a multimedia research paper project and the other to help Chinese preschool students learn to read by connecting their home literacies and cultures to the classroom learning.

Co-Chairs: Jessica Martell, Central Park East I, New York City Public Schools
Kimberly N. Parker, Cambridge, Rindge and Latin School

Presenters: Hui Jiang, Marie Pense Center, New York, NY, “Finding Home along the Intercontinental Journey: Teaching Literacy to and Advocating for Recently Reunited ‘Satellite Babies’ from First Generation Immigrant Families”

Shannon Deegan, Monticello High School, Charlottesville, VA, “Engaging Students around Multimodal Expressions of Research: How a Multimedia Website and Viral Podcast Changed the Research Paper”

Sarah Orme, Monticello High School, Charlottesville, VA, “Engaging Students around Multimodal Expressions of Research: How a Multimedia Website and Viral Podcast Changed the Research Paper”

Darren Raltson, Monticello High School, Charlottesville, VA, “Engaging Students around Multimodal Expressions of Research: How a Multimedia Website and Viral Podcast Changed the Research Paper”

Thomas Warren, Monticello High School, Charlottesville, VA, “Engaging Students around Multimodal Expressions of Research: How a Multimedia Website and Viral Podcast Changed the Research Paper”

E.16 Critical Next Steps in the Journey Toward Justice



B214

At this historical moment in education, what are the most critical steps forward for teachers, parents, activists, and students in the struggle for democratic, equitable schools? A panel of noted literacy advocates and education activists will offer their responses to this question, lead participants in roundtable discussions, and share action plans.

Chair and Respondent: Carole Edelsky, Arizona State University (Emerita), Tempe

Speaker: Bess Altwerger, Towson University, Baltimore, MD

Facilitators: Barbara Flores, California State University, San Bernardino

Elizabeth Lynch, Hofstra University, Hempstead, NY

Erika Chavaria, Howard County Public Schools, Columbia, MD

Jesse Turner, Central Connecticut State University, New Britain

Kenneth Goodman, University of Arizona, Tucson

Richard Meyer, University of New Mexico, Albuquerque

Yetta M. Goodman, University of Arizona, Tucson

Debra Goodman, Hofstra University, Hempstead, NY

E.17 Trends in Young Adult Literature from Indonesia and on Indonesia

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B205

This presentation will discuss Indonesian literature for young adults. It will cover trends in Indonesian literature written in the original language, available translations in English and other languages, as well as books written originally in English about Indonesia or using Indonesia as a setting.

Presenter: Theresia Anggraini, The Ohio State University, Columbus/Sanata Dharma University, Depok, Indonesia

E.18 Teachers, Take Courage: Stories, Encouragement, and Strategies to Advocate for Our Students and Our Profession

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A405

LGBTQ

Three teachers tell stories of advocating for students' right to read and discuss culturally relevant literature. Stories range from how to get through a book challenge to queer theory-informed teaching in a conservative district. Presenters will share practical strategies for courage, self-preservation, and advocacy in challenging situations.

Presenters: Amy Collins, Billings Career Center, MT, "Defending Arnold's Spirit: Battling a Big Book Challenge in a Small Town"
Suzanne Linder, University of Illinois, Champaign, "Can We Talk about That? Designing Classroom Experiences for Critical Conversations"
Stephanie Anne Shelton, University of Alabama, Tuscaloosa, "Challenging Homophobic and Heteronormative Language: Queering *The Merchant of Venice*"

E.19 Nuestros Cuentos: Latin@, Indigenous Youth, and Collaborative Storytelling

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Rainbow

B408

Sponsored by the College Section Steering Committee

This panel will focus on Nuestros Cuentos, a service-learning collaboration between a university and two public schools. The presenters will describe how university students worked with Latin@ and Indigenous youth to write their own original stories with the intent of increasing Latin@ and

Indigenous youth representation in their community history.

Chair: Isabel Baca, University of Texas at El Paso
Presenters: Madeline Aulicino, Michigan State University, East Lansing
Victor Del Hierro, Michigan State University, East Lansing
Jessica Gonzalez, Michigan State University, East Lansing
Laura Gonzales, University of Texas at El Paso
Santos Ramos, Michigan State University, East Lansing
Estrella Torrez, Michigan State University, East Lansing

E.20 Advocating for Global Children's Literature: Multiple Perspectives on Teaching for Inquiry, Critical Literacy, and Intercultural Understanding

E

A408

Join a panel of teachers, teacher educators, and an award-winning illustrator as we explore how we advocate for the inclusion of global children's literature within our diverse contexts. Hear our description of promising pedagogical practices that promote literary engagement, intercultural understanding, creative expression, and critical literacy with global texts.

Chair: Kelly Wissman, University at Albany-SUNY
Illustrator: Elizabeth Zunon, Albany, NY
Presenters: Amal Aldaej, University at Albany-SUNY
Krista Jiampetti, South Colonie Schools
Maggie Naughtner Burns, Delaware Community School, Albany, NY
Respondent: Karla Moller, University of Illinois at Urbana-Champaign

E.21 Two-Year College Advocacy: Moving toward Change

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B409

Sponsored by the Two-Year College English Association

The panel will lead a discussion of issues concerning teachers of English in the two-year college including the growing demand for dual-enrollment classes, placement into college-level English classes, and the state of developmental English at the two-year college. Panelists representing community colleges in five different states will describe

the impact of legislative decisions at both the state and national level on their college writing programs and propose ways to effectively address such decisions.

Moderator: Susan Slavicz, Florida State Community College at Jacksonville

Presenters: Sravani Banerjee, Evergreen Valley College, San Jose, CA

Leigh Jonaitis, Bergen Community College, Paramus, NJ
Matt Simon, Tri-County Technical College, Pendleton, SC

E.22 Promoting Literacy in Alternative Education Settings and Beyond

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B211

This session will teach the RAFT writing strategy, the Frayer model for vocabulary instruction, how to infuse “play” into vocabulary instruction, and ways to use ARS. At session conclusion, attendees can ask presenters how to modify strategies for diverse populations, how to form a PLC, and how to infuse literacy across content areas.

Presenters: Kris Collins, AVCAS, “Infusing Literacy across the Curriculum”
Shannon Vanderswaagh, AVCAS, “Infusing Literacy across the Content Areas”

E.23 Teaching Writing in the Common Core Era

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B311

What good ideas for teaching writing are supported by the CCSS? Join us to try out some research-based practices, including practices that ease students from one kind of writing (narrative) to another (argument). We will refer to our book *Uncommonly Good Ideas: Teaching Writing in the Common Core Era*.

Presenters: Sandra Murphy, University of California, Davis
Mary Ann Smith, National Writing Project, Berkeley, CA

E.24 Say YA to Reading: Advocating for Young Adult Literature in the Classroom

M
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A411

As more teachers are finding ways to build classroom libraries, one challenge they continue to face is including YA literature as anchor texts in the curriculum. Celebrated YA authors, along with secondary teachers, discuss the ways in which we can advocate

for young adult literature in the curriculum and see beyond the canon.

Chair: Sarah Andersen, Fenton Area Public Schools, MI

Presenters: Laurie Halse Anderson, Simon & Schuster
Matt de la Peña, Random House Children’s Books
Brendan Kiely, Simon & Schuster
Stacey Lee, HarperCollins Children’s Books
Meg Medina, Candlewick Press
Jessica Spotswood, Candlewick Press

Respondents: Jessica Crawford, Fitzgerald Public Schools, Warren, MI

Lindsay Grady, Fenton Area Public Schools, MI
Beth Shaum, St. Frances Cabrini, Allen Park, MI

E.25 Advocating for Revision in Reading: Meaning Making as a Journey, Not a Destination

E

A312

Reading instruction has become about asking children to find the “right” answer rather than a thoughtful interpretation. If students are to become independent thinkers, it’s important to teach comprehension as a journey of thought instead of a destination. We’ll share ideas for teaching revision in reading so students become flexible thinkers who construct meaning.

Chair: Ellin Keene, author/consultant, Denver, CO

Presenter: Matt Glover, independent consultant/author, Cincinnati, OH, “Helping Our Youngest Children Learn to Make Meaning in Any Text”
Dan Feigelson, independent consultant, New York, NY, “Comprehension Decision Makers”
Kathy Collins, author/consultant, Durham, AL, “Revision of Identity”

E.26 Teacher Empowerment: The Juncture of Thinking and Action

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A402

Teachers often find themselves feeling powerless in relation to those in leadership positions in schools. We believe, however that the key to professional longevity is teacher empowerment and leadership. This session serves to highlight ways in which teachers can step into leadership roles across a continuum of thinking and action.

Presenters: Jennifer Jordan, University of Tennessee, Knoxville

Amy Broemmel, University of Tennessee, Knoxville

E.27 Progressive Pronoun: The Question of Singular *They*



A404

LGBTQ

Singular *they*—a grammatical misstep or a natural pronoun for the genderqueer? This session will frame the complexities of the issue in regards to personal identification, classroom inclusion, political allyship, and evolving formal writing conventions; then invite participants to share concerns, insights, ideas, experiences, and suggestions.

Presenters: Erin Perry, West Des Moines Community Schools, IA
Petra Lange, Des Moines Public Schools, IA
Tracy Tensen, Gilbert High School, Gilbert, IA

E.28 Mind the Gaps: Advocating Literacy Success for All Students



A401

The panel will overview literacy interventions; specifically, a tier-2 literacy course designed for the lowest readers. Panelists will share their experiences, creating a curriculum geared toward closing literacy gaps in the areas of social studies, science, math and English; promoting metacognitive behavior; and encouraging student self-awareness of disciplinary literacy.

Presenters: Nicole Fuller, Adlai E. Stevenson High School, Lincolnshire, IL
Christina Anker, Adlai E. Stevenson High School, Lincolnshire, IL
Dan Argentar, Adlai E. Stevenson High School, Lincolnshire, IL
James Barnabee, Adlai E. Stevenson High School, Lincolnshire, IL
Brian Wise, Adlai E. Stevenson High School, Lincolnshire, IL

E.29 Literacy Advocates: A Partnership for Empowering Teachers and Students



B316

Have you ever wondered how you can empower your preservice teachers to become passionate advocates for literacy? In this session, join college professors and elementary principals to discuss a partnership in which preservice and inservice teachers are empowered with literacy strategies and in the process, become literacy advocates.

Facilitator: Tiffany Coleman, Georgia Gwinnett College, Lawrenceville, “Building Capacity for Literacy Advocacy”

Presenters: Cathy Moore, Georgia Gwinnett College, Lawrenceville, “Advocacy at the College Level”
Ellyce Cone, Gwinnett County Public Schools, Lawrenceville, GA, “The Principal’s Role”
Lisa Marie Johnson, Gwinnett County Public Schools, Lawrenceville, GA, “Facilitating the Partnership”

E.30 CEE General Membership Meeting and Social



B302–B305

Sponsored by the Conference on English Education

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates. The winners of the 2016–2017 CEE Research Initiative Grant competition will be recognized. This is also a time to meet experienced, new, and future English teacher educators. As every year, there will be an opportunity to announce ELA teacher education position openings and to talk informally with prospective candidates.

Chair: Melanie Shoffner, Purdue University, West Lafayette, IN

E.31 Interactive Read-Alouds and Pen Pals: Their Use in a Classroom and University Collaboration to Advocate for Reading-Writing Connections



B315

We will discuss the use of interactive read-alouds and pen pal letters between first graders and education majors to support comprehension, literary response, and writing. We will share results, books, and examples of discussion and writing to demonstrate the patterns and range of responses across a yearlong collaboration.

Chair: Susan Fullerton, Clemson University, SC

Presenters: Susan Fullerton, Clemson University, SC
Erin McClure, Clemson University, SC
Koti Hubbard, Clemson University, SC
Kathryn Jordan, Pendleton Elementary, Anderson 4 School District, Pendleton, SC

E.32 Promoting Advocacy for LGBTQ Youth in Secondary and Post-Secondary Classrooms through Young Adult Literature

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LGBTQ

B218

This panel begins with the benefits and reasons why inclusive curricula centering on LGBTQ issues should be in schools. It ends with how preservice teachers see themselves as advocates for future students, the need for an updated English curriculum, concerns preservice teachers foresee as beginning teachers, and ways to overcome obstacles.

Presenters: Katherine Batchelor, Miami University, Oxford, OH
Karen Andrus Tollafield, Kent State University, OH

E.33 Teaching beyond the Numbers: Implementing Best Practice in Prepackaged Curriculum Plans

S

A407

Seeing gaps in student's knowledge of writing, grammar, and literature, but feeling unable to implement best practices due to the constraints of a prepackaged curriculum plan? This workshop will help marry curriculum plans with best practices in a way that will teach "with fidelity" while also advocating for students' needs.

Co-Chairs: Lauriann Jones, University of South Florida, Tampa
Joanelle Morales, University of South Florida, Tampa
Presenters: Lauriann Jones, University of South Florida, Tampa
Joanelle Morales, University of South Florida, Tampa
Vernessa Neu, Hillsborough County Florida Public Schools

E.34 Zombies, Superpowers, and Connecting Creativity to STEM through Writing

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B217

How can educators leverage writing to make STEM learning authentically fun? This interactive session examines best practices in pairing creative writing with hands-on STEM activities to foster student engagement. Participants will explore accessible sample lessons designed to boost interest and competency across the curriculum, and leave with tools and ideas in hand.

Presenters: Kait Steele, 826 National -826 Valencia, San Francisco, CA
Julius Diaz Panoriñan, 826 National - 826LA, Los Angeles, CA

E.35 The "Me" and "We" of Student Self-Advocacy

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Rainbow

A409

The concept of student self-advocacy is typically seen as a movement to empower students with disabilities. However, this idea can extend to students in high school who feel marginalized by society or who are seen as "the Other." Visiting with subgroups that are outside the "dominant" groups provides countless opportunities for students to empower/explore their own identities, make lasting social connections, and feel part of the American fabric. There are numerous literacy and writing activities that can be used to enhance these encounters that will be life-changing for your students and for you.

Presenter: Dorene Alama, Charlotte Islamic Academy, NC/University of North Carolina at Charlotte

E.36 Advocating for Effective Online Writing Instruction

G

C

TE

B306

Many curricular and logistical decisions about online writing instruction (OWI) are made outside of writing programs. The presenters offer strategies for administrators and instructors to have more impact on OWI's design.

Presenters: Kevin DePew, Old Dominion University, Norfolk, VA, "Strategies for Advocacy"
Mary Beth Pennington, Old Dominion University, Norfolk, VA, "Advocacy as Administrators"
Kimberly Fahle, Virginia Wesleyan College, Norfolk, "Advocacy as Instructors"

E.37 Cultivating Engagement in Online Learning

C

B210

Online courses present risks, including emotional distance, aggression, apathy, and waning motivation. Access mitigates these risks, but they must be addressed. As teachers with full loads online, the presenters share how they cultivate engagement, investment, academic rigor, and critical reflection in online English composition courses.

Presenters: Stephanie Maenhardt, Salt Lake Community College, UT
Christie Bogle, Salt Lake Community College, UT

E.38 Using Geotags to Listen and Learn about People, Places, and Communities

M

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TE

Rainbow

B310

In this panel presentation, attendees will dialogue with facilitators of projects that involve geotags to represent people, places, and understandings of different communities. Attendees will learn about the technical aspects of geotags and the value of geospatial representations of oral history, soundscapes of home and community, and community assets.

Presenters: Merve Pamuk, University at Buffalo (SUNY), “Asset Mapping with Youth”
 Jon Wargo, Wayne State University, Detroit, MI, “Locative Literacies and Listening to Communities: #hearmyhome and Earwitnessing Place”
 Aijuan Cun, Graduate School of Education, University at Buffalo (SUNY), “Asset Mapping with Youth”
 Abigail Gloss, University at Buffalo (SUNY), “Asset Mapping with Youth”
 Cassie Brownell, Michigan State University, East Lansing, “Locative Literacies and Listening to Communities: #hearmyhome and Earwitnessing Place”
 Sean Connors, University of Arkansas, Fayetteville, “Encouraging Activism: Mapping Local Literacies with Students”
 Ryan Rish, University at Buffalo (SUNY), “Asset Mapping with Youth”

E.39 Creating Student Compassion through Mentor Texts

M

B216

Through the sharing of experience and strategies, five middle-grade authors and an elementary educator talk about how to approach difficult subject matter in the classroom and discuss how necessary it is for students to explore both windows and mirrors in order to expand their personal, intellectual, and academic growth.

Respondent: Jennifer Vincent, Mundelein School District 75, IL, “Creating Student Compassion with Tough Subject Matter”
Tradebook Authors: Kat Yeh, Little, Brown Books for Young Readers
 Karen Rivers, Algonquin Young Readers; Farrar, Straus and Giroux
 Heather Bouwman, University of St. Thomas, Minneapolis, MN
 Tracy Holczer, Penguin Random House
 Corey Ann Haydu, Penguin Young Readers Group

E.40 A Funny Thing Happened on the Way to Atlanta, or Finding Our Way as English Teachers to Public Advocacy

G

B307

This session will describe problems with the education-as-business model in one state, connect these problems with the nation’s education history, and suggest resources and methods for advocating for a better way, the way of teacher expertise.

Presenter: Steve Hubbard, Lurleen B. Wallace Community College, Andalusia, AL

E.41 Listening Closely: Using Talk to Promote and Assess Learning

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B207

Although much has been written about literature study, in this session we explore the connections among student talk, comprehension, and formative assessment. Listening carefully to student talk as a form of formative assessment, coupled with comprehension knowledge, can support teachers to help students be critical readers.

Presenters: Carol Gilles, University of Missouri, Columbia
 Kathryn Mitchell Pierce, St. Louis University, MO

E.42 Promising Practices in Urban Spaces: Advocacy through Transformational Literacy Practices

G

B206

This session will feature roundtables of urban teachers, teacher educators, and students who will discuss and share the urban dimensions of schools. National Writing Project roundtable leaders will share inquiry-based student projects, professional learning communities, teacher research, and other teacher and student-initiated innovations that enable urban teachers and students to develop their skills and express their passions as advocates and social justice participants/leaders.

Chair: Tonya Perry, University of Alabama, Birmingham, “A Space to Talk: Urban Student and Teacher Advocacy through Transformative Literacy Practices”

Roundtable 1: Middle School Students Fighting Food Deserts: The Power of Writing in the Community

Tonya Perry, University of Alabama, Birmingham

Roundtable 2: Writing in the Margins

Karen Hamlin, George Fox University, Newburg, OR

Roundtable 3: Becoming Activist Learners in Urban Spaces

Jean Wolph, University of Louisville, KY

Roundtable 4: My Story, My Neighborhood, My World: The Relationship of Language, Community Awareness, and Power

Keith Miller, Deep Center, Savannah, GA

Roundtable 5: Strategies to Stimulate Writing in an Urban Elementary School

Cynthia Crenshaw, Glen Iris Elementary School, Birmingham, AL

Roundtable 6: Picking Up STEAM: Helping Underserved Youth Use Poetry and Art to Construct Arguments about Science

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

Roundtable 7: Using Students' Experiences and Interests: Becoming Change Agents through Public Speaking

Dana Jacobson, Clay-Chalkville High School, Birmingham, AL

Roundtable 8: Student Writing Success through Kid Writing

Diane Waff, University of Pennsylvania, Philadelphia

Roundtable 9: Urban Teachers as Change Makers! Using Teacher Research to Impact Positive Change in the Teaching of Writing

Heidi Udall, Red Mountain High School, Mesa, AZ

Roundtable 10: Digital Grammar

Jeremy Hyler, Fulton Schools, Middleton, MI

Roundtable 11: Project Citizen, the Struggle Project, and the Central Playwright Festival

Shaun Mitchell, Central High School, Bridgeport, CT

Roundtable 12: Advanced Placement Access and Equity for All

Sarah Woodard, Collegiate Prep Academy, Denver Public Schools, CO

Roundtable 13: Blurring the Lines: Digital Advocacy across Contexts

Bud Hunt, Clearview Library District, Windsor, CO

Roundtable 14: Building a K-8 Public School in Partnership

Lil Brannon, University of North Carolina, Charlotte

Roundtable 15: Building Advocates by Exploring How We Create and Use the Past

Julie Roos, Canyon Springs High School, Las Vegas, NV

Roundtable 16: Transforming Lives through Literacy

Darshna Katwala, Nassau Community College, Garden City, NY

Roundtable 17: Motto ke Motto ka bataat ba bangwe: Writing with Relocated African Youth in Urban Schools

Bryan Ripley Crandall, Fairfield University, CT

Roundtable 18: Writing Advocacy: Understanding Student Writing Self-Efficacy in the Online Environment

Sharonica Nelson, Alabama A&M University, Normal

Roundtable 19: Common Ground for Rural and Urban Sites

Grace Bradshaw, University of Virginia's College at Wise

Roundtable 20: The Wonder of Me

Dawn Hawkins, Upstate Writing Project, Clemson University, SC

Roundtable 21: Sharing Our Stories: An Urban Sites Blog

Stephanie Rollag, University of Minnesota, Minneapolis

Roundtable 22: Innovating in an Urban Middle School: Writing, Culture, and 21st Century Notebooking

Laura J. Roop, University of Pittsburgh, PA

Roundtable 23: Writers with a Cause: Finding Voice through Community Connectivism

Fawn Canady, University of Nevada, Las Vegas

Roundtable 24: Authentic Assessment in Freshman English

Steven Staysniak, Metropolitan Business Academy Magnet High School, New Haven, CT

Roundtable 25: Choose Your Own Adventure: Student Choice in the ELA Classroom

Jacqueline Hesse, Excelsior Academy, Newburgh, NY

Roundtable 26: Partnering with a Refugee Center to Give Students Voice

Meg Petersen, Plymouth State University, NH

Roundtable 27: Students IN the Center/Students BEING CenteredKaty Smith, Northeastern Illinois University, Chicago
Mitchell Lazarus, Illinois Writing Project (IWP), Chicago**Roundtable 28: Welcome to the Playhouse: Teacher Education in Public Spaces**

Stephanie Jones, University of Georgia, Athens

Roundtable 29: The New Orleans Writing Marathon

Richard Louth, Southeastern Louisiana University, Hammond

Roundtable 30: Writing in ALL Learning Spaces

Sarah Baker, George Mason University, Fairfax, VA

Roundtable 31: Side by Side Writing Workshop: Parents and Students Writing Together

Debra Gurvitz, National Louis University, Chicago, IL

E.43 Students as Agents of Change: Classrooms for a Better World



B215

In this session, presenters will demonstrate practices for helping students examine problems and inequities in the world, become critical thinkers and innovative problem-solvers, and be empowered to effect change in their world. Participants will have the opportunity to ask questions, share ideas/successes, and create a plan for their own classrooms.

Presenters: Holly Atkins, Saint Leo University, Saint Leo, FL
Kimberly Higdon, Saint Leo University, Saint Leo, FL
Candace Roberts, Saint Leo University, Saint Leo, FL

E.44 Challenging the Five-Paragraph Essay: Advocating for Change without Alienating Our Colleagues



A314

Despite research finding the five-paragraph formula is ineffective, this approach to essay writing persists. How do we talk with our colleagues about moving away from this formula? Join us to explore and share advocacy strategies in support of essay writing that does not rely on a formula.

Presenters: Emily Willis, Tigard High School, Tigard, OR
Jodi Mello, Tigard High School, Tigard, OR
Kimberly Campbell, Lewis & Clark Graduate School, Portland, OR
Kristi Latimer, Tigard High School, Tigard, OR

E.45 Creating Advocacy through Mentorship: Mentorship in English Education



B208

Mentorship is a topic that is often discussed among teacher educators. From educators focusing on undergraduate preservice teachers to professors mentoring PhD students, the role of mentoring resonates. Students in English education programs and English teachers are in need of quality mentors. The four speakers will explore the relationship between advocacy and mentoring. This presentation will discuss how PhD students can get the most out of their doctoral mentor, a study involving new teachers in urban schools in the South, how new teachers can thrive in their first years, and a study involving novice teachers in the rural Northwest.

Chair: Beverly Ann Chin, University of Montana, Missoula

Presenters: James Blasingame, Arizona State University, Tempe, “What You Always Wanted to Know about Getting Most Benefit from Your PhD Mentor but Were Afraid to Ask!”

Shelly Shaffer, Eastern Washington University, Cheney, “Novice ELA Teachers in Rural Districts”
Laura Turchi, University of Houston, TX, “Mentoring New Teachers Teaching Complex Texts”
Mallory Heath, Basha High School, Chandler, AZ, “What a New Teacher Needs”

E.46 Understanding the Refugee Experience through Use of Multicultural/Global Literature in the Classroom



B402

This presentation provides an analysis of 27 picture books that address the refugee experience, along with ideas for incorporation of these texts in the classroom. As the call for books on diversity grows, these books answer the call while providing opportunities for students to learn and think critically about world issues.

Presenters: Susan Corapi, Trinity International University, Deerfield, IL
Megan McCaffrey, Governors State University, University Park, IL

E.47 Advocating for Inclusive Spaces and Practices for ELs



B204

This panel will explore practical and pedagogically sound strategies, including the use of multimodal text, rich content area instruction, and literature that advocates for ELs' practices.

Presenters: Nancy Hadaway, University of Texas, Arlington, “Advocates for English Learners in Children’s Literature”
Melissa Heinz, SpringBoard, New York, NY, “Meeting the Needs of the Long-Term English Learner with an Integrated ELA and ELL Approach”
Glenn Morgan, La Jolla High School, CA, “Meeting the Needs of the Long-Term English Learner with an Integrated ELA and ELL Approach”
JoEllen Victoreen, College Board, New York, NY, “Meeting the Needs of the Long-Term English Learner with an Integrated ELA and ELL Approach”
Terrell Young, Brigham Young University, Provo, UT, “Advocates for English Learners in Children’s Literature”

E.48 New Literacies, New Advocacies: Practical Innovations in a Panoply of Places

G

B314

New literate practices open and enhance a range of advocacy practices with students, in a range of classrooms. Participants will choose a table that matches their interests.

Roundtable 1: Speaking Up, Listening In, and Pushing Back: Ways of Teaching Social Issues in Middle and High School English Language Arts

Diana Quinones, East Side Community High School, New York, NY

Kim Kelly, East Side Community High School, New York, NY

Jen McLaughlin-Cahill, East Side Community High School, New York, NY

Roundtable 2: Differentiated Learning through New Literacies Pedagogical Training

Philomena Marinaccio, Florida Atlantic University, Boca Raton

Roundtable 3: Time for Elite Gamers: What the Heck Are They Doing All Day?

Heather Lynch, Georgia State University, Atlanta

Roundtable 4: Self Determination Theory and Digital Games for Content Area Teaching

Karla Kingsley, University of New Mexico, Albuquerque

Roundtable 5: There's an App for That! Discovering ReadWriteThink.org Mobile Apps for Tablets

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

Roundtable 6: Emotion, Attachment, and the Science of Story: Complicating Our Intuitive Understandings of Narrative in the Language Arts Classroom

Kim McCollum-Clark, Millersville University, Millersville, PA

Eliot White, Millersville University, Millersville, PA,

Roundtable 7: Advocating through Art: K-12 Students and Teachers Utilize “Tiles for Social Justice” to Prompt Change

Adrian Douglas, Georgia State University, Atlanta

Felicia Baiden, Georgia State University, Atlanta

Alexis Farnsworth, Georgia State University, Atlanta

Laura Meyers, Georgia State University, Atlanta

Roundtable 8: Advocating for Autonomy: Student-Paced Learning

Ben Hawkins, Stone Bridge High School, Ashburn, VA

Sam Fremin, Stone Bridge High School, Ashburn, VA

Joseph O'Such, Riverside High School, Leesburg, VA

Matthew Morone, Pascack Valley High School, Hillsdale, NJ

Justin Lisciandro, Stone Bridge High School, Ashburn, VA

Roundtable 9: Remixes, Spotify, Genius, YouTube, and Twitter: How Hamilton Can Change Classroom Language and Literacy

Cathy Leogrande, Le Moyne College, Syracuse, NY

Roundtable 10: Teaching Students to Read between the Numbers: Data Literacy for the Real World

Wendy Stephens, Jacksonville State University, AL

Roundtable 11: Inquiry-Based Literacy Curriculum for a Better World: P-16 Classrooms as Spaces of Activism and Advocacy

Teresa Fisher-Ari, Georgia State University, Atlanta

Omer Ari, Georgia State University, Atlanta

Roundtable 12: Being an Advocate for the Right to Read: Taking an Inside Look at Teachers' Views on Censorship

Darren Diuguid, McKendree University, Lebanon, IL

Roundtable 13: Leading and Advocating for Digital Literacy: Lessons from ELA Teachers

Mary Rice, University of Kansas, Lawrence

Roundtable 14: When the Page Meets the Stage: Dancers and Writers Advocate for the Arts

Haley Sigler, Washington and Lee University, Lexington, VA

Roundtable 15: Advocacy as Out-of-School-Time Spaces

Briana Kidd, Hillcrest Middle School, Tuscaloosa, AL

Tiffany Pogue, Albany State University, Albany GA

Karen Spector, University of Alabama, Tuscaloosa

Stephanie Jones, University of Georgia, Athens

Latrice P. Johnson, University of Alabama, Tuscaloosa

E.49 Poetic Structure and Weaving It into the Fabric of Elementary Classrooms

E

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B202

This session will highlight how studying poetic structure leads to greater understanding of poetry writing worlds. The panelists will also discuss ways to open up possibilities for poetry throughout the school outside the traditional classroom setting.

Presenters: Janine Certo, Michigan State University, East Lansing, “Poetic Structure in Children’s Original Poetry”

Beth Friese, Gwinnett County Public Schools, Lawrenceville, GA, “Weaving Poetry into the Fabric of an Elementary School”

E.50 Ways with Words: Innovative Approaches in Writing, Reading, and Participatory Research

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B401

English teachers are always on the lookout for new ways to deepen students' literacy skills in reading, writing, speaking, and listening. This session offers four fresh approaches to composing with creative vocabulary, building reading communities, engaging in participatory research, and facilitating paperless lit circles.

Presenters: Heather Rocco, School District of the Chathams, NJ, "Feeling the [Book] Love: Creating and Nurturing a Reading Community at the Secondary Level"

Donald Deems, Norwood High School, OH, "Creative Vocabulary"

Jessica Conway, Teachers College, Columbia University, New York, "Advocating for Participatory Eye Tracking Research for and by Secondary Students"

Casey Cohen, String Theory Schools, Philadelphia, PA, "Up-Leveling Literature Circles with iPad"

E.51 (Re)Thinking Writing Instruction: Critical and Cultural Pedagogies and the Discourse of #BlackLivesMatter

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A316

Rainbow The college instructors in this panel take on the NCTE #BlackLivesMatter and Ethnic Studies position statements by offering theoretical and practical approaches to culturally sustaining writing instruction. They argue that engaging in these practices should be seen not as activism but rather as demonstrations of humanization fused with critical instruction.

Co-Chairs: Django Paris, Michigan State University, East Lansing

Violet J. Harris, University of Illinois, Urbana-Champaign

Sandra L. Osorio, Illinois State University, Normal

Presenters: Sara P. Alvarez, University of Louisville, KY, "Critical Teacher Reflexivity: On 'Participating and Writing about Justice'"

Shenika Hankerson, Michigan State University, East Lansing & Wayne State University, Detroit, "'You Must Learn': Using a Critical Language Awareness Framework to Teach Writing to African American Language-Speaking Students"

Ellenar Harper, Tallahassee Community College, FL, "Curricular Justice: Using Course Themes to Promote Criticality about Social Justice Issues"

E.52 Crossing the Lines to Cross the Contents: An Urban District's Efforts to Honor Georgia's Controversial Literary History

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B404

Sponsored by the Georgia Council of Teachers of English

Learn how one of the nation's largest turnaround districts employed a deliberate plan to engage students in both the history and literature of Georgia. The session outlines strategic partnerships, steadfast leadership, and courageous curriculum development. The literary works of John Lewis, Joel Chandler Harris, and Alice Walker are featured.

Co-Chairs: Andrew Aydin, Top Shelf Donyall Dickey, Chief Schools Officer, Atlanta Public Schools, GA

Zackory Kirk, Secondary Literacy Coordinator, Atlanta Public Schools, GA

Presenters: Carolyn McCully, Willis Anderson Sutton Middle School, Atlanta, GA

Janean Lewis, Secondary Social Studies Coordinator, Atlanta Public Schools, GA

Kenita Williams, Partnerships and Special Projects Coordinator, Atlanta Public Schools, GA

E.53 Advocating for Social Justice and Black Male Literacies

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B201

This panel will (1) illuminate important issues related to Black males and literacy PreK-adult and (2) describe how to create an inclusive, engaging academic space that lays the foundation for social justice by exploring themes of identity in the composition classroom. Concrete examples and hands-on materials will be provided, and participants will be invited to join the discussion.

Chair: David Green, Howard University, Washington, DC

Presenters: Melba Major, University of Alabama at Birmingham, "Advocating for Social Justice by Exploring Identity in the Composition Classroom"

Angela Hansen, Northern Arizona University, Flagstaff, "Advocating for Equality: Teaching Language Arts Students about Social Justice"

Tiffany Flowers, Perimeter College at Georgia State University, Atlanta, "Advocating for Black Male Literacy PreK-Adult"

Cedric Burrows, Marquette University, Milwaukee, WI, "Advocating for Black Male Literacy PreK-Adult"

Darius Cureton, Winston-Salem State University, NC, "Advocating for Black Male Literacy PreK-Adult"

E.54 **Bibliotherapy—Advocacy on the Page and in the Classroom****M**
S**B407**

A panel of five children's authors led by educator and author/reader connector Paul W. Hankins discuss the benefits of advocacy through bibliotherapy. An extensive book list on teen/middle-grade fiction and mental illness will be provided.

Chair: Paul Hankins, Silver Creek High School, Sellersburg, IN

Presenters: Erin E. Moulton, Penguin Random House
Elly Swartz, Farrar, Strauss & Giroux
Kari Anne Holt, Chronicle Books
Anne Nesbet, Candlewick Press and University of California, Berkeley
Lynda Mullaly Hunt, Nancy Paulsen Books/Penguin

E.55 **Building Literate Classrooms: Still Learning from Donald Graves****E****B405**

The presentation will feature the recipients of NCTE's Donald H. Graves Award for Excellence in the Teaching of Writing. This award was established in 2001 by Donald H. Graves (1930-2010) and annually recognizes teachers in grades K-6 who, through the teaching of writing, demonstrate an understanding of student improvement in writing.

Chair: Detra Price-Dennis, Teachers College, Columbia University, NY

Presenters: Julie Johnson, Hilliard City Schools, OH
Suzanne Krupienski, Cambridge Public Schools, MA

E.56 **The Truth about Teaching Kids to Read and Write Nonfiction****M****A412**

Join us as we share critical strategies that help students become close readers and engaging writers of nonfiction. It's a fast-paced, hands-on session, one in which you will leave with strategies to use immediately upon returning to class. Demonstrations and videos as well as detailed handouts are a part of this session.

Chair: Penny Kittle, Kennett High School, North Conway, NH, "The Nonfiction Books That Create Nonstop Readers"

Presenters: Robert Probst, Marathon, Florida, "Reading Nonfiction with an Open Mind and a Skeptical Eye"
Kylene Beers, Reading and Writing Project, Teachers College, New York, NY, "The Strategies That Encourage Close Reading of Nonfiction"

Respondent: Linda Rief, Oyster River Middle School and University of New Hampshire, "Writing Nonfiction: What Engages Students to Write Persuasively"

E.57 **The Literacies of Advocacy: Youth Voice and Multiple Literacies for Social Change****M**
S**Rainbow** **B203**

Presenters will offer examples of how the multiple literacies of youth inform innovative approaches to advocacy for educators. Centering the role of multiple literacies in sustaining the cultural and linguistic identities of youth, presenters will share projects and research on how to shape responsible advocacy efforts within the field.

Chair: Limarys Caraballo, Queens College, CUNY

Respondent: Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, NY

Presenters: Crystal Belle, University of Houston-Downtown, TX

Brian Lozenski, Macalester College, St. Paul, MN
Jamila Lyiscott, Teachers College, Columbia University, New York, NY

E.58 **Closing the Story Gap in Elementary Classrooms****E**
TE**B317**

It's time to widen the stories we use with even our youngest learners to support all readers and writers to make connections and affirm their identities. In this session, presenters will share children's literature and teaching invitations to help all students to see themselves as part of the literary landscape.

Presenters: Katherine Cunningham, Manhattanville College, Purchase, NY

Erika Thulin Dawes, Lesley University, Cambridge, MA
Grace Enriquez, Lesley University, Cambridge, MA

E.59 **Affiliate Representatives Meeting****G****B212**

Affiliate representatives will join NCTE leaders to continue discussions begun at the 2016 Affiliate Leadership Meeting. Participants will learn about new initiatives at NCTE and plans for Convention 2017, and they will work together to develop plans for showcasing their affiliate members' stories in their own voices and for working in partnership with NCTE to better support the educators we serve.

Co-Chairs: Jean Boreen, Northern Arizona University
Jocelyn Chadwick, NCTE Vice President, Harvard Graduate School of Education, Cambridge, MA

Liaison: Millie Davis, Affiliate Director

FRIDAY EVENING EVENTS

5:30–7:00 P.M.

Annual Business Meeting for the Board of Directors and Other Members of the Council

THOMAS MURPHY BALLROOM

NCTE, CEE, TYCA, and NCTE Section nominating committees will be on hand to accept nominations for candidates for the 2017 elections. The agenda for the meeting will be available at the door. The rules of conduct for the meeting are listed on page 254.

Presiding: Douglas Hesse, NCTE President, University of Denver, CO

Parliamentarian: Dave Wendelin, National English Honor Society

Presentation of Resolutions: Beatrice Quarshie-Smith, Michigan Technological University, Houghton, MI

Presentation of the 2016 Distinguished Service Award: Susan Houser, NCTE President-Elect, middle level educator/consultant, St. Petersburg, FL

5:30–8:00 P.M.

CEE-GS Business Meeting and Dinner

B301

All current and prospective members of the CEE-GS strand are invited to attend the business meeting. We will provide a brief overview of events planned for the upcoming year, and vote on new officers for 2016–2017 before dinner. (Please note: dinner requires a ticket)

7:15–9:00 P.M.

College Level Celebration and Reception

B314

Presiding: Clancy Ratliff, University of Louisiana at Lafayette

Introducing and Presenting the Richard C. Ohmann Award: Isabel Baca, University of Texas, El Paso

Recipient: Steven Lamos, University of Colorado, Boulder, "Toward Job Security for Teaching-Track Composition Faculty: Recognizing and Rewarding Affective-Labor-in-Space" (March 2016)

Speaker Introduction: Isabel Baca, University of Texas at El Paso

Speaker: Juan C. Guerra, University of Washington at Seattle

JUAN C. GUERRA is a professor of English and Chair of the Department of American Ethnic Studies at the University of Washington at Seattle, where he teaches courses on literacy, ethnography, autobiography, language variation, language policy, and composition and rhetoric. In addition to recently coediting a special issue of *College English* titled "Translingual Work in Composition," he has published a number of essays that explore the concept of writing across difference through what he describes as the critical practice of transcultural repositioning. In his most recent book, *Language, Culture, Identity and Citizenship in College Classrooms and Communities*, Guerra discusses a set of rhetorical and discursive tools related to language, culture, and identity that disenfranchised students can use to navigate and negotiate the pedagogical spaces they inhabit in writing classrooms and beyond as they prepare to become citizens in the making in both local and global contexts. Guerra is the current Director of the Cultivating New Voices among Scholars of Color (CNV) program.



Juan C. Guerra

7:15–9:00 P.M.

Cultural Celebration

B302–B305

Hosted by the Black and Latinx Caucuses

The sounds of the soul, the voices and verbs of the spoken word, and the eclectic energy of Atlanta highlight an evening of culture, history, and performance. This dynamic event will start at the word when music meets breath, interacting and converging in conversation, using spoken word poetry to reclaim identities and challenge inequities around language, privilege and power. Each performance will illuminate issues transcultural and representative of neo-American being, while highlighting children and stories told through themes of social justice and communities of harmony.

This providential event is presented collectively by the Black and Latinx Caucuses. The Cultural Celebration is open to all NCTE members and guests.

8:00–10:00 P.M.

Swapping Ground: Story Games, Story Wonder, and Story Connections

G

B206

Sponsored by the Storytelling SIG

Join us as Kevin Cordi, internationally and nationally known professional storyteller and Assistant Professor of literacy and narrative at Ohio Northern University, shares how we can use story-based work, including games and narrative play, to enhance our students efforts to write and tell stories. Learn about the SIG and stay for the Story Swap after. All are invited.

Presenter: Kevin Cordi, Ohio Northern University, Ada

Fountain of the Muse

B311

The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshoping and writing will begin at 8:30 p.m. with open mic readings beginning at 9:30 p.m. Writers who want a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small group response. Pre-registration is not necessary. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

Co-Chairs: Bonner Slayton, Moore Norman
Technology Center, Norman, OK
Danny Wade, Washburn University, Topeka, KS