



**21st  
LITERACIES FOR ALL  
SUMMER INSTITUTE**

**REFLECTING ON OUR PRACTICE:  
PATHWAYS AND POSSIBILITIES**

**JULY 8 – 11, 2010  
INDIANAPOLIS MARRIOTT  
DOWNTOWN HOTEL  
INDIANAPOLIS, IN**

**Presented by the  
International Whole Language Umbrella  
of the National Council of Teachers of English**

**In cooperation with the Center for Expansion of  
Language and Thinking**

**Cover designed by Karen Goldstein**



## Welcome from the WLU President

Welcome to the Whole Language Umbrella's 2010 Literacies for All Summer Institute in Indianapolis, Indiana. We are looking forward to an outstanding array of sessions and presenters whose shared experiences will spark many great conversations to come. This year's Literacies for All Summer Institute focuses on "Reflecting on Our Practice" featuring well-known and new voices from our literacy community. Educator Kathryn Mitchell Pierce opens the conference on Thursday evening. Kathryn is a long-time member of WLU and an enlightened educator and classroom teacher. We then have the pleasure of engaging in the stories of researcher Eric Paulson, the intriguing work of illustrator Kevin O'Malley, and the wisdom of educator and writer Franki Sibberson. Together we can take this opportunity to reflect on our practice and explore new pathways and possibilities for literacy education. Side-by-side we will welcome opportunities to think about where we've been and what new directions will sustain and nourish the literate identities of the learners in our classrooms.

If you are a returning WLU member you already know the value of the intimate and close-knit group of colleagues who treat this conference as a way to annually come together and share their experiences, classroom research, and learning. I want to especially welcome to the conference those new faces joining us for the first time. We look forward to hearing new voices and insights because you are the future of teaching and learning. Newcomers will find this Summer Institute friendly and brimming with interactive discussions and interesting sidebars that focus on the rights and privileges of all readers and writers. The WLU conference is replete with well respected educators who have spent their lives mentoring other teachers and colleagues. I strongly encourage those returning and those joining us for the first time to come together to scaffold and support one another and find ways of extending the mentoring experience beyond the conference walls.

As you know, the conference theme is "reflection." Ever since I can remember, I have been asked to "reflect on my practice" as a teacher and I believe that practice has morphed into a major part of teacher education curriculum. In fact, the pre-service teachers I work with in Oregon tell me they have never reflected so much in their lives! Having a conversation with a group of them recently led to wonder what we really meant when we asked them to "reflect on their practice." Were we asking the right question? My aha moment came when my three-year-old grandson Sebastian recently walked into the living room and asked with great interest, "So, what's going on in here?!" Children ask wise and pertinent questions. Sebastian's obvious interest in the conversations and activities in our living room and how he might join in, led me to consider asking the same question of my beliefs about teaching and learning in classrooms and communities. What is really going on and why?

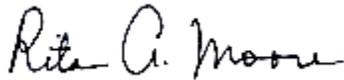
During the conference, as you talk with and listen to new friends and old, I would challenge you to reflect on your practice through the lens of Sebastian's well formed question: "So, what's going on in here?" and do our beliefs support the direction of literacy learning, teaching, and teacher education?

In the next few days you will have the opportunity to interact with literacy coaches and colleagues inquiring into what it means to support literacy learning in a world where political forces daily threaten our persona and appear intent on polarizing our right to make instructional decisions as teachers and learners. Discussing our individual

histories as teachers will undoubtedly show us new directions and possibilities as we create pathways for renewed passions, energy, and future accomplishments.

In closing, I want to acknowledge those teachers, educators, and researchers whose histories built the frameworks for this conference. I encourage us to embrace the time, energy, and commitment to collaboration, authentic language use, and holistic assessment of language learning to which so many of our colleagues have devoted their lives. The founders of the whole language movement have never wavered in their commitment to advocating for the right to learn of all children and have firmly stood their ground on the importance of the classroom teacher as decision maker and instructional leader.

On behalf of the WLU Board, welcome and please let us know how we can be of service during the conference. We look forward to learning with you here in Indianapolis and many WLU years to come.

A handwritten signature in black ink that reads "Rita C. Moore". The signature is written in a cursive style with a large, prominent initial "R".

Rita Moore  
WLU President



**Welcome from Karen Goldstein**  
Local Conference Planning Liaison

Ladies and Gentleman, start your engines!

Welcome to Indianapolis, home of the famed Indianapolis Motor Speedway, and the 21st Annual Whole Language Umbrella Literacies for All Summer Institute! I am thrilled to welcome you, my friends and colleagues, for what is sure to be another enlightening weekend of learning as we charge our professional batteries and fill up our proverbial gas tanks.

Our theme this year highlights the many pathways and possibilities that learners take on their way to becoming literate, and I invite you to take some time to experience all the pathways and possibilities that Indianapolis has to offer. We have a host of downtown museums and galleries, as well as stores and restaurants galore, all within easy walking distance of the Marriott. If you're looking for a leisurely stroll, or a place for serious exercise in close proximity to downtown, you won't want to miss the beautiful White River and Canal paths that wind past the Indianapolis Zoo (home of a new exhibit of cheetahs), the Indiana State Museum, the Eiteljorg Museum of American Indians & Western Art, the Indiana State Museum and the Indiana History Center. If art galleries are more your style, head to Massachusetts Avenue to find a variety of local art. Is mall shopping what you're looking for? The Circle Center Mall is connected by walkways to the Marriott.

Not too far from downtown, you'll find the world renowned Indianapolis Children's Museum and the admission free Indianapolis Museum of Art. If you're looking for an afternoon of kitschy & eclectic shopping or an evening of fun, a short cab ride from downtown is the Greenwich Village of Indianapolis, Broad Ripple Village. Filled with shops, local restaurants and bars, it's sure not to disappoint.

Again, on behalf of all Indiana educators, I welcome you to Indianapolis, and hope you enjoy your stay. If you need any assistance while you are here, please don't hesitate to ask me or any one of our local conference attendees.

Sincerely,

A handwritten signature in black ink that reads "Karen Goldstein". The script is cursive and fluid.

Karen Goldstein

## Conference Features

### **Thursday, July 8**

10:00 a.m. – 8:00 p.m.  
11:45 a.m. – 6:00 p.m.  
7:00 p.m. – 9:00 p.m.

Registration  
Preconference Workshop (tickets required)  
Opening Session with Kathryn Mitchell Pierce

### **Friday, July 9**

8:00 a.m. – 5:00 p.m.  
8:30 a.m. – 9:45 a.m.  
10:00 a.m.–11:15 a.m.  
11:30 a.m.–12:45 p.m.  
12:45 p.m. – 2:00 p.m.  
2:00 p.m. – 3:15 p.m.  
3:30 p.m. – 4:45 p.m.

Registration  
Special Session with Eric Paulson  
A Sessions  
B Sessions  
Luncheon (tickets required)  
C Sessions  
D Sessions

### **Saturday, July 10**

8:00 a.m. – 4:30 p.m.  
8:30 a.m. – 9:45 a.m.  
10:00 a.m. – 11:15 a.m.  
11:30 a.m. – 12:45 p.m.  
12:45 p.m. – 2:00 p.m.  
2:00 p.m. – 3:15 p.m.  
3:30 p.m. – 4:45 p.m.  
5:00 p.m. – 6:00 p.m.

Registration  
Special Session with Kevin O'Malley  
E Sessions  
F Sessions  
Lunch on your own  
G Sessions  
H Sessions  
Delegates Assembly

### **Sunday, July 11**

9:00 a.m. – 11:00 a.m.  
9:00 a.m. – 10:15 a.m.  
10:30 a.m. – 11:45 a.m.

Registration  
I Sessions  
Closing Session with Franki Sibberson

# The Whole Language Umbrella Executive Board

## **President**

Rita Moore

## **President-Elect**

Rick Meyer

## **Board Members**

Bonnee Breese

Brian Cambourne

Tasha Tropp Laman

Prisca Martens

Barbra McKenzie

Dennis Szymkowiak

Katie Van Sluys

## **Past Presidents**

1. Dorothy Watson 1989–1991
2. Orin Cochrane 1991–1993
3. Jerome Harste 1993–1995
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5. Kittye Copeland 1997–1999
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10. Katie VanSluys 2007–2010

## **Honorary Past President**

Kenneth Goodman

## **Editor of *Talking Points***

Edie Lanphar

**THURSDAY, JULY 8**

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**NOTES**

**7:00 p.m. – 9:00 p.m.**

**OPENING SESSION  
Indiana Ballroom E**

**Welcome and Opening Remarks:** Rita Moore, WLU President

**Introduction of Scholarship Award Winners:** Katie Van Sluys and Tasha Laman

**Presentation of Whole Language Umbrella Awards:** Katie Van Sluys & Brian Cambourne  
Distinguished Service Award Presentation

**Presentation of Outgoing Whole Language Umbrella Executive Board Members:** Rita Moore

**Introduction of Keynote Speakers:** Brian Cambourne

**Keynote Speakers: Kathryn Mitchell Pierce and Edward Kastner**

**What's It Like Being You?**

Kathryn Mitchell Pierce, Writing Teacher, and Edward Kastner, Computer Art and Photography Teacher, have been collaboratively exploring ways of integrating the PhotoVoice process into their combined classes. The collaboration has helped both teachers see new potential in their individual and combined classes, provided a lens for critiquing their understanding of the PhotoVoice process, and offered new insights into ways of helping middle school students find and share their voices, to talk about their lives in and out of school. Examples of student writing and photography will be used to share student voices about middle school life, and to explore implications for the ways we teach literacy, the ways we do school.

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**9:00 p.m.**

**RECEPTION IMMEDIATELY FOLLOWING THE OPENING SESSION  
Indiana Ballroom E**

Refreshments and entertainment by the Mud Creek Barn a local theater company who runs a summer camp called Barn Rats will be provided.

**8:30 a.m. – 9:45 a.m.**

**Indiana Ballroom E**

**Introduction of Speaker:** Prisca Martens

**Featured Speaker:** Eric Paulson



**Eye Movement / Miscue Analysis: Looking At / Listening To Reading**

This session will focus on the research approach of Eye Movement / Miscue Analysis—EMMA, for short—and its contributions to understanding how reading works. We will discuss what happens when readers make miscues and show how EMMA data demonstrate ongoing use of context in action. We will talk about how and why all readers "skip" words (and why that's a good thing) and discuss how readers selectively sample text in a nonlinear way while engaging in meaning-making with a text. In general, we will focus on the informative and fascinating "map" of reading that EMMA can provide.

**FRIDAY, JULY 9**

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**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

**A.01**

Paper Session

**Supporting Students' Thinking—A Teacher and School Journey**

**Indiana Ballroom A**

As J.D. Parker School in Stuart Florida went through the restructuring process, teachers went on a journey to use instructional strategies that promoted thinking, reasoning, and problem solving through inquiry. Teaching, learning, and planning took on a new dimension and guided reading and other literacy skills looked different.

**Presenters:**

Jean Ferreira, J.D. Parker School of Science, Math and Technology, Stuart, FL

Mary White, J.D. Parker School of Science, Math and Technology, Stuart, FL

10:00 a.m. – 11:15 a.m.

**A SESSIONS**

**A.02**

Session/Panel

**What’s Critical about Critical Literacy?  
Indiana Ballroom B**

In this interactive workshop, participants will analyze and critique the relationships among texts, language, power, and social practices. Teachers will have an opportunity to examine a variety of everyday texts such as advertisements, picture books, flyers, internet sites, and music lyrics. They will explore the power of authors and ways for students to interrogate, deconstruct, and reconstruct these texts.

**Presenters:**

Beth Gunding, Peel District School Board, Mississauga, Ontario  
Marta Mulhern, Peel District School Board, Mississauga, Ontario

**A.03**

Session/Panel

**Academic Vocabulary and 21st Century Tools: From District-wide Initiative to Classroom Practice  
Indiana Ballroom C**

The session will present how one Colorado Springs school district collaboratively created a district-wide literacy initiative based on Marzano’s *Building Academic Vocabulary* to meet its changing demographics. Classroom instruction includes technological tools such as Visual Thesaurus to increase student engagement and provide opportunities for repeated exposures to critical vocabulary.

**Presenters:**

Vincent Puzick, Colorado Springs School District 11, Colorado Springs, CO  
Georgia Scurletis, The Visual Thesaurus, New York, NY

**A.04**

Session/Panel

**Introducing Poetry through Writer’s Workshop  
Indiana Ballroom D**

This presentation will explore how Writer’s Workshop and poetry can be implemented in an elementary classroom. We will discuss and share examples of how to use Writer’s Workshop while providing practical hands-on activities to use in the classroom!

**Presenters:**

Lynneshia Coffee, Georgia State University, Atlanta TAWL  
Miriam Ekhaus, Georgia State University, Atlanta TAWL

**10:00 a.m. – 11:15 a.m.**

**A SESSIONS**

**A.05**

Session/Panel

**What We Teach and Why We Teach It  
Illinois Room**

Four teachers share their journey to discovery as they discuss the implications for teaching literacy and using inquiry to lead their curricular decision-making process. Our reflections on what and how we should teach will be presented as we also invite colleagues and educators to reflect on teaching for change.

***Presenters:***

Ernie Billittier, Mundelein High School, Mundelein, IL  
Michael Dayton, Mundelein High School, Mundelein, IL  
Laura Garcia, Mundelein High School, Mundelein, IL  
Dennis Szymkowiak, Mundelein High School, Mundelein, IL

**A.06**

Session/Panel

**Whole Child, Whole Language: A Developmental Language  
Roadmap  
Florida Room**

The study of the developmental process of language acquisition provides the fundamental foundation for understanding the nuances of language and literacy development related to whole child: whole language.

***Presenter:***

Robin Wright Fromherz, Willamette University, Salem, OR

**A.07**

Roundtable

**Challenging the Deficit Perspective: Collaboration with Culturally  
Diverse Families  
Colorado Room**

In this presentation we will examine and rethink the ways that parent or family involvement is defined by school workers and specifically by pre-service teachers, especially in the area of literacy, with a goal being to build a culturally responsive literacy curriculum according to a transformative model that connects to a families cultures.

***Chair:***

Claudia Nickolson, Fairmont State University, Fairmont, WV

***Presenter:***

Claudia Nickolson, Fairmont State University, Fairmont, WV

**FRIDAY, JULY 9**

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**NOTES**

**10:00 a.m. – 12:45 p.m.**

**AB SESSION**

**AB.01**

2.75 Hour Seminar

**Indiana Ballroom E**

**Reframing Miscue Analysis as “A Forensic Approach to Understanding the Reading Process: A Case Study of Professional Learning in An Australian School**

In Australia, use of Miscue Analysis as a scientifically respectable tool for understanding reading virtually ceased after orchestrated campaigns seriously demonized Whole Language. This session describes how by framing Miscue Analysis as a “forensic approach to understanding reading”, we improved its scientific credibility and helped teachers change their reading theory and pedagogy.

***Chair:***

Brian Cambourne, University of Wollongong, Australia

***Presenters:***

Ann Alexander, Erickson, Thorpe & Swainston, Ltd., Reno, NV

Gary Kilarr, CELT/Private Consultant/Researcher, Australia

**FRIDAY, JULY 9**

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**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

**B.01**

Session/Panel

**New Books Worth Talking About**

**Indiana Ballroom A**

As educators we know that book choice is critical to our teaching. In this session we will share great titles that have been published in the last year that invite great conversations. We will also share some of the resources we use to keep up with new children’s titles as they are published.

***Presenters:***

Mary Lee Hahn, Dublin City Schools, Columbus, OH

Franki Sibberson, Dublin City Schools, Columbus, OH

**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

**B.02**

Session/Panel

**Teaching Grammar with Poetry Patterns: Reading, Writing, and Reflecting  
Indiana Ballroom B**

This presentation demonstrates how grammar can be taught through imitating patterns within poetry. This model lesson includes: choral reading, group modeling, prewriting, individual drafting, grammar mini-lesson, publication project, and meta-cognitive reflection. Poems by popular authors will be provided with patterns for the basic parts of speech and sentence structure elements.

***Chair:***

Nancy Mack, Wright State University, Dayton OH

***Presenter:***

Nancy Mack, Wright State University, Dayton, OH

**B.03**

Session/Panel

**Revaluing Struggling Readers as “Blossoming” Readers: A Pathway to New Possibilities  
Indiana Ballroom C**

After examining some miscue patterns of good readers, we will use miscue analysis to uncover the strengths as well as the needs of students who would typically be considered poor or struggling readers. Miscue patterns will be tied to reading strategies and potentially beneficial reading strategies.

***Presenter:***

Constance Weaver, Miami University, Oxford, OH

**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

**B.04**

Paper Session

**Using Student-Led Conferences and Showcase Portfolios to Improve Literacy and Student Learning  
Indiana Ballroom D**

This presentation is based on the work by Jane Baily, Thomas Guskey, Barbara Benson and Susan Barnett.

***Chair:***

Julie Wright, Upper Arlington Schools, Arlington, OH

***Presenter:***

Julie Wright, Upper Arlington Schools, Arlington, OH

**B.05**

Session/Panel

**Rural Students Competing on a Global Level  
Illinois Room**

This presentation will explore the literacy practices of rural school districts, the similarities and differences between rural schools and urban/suburban schools and how those similarities and differences impact rural students and rural communities.

***Presenter:***

Jennifer Prince, Indiana University, Bloomington, IN

**B.06**

Session/Panel

**Poetic Expressions: Read Aloud  
Florida Room**

While exposing participants to varied types, styles, and authors of poems, I will offer an opportunity to widen a base for using expressive literary art as it relates to students in their own community, more specifically inner-city youth. This session is designed to serve high school teachers on all grade levels. The information received from this session can be applied in an English Language Arts classroom, but can be altered to fit a framework for an after school poets' club, too.

***Presenter:***

Bonnee Breese, Overbrook HS, Philadelphia, PA

**11:30 a.m. – 12:45 p.m.**

**B SESSIONS**

**B.07**

Roundtables

**Colorado Room**

**TABLE ONE**

**Struggling Readers Become Apprentice Teachers: A Study of Shifting Identities and Empowerment**

Engage in a discussion of a project in which 5th and 6th graders identified as “struggling readers” served as “apprentice-teachers” of 1st graders. The study sheds light on the shifts in students’ literate identities after participating in an intervention in which they were reading experts, rather than deficient readers.

***Chair:***

Margaret Boling Mullin, Indiana University, Bloomington; Maplewood Elementary School, Indianapolis, IN

***Presenter:***

Margaret Boling Mullin, Indiana University, Bloomington; Maplewood Elementary School, Indianapolis, IN

**TABLE TWO**

**How Can Connecting Reader’s and Writer’s Workshop Enhance a Learner’s Growth in Literacy and Create a Holistic Learning Experience?**

This presentation will highlight opportunities of intertwining Reader’s and Writer’s Workshop creating a planned curriculum that connects learning experiences between the two. I will focus on specific occasions in which I attempt to match my teaching points between both workshops, ultimately helping my students make the connection of “reading as writers” and to “writing as readers.”

***Presenter:***

Kacie Kinser, The Project School, Indianapolis, IN

**12:45 p.m. – 2:00 p.m.**

**CELEBRATORY LUNCHEON (Tickets required)  
Texas Room**

**Introduction of Speakers:** Barbra McKenzie

**Pen in Hand? A World of Possibilities**

**Speakers:**

Ann Mennonno, Karla Reilly, Latosha Rowley

*The Friday luncheon is the time for attendees to meet new friends, or connect with old ones. Enjoy stimulating conversation with like-minded people as you enjoy your lunch. Then listen to Center for Inquiry teachers discuss how their students have used writing as an opportunity to self-discover and self-reflect on their life experiences. Writing provides a framework for self-discovery, self-reflection, and opportunities for all of us, teachers and students alike, to share our unique histories and life experiences. What questions do we ask ourselves when we have pen in hand? “Every day this week, I’ve asked myself why I teach. Wednesday I came home and cried so hard my eyes were swollen the whole next morning. I feel like such a failure because I know I’ve let my kids down, my parents down, and my principal down. I don’t know why I can’t seem to get the hang of this teaching thing.”*

**FRIDAY, JULY 9**

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**2:00 p.m. – 3:15 p.m.**

**C SESSIONS**

**C.02**

Session/Panel

**Reflecting on the Teaching and Learning of Phonics**

**Indiana Ballroom B**

Children learn phonics as they engage in authentic literacy events. In this session I will address the question “What is it WL teachers do, what is it they say, that develops in young children the confidence and enthusiasm to make connections between letters and sounds?” Much classroom work will be shared.

**Chair:**

Lorraine Wilson, Education Consultant, Melbourne, Australia

**Presenter:**

Lorraine Wilson, Education Consultant, Melbourne Australia

**2:00 p.m. – 3:15 p.m.**

**C SESSIONS**

**C.03**

Session/Panel

**Using Global Literature to Help Students Develop Critical Intercultural Understanding  
Indiana Ballroom C**

This presentation discusses intercultural learning from the perspective of critical pedagogy. Critical content analysis is used to analyze global children's literature to provide insights into individuals' development of intercultural understanding. The discussion and analysis will help teachers understand the impact of global children's literature in students' construction of intercultural competency.

***Presenters:***

Mi-Kyoung Chang, University of Arizona, Tucson, AZ

Yu-Ying Hou, University of Arizona, Tucson, AZ

**C.04**

Session/Panel

**Introduction to the J.O.T. (Jumping Off the Text) Essay Framework:  
Meta-cognitive Templates to Craft Prose Like the Pros  
Indiana Ballroom D**

Harness the power of reflection by encouraging students to be meta-cognitive readers and writers—just like the pros. Teachers will, 1) examine the J.O.T. Essay Framework (a sophisticated alternative to the five-paragraph essay), 2) study student and professional models, and, 3) utilize meta-cognitive templates to plan an essay using texts from their courses.

***Chair:***

Kate Glass, Buffalo Grove High School, Buffalo Grove, IL

***Presenter:***

Kate Glass, Buffalo Grove High School, Buffalo Grove, IL

2:00 p.m. – 3:15 p.m.

**C SESSIONS**

**C.05**

Session/Panel

**Book by Book: Creating Observant Readers**  
**Illinois Ballroom**

In this session we'll share a new set of strategies we call Notice and Note Mini-lessons that we're using with struggling readers to help them read a literary text more critically. These mini-lessons help students understand what they might watch for in a text —what they should notice —and teach them how they might think about those observations — what they might note. In doing so, readers make connections and predictions in a text so that they notice the changes in characters and conflict and more quickly identify themes. It's a hands-on session—so come prepared to jump into a text we'll provide and do some noticing and noting!

**Presenters:**

Kylene Beers, The Reading and Writing Project, New York, NY  
Robert E. Probst, Florida International University, Miami, FL

**C.06**

Roundtables

**Florida Room**

**TABLE ONE**

**Building and Sustaining Reflective Learning Communities: The Impact of Classroom Research on Teachers, Students, and Colleagues**

This study of the impact of classroom research on teachers, students, and colleagues reinforced the connections between developing teacher knowledge and reflective practice, and sustaining literacy achievement in urban communities. Participants working with in-service teachers may consider incorporating classroom inquiry as an effective tool for building collaborative literacy learning communities.

**Presenter:**

Janalyn Meehan, Northeastern Illinois University, Chicago, IL

**TABLE TWO**

**“Technoflection”: Pre-service Teachers Reflecting on Their Literacy Autobiographies via Technology**

This presentation will describe a literacy autobiography project whereby pre-service teachers used Glogster as an avenue for critical reflection.

**Presenter:**

Maria Shaheen, Kennesaw State University Elementary and Early Childhood Education, Kennesaw, GA

**2:00 p.m. – 4:45 p.m.**

**CD SESSIONS**

**CD.01**

2.75 hour Seminar

**Peer Coaching for Adolescent Writers  
Indiana Ballroom E**

Research continues to demonstrate that student peer coaching is an effective model for feedback and reflection as it affects performance on writing assessments. Participants will learn and practice with the “how-to’s” of the methods in Peer Coaching for Adolescent Writers to include the steps, speaking protocols, and student roles.

***Presenter:***

Susan Ruckdeschel, Author, Corwin Press, Peer Coaching for Adolescent Writers

**CD.02**

2.75 hour Seminar

**Early Literacy: Kindergarten Essentials  
Colorado Room**

Having owned and operated my own preschool for six years, private kindergarten for one year, and taught public kindergarten for four years; I have discovered the essentials that every kindergarten child needs to become a distinguished reader and writer: immersion and repetition.

***Presenter:***

Gina Clark, Challenge Foundation Academy, Indianapolis, IN

**3:30 p.m. – 4:45 p.m.**

**D SESSIONS**

**D.01**

Session/Panel

**Young Adults Reflect on Living and Learning Experiences in a Fifth Grade Classroom**

**Indiana Ballroom A**

In 1991 Joby Copenhaver and Rise Renier collaborated on creating and implementing a curriculum that they hoped would support inquiry. They asked: 1) What would it be like to collaborate with children as inquirers? 2) How could the mandated curriculum be enfolded within their efforts? 3) How would the Authoring Cycle curriculum support their efforts? Nineteen years later the children from this class are asked to reflect on the experience.

***Chair:***

Joby Copenhaver, Indiana University, Bloomington, IN

***Presenters:***

Carolyn Burke, Indiana University, Bloomington, IN

Joby Copenhaver, Indiana University, Bloomington, IN

**D.02**

Session/Panel

**Socially Constructing Reading Identities**

**Indiana Ballroom B**

In this presentation, a classroom teacher and college professor will share a year-long classroom study in which they investigated the use of whole and small group discussion as a strategy for socially constructing fourth graders' identities as readers and developing their individual reading processes.

***Presenters:***

Deborah MacPhee, University of South Carolina, Aiken, SC

Emily Whitecotton, Nursery Road Elementary School, Columbia, SC

3:30 p.m. – 4:45 p.m.

**D SESSIONS**

**D.03**

Session/Panel

**Voices, Vampires, and the Adolescent Vortex: ‘Twilight’ as an Exemplar of Using Popular Culture in the Classroom  
Indiana Ballroom C**

This paper discusses the use of ‘Twilight’ in one middle school classroom, and the engagement factors that made it a point of intense ‘reader response’ and ‘viewer response’ engagement.

**Chair:**

Edie Lanphar, San Roque School, Santa Barbara, CA

**Presenters:**

Barbra McKenzie, University of Wollongong, Australia  
Mike Hagan, San Roque School, Santa Barbara, CA  
Phil Fitzsimmons, San Roque School, Santa Barbara, CA  
Jess Sanford, San Roque School, Santa Barbara, CA

**D.04**

Session/Panel

**Creating Readers: A Successful Approach to Closing the Achievement Gap  
Indiana Ballroom D**

The presentation will provide information on using a Reading Portfolio to guide curriculum decision making, student literacy and assessment. This discussion of our approach to teaching literacy features unlimited samples of student work to provide evidence of the success of our literacy program, and handouts with supporting theory, assessment rubrics, book lists, and rationale for each of the reading portfolio entries.

**Presenters:**

Jonathan Baize, Louisville Central HS, Louisville Writing Project, NBPTS, KY  
Kimberly Draewell, Louisville Central HS, NBPTS, KY  
Jim Gilbert, Louisville Central HS, Louisville Writing Project, NBPTS, KY  
Tim Johnson, Louisville Writing Project, College of Education, NBPTS, University of Louisville, KY  
Anne Rodier, Louisville Central HS, Louisville Writing Project, NBPTS, Louisville, KY

**3:30 p.m. – 4:45 p.m.**

**D SESSIONS**

**D.05**

Session/Panel  
**We Are Walking**  
**Illinois Room**

This is a panel session in which the presenters will use video interviews to give voice to teachers who have suffered under the continuing pressures of the No Child Left Behind mandates.

***Chair:***

Jesse Turner, Central Connecticut State University, New Britain, CT

**D.06**

Roundtables  
**Florida Room**

**TABLE ONE**

**Reasons for Reading: The Effect of Teaching Practice on Students' Motivation in Literacy**

A presentation of the results from a study examining second graders' literacy motivation in which the content will focus on the effects of student-centered versus skills-based approaches to reading instruction in elementary classrooms, and implications for teaching and learning.

***Presenter:***

Laura Davis, Antioch University, Culver City, CA

**TABLE TWO**

**Unlocking Cultural Landscapes of English Learners Using Technology**

The presenter will share ways that nine primary classroom teachers used technology to discover and build upon English learners' funds of knowledge. Cultural applications to the reading and writing curriculum will be shared and critiqued.

***Presenter:***

Sally Brown, Georgia Southern University, Statesboro, GA

**SATURDAY, JULY 10**

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**NOTES**

**8:30 a.m. – 9:45 a.m.**

**Indiana Ballroom E**

**Presentation of the WLU Lifetime Membership Award:** Rita Moore

**Introduction of Speaker:** Bonnie Breese

**Featured Speaker:** Kevin O'Malley



**DADS MUST READ THE BOOKS *THEY* LIKE**

If we want boys to read we have to start with getting books that dads enjoys. We want our children to hear *our* voices. We need books that allow us to '*talk like guys*'. O'Malley's talk is a funny and irreverent look at the world of boys and men in publishing.

Visit Kevin's website at <http://www.booksbyomalley.com/index.html>

**SATURDAY, JULY 10**

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**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.01**

Session/Panel

**Growing Thinkers and Practitioners: What Would So-and-So Think of Such-and-Such?**

**Indiana Ballroom A**

Feel like your teaching doesn't really reflect what you believe about learning? Come join teachers who are clinging to their constructivist pedagogy in the predominantly behaviorist environment of "school." Learn how teaching students to use the sub-texting strategy deepened their students' thinking while inspiring professional inquiry with colleagues.

***Presenters:***

Anna Gunn, Oak Pointe Elementary School, Irmo, SC  
Meesh Hays, Oak Pointe Elementary School, Irmo, SC

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.02**

Session/Panel

**Moving Earth: Making Process Visible**

**Indiana Ballroom B**

In this session participants will explore the writing process by ‘making something’ in clay. The presenters will show how this metaphor supported a collaboration that resulted in Moving Earth, a gallery exhibit designed to reveal these parallel processes and make visible the importance of workshop writing.

***Presenters:***

Susan Adamson, Executive Director, Indiana Partnership for Young Writers, Indianapolis, IN

Matthew Groshek, Public Scholar, Exhibition Planning & Design, Herron School of Art & Design, Indiana University, Bloomington, IN

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.03**

Session/Panel

**Sponsored by CELT**

**From Warm Fuzzies to Political Activists: Locked Out, Marginalized, Disenfranchised and RESPONDING!  
Indiana Ballroom E**

Please join us in our ongoing conversation about strategies for bringing whole language into a frame that accurately portrays who we are, what we believe, and how we teach. Our group is growing, making new affiliations, and welcoming whole language educators interested in pursuing actions to reframe and reposition.

***Chair:***

Richard Meyer, University of New Mexico, Department of Language and Literacy Albuquerque, NM

***Discussion Leaders:***

Bess Altwerger, Towson University, Department of Educational Technology and Literacy, Towson, MD

Brian Cambourne, University of Wollongong, Australia

**E.04**

Session/Panel

**Reflecting on Enduring Understanding: Creating Disciplined Professional Learning Communities  
Indiana Ballroom C**

Teachers can meet state standards and become reflective practitioners through participation in a disciplined professional learning community. Come learn how to engage students in understanding that lasts beyond next week's test while learning about you as a teacher!

***Presenters:***

Jody Lund, Kent State University, Kent, OH

Katie O'Brien, Kent State University, Kent, OH

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.05**

Session/Panel

**Putting the Pieces Together: Using Student Choice to Craft Powerful Writing**

**Indiana Ballroom D**

In “Putting the Pieces Together”, conference participants will explore various ways in which students can interact with writing in an authentic and engaging manner. Furthermore, participants will have an opportunity to create a visual representation of a young adult picture book that can be used as a model for their own students.

***Chair:***

Katie Greene, Milton High School, Milton, GA

***Presenter:***

Katie Greene, Milton High School, Milton, GA

**E.06**

Session/Panel

**Metaphor as a Window to Understand How We Conceptualize Multicultural Education**

**Illinois Room**

In this presentation, we will discuss how teachers and teacher educators conceptualize Multicultural Education by reflecting on our own approaches in comparison with various models of Multicultural Education. Based on the sample metaphors which were created by elementary, English, and TESOL/bilingual teachers, we will also explore the possibility of metaphors as a window to understand how we view Multicultural Education and what we hope for in it.

***Presenter:***

Mi-Hyun Chung, Mercy College, Dobbs Ferry, NY

**10:00 a.m. – 11:15 a.m.**

**E SESSIONS**

**E.07**

Roundtables

**Florida Room**

**TABLE ONE**

**Can You Hear Me Now? Connecting Students, Parents, and Teachers**

Accomplished teachers know the value of active, involved parents in learning communities. Sometimes, however, finding ways to open lines of communication and more importantly, to keep them open, is difficult even in the age of instantaneous, limitless communication. This session will focus on creative strategies to communicate effectively.

***Presenters:***

Donna Bingham, Southern Pulaski Middle School, Somerset, KY

Kristi Jenkins, Somerset High School, Somerset, KY

**TABLE TWO**

**PACE Model: Story-based Grammar Learning for Fun and Collaborative Language Classrooms**

This presentation will focus on story-based grammar instruction drawing on a teaching model called PACE. Using content rich materials, the PACE model aims to provide meaningful input, guided-participatory grammar explanation, and communicative activities. A review of theoretical perspectives, classroom activities, learning outcomes, and lesson plan sharing will be included.

**Discussion Leader:**

Chinatsu Sazawa, Drake University, Des Moines, IA

11:30 a.m. – 12:45 p.m.

## F SESSIONS

### F.01

Session/Panel

#### **Consider the Role of the Text when Readers Read Indiana Ballroom A**

The role of the text is an integral part of the reading process. Using examples from children's Miscue Analysis sessions, participants will examine the ways that texts influence readers' reading transactions and discuss the value of readers' efforts to work with texts to comprehend what they are reading.

*Chair:* Mary Fahrenbruck, University of Arizona, Tucson, AZ

### F.02

Session/Panel

#### **Practicing Reflection via Writing Conferencing across the Spectrum of School Indiana Ballroom B**

Conferencing during writers' workshop is not a new concept, yet it is difficult to learn and takes on different meanings depending on who is doing the talking. This presentation will explore how a professional development school learned to conference, from elementary students through university faculty.

*Chair:* Meadow Graham, West Virginia University, Morgantown, WV

### F.03

Session/Panel

#### **Empowering Teachers to Empower Students in Literacy: A Reflective Self-Study Indiana Ballroom C**

The team will share what they learned about how using elements from each of several selected models of teaching reading in a self-reflective way empowered them as teachers and in turned helped them empower their students as readers. The study includes work done with the whole class but focuses on the teams' efforts to help bring four previously reluctant readers into "The Reading Zone."

*Chair:* Sam Bommarito, Fontbonne University, St. Louis, MO

#### *Presenters:*

Sam Bommarito, Fontbonne University, St. Louis, MO

Laurie Finkeneller, Wilson School, Clayton, MO

Kevin McGinnis, Wilson School, Clayton, MO

**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

**F.04**

Session/Panel

**Writing as Communal Acts: What Does It Mean to Share?  
Indiana Ballroom D**

Any teacher who has spent time and effort creating an effective writing program knows that sharing time is integral to the process. In this session THREE experienced teachers of writing share their struggles and insights about share time, and invites conversation with the aim of strengthening our tools and practices.

***Chair:***

Hadley Smillie, Lycee Francais de Chicago, Chicago, IL

***Presenters:***

Beatrice Mazoyer, Lycee Francais de Chicago, Chicago, IL

Hadley Smillie, Lycee Francais de Chicago, Chicago, IL

Katie Van Sluys, DePaul University, Chicago, IL

**F.05**

Roundtable

**Preparing for and Extending Talk in Elementary and Middle  
Classrooms  
Illinois Room**

Talk is crucial in promoting critical literacy in the classroom. But how do we prepare students for important, yet tough, discussions? Join teachers from the elementary and middle levels to discuss initiating and sustaining classroom conversations. Their topics range from literature study to retrospective conversations about miscues.

***Chair:***

Carol Gilles, University of Missouri, Columbia, MO

***Presenters:***

Danielle Johnson, Columbia Public Schools, Columbia, MO

Debra Peters, Columbia Public Schools, Columbia, MO

Emily Powell, Columbia Public Schools, Columbia, MO

Stephanie Wightman, Columbia Public Schools, Columbia, MO

**SATURDAY, JULY 10**

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**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

**F.06**

Session/Panel

**Navigating Geographical and Cultural Terrain: A Cultural Studies Approach to Teaching English Language Arts**

**Florida Room**

Teaching language arts from the lens of Cultural Studies is an innovative new way to foster critical literacy, intercultural competence, and creativity. This approach invites students to explore a wide variety of forms and genres that include interviews, film, classical and contemporary texts, and testimonials. Teaching resources will be provided.

***Chair:***

Karen Magro, University of Winnipeg, Manitoba, Canada

***Presenter:***

Karen Magro, University of Winnipeg, Manitoba, Canada

**SATURDAY, JULY 10**

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**NOTES**

**11:30 a.m. – 12:45 p.m.**

**F SESSIONS**

**F.07**

Roundtables

**Colorado Room**

**TABLE ONE**

**I Want to Read That Book**

Choice motivates students as they get to decide which books suit and interest them based on reading level, textual connections, and interest — thus motivating them to succeed on the “chosen” task of reading the text. This presentation explains why students need choice, how to select texts, and how to design assignments and activities.

***Presenters:***

Katherine Dube, Perspectives Calumet High School of Technology,  
Chicago, IL

Stacie Parlee, Perspectives Calumet High School of Technology,  
Chicago, IL

**TABLE TWO**

**Teaching for Change: Examining History through the Eyes of  
Secondary English/Language Arts Students**

This roundtable will examine historical fiction of the Civil Rights Movement as a springboard for teaching change in an English/language arts classroom. Integration of public secondary schools is the primary issue of focus for teaching change. Student work samples and activities will be provided.

***Presenters:***

Victoria Whitfield, The University of Alabama, Tuscaloosa, AL

**SATURDAY, JULY 10**

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**12:45 p.m. – 2:00 p.m.**

**LUNCH ON YOUR OWN**

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**2:00 p.m. – 3:15 p.m.**

**G SESSIONS**

**G.01**

Session/Panel

**Where Poems Hide: Finding Reflective, Critical Spaces inside Writing Workshop  
Indiana Ballroom A**

This presentation examines the intersections of reflective practice, critical literacy, writing workshop, and poetry as a unit of study. Presenters will share the ways in which poetry opened up spaces for students in multilingual and multicultural classrooms to begin exploring critical issues related to language learning, curriculum, and their lives.

***Chairs:***

Tasha Laman, University of South Carolina, Columbia, SC

Dainess Maganda, University of South Carolina, Columbia, SC

***Presenter:***

Nancy Boggs, A.C. Moore Elementary, Columbia, SC

**G.02**

Paper Session

**The Concept of ‘Fiteracy’: How I Applied Whole Language Principles to a Family Health and Wellness Program  
Indiana Ballroom B**

Brodie Cambourne began professional life as a fitness trainer for obese children but became disenchanted with the prevailing child-obesity paradigm. In this session Brodie describes how she took the principles of whole language and adapted them to create low anxiety, constructivist learning environments in which children and parents learn TOGETHER.

***Chair:***

Brian Cambourne, University of Wollongong, Australia

***Presenter:***

Brodie Cambourne, PCYC, Australia

**2:00 p.m. – 3:15 p.m.**

**G SESSIONS**

**G.03**

Session/Panel

**Reflecting on the Possibilities Offered by the Practice of Daily Read-Alouds**

**Indiana Ballroom C**

Join other participants in exploring the many benefits for all children with the daily practice of reading aloud. Among those benefits is the opportunity to assist children in developing the oral language needed to explain social issues they face each and every day. The read-alouds will focus on social-emotional issues found in today's classrooms.

***Presenter:***

Reba M. Wadsworth, Literacy Consultant

**G.04**

Session/Panel

**Place: A Pathway to Meaningful Literacy Practices**

**Indiana Ballroom D**

This presentation will reflect upon and explore the work of the Program for Afterschool Literacy Support (PALS) which serves a diverse group of children from three elementary schools on Oahu, Hawaii. The PALS curriculum unites culture and place to construct an ecological curricular framework that can more fully account for children's various strengths and needs.

***Chair:***

Kay Fukuda, University of Hawaii, Honolulu, HI

***Presenters:***

Spencer Harris, Makaha Elementary School, Waianae, HI

Thelma Medeiros, University of Hawaii, Honolulu, HI

Gino Pascual, Waianae Elementary School, Waianae, HI

Noelle Pezzi, Makaha Elementary School, Waianae, HI

Kristin Risberg, Kamaile Academy, Waianae, HI

Kellen Smith, Waianae High School, Waianae, HI

Jaclyn Wills, Makaha Elementary School, Waianae, HI

**2:00 p.m. – 3:15 p.m.**

**G.05**

Session/Panel

**The Live Circuit: Literary Experiences That Can Turn On Adolescents**

**Illinois Room**

Louise Rosenblatt wrote that “the literary work exists in the live circuit set up between reader and text”(1995). We will explore ways that teachers can ignite that live circuit using classic and perhaps undervalued comprehension strategies such as KWL and Guided Reading Procedure.

***Chair:***

JoAnne Katzmarek, University of Wisconsin, Stevens Point, WI

***Presenter:***

JoAnne Katzmarek, University of Wisconsin, Stevens Point, WI

**G.06**

Session/Panel

**Now I Get It! Teaching Struggling Readers to Make Sense of What They Read**

**Florida Room**

The presenter’s new book from Scholastic, *NOW I GET IT!*, offers ready-to-use lessons that help teachers show students how to employ logic and context to make sense of what they read. The workshop will explain the lessons; demonstrate how to implement them in the classroom, and stress some essential dos and don’ts.

***Presenter:***

Joan Lazar, Teaneck Public Schools, Teaneck, NJ

***Respondent:***

Carolyn Burke, Indiana University, Bloomington, IN

## SATURDAY, JULY 10

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## NOTES

2:00 p.m. – 3:15 p.m.

### G SESSIONS

#### G.07

Session/Panel

**Audit Trails, Multi-Genre Research Papers, and Writers' Notebooks: Reflections from Instructors and Students on Holistic Learning in Teacher Education**  
**Colorado Room**

University instructors and their undergraduate students will use the WLU belief statement as a framework for reflecting upon holistic practices in higher education. We will share how audit trails, writers' notebooks, and multi-genre research papers were used to encourage understanding of holistic practices. We envision this as a "why might we" rather than a "how-to" session and hope to open space for dialogue about holistic teaching in college settings.

#### *Chairs:*

Candace Kuby, Indiana University, Bloomington, IN  
Sarah Vander Zanden, Indiana University, Bloomington, IN

#### *Presenters:*

Allison Hanneman, Indiana University, Bloomington, IN  
Federica Lyford-Pike, Indiana University, Bloomington, IN  
Samantha McAlister, Indiana University, Bloomington, IN

## SATURDAY, JULY 10

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2:00 p.m. – 4:45 p.m.

### GH SESSION

#### GH.01

2.75 Hour Seminar

**Teacher Research: A Teacher's Journey to Integrating Reading and Writing**  
**Indiana Ballroom E**

In this session, participants will be reacquainted to the role of teacher-research in developing teacher knowledge which leads to change in teacher pedagogy and practice. This presentation will focus on the need to integrate/combine reading and writing into one workshop which provides the students with the opportunity to use reading to support writing and writing to support reading.

#### *Presenter:*

Debbie Smith, Carroll University, Waukesha, WI

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

**H.01**

Session/Panel

**Color Blind Racism or Racially Cognizant Teaching: It Is a Choice  
Indiana Ballroom A**

In order to become racially cognizant teachers, we must engage in challenging conversations about race and culture. Working with pre-service teachers, we use literacy invitations to open conversations about whiteness and culture. Our presentation includes activities and resources from the classroom. Pre-service teachers will discuss their experiences.

***Presenters:***

Carol Matern, IUPUI, Indianapolis, IN  
Kelly Royster, IUPUI, Indianapolis, IN  
Trish Weis, IUPUI, Indianapolis, IN

**H.02**

Paper Session

**Technology Is an Alternate Sign of Literacy in Teacher Education  
Indiana Ballroom B**

The definition of literacy in the 21st century is that learners can employ signs like languages, arts, music, dance, drama, math, and technology to interpret their transaction with the text. Technology with its superiority in 'sight' and 'sound' has demonstrated its dynamic impact on teaching and learning in teacher education.

***Chair:***

Lucia Lu, Valdosta State University, Valdosta, GA

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

**H.03**

Session/Panel

**The Power of Pictures: Creating Pathways to Literacy through Art  
Indiana Ballroom C**

Pictures provide an engaging universal language for struggling readers and writers. By placing the study of quality picture books and simple art experiences at the core of writing workshop, Artists/Writers Workshop offers an enticing alternative pathway into literacy learning and provides teachers with effective concrete tools to support those at-risk.

***Chair:***

Liz Arcieri, University of New Hampshire, Durham, NH

***Presenters:***

Liz Arcieri, University of New Hampshire, Durham, NH

Merrilee Thissell, University of New Hampshire, Durham, NH

**H.04**

Session/Panel

**Shifting Positions: An Analysis of Gesture and Voice through Adult-  
Child Picture Walk Interactions  
Indiana Ballroom D**

This presentation will report on a micro-level discourse analysis of a picture walk activity. Specifically, this presentation will examine the ways in which a teacher (Claire) offers, and a student (Hannah) takes up the role of reader through their linguistic and physical behavior during a picture walk reading experience.

***Chair:***

Emily Bigelow, Peabody College at Vanderbilt University, TN

***Presenter:***

Emily Bigelow, Peabody College at Vanderbilt University, TN

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

**H.05**

Session/Panel

**Understanding the Big Picture: Systems Thinking Across the Curriculum  
Illinois Room**

Systems Thinking helps students understand interdependency in the world around them through applications across the curriculum, including literacy and literature study, science, social studies, and even in solving social problems. This presentation offers participants an active introduction to a holistic model that fosters creative and critical thinking.

***Chair:***

Caryl Crowell, Borton Primary Magnet School, Tucson Unified School District, Tucson, AZ

***Presenter:***

Caryl Crowell, Borton Primary Magnet School, Tucson Unified School District, Tucson, AZ

**H.06**

Session/Panel

**Hey, I Never Knew! Community Mapping for Social Justice through Locally Written Picture Books  
Florida Room**

Riverside Press Community Mapping Project is a family literacy project that captures, in picture book format, the richness, past and present, of a rural Nova Scotia community. Books written by participants serve as a community ‘map’ to raise awareness and understanding among local residents and builds collaborative relationships among families.

***Chair:***

Jane Baskwill, Mount Saint Vincent University, Halifax, NS, Canada

***Presenter:***

Jane Baskwill, Mount Saint Vincent University, Halifax, NS, Canada

**SATURDAY, JULY 10**

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**NOTES**

**3:30 p.m. – 4:45 p.m.**

**H SESSIONS**

**H.07**

Session/Panel

**Writing for Publication: A Conversation with the Editors of *Talking Points***

**Colorado Room**

Come and visit with the editors of *Talking Points*. See how you can take that good classroom idea or project and create a piece that will be read by others. Prospective authors and people who would like to mentor teacher writers are encouraged to attend. We will explain the journal, our deadlines and our calls for the future.

***Presenters:***

Carol Gilles, University of Missouri, Columbia, MO

Danielle Johnson, Columbia Public Schools, Columbia, MO

**SATURDAY, JULY 10**

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**5:00 p.m. – 6:00 p.m.**

**DELEGATES ASSEMBLY**

**Indiana Ballroom E**

The Delegates Assembly is a forum where matters of policy and organizational directions are discussed and decided. The meeting will examine and approve the budget, introduce an online proposal system, and address organizational concerns. All are welcome and encouraged to attend this meeting.

**9:00 a.m. – 10:15 a.m.**

**I SESSIONS**

**I.01**

Session/Panel

**Tell Me What You're Thinking: Conferring with 21st Century Learners**

**Indiana Ballroom A**

Conferring with 21st century readers and writers allows for differentiation, scaffolding, and building relationships. Discover the components of effective conferences, learn different ways to manage the “paperwork”, and explore how to use the data to guide instruction.

***Chair:***

Marcy Buerghler, Center Grove Community Schools, Greenwood, IN

***Presenters:***

Marcy Buerghler, Center Grove Community Schools, Greenwood, IN  
Mindy VanderVeen, Center Grove Community Schools, Greenwood, IN  
Julie Young, Center Grove Community Schools, Greenwood, IN

**I.02**

Session/Panel

**Whole Language Principles for Financial English with College ESL Students**

**Indiana Ballroom B**

The presenter applied whole language principles in the instruction of Financial English with college ESL students to enhance their oral and written proficiencies toward successful communication with the real people in the authentic business world and to prepare them for global competition.

***Presenters:***

Peter Sheng-huei Shieh, ChihLee Institute of Technology, Taiwan

**9:00 a.m. – 10:15 a.m.**

**I SESSIONS**

**I.03**

Session/Panel

**Teacher Research in Early Childhood Classrooms  
Indiana Ballroom C**

The schools in Reggio Emilia, Italy, have garnered great interest from educators worldwide, and encourage research as a central part of the Reggio experience. But how does teacher research fit into the current confines of American early childhood environments? In this presentation a group of teachers share their use of research to document teaching and learning and push against narrow definitions of early childhood education.

***Presenters:***

Judith Lysaker, Butler University, Indianapolis, IN  
Emily Benson, Early Learning Center at Beverland, Indianapolis, IN  
Karen Goldstein, Butler University, Indianapolis, IN  
Patricia Horan, MSD Lawrence Township, Indianapolis, IN  
Jennifer Wheat, Pike Township, Indianapolis, IN

**I.04**

Session/Panel

**Using Compelling Nonfiction to Invite Reflective Conversations  
Indiana Ballroom D**

Come experience the magical potential of NCTE's 2010 Orbis Pictus fourteen award-winning titles to integrate reading into content area instruction! Participants will engage in an interactive read aloud as the presenter offers questions to promote reflective thinking within teachers and students. A handout and door prize will culminate this informative and enjoyable presentation.

***Presenter:***

Diana Porter, Eastern Kentucky University, Richmond, KY

**9:00 a.m. – 10:15 a.m.**

**I SESSIONS**

**I.05**

Session/Panel

**Literacy Leadership Teams: Collaborative Leadership for Improving and Sustaining Student Achievement**

**Illinois Room**

How do we change leadership team meetings from “gripe sessions” to planning sessions? This presentation will provide practical ways to engage teachers and administrators in productive conversations focused on problem solving techniques used to analyze student data and develop action plans that address school and student needs.

***Chair:***

Pamela Craig, Florida Department of Education, Office of Differentiated Accountability, Tampa, FL

**I.06**

Session/Panel

**Reflective Coaching: Theory into Practice**

**Florida Room**

Successful results of an action research project applying Cambourne’s Conditions of Learning as a theoretical basis for coaching will be examined. Reflective practices designed to probe coaches’ and teachers’ thinking about instructional practices and the establishment of new coaching and teaching goals will be shared.

***Chair:***

Sandra Whiteis, Literacy Coach/Consultant, Plano, IL

***Presenters:***

Sharon Hughes, Literacy Consultant, Aurora, IL

Denise Trainor, Patchogue-Medford Public Schools, Long Island, NY

**SUNDAY, JULY 11**

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**NOTES**

**10:30 a.m. – 11:45 a.m.**

**Indiana Ballroom E**

**Introduction of Speaker:** Katie Van Sluys

**Closing Session:** Franki Sibberson



**Making the Joy of Teaching and Learning Contagious**

In these times of testing and standards, it is often difficult to remember the joy of our work. But there are things we can do to make the days more joyful for our students and colleagues. We will close the conference by celebrating the joys that are so much a part of our work with children.

Franki also writes regularly in the blog she shares with Mary Lee Hahn, “A Year of Reading.” Access the blog at:  
<http://readingyear.blogspot.com/>.

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***Alphabetical Listing of Speakers:***

E.02	Adamson, Susan	D.03	Hagan, Mike
AB.01	Alexander, Ann	B.01	Hahn, Mary Lee
E.03	Altwerger, Bess	G.07	Hanneman, Allison
H.03	Arcieri, Liz	G.04	Harris, Spencer
D.04	Baize, Jonathan	E.01	Hays, Meesh
H.06	Baskwill, Jane	I.03	Horan, Patricia
C.05	Beers, Kylene	C.03	Hou, Yu-Ying
I.03	Benson, Emily	I.06	Hughes, Sharon
H.04	Bigelow, Emily	E.07	Jenkins, Kristi
A.05	Billittier, Ernie	F.05; H.07	Johnson, Danielle
E.07	Bingham, Donna	D.04	Johnson, Tim
G.01	Boggs, Nancy	Speaker	Kastner, Edward
F.03	Bommarito, Sam	G.05	Katzmarek, JoAnne
B.06	Breese, Bonnee	AB.01	Kilarr, Gary
D.06	Brown, Sally	B.07	Kinser, Kacie
I.01	Buergler, Marcy	G.07	Kuby, Candace
D.01; G.06	Burke, Carolyn	G.01	Laman, Tasha
AB.01; E.03;	Cambourne, Brian	D.03	Lanphar, Edie
G.02		G.06	Lazar, Joan
G.02	Cambourne, Brodie	H.02	Lu, Lucia
C.03	Chang, Mi-Kyoung	E.04	Lund, Jody
E.06	Chung, Mi-Hyun	G.07	Lyford-Pike, Federica
CD.02	Clark, Gina	I.03	Lysaker, Judith
A.04; EF.01	Coffee, Lynneshia	B.02	Mack, Nancy
D.01	Copenhaver, Joby	D.02	MacPhee, Deborah
I.05	Craig, Pamela	G.01	Maganda, Dainess
H.05	Crowell, Caryl	F.06	Magro, Karen
D.06	Davis, Laura	H.01	Matern, Carol
A.05	Dayton, Michael	F.04	Mazoyer, Beatrice
G.04	Dierks, Leimomi	G.07	McAlister, Samantha
D.04	Draewell, Kimberly	F.03	McGinnis, Kevin
F.07	Dube, Katherine	D.03	McKenzie, Barbra
A.04; EF.01	Ekhaus, Miriam	G.04	Medeiros, Thelma
F.01	Fahrenbruck, Mary	C.06	Meehan, Janalyn
A.01	Ferreira, Jean	Speaker	Mennonno, Ann
F.03	Finkenkeller, Laurie	E.03	Meyer, Richard
D.03	Fitzsimmons, Phil	Featured Speaker	Mitchell Pierce, Kathryn
G.04	Fukuda, Kay	G.07	Montgomery, Ashley
A.05	Garcia, Laura	A.02	Mulhern, Marta
D.04	Gilbert, Jim	B.07	Mullin, Margaret
F.05; H.07	Gilles, Carol		Boling
C.04	Glass, Kate	A.07	Nickolson, Claudia
I.03	Goldstein, Karen	E.04	O'Brien, Katie
F.02	Graham, Meadow	Featured Speaker	Kevin O'Malley
E.05	Greene, Katie	F.07	Parlee, Stacie
E.02	Groshek, Matthew	G.04	Pascual, Gino
A.02	Gunding, Beth	Featured Speaker	Eric Paulson
E.01	Gunn, Anna	F.05	Peters, Debra
		G.04	Pezzi, Noelle

I.04	Porter, Diana	F.04	Van Sluys, Katie
F.05	Powell, Emily	G.07	Vander Zanden, Sarah
B.05	Prince, Jennifer	I.01	VanderVeen, Mindy
C.05	Probst, Robert E.	G.03	Wadsworth, Reba M
A.03	Puzick, Vincent	B.03	Weaver, Constance
Speaker	Reilly, Karla	H.01	Weis, Trish
G.04	Risberg, Kristin	I.03	Wheat, Jennifer
D.04	Rodier, Anne	A.01	White, Mary
Speaker	Rowley, Latosha	D.02	Whitecotton, Emily
H.01	Royster, Kelly	I.06	Whiteis, Sandra
CD.01	Ruckdeschel, Susan	F.07	Whitfield, Victoria
D.03	Sanford, Jess	F.05	Wightman, Stephanie
E.07	Sazawa, Chinatsu	G.04	Wills, Jaclyn
A.03	Scurletis, Georgia	C.02	Wilson, Lorraine
C.06	Shaheen, Maria	B.04	Wright, Julie
I.02	Shieh, Peter Sheng- Huei	A.06	Wright Fromherz, Robin
B.01; Closing	Sibberson, Franki	I.01	Young, Julie
Featured Speaker			
F.04	Smillie, Hadley		
GH.01	Smith, Debbie		
G.04	Smith, Kellen		
A.05	Szymkowiak, Dennis		
H.03	Thissell, Merrilee		
I.06	Trainor, Denise		
D.05	Turner, Jesse		