

BOSTON

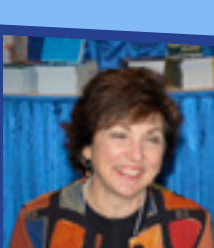
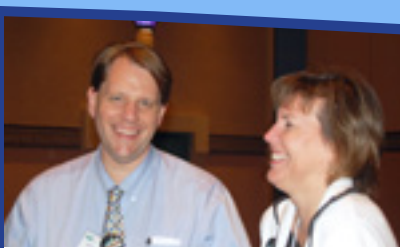


cel 2013

TRANSFORMATIVE LITERACY LEADERSHIP AND LEARNING

CONFERENCE ON ENGLISH LEADERSHIP

HOW EDUCATORS ADAPT
THEIR LEADERSHIP AND
INSTRUCTION TO MEET
THE CHANGING NEEDS OF
STUDENTS, TEACHERS AND
COMMUNITIES



*Boston Sheraton Hotel and Hynes Convention Center, Nov. 24-26, 2013
Boston, Massachusetts*

THANK YOU

The CEL convention would not have been possible without the assistance of members of the NCTE staff. Many thanks to the following NCTE staff members:

- **Felisa Jones**, NCTE, College, CEL and Secondary Administrative Liaison
- **Amy Stark**, Director of Conventions
- **Mila Fuller**, Executive Deputy Director
- **Kent Williamson**, Executive Director

Thank you also to the CEL Hospitality Committee:

- **Elizabeth Truesdell**, Kamehameha Schools Hawaii High School, Hawaii
- **Janelle Oxford**, Robinson, Ill.
- **Lynn April**, Bonduel High School, Wis.
- **Chris Bronke**, Downers Grove North High School, Ill.
- **Natalie Cronney**, Bowling Green High School, Ky.
- **Robin Luby**, Retired, Calif.
- **Anne Padilla**, Bowling Green High School, Ky.
- **Nandi Riley**, Florida A & M University, Fla.
- **Alison Blair Taylor**, Georgetown Day School, Washington, D.C.

Finally, a big thank you to the CEL Program Committee:

- **Hilve Firek**, Virginia Wesleyan University, Norfolk, Va.
- **Jenn Manak**, Bridgewater State University, Mass.
- **David Padilla**, Baylor School, Chattanooga, Tenn.
- **Janice Schwarze**, Downers Grove North High School, Ill.
- **Liz Spencer**, Brookfield School District, Conn.

SPONSOR

The Conference on English Leadership wishes to thank Heinemann for its sponsorship of the beverages breaks at the CEL conference.



FUN FACTS ABOUT CEL

Throughout the program you'll find these little blue boxes with interesting and sometimes quirky information about CEL's past.

Thank you to all the CEL members who remembered these details and were willing to share them with us.

*Nina Bono
Rick Chambers
Bil Chinn
Kenneth Holmes
Jim Mahoney
Wanda Porter
Louann Reid
Tom Scott
Rudy Sharpe
Jackie Swensson*



HARBORFEST: The parade is just one of hundreds of events during Boston's annual week-long Fourth of July celebration. The old State House is in the background. *Courtesy of the Greater Boston Convention & Visitors Bureau*



PAUL REVERE: Fittingly behind Revere's statue, at the end of the Mall, sits the Old North Church, "...one if by land, two if by sea..." *Courtesy of the Greater Boston Convention & Visitors Bureau*



USS CONSTITUTION: The oldest commissioned warship afloat in the world is still on active duty. It makes one tour of the harbor every July 4 to remain a commissioned warship. *Courtesy of the Greater Boston Convention & Visitors Bureau*



STATE HOUSE: Designed by Charles Bulfinch on what was formerly a cow pasture, the cornerstone was laid by patriots Samuel Adams and Paul Revere in 1798. *Courtesy of the Greater Boston Convention & Visitors Bureau*



ON THE COVER: George Washington's statue in Boston Commons stands bright before the skyline of modern-day Boston. *Courtesy of the Greater Boston Convention & Visitors Bureau*

PROGRAM DESIGN: Linda Barrington

Tweeting about CEL?



ON THE COVER: CEL members enjoy the annual conference.



Elizabeth Primas



R. Joseph Rodriguez



Scott Eggerding



Janice Schwarze



Carol Jago



Anna J. Small
Roseboro



Lisa Scherff



Joan Kaywell

45th annual CEL convention

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CONFERENCE OFFICIALS



Becky Sipe



Wanda Porter



Bil Chinn



Hilve Firek



Janice Schwarze



Anna Roseboro



Elizabeth Truesdell



Heather Rocco

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Pat Monahan, Past Chair
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Rebecca Sipe, Associate Chair
Ypsilanti, Michigan

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Grand Rapids, Michigan

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New Britain, Connecticut

Karen Delbridge, Member-at Large
Cheyenne, Wyoming

R. Joseph Rodriguez, Member-at Large,
Austin, Texas

Janelle Oxford, Member-at Large
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Janice Schwarze, Member-at Large,
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Downers Grove, Illinois

Elizabeth Spencer, Member-at Large
Southbury, Connecticut

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Hilve Firek, Assistant Nominations
Chair, Hospitality Chair
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Tom Scott, State Liaison Coordinator
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CEL MEMBERS

Interested in being
a State Liaison?
Please contact
Tom Scott at
tscott2@uwm.edu
for information.

PROGRAM CHAIR



Heather Rocco
Program Chair

Dear CEL Convention Attendees,

As Bob Dylan noted nearly 50 years ago, “the times they are a-changin.” This sentiment remains true today, especially in classrooms throughout the country. Our world looks very different from what it did in 1964 or 2004 for that matter. As English educators we need to reflect these changes in our teaching. Literacy extends far beyond what exists in books. Our students read on screens, on phones, and on paper. They write blogs, tweets, and status statements. They watch YouTube clips and listen to podcasts. Perhaps the most transformative element of their literacy experience is their ability to interact with others from around the globe in real-time. Literacy teachers need to teach students how to do all of this with grace, confidence and wisdom. We hope you discover ways to achieve these goals during the 45th annual CEL Convention.

The Conference on English Leadership, too, is undergoing some exciting changes that we hope will make your convention experience more robust and will allow our discussions to continue long after we return home. We hope you take the opportunity to join the backchannel conversation on Twitter during the convention by tweeting with the hashtag #CEL13. After the convention, join CEL for our Twitter chat called #LitLead on the second Thursday of each month at 8:30 p.m. EST where we discuss issues that are important to literacy educators. Be sure to follow us on Twitter @CELeadership to get all the latest information about #LitLead and other CEL events.

The Boston convention planning began two years ago. I am thankful to those who have shared their ideas, their feedback, and their enthusiasm as we built the program. While I don't have the space to thank them all, there are a few I wish to recognize here. Liz Spencer, Jenn Manak, and Hilve Firek dedicated numerous hours to the program committee as did Janice Schwarze and David Padilla. Janice and David also listened to many hours and read hundreds of e-mails with my “What if we...” ideas. They never wavered in their support, offering me valuable and wise counsel. I am truly grateful for their collaboration.

Elizabeth Truesdell and Janelle Oxford serve as the Hospitality Co-Chairs and have organized an amazing committee of CEL members who have donated their time to make sure you have a wonderful convention experience. I thank Elizabeth, Janelle and all the Hospitality volunteers for their efforts and excitement for this convention.

Without the talented and patient Linda Barrington, I would not have made it through the last few months. She graciously volunteered hours of her time to design this beautiful program. I am so appreciative of her keen eye and her creativity.

I must thank Becky Sipe, Wanda Porter, Edie Weinthal and the entire CEL Executive Board who have endured many e-mails, questions, and requests from me. I also need to thank Pat Monahan who invited me to breakfast one Saturday morning in April 2011 and asked me to be CEL program chair. While I could have hardly imagined all it would entail, I also did not know how deeply it would enrich my professional and personal life. Thank you Pat and CEL for trusting me with this awesome, rewarding responsibility.

Finally, thank you to the NCTE staff for their hard work to ensure CEL 2013 is a fantastic convention. And a big thank you to our sponsors who provide wonderful amenities that make the convention enjoyable for all.

In his poem “The Layers,” Stanley Kubrick writes:

Though I lack the art
to decipher it,
no doubt the next chapter
in my book of transformations
is already written.
I am not done with my changes.

I hope what you learn at CEL's Boston convention fills a new chapter in your “book of transformations,” and you return to your schools invigorated and prepared to help others write their own.

Have a great convention.

Heather Rocco

CEL Program Chair, 2013

WELCOME

CONFERENCE ON ENGLISH LEADERSHIP 2013

Transforming Literacy, Leadership, and Learning



Wanda Porter
CEL chair

Message from Wanda Porter, CEL chair

Dear CEL members,

It is my pleasure to welcome you to the 45th annual CEL convention in Boston. Our organization is committed to building your leadership capacity, and our annual convention is one way we help you achieve your potential. Whether you are a first year teacher-leader or a veteran school leader or administrator, you will find many sessions in our program to excite your interests and address your needs.

I have been coming to CEL since 1987. The name of the organization back then was Conference for Secondary School English Department Chairs – CSSEDC. As a brand new department chair, I thought “that’s me!” and went off to Los Angeles to the convention. That conference was literally an earthshaking experience, as I was awakened in the early morning hours by earthquake tremors in the Los Angeles area.

Since 1987, just as the teaching of English Language Arts has changed, so has our organization, including the name change to Conference on English Leadership in 1991. We recognize that ELA leaders have many roles, from classroom teachers to tech consultants to literacy coaches to college professors. Regardless of your leadership role in your classroom, school, or district, you are called upon to provide vital leadership and direction every single day. Our convention is designed to give you the opportunity to enhance the knowledge and skills called for in your leadership role.

CEL presenters and speakers are competent and confident that they have something to offer you that will assist your growth as a leader. The keynotes, sessions, and speakers described in the program have been selected to help you move toward becoming a stronger leader. Indeed, the needs of students, teachers, and communities have changed immensely in the past few years. Whether you are looking for a road map of how to navigate the CCSS and assessments, technology innovations, 21st Century skills, or tips on how to motivate reluctant students (or teachers!), our program offers ways to transform leadership and learning.

My special thanks to Heather Rocco, our program chair, and her committee, who have assembled a stellar collection of presenters and speakers. With such a variety of offerings, one can find it difficult to choose which session to attend. Whichever you choose, I am certain that you will find practical and timely information for immediate use.

I would be remiss if I did not mention the single factor that has brought me back to the CEL convention year after year: being involved with a network of leaders who have given me inspiration, guidance and support throughout my professional life. Some of them I see only once a year; others I connect with regularly through email or phone conversations. I encourage you to take the opportunity to network and build new professional relationships as you “talk story” with fellow leaders. At meal functions, coffee breaks and socials, you will have time to make contacts that, along with the program offerings, we hope will bring you back to CEL convention year after year.

And I hope that you will consider becoming more active and involved with CEL. I invite you to visit our hospitality table and learn how to do just that. Most important, please consider submitting a proposal for our Washington, D.C. convention.

Finally, I hope that you will find time to experience historic Boston, home of the first public school in the country and site of so many events in the Revolutionary War. May your time with CEL help you to revolutionize your leadership skills!

Warm aloha,

Wanda Porter
CEL Chair

ELECTION PROCESS



Elizabeth Truesdell
CEL nominations chair

At the 2012 CEL Conference, members nominated possible candidates for the 2013 Member-At-Large election. Nominations Committee members Rudy Sharpe, Tom Scott, Ken Spurlock (Past Chair), Elizabeth Truesdell (Chair) and Hilve Firek (Associate Chair) reviewed letters of introduction and curricula vitae provided by nominees; then the prospective election slate was approved by the CEL Executive Committee at its April meeting. We are fortunate to have an exceptional slate of candidates for this year's two Member-At-Large positions.

The four candidates for Member-At-Large are as follows:

Lynn Aprill, secondary English and history teacher; Bonduel High School in Bonduel, Wisconsin

Gordon Hultberg, secondary English and drama teacher; Intermountain Christian School in Salt Lake City, Utah

Tracy Recine, secondary English teacher; Pascack Valley High School in Hillsdale, New Jersey

Nicole Sieben, clinical adjunct professor, School of Education and General Studies; Adelphi University in Garden City, New York

The four candidates will be introduced at the Sunday evening CEL social. CEL members eligible to vote will check in at the Hospitality table on Monday morning to receive a ballot and envelope. On Monday at the breakfast, the candidates will give short election speeches. Immediately following the speeches, CEL members will vote with provided ballots and envelopes. As part of the checks and balances of the election, members will print their full name on the envelope containing their marked ballot.

In order to expand participation in the annual election, CEL members unable to attend the Convention or CEL's Monday breakfast had an opportunity to vote by mail or via online ballot emailed to all CEL members in October. Members of the Nominating Committee and an NCTE representative will tally the votes from Monday's election and combine them with online and mail-in votes. The newly elected members-at-large will be announced at the CEL Monday evening social.

ATTENTION, CEL MEMBERS!

Please nominate possible candidates, or volunteer yourself, for the **2014 CEL Election**. We are seeking dedicated CEL members to run for the positions of Associate Chair (two candidates) and Members-At-Large (four candidates). Nominations are requested on **Sunday evening or Monday morning** so that members of the Nomination Committee may verify each nominee's interest and qualifications.



Lynn Aprill
Member-At-Large candidate



Gordon Hultberg
Member-At-Large candidate



Tracy Recine
Member-At-Large candidate



Nicole Sieben
Member-At-Large candidate

FEATURED SPEAKERS



**2 p.m. Sunday
Improving Leadership
Through Connected
Learning**

Eric Sheninger

Eric Sheninger is the principal at New Milford High School in Bergen County, N.J. He is passionate about establishing and fostering learning environments that are student-centered, collaborative and flexible to prepare all learners to succeed in the 21st century. Eric is an innovative leader in the use of social media and web 2.0 technology as tools to engage students, improve communications with stakeholders and help educators grow professionally. Eric is a National Association of Secondary School Principals “Digital Principal Award” winner, Phi Delta Kappa “Emerging Leader Award” recipient, winner of Learning Forward’s “Excellence in Professional Practice Award,” Google Certified Teacher, Adobe Education Leader, Association for Supervision and Curriculum Development Conference Scholar, co-author of “Communicating and Connecting With Social Media: Essentials for Principals” and “What Principals Need to Know About Teaching and Learning Science” and writer on education for the Huffington Post. He is co-creator of the Edscape Conference. He was named to the National School Boards Association “20 to Watch” list in for technology leadership. He now presents and speaks nationally to assist other school leaders embrace and effectively utilize technology. His blog, A Principal’s Reflections, was selected as Best School Administrator Blog by Edublogs.



**8 a.m. Monday
Mixing Sources, Amplifying
Voices: Crafting Writing in
an Information Age**

Troy Hicks

Dr. Troy Hicks is an associate professor of English at Central Michigan University and focuses his work on the teaching of writing, literacy and technology, and teacher education and professional development. A former middle school teacher, he collaborates with K–12 colleagues and explores how they implement newer literacies in their classrooms. Hicks directs CMU’s Chippewa River Writing Project, a site of the National Writing Project, and he frequently conducts professional development workshops related to writing and technology. Also, Hicks is author of the Heinemann titles “Crafting Digital Writing” (2013) and “The Digital Writing Workshop” (2009) as well as a co-author of “Because Digital Writing Matters” (Jossey-Bass, 2010) in addition to numerous journal articles and book chapters. In March 2011, Hicks was honored with CMU’s Provost’s Award for junior faculty who have demonstrated outstanding achievement in research and creative activity. Most importantly, he is the father of six digital natives and is always learning something new about writing and technology from them.

FEATURED SPEAKERS



12:45 p.m. Monday
Reading in the Wild:
Learning from Lifelong
Learners

Donalyn Miller

Donalyn Miller has worked with a wide variety of upper elementary and middle school students and currently teaches fifth grade at O.A. Peterson Elementary in Forth Worth, Texas. In her popular book, “The Book Whisperer,” Donalyn reflects on her journey to become a reading teacher and describes how she inspires and motivates her middle school students to read 40 or more books a year. In her latest book, “Reading in the Wild,” she collects responses from 900 adult readers and uses this information to teach lifelong reading habits to her students. Donalyn currently co-facilitates the community blog, The Nerdy Book Club, and co-writes a monthly column for Scholastic’s Principal-to-Principal Newsletter. Her articles about teaching and reading have appeared in publications such as Choice Literacy’s The Big Fresh, The Reading Teacher, Educational Leadership and The Washington Post.



11:30 a.m. Tuesday
Re-imagining Classroom
Practice in a Connected World

Meenoo Rami



Meenoo Rami is a National Board Certified teacher who teaches her students English at the Science Leadership Academy in Philadelphia, Penn. Mixing moments of joy, laughter, risk and encouragement, Meenoo pushes her students to think critically about their connection to the word and the world. Meenoo did her undergraduate work at Bradley University in Illinois in the areas of philosophy and English and completed her Master’s degree in secondary education at Temple University. Meenoo is also the co-chair for EduCon, an annual conference held at the Science Leadership Academy. Meenoo works as a teacher-consultant for the Philadelphia Writing Project. She has shared her classroom practice at various conferences such as National Council of Teachers of English, International Society for Technology in Education, Association for Supervision and Curriculum Development, EduCon, Urban Sites Conference for National Writing Project and #140edu. Meenoo also runs a weekly twitter chat for English teachers called #engchat for teachers to discuss ideas related to the teaching of English. Her first book for Heinemann aims to help teachers find ways to thrive in the classroom by doing concrete things such as building networks, finding mentors and empowering their students. In her free time, Meenoo can be found on her bike, on her yoga mat or in her kitchen tinkering with a vegetarian recipe.

#cel13 schedule @ a glance


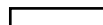
SUNDAY

MON

ROOMS	1:30 p.m.	2 p.m.	3:30 p.m.	5 p.m. & 5:15 p.m.	8 a.m.	10 a.m.	11:30 a.m.
201			A.1 Supporting Teachers to Enhance Literacy			B.1 Many Paths of Curriculum Development	C.1 Leading an English Department Through Times of Change
202			A.2 Embracing Disciplinary Literacy			B.2 How Do Leaders Maximize Meetings and Maintain Morale?	C.2 Creating Teacher Leaders and Collaborators
203			A.3 Using Google Apps to Foster Learning			B.3 Digital Writing Breakout Sessions	C.3 Making Writing Real through Digital Collaborations
204			A.4 Tweet the Text: Twitter for Reading Comprehension			B.4 Common Core: A True Cross-Curricular Approach	C.4 Common Core Curriculum: Opportunity for Leadership
205			A.5 Managing Pitfalls in Standards				
206			A.6 Stop and Prevent Bullying Now			B.5 Teaching Social Justice-oriented Novels Online	C.5 Breaking Through the Brick Wall
207			A.7 Transforming Decisions				
208				Social (5:15 p.m.)			
209	First Timers Session			Emerging Leaders Session (5 p.m.)		B.6 Interpretation: Close Reading Across Genres	C.6 Differentiated Writing for All Learners
210		Kick-Off: Eric Shenerger			Breakfast, Elections, Troy Hicks		

 LEADERSHIP
 LITERACY COACHING

 TECHNOLOGY
 COMMON CORE

 INSTRUCTION
 GENERAL INTEREST

DAY

TUESDAY

SUNDAY AFTERNOON

1:30 p.m.

First Timers' Session

It's often not all that comfortable to be new to a group. If you are new to CEL or feel you are, please come to a short gathering before tonight's social and meet our group of state liaisons. They are eager to meet you and introduce you to others during the social.

Tom Scott, University of Wisconsin-Milwaukee

1:30 p.m. Room 209

2 p.m.

Greetings

Wanda Porter, CEL chair
Room 210

Exemplary Leader Award

Wanda Porter, CEL chair

Opening Keynote

Improving Leadership Through Connected Learning

The real-time web provides avenues like never before for school leaders to grow through connected learning. Understanding and harnessing the power of social media by leaders is often met with skepticism. This session will examine the facets of a connected learning model for leaders to grow professionally as well as expose the many free, readily accessible tools at their disposal. With the tools that are now available and seemingly ubiquitous access to the Internet, connectedness should be the standard, not discounted or just an option for school leaders.

Eric Sheninger, New Milford High School, Bergen County, N.J., esheningergmail.com

Introduction: David Padilla, Georgia

3:30 p.m.

LEADERSHIP

A.1 Beyond Coaching: How do Leaders Support Teachers – Even Experienced Ones – To Enhance and Enrich Students' Literacy Learning?

This interactive session will explore what literacy leaders can do – and are doing – to support teachers in all subject areas as they work with students' literacy

EXEMPLARY LEADER AWARD



ABOUT RICK CHAMBERS

Past chair of CEL, Rick Chambers has made presentations and contributed articles on English teaching, assessment, literacy education and professional development nationally and internationally. He has taught secondary English, managed the Professional Learning Program at the Ontario College of Teachers, worked on a teacher professional development project in South Africa and served as Coordinator with Ontario Institute for Studies in Education (OISE) at the University of Toronto. Currently, Rick is part of a team at OISE writing an on-line teacher education course for teachers of English as a Foreign Language. He is a co-author of the *Literacy In Action* series for grades seven and eight. He is the Canadian consultant for the *Stepping Out* resource, professional development courses and materials focused on cross-curricular writing, reading and viewing.

learning. The presenter will begin the session with some ideas that he's been using – working with middle and secondary teachers in Canadian classrooms, and as part of a writing team for a university on-line course in teaching. You're invited to come with your strategies, or come to hear what others have been doing that they've found successful. As you think about what you might share with others, consider

- the role of any teacher as a teacher of literacy
- approaches to teaching and learning
- knowing content and its codes and conventions
- assessment for learning and the

importance of feedback

- differentiating (personalizing) instruction
- establishing a learning-friendly classroom culture
- developing essential questions
- knowing adolescent learners
- daily routines that support students' literacy learning
- other ideas.

Rick Chambers, University of Toronto, Ontario, rchambers411@gmail.com

Chair: Wanda Porter, Hawaii

3:30-4:45 p.m. Room 201

LITERACY COACHING

A.2 Conversations Worth Having: Embracing Disciplinary Literacy in the English Classroom

While some people might suggest that an English teacher doesn't need the help of a literacy coach, these two presenters will show how their collaboration improved students' literacy skills and helped each of them grow professionally. After providing a brief overview of the school's literacy-coaching program, they will share actual lessons and strategies that align with the Common Core, provide tips about peer coaching based on what they learned working together, and engage participants in conversations about improving student literacy and collaborating with peers.

Joe Geocaris, English teacher, Downers Grove South High School, Ill., jgeocaris@csd99.org @GeocarisJoe

Jennifer Hernandez, literacy coach, Downers Grove South High School, Ill., jhernandez@csd99.org

Chair: Chris Bronke, Illinois

3:30-4:45 p.m. Room 202

TECHNOLOGY

A.3 Using Google Apps to Foster Collaborative Learning

This session will explore how educators can use Google Docs, Google Presentation, Google Spreadsheet and Google Sites to meet two major challenges of collaborative learning projects – accessibility and accountability. Participants will view actual student products and hear from students themselves on how using shared online software has trans-

SUNDAY AFTERNOON

formed their ability to collaborate both in and out of the classroom. Participants will also be presented with tips from classroom educators who are currently using the applications successfully in a high school classroom setting, and they will practice brainstorming solutions to potential roadblocks in a variety of school settings. Finally, the session will examine how school administrators can encourage schoolwide instructional practices that meet the demands of the Common Core.

Susan Henson-Perry, English teacher & Academic Support Center director, Houston Christian High School, Texas, sperry@houstonchristian.org

Christine Metoyer, curriculum director, Houston Christian High School, Texas, cmetoyer@houstonchristian.org

Michelle Vaughn, educational technology coordinator, Houston Christian High School, Texas, mvaughn@houstonchristian.org

Chair: Janetta Jayman, Maryland
3:30-4:45 p.m. Room 203

TECHNOLOGY

A.4 Tweet the Text: Using Twitter for Fiction and Nonfiction Reading Comprehension and Discussion

Using Twitter, we and our students developed a reading response method that heightens student reading comprehension, fosters communication with classmates and encourages students to “dig deeper” to discover supplemental sources to heighten textual understanding. Most importantly, students are now reading the whole book – not simply browsing SparkNotes before class, in addition to gaining technological literacy. In this presentation, we will explain how this classroom model was developed, share student samples and feedback regarding this approach, and demonstrate how any digitally-connected classroom can begin instituting these techniques immediately. Additionally, there will be workshop time during the presentation where participants will act out the role of both educator and student to truly demonstrate the concepts involved.

Matthew Morone, English teacher, Pascack

Valley Regional High School, N.J., mmorone@pascack.k12.nj.us, @MrMorone
Tina Marchiano, English teacher, Pascack Valley Regional High School, N.J., tmarchiano@pascack.k12.nj.us

Chair: Valerie Mattessich, New Jersey
3:30-4:45 p.m. Room 204

FUN FACTS ABOUT CEL

The first Exemplary Leader Award was presented by Louann Reid in 2000 at the Milwaukee Convention. Jim Burke received the award.

COMMON CORE

A.5 Navigating a Continuing Journey: Positive Practice and Managing Pitfalls in Standards Implementation

This session will provide clear representation of deeply held truths about school change processes. Through the lens of these beliefs, each presenter will share unique implementation processes from school districts with which they have worked within the past year.

Rebecca Sipe, director of Honors College, Eastern Michigan University, Ypsilanti, Mich., rebecca.sipe@emich.edu

Amanda Michelle Stearns, assistant professor, Oakland University, Rochester, Mich., stearnam@uwec.edu

Maydie Bombart, district coordinator of language arts, Consolidated School District of New Britain, Conn., bombart@csdnh.org

Chair: Liz Spencer, Connecticut
3:30-4:45 p.m. Room 205

INSTRUCTION

A.6 Stop and Prevent Bullying Now: Leadership and ELA Classroom-Tested Practices That Work

The interest in increasing anti-bullying and peer harassment prevention spaces has intensified in recent years across the country and has entered our PK-16 classrooms in the form of policy and practice as parents, students, teachers and administrators seek to defeat the

culture of bullying. Unfortunately, the culture of bullying and peer-based harassment has led to self-inflicted injuries of children and adolescents

that have led to death. This presentation will highlight classroom-tested strategies and routines that create successful pathways for student discussions and action steps connected to selected literature as students learn to be responsive in the prevention of bullying and peer-based harassment.

Natalie Croney, teacher, Bowling Green High School, Ky., natalie.croney@bgreen.kyschools.us

Pamela T. Doiley, teacher, John W. McCormack Middle School, Mass., pdoiley@boston.k12.ma.us

Nicole Sieben, adjunct professor; leadership trainer, Adelphi University; Athletes Helping Athletes Inc. and Get.A.Voice Foundation, N.Y., sieben@adelphi.edu

R. Joseph Rodriguez, assistant professor, The University of Texas at El Paso, joseph.rodriguez@austin.utexas.edu

Chair: Anne Padilla, Kentucky
3:30-4:45 p.m. Room 206

INSTRUCTION

A.7 Transforming Decisions

How do we teach students to make wise decisions in response to the increasing number and variety of choices we require of them in our democratic and differentiated classrooms? Choice is a component of many of our assignments – choice by student interest, how to “show what you know,” reading response format and writing topics. But as we adapt our practice to meet our students’ needs by offering choices, what do we do when the unexpected happens, and student decisions don’t reflect the learning goals we thought they would – even when students were involved in establishing the goals and assessment criteria? The presenter asks this hard question of himself, suggests possible answers and calls upon participants to contribute

Tweeting about CEL?



EMERGING LEADERS

strategies, share frustrations and offer perspectives to his conversation starters, in order to unify teachers and encourage students around the twin goals of wise student choice and shared authority.

Gordon Hultberg, English teacher and department head, Intermountain Christian School, Utah, ghgordon049@gmail.com, @pradlfan

Chair: James Forman, California
3:30-4:45 p.m. Room 207

5 p.m.

Emerging Leaders Session

Are you new to literacy leadership and interested in applying for the CEL Emerging Leaders Fellowship? Are you a veteran leader who might want to mentor an Emerging Leader? Please stop by this brief informational session to talk with current Emerging Leaders and their mentors about the program. They can answer all of your questions, explain the benefits and discuss the application process. It is also a great way to become more involved with CEL. We encourage everyone to drop by and say hello!

Bil Chinn, Emerging Leaders coordinator, bilchinn@telusplanet.net
Room 209

5:15 p.m.

Sunday Social

Room 208

7 p.m.

Facilitated Dinners (optional)

Need dinner plans? Join CEL colleagues for dinner as we continue the conversations over a wonderful meal at a local restaurant. Please sign-up for a Facilitated Dinner at our Hospitality Desk. Each participant is responsible for payment of his/her meal.

Tweeting about CEL?



Emerging Leaders Fellowship

CEL invites participation in the Emerging Leaders Fellowship, a program designed to provide leadership support, mentoring and networking opportunities for early career leaders of language arts programs at the K-university levels. This program aims to work with new leaders to



Bil Chinn
Emerging Leaders
Coordinator

- build leadership capacity of emerging literacy leaders;
- assist in the development of essential skills necessary for success in key leadership positions;
- access timely information regarding literacy education and student learning;
- facilitate change in schools and in professional communities; and
- encourage interaction among English leaders as members of a leadership group shaping the field of English education.

This program invites beginning leaders to collaborate with a mentor from a community of highly experienced English leaders and scholars whose own work can be enriched through engagement with new ideas and school contexts.



Emerging leaders, Chris Bronke and Joan Witkus, enjoy cocktail hour with Janice Schwarze, Joan's mentor.

2011-2013 cohort:

Bethany Miller & her mentor, Liz Spencer
Joan Witkus & her mentor, Janice Schwarze

Karen Raino & her mentor, Anne Marie Quinlan
Tristan Siple & his mentor, Rudy Sharpe

2012-2014 cohort:

Pam Doiley & her mentor, Anna Roseboro
Scott Filkins & his mentor, Tom McCann
Ashley Jorgensen & her mentor, Susan Levine-Kelley
Elizabeth Pegram & her mentor, Betsy Kahn

2013-2015 cohort:

Christopher Bronke & his mentor, Karen Delbridge
Nina Davis-Johnson & her mentor, Anna Roseboro
Courtney E. Russillo & her mentor, Michele Albano
Gina Siple & her mentor, Heather Rocco
Julie Warner & her mentor, Tracy Recine

MONDAY MORNING

MONDAY
8 a.m.

Breakfast
Room 210

Candidate Speeches and Election

Keynote Address:
Mixing Sources, Amplifying Voices: Crafting Writing in an Information Age

As the inputs continue to multiply, how can we help students find, evaluate, and synthesize information from a variety of sources? More importantly, how can we help them craft digital writing in effective ways, utilizing the information that they have found to develop multimedia texts? Bring your favorite device because in this interactive keynote we will explore a variety of web-based tools and mobile applications to help students mix together a variety of sources and amplify their digital voices.

Troy Hicks, associate professor of English, Central Michigan University, hickstro@gmail.com, @hickstro

Introduction: Janice Schwarze, Illinois

10 a.m.

LEADERSHIP

B.1 Two Roads Diverged: The Many Paths of Curriculum Development

In this session, a veteran leader shares the lessons learned from travelling down many divergent roads along the journey to developing new courses. Drawing from successes and failures, participants will be given tools to navigate the uncharted territory of new courses and return with curricular maps for others to follow. As with any exploration, curriculum development is not easy, linear or formulaic. Instead, it needs good navigating skills, the ability to know when one is lost and the skill to back track and find one's way again. This session will appeal to those who are trying to reframe courses to meet Common Core, those team teaching with teachers in other disciplines and those striking out with a new course for

the first time.

Scott Eggerding, director of curriculum and instruction, Lyons Township High School, Ill., libertyegg@hotmail.com, @libertyegg

Chair: Gordon Hultberg, Utah
10-11:15 a.m. Room 201

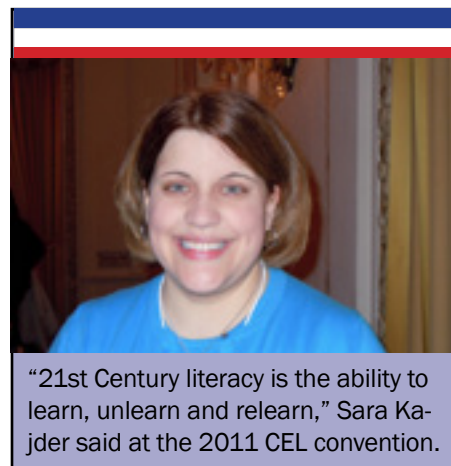
LEADERSHIP

B.2 How Do Successful Leaders Maximize Meetings and Maintain Morale?

With the demands on teacher leaders, planning meetings that are informative, inspiring, and engaging creates just one more challenge. With a little help from experienced leaders, current and future department chairs and literacy leaders can learn ways to make these mandatory gatherings a welcome opportunity to exchange information, to share classroom practice strategies, and to encourage one another as professionals. How do successful leaders do it? In this interactive workshop participants will learn ways to maximize department and team meetings and also have time to share strategies they use to maintain the morale of those with whom they work.

Anna J. Small Roseboro, secondary section liaison to Conference on English Leadership, Grand Rapids, Mich., ajroseboro@comcast.net, @ajr1206

Chair: Pat Monahan, Michigan
2:15-3:30 p.m. Room 202



"21st Century literacy is the ability to learn, unlearn and relearn," Sara Kajder said at the 2011 CEL convention.

TECHNOLOGY

B.3 Digital Writing Breakout Conversation - Post-Keynote

Please bring your questions and ideas

from the keynote straight into this follow-up conversation. Here we can discuss some of the digital writing tools in more detail, connect more directly to your classroom practice and look at more examples of student work. You will help make this session happen, so please come prepared to interact, learn some more and create your own digital writing.

Troy Hicks, associate professor of English, Central Michigan University, hickstro@gmail.com, @hickstro

Chair: Janice Schwarze, Illinois
10-11:15 a.m. Room 203

COMMON CORE

B.4 Getting the Most Out of the Common Core: A True Cross-curricular Approach

Our school district is taking a fully integrated, cross-disciplinary, three-year approach to implementing the Common Core. Last year, our school district laid the groundwork for our cross-disciplinary approach by unpacking and implementing the CCSS. In this session we will share how year one of that process went, the documents that came out of it and what we are doing this year with implementing the CCSS writing standards.

Chris Bronke, English and communication department chair, Downers Grove North High School, Ill., cbronke@csd99.org, @MrBronke

Karen Eder, science department chair, Downers Grove South High School, Ill., keder@csd99.org

Chair: Tom Scott, Wisconsin
10-11:15 a.m. Room 204

INSTRUCTION

B.5 Teaching Social Justice-Oriented Novels Online: A Professional Partnership Between a Teacher Education Program and a Local High School

This session presents a collaborative



MONDAY MORNING

online project between preservice English teachers and local high school students. As part of a young adult literature course, preservice teachers taught an online unit — via the free course management web application, Moodle — about a young adult novel with social justice themes to a group of students from a local high school. As a culminating project for the unit, the preservice teachers and the high school students created a multi-genre project that represented a theme from the novel. In this session, I discuss the affordances and challenges of this partnership of teaching literacy online and encourage universities and K-12 schools to form partnerships.

Bailey Herrmann, assistant professor of English education, Grand Valley State University, Mich., bailey.herrmann@gmail.com

Chair: R. Joseph Rodriguez, Texas
10-11:15 a.m. Room 206

FUN FACTS ABOUT CEL

The Conference on English Leadership originated in 1968 as the Conference for Secondary School English Department Chairpersons (CSSEDC). In 1991 the CSSEDC changed its name to the Conference on English Leadership (CEL).

INSTRUCTION

B.6 Interpretation: Close Reading Across Genres

This session is centered around the expectations and rigor of reading comprehension inside the CCSS, the reciprocity of reading, writing and language, and the importance of metacognitive reflection. The presenters will discuss characteristics of close reading and the importance of dialogue and will include specific texts to model best practices. A Powerpoint presentation will hold the key ideas. The presenters will model strategies and will also share examples of student work, as well as possible planning and assessment tools that match the identified strategies. Participants will engage in

responding to reading passages through collegial dialogue and brief written responses. They will be able to work with partners or small groups to analyze their responses and assess for new instruction, thereby creating a practice to bring back to their classrooms.

Elaine Bakke, K-12 ELA supervisor, Livingston Public Schools, N.J., ebakke@livingston.org

Karen Kautz, reading specialist, Livingston Public Schools, N.J., kkautz@livingston.org

Chair: Edie Weinthal, New Jersey
10-11:15 a.m. Room 209

11:30 a.m.

LEADERSHIP

C.1 Let's Do Leadership: Leading an English Department Through Times of Change

We can learn a great deal from a professional conversation with everyday leaders of English departments about how we have attempted to address some of the significant aspects of our job. In this session, the presenter would like to “flip” the traditional presentation model and begin with a discussion about what you actually do to organize your department (PLCs, horizontal teams, vertical teams, grade level teams, teaching teams), address curriculum (Common Core, administrative, district, state, federal expectations) and evaluate teachers. The presenter will then share her approaches to using the PLC model to do a gap analysis of the Common Core and make curricular changes to positively impact three separate high school departments. Attendees will leave with a common document of models, philosophies and approaches that worked and those that did not.

Michele Albano, humanities department chair, Lemont High School, Ill., albanomichele@rocketmail.com

Chair: Natalie Croney, Kentucky
11:30 a.m.-12:30 p.m. Room 201

LEADERSHIP

C.2 Real Change is Transformation: Creating Teacher Leaders and Collegial Collaborators

Glenbrook South High School's English/



“I love being a member of CEL,” Beverly Ann Chin said. “CEL is a dynamic, enthusiastic, and inclusive group of colleagues dedicated to mentoring new and experienced leaders in our profession.”

ELL/Broadcasting Department (EEB Department) utilizes teacher leaders at each grade level to advance department goals based on the school's instructional and assessment goals. It is through their hard work that curriculum has become more focused and instruction has improved, which is reflected in students' increased learning and highly improved achievement as well as empowered course teams. These teacher team leaders have led the charge to improve curriculum, instruction, and most importantly, learning. The presenters will share the transformational story of making an already-strong department even stronger by applying lessons learned about teacher leadership to current issues such as balancing a guaranteed and viable curriculum with teacher autonomy, and leveraging effective vertical and horizontal articulation.

Session participants will go through a process to determine how to make the most of their school's capacities and resources to develop a team leader strategy for transformation.

Susan Levine-Kelly, instructional supervisor Glenbrook South High School, Ill., slevine-kelley@glenbrook225.org

Debbie Cohen, English teacher, Glenbrook South High School, Ill., dcohen@glenbrook225.org, [@debcohen](https://twitter.com/debcohen)

MONDAY MORNING

Chair: Nandi Riley, Florida

11:30 a.m.-12:30 p.m. Room 202

TECHNOLOGY

C.3 Making Writing Real through Digital Collaborations

Tired of a curriculum that requires students to use the one-way student to teacher highway of writing? Want authentic writing experiences for your curriculum? Looking for success in improving writing skills? This presentation will illustrate how preparing students to write for the real world (21st Century skills) must include the collaborative experience, from the initial creation to the final product. The use of digital platforms allows students to be college and career ready through the production and distribution of collaborative writing. This presentation will also illustrate how the inclusion of collaborative writing helps in aligning curriculum with Common Core Standards.

Colette Marie Bennett, English department chair and officer for Curriculum Instruction Standards and Assessment, Regional School District #6, Conn., cbennett@rsd6.org

Stephanie Pixley, English teacher, Regional School District #6, Conn., spixley@rsd6.org

Chair: Gina Siple, New York

11:30 a.m.-12:30 p.m. 203

FUN FACTS ABOUT CEL

The largest attendance for CEL occurred in Chicago. When Gary Sinese was a guest speaker in 1999, attendance topped 275 people.

COMMON CORE

C.4 Common Core Curriculum: An Opportunity for Collaborative Leadership

The session will begin with an overview of the processes for building teacher leaders. Participants will receive ideas for fostering collaborative decision-making and change from within an organization and a framework for building a curriculum aligned to Common Core

State Standards for English Language Arts. The session will continue with teacher leaders sharing lessons from within each high school grade specific course. These lessons will highlight the instructional shifts required by the CCSS for ELA and the increase in academic rigor for all students. Participants will join teacher leaders in lesson activities that integrate reading, writing, language, speaking, and listening standards while incorporating technology, differentiated instruction and Universal Design for Learning principles. These lessons will be organized in a break-out session format, so participants may select the grade-specific presentations that best align to their interests.

Janetta Jayman, supervisor of English and world languages, Carroll County Public Schools, Md., jjayma@carrollk12.org
Chris Bouselli, Trish Deen, Tina Delcher, Laura Doolan, Morgan Goode, Thom McHugh, Michele Seibel, Shawn Simms, Tina Thomen, English teachers, Carroll County Public Schools, Md.

Chair: Rebecca Sipe, Michigan

11:30 a.m.-12:30 p.m. Room 204

INSTRUCTION

C.5 Breaking Through the Brick Wall

Isn't it time to break through the proverbial brick wall that so many of our students face on a daily basis? Are you a risk-taking ELA educator working with youth looking to implement non-traditional and groundbreaking strategies that get students engaged in their own learning and support the Common Core Learning Standards? Can you fathom every student having a voice during a silent conversation? Have you been wracking your brain to figure out ways to get the community involved in educating our youth? This workshop provides a plethora of ideas, techniques and insights that are instrumental to educators' and students' success.

Erika Bogdany, instructional support liaison/ ELA team leader, Brooklyn Bridge Academy, N.Y., MissBogdany@gmail.com

Chair: Kimberly Laboy, New York

11:30 a.m.-12:30 p.m. Room 205

INSTRUCTION

C.6 Build-Ups and Break-Downs: Differentiated Writing Instruction for All Learners

The purpose of this session is to help educators and administrators develop student writing through the specific, evidence-based strategy of sentence-combining and decomposing. Using both curricular and student-written materials, participants will learn how to implement this effective strategy across content areas, grade levels, and genres. These methods are appropriate for general education teachers, special education teachers, speech-language pathologists, reading specialists, ESL teachers, and paraprofessionals. Participants will engage in several interactive portions throughout the session to experiment with the strategy. Suggestions for school-wide implementation and ongoing professional development will be presented.

Tweeting about CEL?



Don't forget the hashtag! **#CEL13**

Maureen Orawiec-Phillips, assistant professor and licensed speech-language pathologist, Cardinal Stritch University, Wis., mophillips@stritch.edu

Julie Steuber, assistant professor and chair of the M.A. in Teaching Program-Madison, Cardinal Stritch University, Wis., jasteuber@stritch.edu

Gina Houghton, assistant professor, chair of the Masters of Arts in Teaching Program - Milwaukee. Cardinal Stritch University, gmhoughton@stritch.edu

Chair: Missy Nieveen Phegley, Missouri

11:30 a.m.-12:30 p.m. Room 209

12:45 p.m.

Lunch

Room 210

Keynote Address

Reading in the Wild: Learning from Lifelong Readers

Based on survey data from 900 adult readers and assessments from her

MONDAY AFTERNOON

middle school students, Donalyn Miller identifies the characteristics of wild readers and shares methods that support students' development into lifelong readers.

Donalyn Miller, fifth grade teacher, O.A. Peterson Elementary School, Forth Worth

Introduction: Karen Delbridge, Wyoming

2:15 p.m.

LEADERSHIP

D.1 Leading at All Levels

Independent school teachers at various stages in their careers share their experiences in the profession and offer advice to other teachers and teacher leaders about the process of assuming a leadership position within an independent school. The moderators will present on their respective experiences in administration and leadership ranging from lead teacher to department chair to head of middle school. They will explore important questions about leadership in the Harkness tradition and will encourage all those interested to participate in the discussion.

Gina Siple, lead teacher, Buckley Country Day School, N.Y., gsiple@gmail.com, [@GSiple](https://www.facebook.com/GSiple)

Rudy Sharpe, middle school head/dean of faculty, Lancaster Country Day School, Pa, sharper@lancastercountryday.org

James Forman, English department chair, The Buckley School, Calif., jforman@buckleyla.org, [@DrForman](https://www.facebook.com/DrForman)

Chair: David Padilla, Georgia

2:15-3:30 p.m. Room 201

LITERACY COACHING

D.2 Collaborative Coaching

In this workshop, participants will dialog and collaborate to gain an understanding of collaborative coaching and how this work has impacted student achievement. Participants will walk away with new ways of thinking and strategies for teacher leaders and literacy coaches, inviting change in themselves and their systems. A strategic reading intervention teacher, an art teacher and an instructional coach will share their stories about students and collaborative teams working together to effect change in their educational system. This work has

been centered on the research-based models of Cognitive Coaching, Habits of Mind and Adaptive Schools.

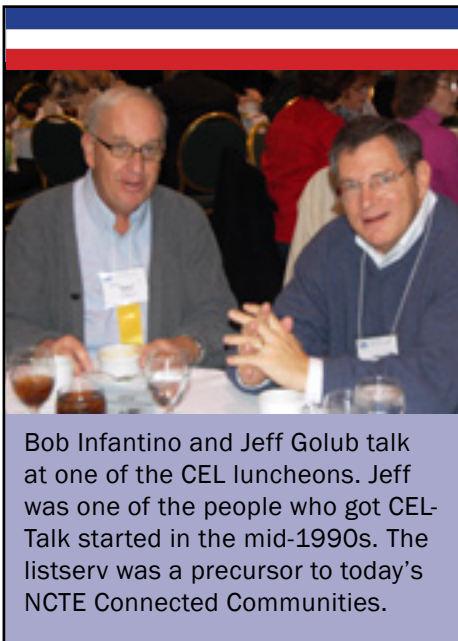
Jolene Lockwood, instructional coach, Central High School, Cheyenne, Wyo., LockwoodJ@laramie1.org, [@lockwoodj](https://www.facebook.com/lockwoodj)

Andrea Tuttle, reading specialist, Central High School, Cheyenne, Wyo., tuttlea@laramie1.org

Maureen West, art teacher, Central High School, Cheyenne, Wyo., westm@laramie1.org

Chair: Karen Delbridge, Wyoming

2:15-3:30 p.m. Room 203



Bob Infantino and Jeff Golub talk at one of the CEL luncheons. Jeff was one of the people who got CEL-Talk started in the mid-1990s. The listserv was a precursor to today's NCTE Connected Communities.

TECHNOLOGY

D.3 How We MOOO-ved Our District from Cows to Computers

In this session we will explain how professional development in our district was organized on the ED Camp model. During professional development days, our district has utilized the Ed Camp model to allow any teacher who would like to share their expertise or simply discuss a problem with fellow staff or faculty members the opportunity to do so; we have also included students who have expertise in some software to offer sessions in this model. These technology initiatives have allowed members of the English Department to incorporate wikis as the organizing tool for open source software including Livebinders, Collaborize Classroom, Edmodo, Google docs,

PBworks, Wordpress, Blogger, Kidblog, Edublog, Quia, Quizlet. These technologies can help teachers assess, organize and deliver content materials and related readings (fiction and non-fiction) in all discipline areas in order to improve students' digital literacy as well as foster independence in each student's growth in reading.

Collette Bennett, department chair, Regional School District #6, Conn., cbennett@rsd6.org, [@teachcmb56](https://www.facebook.com/teachcmb56)

Jane Smith-Vaniz, Regional School District #6, Conn., jsmith-vaniz@rsd6.org

Stephanie Pixley, Regional School District #6, Conn., spixley@rsd6.org

Leah Smith, Regional School District #6, Conn., lsmith@rsd6.org

Linda Bickford, Regional School District #6, Conn., lbickford@rsd6.org

Ronda Hanecak, Regional School District #6, Conn., rhanecak@rsd6.org

Stephanie Magyar, Regional School District #6, Conn., smagyar@rsd6.org

Chair: Tracy Recine, New Jersey

2:15-3:30 p.m. Room 204

COMMON CORE

D.4 Uncommon Core: Leveraging the Best of Our Individuality to Succeed in a World of Standards

In this interactive workshop, participants will share their views, visions, values and the victories they hope to achieve as they implement the Common Core. Participants will also strategize about how to leverage their unique strengths, experiences and affinities to affirm their professional individuality, to solidify and enhance their efforts as teacher leaders and to draw more personal satisfaction from their work.

Steve Peha, founder, *Teaching That Makes Sense*, N.C., stevepeha@ttms.org

Chair: Oona Abrams, New Jersey

2:15-3:30 p.m. Room 205

FUN FACTS ABOUT CEL

CEL has met in Boston at least once before this year. That was where the 'high tea' session we only recently re-imagined originated.

MONDAY AFTERNOON

FUN FACTS ABOUT CEL

In 1984 in Detroit, the conference hotel closed just days before the CEL conference was to begin.

INSTRUCTION

D.5 Falling in Love With Close Reading: Support Your Colleagues (And Their Students) in Practical Strategies for Analyzing Texts, the Media, and Life

This session will support participants in developing effective and engaging instructional practices for close reading. Including methods for text analysis, the panelists will emphasize building engagement around this study, helping students see these practices as not just useful for texts but for their lives as well.



As the Common Core State Standards are implemented in school districts across the country, the term “close reading” has become synonymous with the expectation that students read for deep understanding and analysis. While the larger education conversation is that “close reading” can and perhaps should take place, many educators are requesting practical support in how to do these practices well within vibrant literacy instruction and more so how to gain and sustain student engagement. The panelists have conducted extensive classroom research and aim to share the most effective and promising methods with session participants.

Kate Roberts, literacy consultant, The Reading and Writing Project, N.Y., teachkateroberts@gmail.com, @teachkate

Chris Lehman, literacy consultant, The Reading and Writing Project, N.Y., chris.l.lehman@gmail.com, @iChrisLehman

Maggie Roberts, literacy consultant, The Reading and Writing Project, N.Y., maggiereattieroberts@gmail.com, @MaggieBRoberts

Chair: Susan Levine-Kelly, Illinois
2:15-3:30 p.m. Room 206

INSTRUCTION

D.6 Embracing the Shifts: Critical Considerations and Possibilities for Adolescent Learners

Teachers are expected to design more rigorous learning experiences and assessment practices by considering a) the 21st century learning skills that students will need (Trilling & Fadel, 2009), b) the urgency and “crisis” related to adolescent literacy (RAND, 2002; ACT, 2005), c) content-specific goals (CCSS, 2010), and d) culturally relevant strategies (Tatum, 2008; Ladson-Billings, 2009) for diverse learners. This session aims to describe a multiliteracies (New London Group, 2000) approach to ELA instruction. In doing so, culturally relevant units of study will be provided and critiqued by grade level. Student work samples and teacher feedback will also be examined.

Yolanda Stewart, NWP, linkage coordinator, Columbus City Schools, ystewart5@gmail.com, @whystew5

Chair: Allison Taylor, Washington, D.C.
2:15-3:30 p.m. Room 209

3:45 p.m.

LEADERSHIP

E.1 Mentoring Strategies that Develop Leadership

In this highly interactive session, we will explore the importance of mentorships throughout our careers. We will identify and describe specific mentoring strategies that develop leadership abilities in ourselves and in others. In addition, we will discuss the benefits for both the mentors and mentees. Come to this session to learn, share and reflect on mentoring ideas that empower educators.

Beverly Chin, director of English Teaching Program, University of Montana, Mont., beverly.chin@umontana.edu

Chair: Ann Marie Quinlan, Nebraska
3:45-4:45 p.m. Room 201

LEADERSHIP

E.2 Herding Cats and Planting Seeds: Charing the English Department in an Independent School Setting

This will be a forum where new and

experienced independent school English chairs can discuss common challenges. I plan on organizing our shared perspectives and experiences around five specific scenarios/vignettes which reflect recurrent issues in independent schools:

1. Balancing literature and writing instruction
2. Creating departmental consensus
3. Organizing in-house professional development opportunities
4. Balancing departmental standards and individual freedom
5. Hiring, nurturing and evaluation of faculty

George Lukas, English department chair, Berkeley Preparatory School, Fla., lukageo@berkeleyprep.org

Chair: Tristan Siple, New York
3:45-4:45 p.m. Room 202



Jim Mahoney and Becky Sipe visit between sessions. Jim went to his first CSSEDC convention in San Antonio in 1986 and has attended every CEL convention since then.

LITERACY COACHING

E.3 Forging New Pathways: Evolving Literacy Coaching for Twenty-first Century Learning

This session will help educators identify the foundational principles underlying a school-wide literacy coaching program. Participants will brainstorm ways to determine its long-term efficacy and will develop a definition of an effective, long-term, literacy-based program that will not only meet the demands of the CCSS, but will also function as a means of professional development for teach-

MONDAY AFTERNOON

ers in collaborative learning teams. Participants will also examine firsthand accounts from ELA and content-area teachers who are a part of a school-wide program and using the strategies and practices in their own classrooms. Finally, the session will help administrators and leaders help teachers understand the connection between increased student achievement and the content and disciplinary literacy instruction embedded into their classrooms

Elaine Simos, literacy coach & English teacher, Downers Grove North High School, Ill., esimos@csd99.org

Marjorie Thomas, literacy coach and English teacher, Downers Grove North High School, Ill., mthomas@csd99.org

Kathy Smith, literacy coach and English teacher, Downers Grove North High School, Ill., ksmith@csd99.org

Chair: Nicole Sieben, New York
3:45-4:45 p.m. Room 203

TECHNOLOGY

FUN FACTS ABOUT CEL

The conference speaker who was best known outside our circle was Gary Sinise, invited and introduced by Susan Benjamin when the conference was in Chicago. He attended Highland Park High School, where Susan taught. He was quite a draw to the conference since people who wanted to hear him had to pay conference registration to do so.

E.4 Feedback 2.0: Using Technology to Enhance Student Feedback

Ever think students don't read the comments you write on their work? Research clearly shows that student achievement depends on effective, timely feedback. This session will explore ways that tech tools like screencasting, pencasting and collaborative documents can be employed to engage students in a more effective feedback process that is interactive and reflective.

Melissa Poole, director of 21st Century Learning, The Purnell School, N.J., mpoole@purnell.org, [@inclassnow](https://twitter.com/inclassnow)

Chair: Janelle Oxford, Illinois
3:45-4:45 p.m. Room 204

INSTRUCTION

E.5 Reading Into the Future: How a Cross-Institutional Teacher-Partnerships Are Beating the Odds in the Digital Age – and Why It Matters

In 2012-13, methods faculty at UNCP partnered with ELA teachers at two K-12 schools in its regional service area (Robeson County, N.C.) to develop, exchange and refine strategies for teaching and motivating reading in their classes, with the ultimate goal of enhancing students' independent reading and writing performance. Following a brief report on Indian literacy education in the region, the session presents an overview of the two ongoing partnerships, classroom research findings and strategies for launching and maintaining mutually beneficial, cross-institutional teacher-partnerships.

Dr. Cynthia Miecznikowski, associate professor, University of North Carolina at Pembroke, N.C., cynthia.miecznikowski@uncp.edu, [@CJMiecz](https://twitter.com/CJMiecz)

Dr. Laura Staal, assistant professor, University of North Carolina at Pembroke, N.C., laura.staal@uncp.edu

Velinda Locklear, ELA teacher, Prospect Elementary School, N.C., velinda.locklear@robeson.k12.nc.us

Dr. Heather Higgins, assistant professor, University of North Carolina, N.C., hdhiggin@live.unc.edu

Dr. Angela Rogers, coordinator of Moore Scholars Program, Clemson University, S.C., angelar@clemson.edu, [@jaded723](https://twitter.com/jaded723)

Kelly House Fox, English teacher, Purnell Swett High School, N.C., kelly.fox@robeson.k12.nc.us

Alicia Mansfield, English teacher, Purnell Swett High School, N.C., aliciamansfield@robeson.k12.nc.us, [@aliciamansfield](https://twitter.com/aliciamansfield)

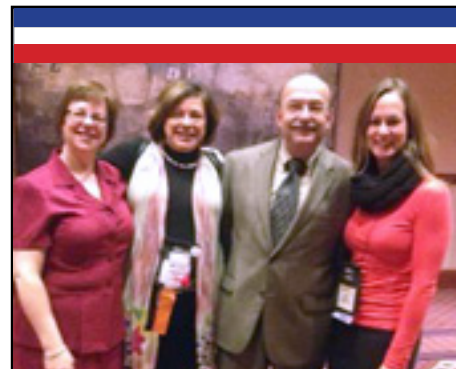
Dr. Olivia Oxendine, assistant professor, UNCP School of Education; member, North Carolina Board of Education, olivia.oxendine@dpi.nc.gov

Chair: Lynn Aprill, Wisconsin
3:45-4:45 p.m. Room 206

Continuing the Conversation sign-up for tomorrow (see p. 20)

Monday Social

5 p.m. Room 210



Wisconsin teachers enjoy CEL events yearly: Lynn Aprill, Kathy Nelson, Tom Scott and Tamara Maxwell.

TUESDAY 8 a.m.

**Coffee
Room 210**

#LitLead Talks

On the second Thursday of every month at 8:30 p.m. EST, CEL hosts a Twitter chat called #LitLead. Follow CEL at @CELLeadership to join in the conversations. This morning, however, we have asked several longtime CEL members to share their thoughts on leadership in short talks. We hope you find some inspiration in their wise words.

Reinforcing Codes and Conventions in Literacy Learning Across Subject Areas

Codes and conventions (rules and practices) are different for students as they move from class to class in a middle or secondary school system. It's not the English Language Arts teacher's responsibility to know and teach all of the codes and conventions in all subject areas. The subject area teacher must

TUESDAY MORNING

teach explicitly the codes and conventions for his/her content – language, vocabulary, symbols, icons, jargon, procedures, writing genres and so on. The English leader's job is to help those teachers learn how to do that – our gradual release of responsibility.

Rick Chambers, CEL Exemplary Award recipient 2013

Leading with Heart and Mind™

In turbulent times, it takes more than knowing *what* to do. Effective leadership demands we know why we are doing particular practices and how to build ownership among others. Let's review a few proven strategies!

Rebecca Sipe, CEL associate chair

Effective Teacher Evaluation Practices

State and district mandates, public criticism of teachers, and a lack of professional conversations have produced a teacher evaluation system that creates fear rather than inspiring growth. By following a few guidelines, however, administrators can reclaim teacher evaluation so that observations are fair and motivate teachers to improve their practice.

Janice Schwarze, CEL program chair, 2014

Identifying Tomorrow's Leaders

In order for our discipline and our schools to move forward, we must be able to depend not merely on the work of today's leaders, but also on the hopes of tomorrow's leaders. What are the factors that really matter when identifying and mentoring those who will lead the future? There is no perfect formula, but there are certain traits which we can isolate.

David Padilla, former CEL member-at-large

Balancing Professional and Personal Lives

Whether a novice or veteran in the field, you know that no matter how much time you give to school work, there always is more to be done. How do some teachers manage to be successful and satisfied after so many years in the classroom?" Learn what steps you can take toward achieving personal/professional balance that leads to an effective and rewarding

life as an educator/leader.

**Anna Roseboro, secondary section liaison to CEL
8-9 a.m. Room 210**

9:15 a.m.

FUN FACTS ABOUT CEL

Years ago at an Orlando convention, some CEL members were almost held for ransom because of \$700+ restaurant bill. Were you there?

LEADERSHIP

F.1 Something to Talk About: Teacher-Led Vertical Teams That Work

In this session a teacher leader will share how her district has implemented and sustained effective vertical teams that provide meaningful staff development, encourage camaraderie and improve student achievement. This session will provide specific details for implementing vertical teams: how team leaders are chosen, how teams are organized, when and where they meet, topics for meetings, assessing effectiveness and impact on student achievement. She'll also talk about programs which have come as a result of the vertical team program, such as instructional rounds and teacher-led mini-sessions at school-wide staff development.

Melanie Mayer, English teacher & department chair, Port Aransas Independent School District, Texas, mayer@paisd.net,

Chair: Pam Doiley, Massachusetts

9:15-10:15 a.m. Room 201

LEADERSHIP

F.2 Transformative English Education: Narrative Practices that Foster Critical Reflection

In this presentation we will discuss how we use narrative practices to foster reflexivity, self-reflection and critical reflection in preservice secondary English teachers. Here are some of the questions we will explore in this workshop: How do we use narrative practices to

foster reflection in preservice teachers? How do we use narrative practices in teaching for equity and social justice? How can we use a narrative pedagogy to encourage preservice teachers to rethink writing instruction? The narrative practices we will describe are multiple and include preservice teachers' personal stories, teacher narratives, the stories of fictional characters and the stories and lived experiences of others.

Michelle Knotts, Ph.D. candidate, Pennsylvania State University, mrk112@psu.edu

Elsie L. Olan, assistant professor, language and literacy, University of Central Florida, Orlando, elsie.olan@ucf.edu

Chair: Bil Chinn, Alberta, Canada

9:15-10:15 a.m. Room 202



Longtime CELmates Debbie McCullar and Wanda Porter enjoy reconnecting each year at the annual convention.

TECHNOLOGY

F.3 Stop Bleeding Red Ink: Using Paper & Online Tools to Enhance Student Writing

This session will provide teachers with a framework for implementing student peer-editing and self assessment using paper rubrics and online tools. Rather than evaluating student writing in the traditional teacher-centered manner, the process can be flipped to include students in the evaluation process. Using Google forms and other online and paper tools, students can participate in the evaluation process and flip the

TUESDAY MORNING

FUN FACTS ABOUT CEL

Jackie Swensson used to get buttons for the convention. In Los Angeles in 1987, Kenneth Holmes was carrying them in a plastic bag across a heavily-rush hour trafficked street (with Debbie Fox, NCTE Liaison at the time) when the bag broke and the buttons scattered all over the street. They risked their necks trying to pick them up, and they got most of them, but several are probably still embedded in the asphalt. That was also the year of the earthquake.

ownership of the grade. No longer will student papers be bleeding with red ink. No longer will the teacher become frustrated with students who do not improve because they do not heal from the red-ink slashes.

Kate Baker, English teacher, Southern Regional High School, Manahawkin, N.J., coach.kbaker@gmail.com, @KtBkr

Chair: **Scott Eggerding**, Illinois
9:15-10:15 a.m. Room 203

COMMON CORE

F.4 Designing RPM (Rigorous, Purposeful, Measurable) Objectives to Meet the Common Core

Effective objectives drive effective lessons. This workshop explains how to design RPM (Rigorous, Purposeful, Measurable) Objectives to help students meet the ELA Common Core Standards and gives participants practice in doing so.

Sarah Tantillo, education consultant, Belmar, N.J., literacycookbook@gmail.com

Chair: **Maydie Bombart**, Connecticut
9:15-10:15 a.m. Room 204

INSTRUCTION

F.5 Close the Gap Between Teaching to the Test and Building Successful Lives

A college professor and a high school English teacher share their experiences and strategies to revolutionize standardized testing. Focusing on critical thinking, comprehension-based reading, active listening, coherent speak-

ing, real collaboration and thoughtful writing, the presenters will address the needs of schools and students to pass high stakes assessments optimally. Such approaches produce talented and capable human beings ready for college and career. These approaches reduce the widespread educational malpractice often present in test prep situations.

Jane Blystone, assistant professor of education, Mercyhurst University, Penn., jane.blystone@gmail.com, @worddoct

Mandy Schuyler, English teacher, Harbor Creek School District, Penn., mschuyler@roadrunner.com

Chair: **Jenn Manak**, Massachusetts

9:15-10:15 a.m. Room 205

INSTRUCTION

F.6 Data for Collective Mindfulness: How ELA Leaders and Content-area Teachers Are Implementing Targeted Reading and Writing Data

During this session, examples of formative and summative student assessments, both exemplars and anchors, will be shared and discussed. Participants will have the opportunity to preview common assessment data and see how it gets implemented to improve day-to-day writing instruction. They will also have an opportunity to practice scoring anonymous student work using a 5-category digital rubric aligned to the Common Core State Standards

Edie Weinthal, district English supervisor, Pascack Valley High School, N.J., eweinthal@pascack.k12.nj.us, @drweinthal

Valerie Mattessich, ELA teacher, Pascack Valley High School, N.J., vmattessich@pascack.k12.nj.us, @slamminteacher

Oona Abrams, ELA teacher, Chatham High School, N.J., oabrams@chatham-nj.org, @oonziela

Chair: **Rudy Sharpe**, Pennsylvania
9:15-10:15 a.m. Room 209

FUN FACTS ABOUT CEL

In 1973 in Philadelphia, membership reached 1,000. The convention cost \$34. Fifty-two members attended.

10:30 a.m.

Continuing the Conversation

As the convention nears its conclusion, take some time to revisit a topic and discuss it in more depth with your colleagues. In what area do you have the most pressing questions? Please ask them at one of the sessions to pose or discuss an idea you have. If you'd prefer, you can simply listen as your colleagues continue the conversations we began earlier in the convention.

Roundtable Facilitators

Pat Monahan and Jim Mahoney:

Literacy Leadership, Room 201

Janice Schwarze and Karen Delbridge:

Literacy Coaching, Room 202

Colette Bennett and Tracy Recine:

Instructional Technology, Room 204

Rebecca Sipe and Chris Bronke:

Common Core Standards, Room 203

Natalie Crony and Liz Spencer:

Instructional Strategies, Room 206

11:30 p.m.

Brunch

Room 210

Keynote Address

Re-imagining Classroom Practice in a Connected World

How does teaching of reading, writing and critical thinking evolve as we continue to navigate

a connected, collaborative and often confounding world? Sharing stories from classrooms around the country, we will examine teacher practices that

lead to authentic reading and writing experiences for our students.

Meenoo Rami, English teacher, Science Leadership Academy, Philadelphia, meenoo.rami@gmail.com

Introduction: **Oona Abrams**, New Jersey
after lunch, Room 210

Tweeting about CEL?



HYNES CONVENTION CENTER BOSTON

SECOND LEVEL



BOSTON

