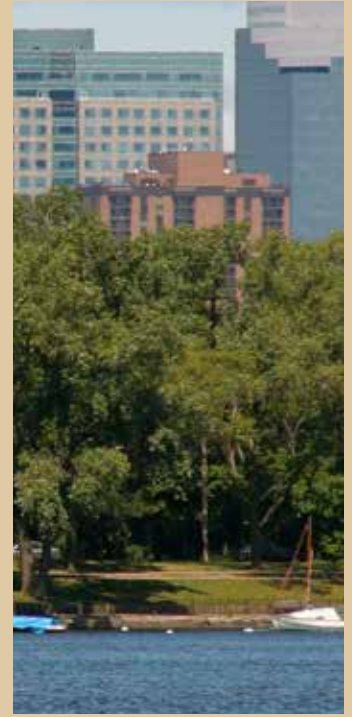




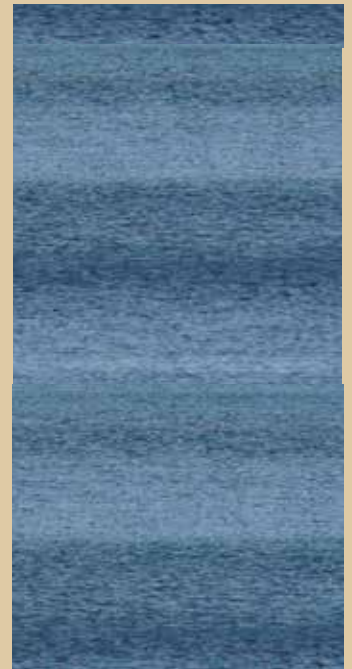
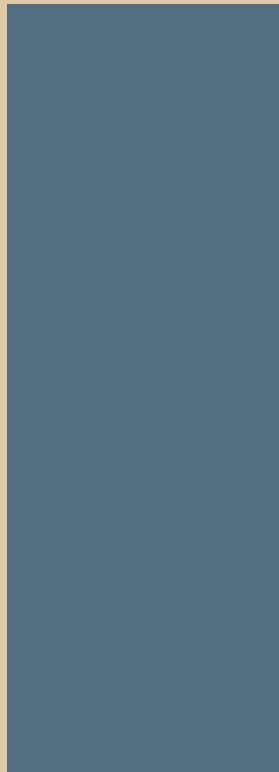
**MPLS**



**CONFERENCE ON ENGLISH LEADERSHIP CONVENTION**  
Minneapolis, Minnesota • Nov. 22–24, 2015



**A LEADER'S  
LEGACY**



# 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:

**Kelly Searsmith**, Program Support Specialist (CEL Administrative Liaison)

**Barbara Cambridge**, Interim Executive Director

**Conventions:** **Amy Stark**, Director of Conventions, and **Julie May**, Conventions Program Assistant

**Elections:** **Linda Walters-Moore**, Administrative Liaison

**Marketing:** **Emily Nafziger**, Digital Marketing Specialist, and **Ken Ronkowitz**, CEL Social Media Coordinator

**Production:** **Chuck Hartman**, Purchasing/Production Manager

**Finance:** **Stan Burton**, Comptroller, and **Karen Kesler**, Accounting Specialist

**Sponsorship:** **Mila Fuller**, Deputy Executive Director, and **Tisha Sarver**, Media Sales and Sponsorship Coordinator

**Customer Service:** **Lynn Gilles**, **Tamra Gray** and **Chris Williams**

## Thank you also to the CEL Hospitality Committee:



**Lynn Aprill**  
**co-chair**  
Cooperative Educational Service Agency #8 Gillett, WI



**Elizabeth Truesdell**  
**co-chair**  
Kamehameha Schools Hawai'i High School Kea'au, HI



**Christopher Bronke**  
Downers Grove North High School Downers Grove, IL



**Natalie Crony**  
Bowling Green High School Bowling Green, KY



**Liz Crooks**  
New Britain High School New Britain, CT



**Nandi Riley**  
Florida A&M University Tallahassee, FL



**Anna J. Small**  
**Roseboro**  
Grand Rapids, MI



**Janice Schwarze**  
Downers Grove North High School Downers Grove, IL

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



**Lynn Aprill**  
Cooperative Educational Service Agency #8 Gillett, WI



**Linda Barrington**  
Mount Mary University Milwaukee, WI



**Maydie Bombart**  
New Britain School District New Britain, CT



**Christopher Bronke**  
Downers Grove North High School Downers Grove, IL



**Tracy Recine**  
Pascack Valley High School Hillsdale, NJ



**Heather Rocco**  
School District of the Chathams Chatham, NJ



**Anna J. Small**  
**Roseboro**  
Grand Rapids, MI



**Janice Schwarze**  
Downers Grove North High School Downers Grove, IL



**Edie Weinthal**  
Pascack Valley Regional High School District Montvale, NJ

# SPONSORS



The Conference on English Leadership wishes to thank Heinemann for its sponsorship and underwriting of the beverage breaks.



Thank you to Academic Merit for its sponsorship of the CEL Convention.

# A LEADER'S LEGACY

## MINNEAPOLIS 2015

Conference on English Leadership  
Convention Center • Nov. 22-24, 2015

## contents

- 2 Conference Officials
- 3 Message from Program Chair
- 4 Welcome to Minneapolis
- 5 Election Process
- 6 Topic Strands
- 7 Program-at-a-Glance
- 8 Award Presentations
- 9 Sunday Keynote
- 9 A. Sessions, 4:20-5:20
- 11 Monday Breakfast, Elections
- 12 B. Sessions, 10:00-11:00
- 13 C. Sessions, 11:15-12:15
- 15 Monday Luncheon
- 15 D. Sessions, 2:45-3:45
- 17 E. Panels, 4:00-5:00
- 18 Tuesday Breakfast
- 18 F. Roundtable #1, 8:10-9:10
- 19 F. Roundtable #2, 9:20-10:20
- 19 Continuing Conversations
- 20 Tuesday Luncheon



The Minneapolis Skyway System is an interlinked collection of enclosed pedestrian footbridges connecting buildings in 69 full city blocks over 11 miles of downtown Minneapolis, enabling people to walk in climate-controlled comfort year-round. *Photo courtesy of Meet Minneapolis*



Mary Tyler Moore statue on Nicollet Mall in downtown Minneapolis commemorates the star of the 1970s sitcom, a television breakthrough with the first never-married, independent career woman as the central character. The statue was recently placed in storage. *Photo courtesy of Meet Minneapolis*



The Mall of America is the largest mall in the United States. Opened in 1992, the mall receives over 40 million visitors annually, the most of any mall in the world. More than 530 stores are arranged along three levels of pedestrian walkways with a theme park in the center. *Photo courtesy of Meet Minneapolis*



The Guthrie Theater, the area's largest theater company, occupies a three-stage complex overlooking the Mississippi, designed by French architect Jean Nouvel. Minneapolis is second only to New York City in terms of live theater per capita and is the third-largest theater market in the United States, after New York City and Chicago. *Photo courtesy of Meet Minneapolis*

PROGRAM designed by Linda Barrington  
COVER inspired by Amber Billings  
COVER IMAGE: iStock  
INSIDE BACK COVER IMAGE: iStock

# CONFERENCE OFFICIALS

## CEL Executive Committee

Rebecca Sipe, Chair  
Ypsilanti, Michigan

Edie Weinthal, Nominations  
Chair, Web Publisher  
Pascack Valley, New Jersey

Heather Rocco, Associate Chair  
Chatham, New Jersey

Gordon Hultberg, Assistant  
Nominations Chair  
Salt Lake City, Utah

Wanda Porter, Past Chair  
Kailua, Hawai'i

Anne Marie Quinlan, Secondary  
Section Liaison  
Lincoln, Nebraska

Bil Chinn, Secretary to the Executive  
Committee  
St. Albert, Alberta, Canada

## Members-at-Large

Maydie Bombart, 2015  
New Britain, Connecticut

Lynn April, 2016  
Bonduel, Wisconsin

Chris Bronke, 2017  
Downers Grove, Illinois

Karen Delbridge, 2015  
Cheyenne, Wyoming

Tracy Recine, 2016  
Hillsdale, New Jersey

Natalie Croney, 2017  
Bowling Green, Kentucky

# STATE LIAISONS



**Natalie Croney**  
State Liaison  
Co-coordinator



**Tom Scott**  
State Liaison  
Co-coordinator

### CEL MEMBERS

Interested in being  
a State Liaison?  
Please contact  
Natalie at natalie.  
croney@bgreen.  
kyschools.us or  
Tom at tscott2.  
uwm.edu for  
information.

### ALABAMA

**Robin Bynam**  
rbynam@troy.edu

### ARKANSAS

**Karen Conn Mitcham**  
kbev55@gmail.com

### CONNECTICUT

**Maydie Bombart**  
bombart@cstdnb.org

### DISTRICT OF COLUMBIA

**Elizabeth Primas**  
eprimas@friendshipschools.org

**Alison Taylor**  
alisoneduserVICES@gmail.com

### FLORIDA

**Elsie Olan**  
elsie.olan@ucf.edu

### GEORGIA

**David Padilla**  
padilla73@gmail.com

### HAWAII

**Wanda Porter**  
wandrport@hawaiiintel.net

### ILLINOIS

**Tom McCulley**  
tom.mcculley@heartland.edu

### JANICE SCHWARZE

jschwarze@csd99.org

### INDIANA

**Darolyn Jones**  
ljones2@bsu.edu

### LOUISIANA

**Whitney Wealdon**  
whitney.whealdon@la.gov

### MARYLAND

**Janetta Jayman**  
jjayma@carrollk12.org

### MISSOURI

**Nina Bono**  
deet@charter.net

**Keri Skeeters**  
keriskeeters@wentzville.k12.mo.us

### NEBRASKA

**Ann Marie Quinlan**  
amquinlan33@gmail.com

### NEW JERSEY

**Matthew Morone**  
mmorone@pascack.k12.nj.us

**Tracy Recine**  
trecine@pascack.k12.nj.us

**Greg Van Nest**  
vannest@leoniaschools.org

### EDIE WEINTHAL

eweinthal@pascack.k12.nj.us

### NORTH CAROLINA

**Steve Peha**  
steve@stevepeha.com

### PENNSYLVANIA

**Jane Blystone**  
jblystone@mercyhurst.edu

### TEXAS

**Genny Sterling**  
rgsterling@bisd.us

### UTAH

**Gordon Hultberg**  
ghgordon049@gmail.com

### VIRGINIA

**Doris Bey**  
dbeyvuu@gmail.com

**Cherish Skinker**  
cherish.skinker@gmail.com

### WISCONSIN

**Katherine Nelson**  
nelson@arrowheadschoools.org

**Tom Scott**  
tscott2@uwm.edu

### WYOMING

**Karen Delbridge**  
delbridgek@laramie1.org



**Karen Delbridge**  
program chair

Dear CEL Convention attendees,

Legacy. Legacy holds a vast array of interpretations and emotions for people. Hearing “legacy” prompts me toward reflection. When I think about my years in education, I am filled with a deep sense of gratitude for the people who have invested in me and in my life. Hearing “legacy” pushes me toward goals and fills me with excitement for what is yet to be accomplished. We have purpose in the life we have been given, and we have the power to impact and influence those around us. As literacy leaders, we encourage and empower our family, friends, colleagues and students to achieve greatness while creating positive change in our field. Taking time to consider our craft, the decisions we make and how our interactions can make differences in the lives of others is time well spent. It is time invested in our own legacy.

Although we are surrounded by trees in this wonderful city of Minneapolis, this is a piece of artwork from a student in Cheyenne, Wyoming. I love the beauty and symbolism of the tree — the physical legacy of the past investing in the future. Each generation cares for it, and each generation receives its gifts. There is something enduring about trees — whether they are on the plains or mountains of Wyoming or alongside a lake in Minnesota — that reminds us to hold on when the land is dry and the air is frosty. No matter how many storms or how extreme temperatures are, the tree that is still standing is anchored by strong roots that have stretched to find the nourishment needed for survival. Those same trees spread their lives through seeds that are carried by the wind to new destinations. Thank you for planting your roots in literacy education; thank you for attending this CEL conference to get the nourishment needed for yourselves and your students; thank you for coming so you can carry new ideas to faraway destinations.



Drawing by Cassidy Dellos from Cheyenne Central High School

I would like to thank the CEL Executive Board, the NCTE staff and my CEL Conference Committee. What an amazing experience to work with truly the top in the field. Thank you to my fellow Wyomingites for working with me and supporting me through this program. I would especially like to thank my family for their willingness to make sacrifices. My husband Chad and my beautiful kids, Bryson and Baylee. . . my most important legacy.

Thanks for joining me in this conference!

Karen Delbridge  
2015 Program Chair

## CONFERENCE ON ENGLISH LEADERSHIP 2015

### A Leader's Legacy



**Rebecca Sipe**  
CEL chair

Dear CEL Members,

It is my pleasure to welcome you to the 47th annual CEL Convention in Minneapolis! CEL is committed to helping build leadership capacity among our members across their careers. This year's convention theme, *A Leader's Legacy*, provides a wonderful umbrella for reflection, personal interactions and networking. We will have many opportunities to learn with and from one another in a close, collegial setting. Whether you are a first-year teacher-leader or a veteran school leader or administrator, you will find many sessions, panels and keynotes in our program to excite your interests and address your needs.

CEL has been my professional home for over two decades, and regardless of my position, colleagues from CEL have been of enormous help in navigating my career. At CEL we recognize and celebrate ELA leaders from many roles — from classroom teachers to consultants to coaches to administrators — who join us from many directions — K-12, college or independent capacity. Here, you will find a welcoming environment to share your expertise while gaining insights from others.

You'll find CEL presenters and speakers to be knowledgeable and positive in the messages they share. All offer insights that are anchored in outstanding practice within authentic classroom settings. Whether your interests currently focus on implementation of CCSS, new assessments, promoting effective technology use or leading change, you'll find literacy experts who are exploring new possibilities and willing to share their discoveries.

I offer a special thanks to Karen Delbridge, our program chair, and her committee who have assembled a stellar collection of presenters, speakers and panelists. The program offers you a wide variety of strands and sessions from which to choose as well as multiple opportunities to unpack new ideas in intimate settings that include meals, coffees and social hours that are all covered by your conference fee. Whatever sessions you choose, I know you will find practical and timely information for immediate use.

I am reminded of a young colleague from a few years back who sat beside a veteran teacher at a CEL Convention luncheon. In the friendly conversation that transpired, the veteran teacher actively engaged and listened to her younger counterpart. Toward the end of the meal, the CEL chair introduced the keynote speaker, and the veteran teacher — author of numerous books, presenter in dozens of states, and multiple award winner — rose and moved to the front of the room for her presentation. Afterward, my junior colleague confided how speechless she was that this individual whose books she had read had not only sat beside her but listened to her as well! To me, that embodies CEL. We come to our conventions to learn from and support one another.

CEL offers me the opportunity to network with literacy leaders who continue to offer me guidance, inspiration and support. Many I see only once a year, though others I connect with regularly as they have become part of my own professional network. I encourage you to take full advantage of all CEL has to offer. Consider becoming more involved in CEL! Visit our hospitality table to learn about opportunities. Consider submitting a proposal for our 2016 convention in Atlanta. Compose an article for the *English Leadership Quarterly*, our journal. Speak with a CEL leader about ways you can contribute!

Have a wonderful convention,

Becky Sipe

CEL Chair

## ANNUAL ELECTION PROCESS

### CEL Leadership



**Edie Weinthal**  
CEL nominations chair

At the 2014 CEL Conference, members nominated possible candidates for the 2015 Member-at-Large November election. Nominations Committee members Bil Chinn, Tom Scott, Elizabeth Truesdell and Edie Weinthal (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 spring meeting. We are fortunate to have a remarkable slate of candidates for this year's Member-at-Large positions; CEL members will be asked to vote for TWO candidates who will fill the new member-at-large positions.

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

Matthew Morone: Teacher of English, Pascack Valley Regional High School, New Jersey

Katherine Baker: Teacher of English, Southern Regional High School, New Jersey

Karen Raino: Language Arts Division Chair/EL Coordinator, Lyons Township High School, Illinois

Amanda Stearns-Pfeiffer: Assistant Professor, Department of English, Oakland University, Michigan

All four candidates will be introduced at the Sunday evening CEL social and give introductory speeches on Monday morning at breakfast. Following the speeches, CEL members who have not previously voted electronically, will vote for the candidate of their choice.

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 via online ballot emailed to all CEL members in October. Members of the Nominating Committee will tally the votes following the election. The two newly elected Members-at-Large will be announced at the CEL Monday evening social.

### CALL FOR CANDIDATES FOR CEL 2016 ELECTION

In the 2016 election, CEL members will choose two Members-at-Large and an Associate Chair. The Nominating Committee is now ready to accept nominees for next year's election. Self-nominations are welcome.

To be eligible for Member-at-Large, a nominee must have attended TWO or more CEL conventions and volunteered in some capacity, such serving on the Hospitality Committee or presenting/presiding at a breakout session. A Member-at-Large represents the general membership on the CEL Executive Committee and assists in planning functions of the CEL Executive Committee. The term of the Member-at-Large is three years. Four candidates for Member-at-Large will be on the 2016 ballot.

In addition, two candidates for Associate Chair will also be presented on the 2016 ballot. To be eligible for nomination

as Associate Chair, an individual must have served CEL in either an elected or appointed position on the CEL Executive Committee. The Associate Chair will serve two years as Associate Chair, two years as Chair, and two years as Past Chair.

Those who wish to nominate a qualified CEL member should check with the individual and affirm her/his willingness to serve prior to submitting a nomination. Nominations should include as much pertinent information as possible about the nominee as a leader and her/his involvement in CEL, as well as contact information (home mailing address, email address, and phone number). Nomination forms will be available at the NCTE Annual and CEL Conventions. If you prefer, you may email your nominations to Nominations Chair, Edie Weinthal, (eweinthal@gmail.com) or Assistant Nominations Chair, Gordon Hultberg (ghgordon049@gmail.com).

# SPECIAL TOPIC STRANDS

All sessions fall under one or more of these topic strands.  
Starting on page 9,  
you will find complete session descriptions, room numbers,  
presenter information and strand identification.

## INSTRUCTION

- A.2 Filling the Toolbox: Supporting Content-Area Writing Instruction
- A.3 Improving Classroom Discussions through the Question Formulation Technique
- B.3 Honoring the Imagination in an Era of Measurement and Standardization
- C.1 From Senioritis to Self Startup: Growing 21st Century Skills in the Secondary ELA Classroom
- C.4 From Classroom to Workshop: Leading Adaptive Change for the Benefit of Adolescent Readers
- C.7 Bringing Poetry to Life!
- D.4 Leveraging Leadership Lessons: Harnessing Literature for Our Students and Ourselves
- D.5 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools

## COLLABORATION

- A.4 Building a Legacy through Mentoring
- A.6 Three Teachers + Common Goals = SUCCESS
- A.7 A Community of Collaboration: Collaborating with Extra-disciplinary Partners
- B.4 Working Collaboratively to Effectively Implement Instructional Coaches
- B.6 A Legacy of Collaboration: Supporting Reflective Practitioners
- C.3 Listening to Each Other: Effecting Meaningful Change through Collaboration and Mentorship
- D.2 Developing Successful Collaborations regarding Reading and Writing
- D.5 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools
- D.7 State Level Resources for Literacy Leaders

## LEADERSHIP

- A.5 Levels of Leadership: Why Your State Leader(s) Should Be Your Best Friend
- B.2 Implementing and Sustaining an Independent Reading Initiative at the Secondary Level
- B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration amidst Our Colleagues and Students
- B.7 Rethinking our Work as Literacy Educators: Cultivating Leadership Skills through Student-Generated Initiatives and Meaningful Collaborations
- C.2 Beginning a Legacy of Leadership: A Conversation about Leadership for New Leaders
- C.5 Men Are From Mars. . . Women Are From Venus: Using the Best of Both Worlds to Be a More Effective Leader
- C.6 Using "Soft Power" to Create a Legacy of Collaborative Communicators
- D.1 A Leader's Legacy: Mentoring Matters
- D.4 Interdisciplinary Literacy
- D.6 Depicting our Programs: Using Visual Representation for Program Coherence and Innovation

## TECHNOLOGY

- A.1 Leading the Digital Reading (r)Evolution
- A.8 Blogging to Amplify and Empower Teacher Voice
- B.1 We Saw What You Did This Summer: Vlogging and Video Forum Use in an Online Literature Course
- C.1 From Senioritis to Self Startup: Growing 21st Century Skills in the Secondary ELA Classroom
- D.3 Just Get Out of Their Way: Student-Centered Leadership in the 21st Century Classroom

# PROGRAM-AT-A-GLANCE

SUNDAY		
1:30-2:00	First Timers' Session	200-A
2:00-4:00	Award Presentations and Opening Session: Harvey Daniels and Sara K. Ahmed	200-FGH
4:20-5:25	A.1 Leading the Digital Reading (r)Evolution   Kate Baker, Troy Hicks, Jordan Schuger, Jason Singer, Kristen Hawley Turner A.2 Filling the Toolbox: Supporting Content-Area Writing Instruction   Mark Fabrizi A.3 Improving Classroom Discussions through the Question Formulation Technique   Matthew Parrilli A.4 Building a Legacy through Mentoring   Janice Schwarze, Joan Witkus A.5 Levels of Leadership: Why Your State Leader(s) Should Be Your Best Friend   Morgan Dunton, Tricia Parker A.6 Three Teachers + Common Goals = SUCCESS   Fred Roybal, Jamie Thornhill, Amy Tighe A.7 A Community of Collaboration: Collaborating with Extra-disciplinary Partners   Sarah Enloe, Cass Morris A.8 Blogging to Amplify and Empower Teacher Voice   Chris Bronke	205-AB 205-CD 206-AB 208-AB 208-CD 211-AB 211-CD 200-A
5:45-6:00	Emerging Leaders Meeting	200-A
6:00-7:00	Sunday Social, followed by Facilitated Dinners at 7:00	200-CDE
MONDAY		
8:00-9:50	CEL Monday Continental Breakfast: Elections and Jeff Wilhelm	200-CDE
10:00-11:00	B.1 We Saw What You Did This Summer: Vlogging and Video Forum Use in an Online Literature Course   Kris Baranovic, Missy Phegley B.2 Implementing and Sustaining an Independent Reading Initiative at the Secondary Level   Heather Rocco B.3 Honoring the Imagination in an Era of Measurement & Standardization   Ryan Ebling, Kristen Kuceyeski, Dyan Naslund, Paul Reiff B.4 Working Collaboratively to Effectively Implement Instructional Coaches   Linette Chaloka, Lori Cristofaro, Suzanne Paul-Giffey B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration   Jeana M. Hrepich B.6 A Legacy of Collaboration: Supporting Reflective Practitioners   Kathryn Cubano, Carolyn Ross B.7 Rethinking Our Work as Literacy Educators: Cultivating Leadership Skills thru Student-Generated Initiatives, Collaborations   Anne Katz	205-AB 205-CD 206-AB 208-AB 208-CD 211-AB 211-CD
11:15-12:15	C.1 From Senioritis to Self Startup: Growing 21st Century Skills in the Secondary ELA Classroom   Oona Abrams C.2 Beginning a Legacy of Leadership: A Conversation about Leadership for New Leaders   Karen Reed-Nordwall, Greg Van Nest C.3 Listening to Each Other: Effecting Meaningful Change thru Collaboration & Mentorship   Carol Erwin, Opal Greer, Carol Singletary C.4 From Classroom to Workshop: Leading Adaptive Change for the Benefit of Adolescent Readers   E. Clain, M. Groniger, A. Ward C.5 Men Are from Mars. . . Women Are from Venus: Using the Best of Both Worlds to Be a More Effective Leader   Tara Nieves, Paul Reiff C.6 Using "Soft Power" to Create a Legacy of Collaborative Communicators   Debbie Cohen, Marshall Harris, Afrodite Skaouris C.7 Bringing Poetry to Life!   Carney Gray, Michelle Schwantes	205-AB 205-CD 206-AB 208-AB 208-CD 211-AB 211-CD
12:30-2:30	CEL Monday Luncheon: Carol Jago	200-CDE
2:45-3:45	D.1 A Leader's Legacy: Mentoring Matters   Bil Chinn, Anna Roseboro D.2 Developing Successful Collaborations regarding Reading and Writing   Mary Luckritz D.3 Just Get Out of Their Way: Student-Centered Leadership in the 21st Century Classroom   Matthew Morone D.4 Leveraging Leadership Lessons: Harnessing Literature for Our Students and Ourselves   David Padilla D.5 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools   Gordon Hultberg, Nicole Sieben D.6 Depicting our Programs: Using Visual Representation for Program Coherence and Innovation   Lauren Gatti, Sarah Thomas D.7 State Level Resources for Literacy Leaders   Marci Glaus	205-AB 205-CD 206-AB 208-AB 208-CD 211-AB 211-CD
4:00-5:00	PANELS E.1 How do we leave a legacy? What will your verse be?   Bil Chinn, Anne Padilla, Virena Rossi, Edie Weinthal E.2 How do we strengthen teacher education programs & mentor new teachers?   R. Buchanan, J.Gallo, B. Herrmann, A.Steams-Pfeiffer E.3 What should be considered in promoting leadership?   Susan Chenelle, Audrey Fisch, Cherish Rebecca Skinker E.4 How do we facilitate conversations that build capacity through professional development?   L. Dolezal, J. Malcolm, L. Richardson E.5 What concepts should we consider in regard to social justice?   W.Jackson, E.Meixner, R.Scupp, Y. Stewart, J.Wanat	205-AB 205-CD 206-AB 208-AB 208-CD
5:10-6:10	Monday Social with Election Results	200-CDE
TUESDAY		
7:30-8:10	CEL Continental Breakfast: Coffee and Breads, followed by Welcome	200-CDE
8:10-9:10	Round Table Session 1 F.1 Job Embedded Coaching   Katie Decker, Sarah Durst, Cara Knox Gutzmer, Jo Lockwood F.2 Developing Critical Literacy   Kierstin Thompson F.3 Content Literacy and the Reluctant Reader   Natalie Crony, Tamara Meigh F.4 The Genteel Hillbilly: Respecting Linguistic Legacy Students Bring to the Classroom   Debra Knutson F.5 Transformative Learning Experiences: In Search of Renewal   Brenda Hawkins F.6 Professional Development and School-wide Change   Jackie Hurley, Elaine Simos	200-FGH 200-FGH 200-FGH 200-FGH 200-FGH 200-FGH
9:10-9:20	CEL Talk	200-FGH
9:20-10:20	Round Table Session 2 F.7 Developing Leadership through Blogging   Christina Nosek F.8 Vertical Alignment   Karen Raino F.9 Stories and Monologues   Jan Buley F.10 Leadership in Writing Workshop   Elsie Olan F.11 Turning Literacy Lab Teachers into Assistant Department Chairs   David Lange, Michael Palmquist, Jill Tylk	200-FGH 200-FGH 200-FGH 200-FGH 200-FGH
10:25-11:00	Continuing Conversations with Chris Bronke	200-CDE
11:10-1:00	CEL Tuesday Luncheon: Penny Kittle	200-CDE



11:30-1:30 CEL SUNDAY LUNCHEON ROOM 200-CDE

awards 11:30  
sunday

### CEL Best Article of the Year Award

The 2015 winner is **Emily S. Meixner**, of The College of New Jersey in Ewing for "Nurturing Teacher Leadership through Homegrown Professional Development," published in October 2014.



This award is given annually to the authors of articles written and published in *English Leadership Quarterly*.

In discussing her ongoing work with preservice teachers, Emily Meixner shares the initial discomfort she experienced with students who advocated for direct instruction on how to teach specific texts. After fielding this request for several years, Meixner began organizing "How to Teach" seminars, in which preservice teachers and alumni instructors collaborated. By bringing the practical and the theoretical together in these seminars, all stakeholders experienced what Meixner terms "unanticipated positive outcomes." Meixner's article is a prime example of how we all might listen closely to the requests of our students — especially the requests that most perplex us.

#### Honorable Mentions:

**Limarys Caraballo**, Queens College, City University of New York (New York, N.Y.), and Meredith Hill, Columbia Secondary School (New York, N.Y.), for "Curriculum-in-Action: Cultivating Literacy, Community and Creativity in Urban Contexts" (August 2014)

**Jessica Singer Early**, Arizona State University (Tempe, Ariz.), "Imagining the Possibilities: Improving the Teaching of Writing through Teacher-Led Inquiry" (April 2014)

### CEL Kent Williamson Exemplary Leader Award

The 2015 winner is **Penny Kittle**, of Kennett High School in North Conway, N.H.



This award is given annually to an NCTE member who is an outstanding English language arts educator and leader.

Nominator Heather Rocco said that Penny's "contributions at the local, regional, national and international levels stand as a testament to [her] commitment to literacy leadership and its role in providing excellence in instruction to students at all levels. . . . She noted Penny's willingness to present at professional conferences, [her] prolific contributions to professional materials in our field, all while also teaching at both the university and middle school levels. In addition, [her] interest in collaboration has led CEL leaders to describe [her] as one who epitomizes the heart of CEL — collaborating with others and sharing knowledge on a regular basis."

Linda Rief wrote, "I learn continually from Penny because she is always learning herself, always asking what helps students, always noticing how they learn best and always reflective about why we need to think through the meaning of all we learn from our students, as well as her students."

Meenoo Rami's letter said, "When my colleagues have struggled to refine and reimagine their practice, I have often put her books in their hands. They are forever changed by Penny's work, and the changes they make in their classroom practice will benefit hundreds of students each year."

Vicky Boyd said, "I know of no educator who works more tirelessly on so many levels, to move children and youth, and the teachers who teach them, toward a life filled with all the wonder that reading, writing and reflection can offer."

Katie Wood Ray wrote, "[Penny] is that rare combination of practitioner and expert, having never left the classroom and constantly revising her practice in light of new experience. Penny taps into the art and craft of teaching, but also the spirit of it, which is why I think so many teachers who've realized new possibilities because of Penny's work feel an almost spiritual connection to her."

1:30-2:00 FIRST TIMERS' SESSION ROOM 200-A

2 p.m.  
sunday

KEYNOTE

ROOM 200-FGH

## HARVEY DANIELS, SARA K. AHMED

Introduction: Heather Rocco, School District of the Chathams

### *Literacy, Empathy, and Inquiry: Raising Upstanders in a Bystander World*

In the wake of the ongoing K-college reform movement, many topics have been ruled out of the official conversation: curiosity, creativity, empathy, community and justice. In this practical session, Smokey and Sara will use conversations, demonstrations and classroom video visits to explore how young people can become not just graduates and consumers, but critical citizens

of their communities – and of the world. Drawing on their recent book, *Upstanders*, the authors will share stories of classrooms around the country where teachers are doubling down on their relationships with learners, supporting them to become skillful investigators and helping these vigorous young voices to reach out in hope and take action with humanity in mind.

Sara Ahmed has taught in urban, suburban, public, independent and international schools. She is currently teaching middle school literacy and social studies, using the inquiry model at The Bishop's School in La Jolla, Calif. Sara is co-author with Harvey "Smokey" Daniels of *Upstanders: How to Engage Middle School Hearts and Minds with Inquiry*. Sara's classroom is designed to help her young adolescent students to consider their own identities and to take action in the world in socially responsible ways.



Harvey "Smokey" Daniels has been a city and suburban classroom teacher and a college professor. He now works as a national consultant on literacy education. In language arts, Smokey is known for his pioneering work on student book clubs, as recounted in *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, and *Minilessons for Literature Circles*.

Sara is a Heinemann PD consulting author and is available to do on-site PD. She also presents along-side Harvey "Smokey" Daniels and others at Heinemann Multi-Day Institutes.

Smokey works with teachers, offering demonstration lessons, workshops and consulting. He shows colleagues how to build students' reading strategies, balance their reading diets and strengthen the social skills they need to become genuine lifelong readers.



4:20 p.m.  
sunday

TECHNOLOGY

### A.1 **Leading the Digital Reading (r)Evolution**

Is the digital revolution a boon to literacy or its demise? Recent studies have shown that students' reading comprehension when reading a digital text is lower than reading in print; however, ebooks continue to proliferate along with online reading tools and transformative pedagogies. The Leading the Digital Reading (r)Evolution panel explores the problems and pitfalls with digital reading, promising solutions, and how this (r)Evolution will shape the future of reading. This interactive and diverse panel will provide insight into these challenges and ideas on what can be done about it by identifying the issues associated with digital reading and providing participants with best practices and strategies for increasing student performance when reading on a computer or screen.

**Kate Baker** (English teacher, Southern Regional HS, Manahawkin, N.J., coach.kbaker@gmail.com, @KtBkr4)

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

**Jordan Schugar** (assistant professor, West Chester University of Pennsylvania, West Chester, Pa., jschugar@wcupa.edu, @jschugar)

**Jason Singer** (founder and CEO of Curriculet, San Francisco, Calif., info@curriculet.com, @curriculet)

**Kristen Hawley Turner** (assistant professor of curriculum and teaching, Fordham University, New York City, krtuner@fordham.edu, @teachKHT)

Chair: Jo Lockwood

4:20 p.m. Sunday, room 205-AB

INSTRUCTION

### A.2 **Filling the Toolbox: Supporting Content-Area Writing Instruction**



## 4:20 p.m. sunday

Content-area teachers are looking for seamless ways to incorporate writing and reading into their curriculums to address the strong focus on literacy that is pervasive in the CCSS, and they often seek help from ELA teachers and literacy coaches to support their efforts. This session will address arguments against the rhetorically weak five-paragraph model of writing that is consistently used as a format for delivering content in subject-area classes and as a teaching model in many English language arts classes. Instead, we will examine approaches to writing organic essays that help students deliver content more effectively than the five-paragraph model. We will also examine writing-for-learning strategies that enhance classroom instruction and are easy to implement. These strategies can be used in all content areas to support CCSS requirements in writing. This session will be particularly beneficial to literacy coaches and secondary teachers.

**Mark Fabrizi** (Education Department, Eastern Connecticut State University, Willimantic, [fabrizim@easternct.edu](mailto:fabrizim@easternct.edu), @MAFabrizi)  
Chair: Natalie Crony  
4:20 p.m. Sunday, room 205-CD

### INSTRUCTION

#### A.3 Improving Classroom Discussions through the Question Formulation Technique

In this interactive session, participants will experience the Question Formulation Technique (from Dan Rothstein and Luz Santana's *Make Just One Change*) and then explore the implications of the QFT's use in the classroom. The presenter will share a variety of examples of the QFT from his classroom and the teachers of

his department. By connecting the Question Formulation Technique to the Common Core ELA Standards and Danielson's Framework for Teaching, participants will see how this protocol can improve student learning and classroom instruction. The presentation will conclude with participants making plans for how they can implement the Question Formulation Technique in their classrooms when they return to school.

**Matthew Parrilli** (English Department chair, Maine South HS, Park Ridge, Ill., [mparrilli@maine207.org](mailto:mparrilli@maine207.org), @mattparrilli)  
Chair: Karen Mitcham  
4:20 p.m. Sunday, room 206-AB

### COLLABORATION

#### A.4 Building a Legacy through Mentoring

We have become stronger leaders because we have had the opportunity to be mentored and to mentor others. In this session, we will talk about the benefits and guidelines of structured mentoring programs, but we'll also discuss how to build a culture where informal mentoring becomes commonplace. Participants will be asked to share their own mentoring experiences, either as a mentor or as a protégé, and together, we will explore approaches that allow teachers and leaders to build a legacy through supporting others.

**Janice Schwarze** (associate principal of Curriculum and Instruction, Downers Grove North HS, Downers Grove, Ill., [jschwarzeteach@csd99.org](mailto:jschwarzeteach@csd99.org), @jschwarzeteach)  
**Joan Witkus** (assistant principal, Glenbard East HS, Lombard, Ill., [Joan\\_witkus@glenbard.org](mailto:Joan_witkus@glenbard.org))  
Chair: Wanda Porter  
4:20 p.m. Sunday, room 208-AB

### LEADERSHIP

#### A.5 Levels of Leadership: Why Your State Leader(s) Should Be Your Best Friend

Education in each state is organized in its own way, but in each state there is generally someone (or a team of people) responsible for guiding, leading and providing support for English Language Arts in that state. Many of us in these positions have one foot in policy and one in practice. We have opportunities to work collaboratively across states and have significant responsibilities within our own states. A close relationship with your state leader gives you voice at the

state level, provides you a direct line to accurate and timely information and often leads to a seat at the table for state and national work. Morgan Dunton will explain the work of state leadership and suggest ways for you to support and be supported in your own state.

**Morgan Dunton** (English language arts specialist, Department of Education, Augusta, Maine, [morgan.dunton@maine.gov](mailto:morgan.dunton@maine.gov))  
**Tricia Parker** (Director of Language Arts Education, Department of Education, Lincoln, Neb., [tricia.parker@nebraska.gov](mailto:tricia.parker@nebraska.gov))  
Chair: Ann Marie Quinlan  
4:20 p.m. Sunday, room 208-CD

### COLLABORATION

#### A.6 Three Teachers + Common Goals = SUCCESS

"Many hands make light work." In our 9th grade English Professional Learning Community (PLC) at Central High School in Cheyenne, Wyo., Jamie, Fred and Amy live by that mantra. Starting in the 2011-2012 school year, our PLC team has been working together to advance our expertise and promote healthy experiences. Each of us brings a specific area of expertise to the group, and we collaborate to create units, lessons and formative and summative assessments using Understanding by Design (UbD). Our session format will be a panel presentation where each of us will discuss our strengths and how we collaboratively planned our units. We will provide examples and copies of our unit plans from the 2014-2015 school year, sample assignments and student work. After our presentation, the session will be open for questions from the attendees.

Presenters are from Central HS, Cheyenne, Wyo.:  
**Fred Roybal** (English teacher, [roybalf@laramie1.org](mailto:roybalf@laramie1.org))  
**Amy Tighe** (English teacher, [tighea@laramie1.org](mailto:tighea@laramie1.org))  
**Jamie Thornhill** (instructional coach, [thornhillj@laramie1.org](mailto:thornhillj@laramie1.org))  
Chair: Cherish Skinker  
4:20 p.m. Sunday, room 211-AB

### COLLABORATION

#### A.7 A Community of Collaboration: Collaborating with Extra-disciplinary Partners

The American Shakespeare Center's proven methods for teachers have given them a chance to participate in theater-based classroom activities and provide tools for breaking Shakespeare's text into digestible pieces for study and consider-

## 4:20 p.m. sunday

ation. Activities encourage teachers (and their students) to think through the performative demands of a play as a means to gaining insights for close reading and analysis. Through approaches that demonstrate classroom management, technical tools and application, teachers will have the opportunity to recapture the joy Shakespeare's first audiences might have experienced at the premieres of these revered plays, the beauty of the language and the delight in the event. This 75-minute session will cover topics including verse and prose playing, rhetoric in action, finding clues for staging, audience address and building a play through available technology.

**Sarah Enloe** (director of education, American Shakespeare Center, Staunton, Va., [sarahe@americanshakespearecenter.com](mailto:sarahe@americanshakespearecenter.com), @ASC\_Sarahe)  
**Cass Morris** (academic resource, American Shakespeare Center, Staunton, Va., [cass@americanshakespearecenter.com](mailto:cass@americanshakespearecenter.com), @ASC\_Cass)  
Chair: Edie Weinthal  
4:20 p.m. Sunday, room 211-CD

### TECHNOLOGY

#### A.8 Blogging to Amplify and Empower Teacher Voice

This interactive writing session is facilitated by The National Blogging Collaborative ([www.nationalbloggingcollaborative.com](http://www.nationalbloggingcollaborative.com)) and will walk participants through the top five barriers to teacher blogging. From there, participants will engage in an interactive blogging workshop in which NBC coaches will guide writers through the blogging process — from idea generation to publication. Come ready to share your passions and write with us.

**Chris Bronke** (English Department chair, Downers Grove North HS, Ill., [cbronke@csd99.org](mailto:cbronke@csd99.org))  
Chair: Elsie Olan  
4:20 p.m. Sunday, room 200-A

5:45-6:00 ROOM 200-A  
EMERGING LEADERS MEETING

6:00-7:00 ROOM 200-CDE  
SUNDAY SOCIAL

7:00 FACILITATED DINNER



## 8:00 a.m. monday

CEL CONTINENTAL BREAKFAST ROOM 200-CDE

CEL ELECTIONS

## KEYNOTE ROOM 200-CDE JEFF WILHELM

Introduction: Janice Schwarze, Downers Grove North High School

### Teacher Researchers and Reflective Practitioners as Agents of Communication, Collaboration and Change

This keynote will review teacher research and reflective practice as professional pursuits. Jeff will review some of his work as a teacher researcher and his work with teacher research groups

to explore the notions of teacher researchers/reflective practitioners as thinking partners, public intellectuals, knowledge makers, professionals and change agents.

Jeffrey Wilhelm is Distinguished Professor of English Education at Boise State University in Boise, Idaho.



He is the founding director of the Boise State Writing Project which supports over 3,000 teachers each year with over 110,000 contact hours of professional development. He is a highly-regarded author and co-author of over 34 books about literacy and literacy education.

Jeff has devoted his professional career to helping teachers help their students. He is particularly devoted to assisting students who are considered to be reluctant, struggling or at-risk.

His research agenda is organized around creating supportive inquiry-oriented contexts for developing and performing literacy, literate behaviors and literate identities. His research demonstrates how inquiry environments are powerful contexts for learning literacy and achieving deep understanding.

Jeff is a frequently-requested speaker at state, regional, national and international conferences as well as providing professional development on a variety of topics to educators and administrators.



## 10:00 a.m. monday

### TECHNOLOGY

#### B.1 We Saw What You Did This Summer: Vlogging and Video Forum Use in an Online Literature Course

This session discusses the impact of using Google+ video tools to create a visual discussion environment in an online graphic novel literature course. We will outline the pedagogy behind the course design, how the various technologies were integrated within the course structure, successes and failures according to the instructor, and data on student perceptions of the course structure. The presentation will close with recommendations on how to apply this discussion structure to other educational conditions. Attendees will have the option to participate with the video forum format as part of the presentation.

Presenters are from Southeast Missouri State University, Cape Girardeau:

**Kris Baranovic** (instructional designer, knbaranovic@gmail.com, SEMOInstructorD)

**Missy Nieven Phegley** (associate professor of English, mphegley@semo.edu, @drmpheg)

Chair: **Kathy Nelson**

10:00 a.m. Monday, room 205-AB

### LEADERSHIP

#### B.2 Implementing and Sustaining an Independent Reading Initiative at the Secondary Level

Independent reading is a critical component of any English language arts classroom. At the secondary level, however, independent reading often falls to the wayside as teachers struggle to meet the expectations of rigorous state standards and local curriculum expectations. During this session, the presenter will show

how she led her department to implement a viable and meaningful independent reading initiative at the middle and high school levels. She will also discuss how to make time for reading, assessing independent books and nurturing a reading community.

**Heather Rocco** (School District of the Chathams, Chatham, N.J., hrocco73@gmail.com, @heatherrocco)

Chair: **David Padilla**

10:00 a.m. Monday, room 205-CD

### INSTRUCTION

#### B.3 Honoring the Imagination in an Era of Measurement and Standardization

In an educational era unprecedented in terms of policies that constrain the curriculum with measurement, standardization and accountability, how do we nurture the development of such traits as aesthetic appreciation, imaginative thinking and speculation? In this session, we will share ways to indulge creativity, develop empathy, explore life-stories and foster each student's sense of wonder. We see this as our core mission as English teachers. Participants will engage in activities that celebrate the power of their right brains and the legitimacy of the literary mindscape. At a time when so many tend the flames of higher test scores, we hope our legacy will be, as John Dewey said, "to keep alive the sacred spark of wonder and to fan the flame that already glows."

Presenters are from Libertyville HS, Ill.:

**Ryan Ebling** (English teacher, ryan.ebling@d128.org)

**Kristen Kuceyeski** (English teacher, kristen.kuceyeski@d128.org)

**Dyan Naslund** (English teacher, dyan.naslund@d128.org)

**Paul Reiff** (English department supervisor, paul.reiff@d128.org)

Chair: **Joan Witkus**

10:00 a.m., Monday, room 206-AB

### COLLABORATION

#### B.4 Working Collaboratively to Effectively Implement Instructional Coaches

Glenbard South is in its second year of having an instructional coach program. The English department chair, assistant principal, and one of the instructional coaches will present strategies for collaborating to improve teachers and overall programming. Participants are encouraged to bring smart devices.

Presenters are from Glenbard South HS, Glen Ellyn, Ill.:  
**Linette Chaloka** (English department chair,

linette\_chaloka@glenbard.org, @linette\_chaloka)

**Lori Cristofaro** (assistant principal, lorie\_cristofaro@glenbard.org, @loriecristofaro)

**Suzanne Paul-Giffey** (instructional coach, suzanne\_paul-giffey@glenbard.org)

Chair: **Jamie Thornhill**

10:00 a.m. Monday, room 208-AB

### LEADERSHIP

#### B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration amidst our Colleagues and Students

The primary objective of this presentation is to get school leaders who work as teacher mentors, or who support teacher mentorship among their faculty, to think more deeply about their philosophy for power-imbalanced relationships between mentors and student teachers. In their book, *The Students are Watching*, Theodore R. and Nancy Faust Sizer remind us that both explicit and implicit messages convey our values, beliefs and positions under our students' gaze. In other words, the mentor/student teacher relationship is constantly under scrutiny and can therefore be fertile ground for enacting the kind of leadership model that we might hope to see in our students and among our colleagues — the kind of leadership committed to contributing to the success of others. Through discussion, sharing of data and brainstorming for future action, participants are invited to be collaboratively critical about how mentor/student teacher relationships can enhance our classrooms and schools.

**Jeana M. Hrepich** (education faculty, Antioch University, Seattle, Wash., jhrepich@antioch.edu, @jmhrepich)

Chair: **Fred Roybal**

10:00 a.m. Monday, room 208-CD

### LEADERSHIP

#### B.6 A Legacy of Collaboration: Supporting Reflective Practitioners through Teacher Work Groups

This presentation will examine the work and legacy of an autonomous teacher work group initiated by the presenters to facilitate collaboration with four novice teachers. Presenters will share the structure, activities and outcomes of this mode of collaboration and outline the role that teacher work groups can play in helping new and experienced teachers

## 10:00 a.m. monday

advance on a professional continuum, from teacher technicians to reflective practitioners. While teacher technicians transmit knowledge, reflective practitioners use inquiry to generate knowledge. This is best achieved through collaboration, as reflective practitioners "learn when they generate local knowledge of practice by working within the contexts of inquiry communities to theorize and construct their work and to connect it to larger social, cultural and political issues" (Cochran-Smith & Lytle, 1999). The legacy of this collaborative work will be explored at three levels: individual, community and profession. Presenters will emphasize the enhancement of individuals' sense of professionalism and fulfillment, community norms of reflection and collaboration, and a larger conception of teachers as change agents.

**Kathryn Cubano** (English teacher, Hightstown HS, N.J., katecubano@gmail.com, @MsCubanoHHS)

**Carolyn Ross** (Leadership teacher, School Systems Improvement Project, Rutgers University, N.J., carolynross@gmail.com @CarolynLRoss)

Chair: **Emily Meixner**, The College of New Jersey, NJ

10:00 a.m. Monday, room 211-AB

### LEADERSHIP

#### B.7 Rethinking our Work as Literacy Educators: Cultivating Leadership Skills through Student-Generated Initiatives and Meaningful Collaborations

Adolescent literacy involves complicated relationships between emotionally and socially-driven youth and their visual, verbal-rich environments, suggesting our need to rethink our work as educators in some fundamental ways. This session will introduce participants to a program model that provides a forum for student leaders to empower their peers and their school communities regarding the importance of literacy. University faculty collaborate with school administrators, teachers, students, counselors and parents — as well as university students and individuals in the community (local authors, book publishers, members of the public library, university staff) who make significant contributions to the program's

success. The project underscores the importance of what these students are accomplishing collectively — they establish their roles as readers, writers and school leaders who have a desire to share the significance of their work with others. The session will discuss sample "Teens for Literacy" student-generated literacy initiatives and recommendations for implementing the program while developing authentic community collaborations.

**Anne Katz** (assistant professor of reading, College of Education, Armstrong State University, Savannah, Ga., anne.katz@armstrong.edu)

Chair: **Tracy Recine**

10:00 a.m. Monday, room 211-CD

## 11 a.m. - foyer MID-MORNING BEVERAGE

Sponsored by Heinemann

## 11:15 a.m.

### INSTRUCTION

#### C.1 From Senioritis to Self Start-up: Growing 21st Century Skills in the Secondary ELA Classroom

It is projected that by 2020, over 60 million American workers will be freelancers, contractors or temp workers. How might the work we do in the ELA classroom help students prepare for a workforce that will require radical autonomy, ongoing self-assessment and a spirit of global collaboration? In this workshop, I will take participants through the "instructional moves" that lead upperclassmen out of teacher dependency and into a more autonomous and accountable mindset as they head into college and careers. Using one short text, participants will engage in three different activities that invite learners to debate, negotiate and collaborate on formative tasks leading to a written assessment. These activities are designed with use of "Falling in Love with Close Reading" (Lehmann and Roberts), "Mini Lessons for Literature Circles" (Daniels and Steineke), "Oh Yeah?!" (Wilhelm, Smith and Fredericksen) and "The Writing Teacher's Strategy Guide" (Peha).  
**Oona Abrams** (English teacher, Chatham HS, Chatham, N.J., oabrams@chatham-nj.org, @oonziela)

Chair: **Katie Decker**

11:15 a.m. Monday, room 205-AB



### LEADERSHIP

#### C.2 Beginning a Legacy of Leadership: A Conversation about Leadership for New Leaders

In this interactive session, we hope to offer some support for new leaders by taking up some of the issues that new leaders face, sharing our experiences with starting a new position of leadership; moving from teacher to leader within the same building/district; how to have difficult conversations with staff; how to handle time draining staff; balancing time/energy between management and leadership; how to make change happen; and visions/goals tips on facilitating meetings.

**Karen Reed-Nordwall** (English department chair, Wylie E. Groves HS, Birmingham, Mich., kr09bps@birmingham.k12.mi.us, @kr09bps)

**Greg Van Nest** (English supervisor, Leonia HS, Denver, N.J., VanNest@leoniaschools.org)

Chair: **Gordon Hultberg**

11:15 a.m. Monday, room 205-CD

### COLLABORATION

#### C.3 Listening to Each Other: Effecting Meaningful Change through Collaboration and Mentorship

In dealing with the problems of staffing courses while ensuring high standards, many institutions have turned to prescriptive requirements in composition, especially for adjunct and TA faculty. Eastern New Mexico University's writing program took a different approach. In this session, three faculty members of the ENMU Languages and Literature department discuss how they redesigned their freshman composition program to promote better student outcomes and faculty morale by cultivating a collaborative environment and avoiding prescriptive curricula. The department embraced an environment that stressed collaboration and mentorship, which allowed for the successful adoption





## 11:15 a.m. monday

of theoretical practices that would probably not be considered otherwise because they challenge the role of teacher as expert, like reading practices and classroom mentorship, i.e., Kittle, Gallagher and Miller; grammar instruction, i.e., Weaver; and process instruction, i.e., Bartholomae and Graff. Faculty will discuss both the journey toward collaboration and the specific ways those changes have/are changing classroom practices.

Presenters are from Eastern New Mexico University, Portales:

**Carol Erwin** (department chair, Languages and Literature department, carol.erwin@enmu.edu)

**Opal Greer** (Writing Program director, opal.greer@enmu.edu)

**Carol Singletary** (Writing Program instructor, pre-service teacher educator, carol.singletary@enmu.edu)

Chair: Jo Lockwood

**11:15 a.m. Monday, room 206-AB**

### INSTRUCTION

#### C.4 From Classroom to Workshop: Leading Adaptive Change for the Benefit of Adolescent Readers

In this interactive session, three leaders from a diverse suburban New York high school will share their journey-in-progress to expand and diversify the reading curriculum by putting students' self-selected independent reading on the front burner. The high school English department chair, principal and district assistant superintendent for curriculum and instruction will summarize decades of compelling research on the value of high volume of high success reading, then engage participants with the question of why a substantial "knowing-doing gap" persists in many high schools where students'

reading diet comprises a limited number of complex core books.

**Elizabeth Clain** (principal, Mamaroneck HS, N.Y., eclain@mamkschools.org)

**Margaret Groninger** (English department chair, Mamaroneck HS, N.Y., mgroninger@mamkschools.org, @mgroning)

**Annie Ward** (assistant superintendent for curriculum and instruction, Mamaroneck Public Schools, N.Y., award@mamkschools.org, @annietward)

Chair: Bill Chinn

**11:15 a.m. Monday, room 208-AB**

### LEADERSHIP

#### C.5 Men Are From Mars. . . Women Are From Venus: Using the Best of Both Worlds to Be a More Effective Leader

What traits do women and men possess that help them run meetings, make decisions, and be supportive? In this presentation, participants will first engage in an interactive activity to identify the differences between the ways men and women lead. After identifying these attributes, participants will discuss and prioritize the most effective traits needed to be a dynamic leader. Using specific situations that all leaders face, participants will evaluate the most successful methods. Finally, participants will leave with some takeaways to implement immediately, including templates and other ideas to adapt to their specific leadership needs.

**Tara Nieves** (English department chair, Vernon Hills HS, Ill., tara.nieves@d128.org, @VHEngNieves)

**Paul Reiff** (English department supervisor, Libertyville HS, Ill., paul.reiff@d128.org, @paulmartinreiff)

Chair: Matt Marone

**11:15 a.m. Monday, room 208-CD**

### LEADERSHIP

#### C.6 Using "Soft Power" to Create a Legacy of Collaborative Communicators

In the last decade, Glenbrook South High School's English/ELL/Broadcasting Department has utilized formal teacher leaders at each grade level to advance department goals. The leadership moved from an "independent contractor" model to collaborative course teams, while using previous years' informal teamwork as a foundation. The team leaders facilitating communication between teachers toward course goals by using "soft power," a concept explored in a 2013 article by David H. Eddy Spicer in *Mind, Culture, and Activity*. Soft power, Spicer says, "relies on influence. . . through consensual,

collaborative work rather than the exercise of coercion or force through hierarchical 'hard power.'" Team leaders' use of soft power, in which leaders negotiate legitimacy for resolving disputes and achieving goals, is vital to work in curricular alignment to standards, assessment development and curricular backward design. The legacy of leadership through soft power is a culture of effective communication that allows teachers to rise to challenges, take risks and engage in effective collaboration.

Presenters are from Glenbrook South HS, Glenview, Ill.:

**Debbie Cohen** (English teacher, dcohen@glenbrook225.org, @debcohen)

**Marshall Harris** (English teacher, mharris@glenbrook225.org)

**Afrodite Skaouris** (English teacher, askaouris@glenbrook225.org, @askaouris)

Chair: Kathy Nelson

**11:15 a.m. Monday, room 211-AB**

### INSTRUCTION

#### C.7 Bringing Poetry to Life!

A unique and dynamic experience, Poetry Alive! engages attendees with an exciting exploration of poetry through a dramatic lens. Poetry Alive! presents interactive demonstrations and activities, focusing on specific domain content in the supporting literacy coaching strand that encourages bringing poetry and poets to life in the classroom. They will provide attendees with many methods of approaching the text to improve literacy, comprehension, cultural understanding, empathy and a greater appreciation for reading and writing poetry. They will also include contextual activities that enable educators and students to thoroughly understand and focus on how poetry strengthens learning across the curriculum. Poetry Alive! empowers educators to prepare 21st century learners with critical thinking activities, in-depth analysis and communication skills. It partners with educators to prepare students to thrive in the interconnected and diverse world community. Get your students excited about literacy and making connections across the curriculum.

Presenters are from Poetry Alive!, Asheville, N.C.:

**Carney Gray** (producing director, poetry@poetryalive.com, @PoetryAlive)

**Michelle Schwantes** (co-owner and president, michelleschwantes@poetryalive.com)

Chair: Doris Bey

**11:15 a.m. Monday, room 211-CD**

## 12:30 p.m. monday

### 12:30 p.m. CEL LUNCHEON, AWARDS ROOM 200-CDE



## monday

### CEL Innovative Leadership Award

The 2015 winner is **Alan Brown**, of Wake Forest University in Winston-Salem, N.C.

This award is given to an early/mid-career leader in recognition of his or her innovative leadership at the local, regional and/or national level.



CEL associate chair Heather Rocco said, "[Alan's] many contributions to teachers and policy makers has clearly established [his] place as a leader who makes it possible for all of us to glimpse new possibilities, develop a sense of comfort with unfamiliar technologies and strategies, and venture into exciting new teaching and learning opportunities."

Nicole Sieben wrote that "[Alan] proposed a special issue for the English Journal focused on sports literacy. . .Dr. Brown has also created and maintains a sports literacy blog that offers up-to-date information about the latest research and young adult novels in sports literacy."

"He recognizes the importance of innovation and reimagining in education and has an established record of creativity in the classroom and in his research endeavors. His students have described him as 'inspirational' and 'engaging' and have noted that they remember the heuristics activities and lessons he has taught them long after they leave his classroom."

### KEYNOTE

### ROOM 200-CDE

## CAROL JAGO

Introduction: Tracy Recine, Pascack Valley High School

### Investing in the Realms of Gold: Why Children Deserve More Literature, Art, Dance and Music

The liberal arts are besieged on all fronts. According to the *Wall Street Journal*, Japan is retooling its public universities, sacrificing liberal-arts programs "in collaboration with a business community eager for better-skilled graduates." But what does it mean to be better-skilled? In this global society, students need to be able to understand the context within which they live and

work and to understand how others may live and work differently. The arts offer access to other cultures, other worlds as well as insight into one's own. Poetry helps us make sense of experience; it also allows teenagers to see that they are not alone. Carol Jago will address how CEL leaders can amplify the arts in language arts classrooms – a legacy worth working towards.

Carol Jago has taught English in middle and high school for 32 years and is associate director of the California Reading and Literature Project at UCLA. She served as president of the National Council of Teachers of English and is currently chair of the College Board's English Academic Advisory committee that oversees the SAT, AP Literature and AP Language exams.



She has published many books including *With Rigor for All: Meeting Common Core Standards for Reading Literature and Cohesive Writing: Why Concept Is Not Enough*. She has also published books on contemporary multicultural authors for NCTE. Carol wrote an education column for the *Los Angeles Times*, and her

essays continue to appear in educational journals and online forums.

Carol Jago edits *California English*, the journal of the California Association of Teachers of English, and worked on the planning committee for the 2009 National Assessment for Educational Progress (NAEP) Reading Framework and the 2011 NAEP Writing Framework. Carol was the consulting author on the HMH Collections series. She was awarded the 2015 International Literacy Association's Adolescent Literacy Thought Leader Award and has been named by the U.S. Department of Education to serve on the National Assessment Governing Board (NAGB).



## 2:45 p.m. monday

### LEADERSHIP

#### D.1 **A Leader's Legacy: Mentoring Matters**

All current, past and prospective Emerging Leaders fellows and mentors are invited to attend and participate in lively and wide-ranging discussion. Varying fellow/mentor working strategies and approaches, outcomes, insights, epiphanies and even frustration/disappointment will be shared and addressed, as well as exciting news regarding a proposed Leaders' Legacy: Emerging Leaders Sponsorship/Donor Initiative, further enabling CEL to continue and to further diversify support for emerging leaders.

**Bil Chinn** (St. Albert, Alberta, bilchinn@telusplanet.net)

**Anna Roseboro** (Grand Rapids, Mich., ajroseboro@comcast.net)

Chair: Bil Chinn

**2:45 p.m. Monday, room 205-AB**

### COLLABORATION

#### D.2 **Developing Successful Collaborations regarding Reading and Writing**

Although there is no magic formula that defines successful collaboration, we know that there are key attributes that are likely to promote success. Join me as part of a facilitated discussion on what works best to develop collaboration regarding reading and writing across curriculum and within our communities. In this session we will discuss several models of effective collaborations from our partnership with the local library to interdisciplinary presentations to utilizing common language across disciplines. Come listen and/or share your expertise on successful collaborations.

**Mary Luckritz** (English/fine arts division head, District #214 Rolling Meadows HS, Rolling Meadows, Ill., mary.luckritz@d214.org, @MLuckritz)

Chair: Rebecca Sipe

**2:45 p.m. Monday, room 205-CD**

### TECHNOLOGY

#### D.3 **Just Get Out of Their Way: Student-Centered Leadership in the 21st Century Classroom**

After a lifetime of following directions, how do we get our students to lead? How can we, as educators, actually teach more by "teaching" less? In this session, I will share the steps I have taken to transform my classroom into a student-centered, risk-taking environment in which students assume authentic leadership roles, celebrate their successes, face failure head-on and learn skills that are both based in current national standards and applicable to the global community. Student samples, professional reflections, unit templates and a toolkit of relevant digital resources will be provided as well, ensuring that all who attend are provided the tools necessary to "get out of their way" and encourage genuine leadership among their students. Participants are encouraged to bring an internet-connected device and a willingness to let go.

**Matthew Morone** (English teacher, Pascack Valley High School, Hilldale, N.J., mmorone@pascack.k12.nj.us, @MrMorone)

Chair: Tracy Recine

**2:45 p.m. Monday, room 206-AB**

### INSTRUCTION

#### D.4 **Leveraging Leadership Lessons: Harnessing Literature for Our Students and Ourselves**

This interactive, discussion-based session will provide models for exploring the leadership lessons in the literature we teach and will include strategies for discovering the lessons in new texts. Together, we will examine ways of developing a workable vocabulary for discussing leadership both within and beyond literature across all levels, and participants will emerge with more tools to examine leadership in the classroom, in the department, at the school and in the district.

**David Padilla** (head of Upper School, English teacher, Baylor School, Chattanooga, Tenn., dpa-dilla@baylor-school.org)

Chair: Heather Rocco

**2:45 p.m. Monday, room 208-AB**

### INSTRUCTION

#### D.5 **Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools**

This session will illustrate the mutually beneficial collaboration between a college professor and a high school English teacher/department head who share the vision of building secondary students' writing competencies through developmentally-appropriate and pedagogically innovative methods. The presenters will share best practices, teaching and training strategies and authentic assessment methods for delivering meaningful writing instruction to secondary students and teachers. They will also confront the difficulties of individualized writing instruction with large secondary and college classes. Through a research grant funded by the NCTE Conference on English Education, the professor has been able to provide onsite training, curricular materials and online opportunities to secondary schools that provide important insights about student and teacher interactions with the newly developed "writing hope" pathways framework and curricular ideas.

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

**Nicole Sieben** (English professor, The SUNY College at Old Westbury, N.Y., Siebenn@oldwestbury.edu, @Teach4JusticeNS)

Chair: David Lange

**2:45 p.m. Monday, room 208-CD**

### LEADERSHIP

#### D.6 **Depicting our Programs: Using Visual Representation to Think about Program Coherence and Innovation**

The University of Nebraska-Lincoln offers a two-year secondary English Education program that functions in a junior and senior cohort structure and reflects Backwards Design (Wiggins and McTighe, 2005). Session facilitators will share a schematic of their program model highlighting recent developments that advance students' leadership abilities and professional efficacy. Highlights will involve continuous junior and senior "cohort cross-talk" opportunities, periodic metacognition around leadership development and professional skills acquisition, job shadowing, an informal ELL practicum involving digital storytelling, and the development of a capstone

## 2:45 p.m. monday

e-portfolio. These innovations (or "enabling skills") build toward a capstone presentation delivered to colleagues, mentors, family and friends in celebration of students' evolution as "transformative intellectuals" (Giroux, 1988) or scholar-practitioners. Sharing this program model intends to catalyze dialogue and imagination toward enhanced systemic leadership resulting in meaningful capstone experience.

Presenters are from the University of Nebraska-Lincoln:

**Lauren Gatti** (assistant professor, Teaching, Learning and Teacher Education, lgatti2@unl.edu),

**Sarah Thomas** (assistant professor, English education, sarah.thomas@unl.edu)

Chair: Oona Abrams

**2:45 p.m. Monday, room 211-AB**

### COLLABORATION

#### D.7 **State Level Resources for Literacy Leaders**

The Wisconsin Department of Public Instruction includes a Literacy and Mathematics Team, which works to build capacity, share knowledge, develop resources and promote leadership across the state. The purpose for this session is to provide examples of how the combination of state-level data and perceived need for support informs the development of resources for English language arts educators and leaders in the state of Wisconsin. The "top three" resources that will be highlighted focus on speaking and listening, writing, and text complexity. In order to maximize change, these resources were developed in a train the trainer model, providing research, instructional ideas and reflection on teaching practice and choices for leaders to take back to their local contexts. The English language arts and literacy consultants at the state level develop the resources, gather feedback from outstanding educators in the field and disseminate the resources throughout the state.

**Marci Glaus** (English language arts education consultant, Wisconsin Department of Public Instruction, Madison, Wis., Marci.Glaus@dpi.wi.gov, @WisDPILit)

Chair: Brenda Hawkins

**2:45 p.m. Monday, room 211-CD**

## 3:45 p.m. COFFEE AND WARM COBBLER BAR

Sponsored by Heinemann

## 4:00 p.m. PANELS

### E.1 **How do we leave a legacy? What will your verse be?**

**Bil Chinn** (St. Albert, Alberta, Canada, bilchinn@telusplanet.net)

**Anne Padilla** (adjunct reading specialist, Bowling Green HS, Ky., anne.padilla@bgreen.kyschools.us)

**Virena Rossi** (supervisor of English language arts, Mahwah HS, N.J., vrossi@mahwah.k12.nj.us)

**Edie Weintal** (Pascack Valley Regional High School District, Montvale, N.J., eweintal@pascack.k12.nj.us)

Chair: Lynn Aprill

**4:00 p.m. Monday, room 205-AB**

### E.2 **How do we strengthen teacher education programs and mentor new teachers into the profession?**

**Rebekah Buchanan** (assistant professor/director of English Education at Western Illinois University, Macomb, ri-buchanan@wiu.edu)

**Jessica Gallo** (assistant professor of curriculum and instruction, University of Montana, Missoula, jessica.gallo@umontana.edu)

**Bailey Herrmann** (education department, University of Wisconsin-Oshkosh, herrmanb@uwosh.edu)

**Amanda Stearns-Pfeiffer** (assistant professor of English, Oakland University, Calif., stearnspfeiffer@oakland.edu)

Chair: Maydie Bombart

**4:00 p.m. Monday, room 205-CD**

### E.3 **What should be considerations in promoting leadership across a building and institutions?**

**Susan Chenelle**, lead teacher, University Academy Charter HS, Newark, N.J., sanchenelle@gmail.com, @UsingInfoText)

**Audrey Fisch** (English professor, New Jersey City University, afisch@njcu.edu, @audreyfisch)

**Cherish Rebecca Skinker** (graduate student, University of Virginia, Charlottesville, cherishsmith@gmail.com)

Chair: Chris Bronke

**4:00 p.m. Monday, room 206-AB**

### E.4 **How do we facilitate conversations that build capacity through professional development?**

**Lori Dolezal** (literacy coordinator, Barre, Vermont Agency of Education, lori.dolezal@vermont.gov, @ladolezal)

**Julie Malcolm** (instructional coach team lead, North Carolina Department of Public Instruction, Cary, julie.malcolm@dpi.nc.gov)

**Lisa Richardson** (assistant professor (reading/reading specialist), University of Alaska Southeast, Juneau, lrichardson3@uas.alaska.edu)

Chair: Janice Schwarze

**4:00 p.m. Monday, room 208-AB**

### E.5 **What concepts should we consider in regard to social justice?**

**Willa Jackson** (English teacher, Sherwood Middle School, Columbus, Ohio, wjackson8982@columbus.k12.oh.us)

**Emily Meixner** (associate professor of English, The College of New Jersey, Ewing, meixner@tcnj.edu)

**Rachel Scupp** (English teacher, Grover Middle School, West Windsor-Plainsboro, N.J., rachel.ccupp@ww-p.org)

**Yolanda Stewart** (literacy coach, Sherwood Middle School, Columbus, Ohio, ystewart5@gmail.com)

**Jennifer Wanat** (English teacher, Sherwood Middle School, Columbus, Ohio, jwanat6757@columbus.k12.oh.us)

Chair: Anna Roseboro

**4:00 p.m. Monday, room 208-CD**

## 5 p.m. SOCIAL, ELECTION RESULTS ROOM 200-CDE SPECIAL PRESENTATION BY POETRY ALIVE!



7:30–8:05 a.m. CEL CONTINENTAL BREAKFAST

8:05 a.m. WELCOME ROOM 200–CDE

8:10 a.m.  
**tuesday**

## ROUND TABLE SESSION 1

## ROOM 200-FGH

### F.1 Job Embedded Coaching

**Katie Decker** (English teacher, Central HS, Cheyenne, Wyo., [deckerk@laramie1.org](mailto:deckerk@laramie1.org), @KatieDeckerCHS)

**Sarah Durst** (professional learning facilitator, Center for Education in Small Urban Communities, Champaign, Ill., [obermark@illinois.edu](mailto:obermark@illinois.edu), @coachescoaching)

**Cara Knox Gutzmer** (professional learning facilitator, Center for Education in Small Urban Communities, Champaign, Ill., [caraknox@gmail.com](mailto:caraknox@gmail.com), @coachescoaching)

**Jo Lockwood** (instructional coach, Central HS, Cheyenne, Wyo., [lockwoodj@laramie1.org](mailto:lockwoodj@laramie1.org)),

### F.2 Developing Critical Literacy

**Kierstin Thompson** (English teacher, Downers Grove South, Ill., PhD candidate at University of Illinois-Chicago, [kthompson@csd99.org](mailto:kthompson@csd99.org))

### F.3 Content Literacy and the Reluctant Reader

**Natalie Croney** (English teacher, Bowling Green High School, Ky., [natalie.crony@bgreen.kyschools.us](mailto:natalie.crony@bgreen.kyschools.us))

**Tamara Meigh** (district coordinator for language arts and foreign languages K-12, Goose Creek Consolidated Independent School District, Baytown, Texas, [booksley@verizon.net](mailto:booksley@verizon.net))

### F.4 The Genteel Hillbilly: Respecting the Linguistic Legacy Students Bring to the Classroom

**Debra Knutson** (director of composition, Department of English and Humanities, Shawnee State University, Portsmouth, Ohio, [dknutson@shawnee.edu](mailto:dknutson@shawnee.edu))

### F.5 Transformative Learning Experiences: In Search of Renewal

**Brenda Hawkins** (assistant professor in education department, Fitchburg State University, Mass., Jamestown, R.I., [brhawkins22@verizon.net](mailto:brhawkins22@verizon.net))

### F.6 Professional Development and School-wide Change

**Jackie Hurley** (secondary literacy coach, Pinellas County Schools, Fla., [hurleyja@pcsb.org](mailto:hurleyja@pcsb.org))

**Elaine Simos** (literacy coach, Dist. 99 Downers Grove North HS, Ill., [esimos@csd99.org](mailto:esimos@csd99.org)@DGNLitCoaches)

**Marjorie Thomas** (literacy coach, Dist. 99 Downers Grove North HS, Ill., [mthomas@csd99.org](mailto:mthomas@csd99.org), @DGNLitCoaches)



9:10–9:20 a.m. CEL TALK ROOM 200–FGH

9:20 a.m.  
**tuesday**

## ROUND TABLE SESSION 2 ROOM 200-FGH

### F.7 Developing Leadership through Blogging

**Christina Nosek** (K-5 literacy coach/TOSA at Palo Alto Unified School District, Calif., [cnosek@pausd.org](mailto:cnosek@pausd.org))

### F.8 Vertical Alignment

**Karen Raino** (Language Arts Division chair, Lyons Township HS, Lyons, Ill., [kraino@lths.net](mailto:kraino@lths.net))

### F.9 Stories and Monologues

**Jan Buley** (English faculty, Literacies and Drama Education, Laurentian University, Sudbury, Ontario, [jbuley@laurentian.ca](mailto:jbuley@laurentian.ca))

### F.10 Leadership in Writing Workshop

**Elsie Olan** (language & literacy assistant professor, University of Central Florida, Orlando, [Elsie.Olan@ucf.edu](mailto:Elsie.Olan@ucf.edu))

### F.11 Turning Literacy Lab Teachers into Assistant Department Chairs

**David Lange** (English Department chair, Hinsdale Central HS, La Grange, Ill., [dlange@hinsdale86.org](mailto:dlange@hinsdale86.org), @MrLange1)

**Michael Palmquist** (English teacher, Naperville HS, Ill., [mpalmqui@hinsdale86.org](mailto:mpalmqui@hinsdale86.org), @mrpalmquist)

**Jill Tylk** (English teacher, Warrenville, Ill., [jtylk@hinsdale86.org](mailto:jtylk@hinsdale86.org))

10:25 a.m.

**CHRIS BRONKE**

ROOM 200-CDE

*Introduction: Edie Weinthal, Pascack Valley Regional High School District*

### Continuing Conversations

Conferences end and people go their own ways, most armed with the best of intentions to continue the collaborative nature of the event but quickly get bogged down by the reality of day-to-day work. Not this year! Join this collaborative open session in which conference participants will be given the time, space and support to create personal learning networks centered around key takeaways from this year's event. Don't go home alone; go home with a new CEL PLN.

Christopher Bronke has been teaching English for 11 years and is in his fourth year as English Department chair at Downers Grove North High School. In this role he teaches ninth grade honors, evaluates teachers, oversees the literacy coaching program, plans and implements PD and works with other district leaders on CCSS integration/implementation. He has presented nationally on CCSS integration across all subject areas and has been featured in *The Atlantic* for his innovative use of social media in the classroom. Christopher is a member of the Teacher Advisory Council for the Bill and Melinda Gates Foundation and is a CEL Emerging Leader Fellow. Co-host of the #ECET2 chat and an active contributor to the #SBLChat, #COLChat, and #NTChat, he greatly enjoys the role Twitter plays in education today.





11:10 a.m.–12:30 CEL LUNCHEON ROOM 200–CDE

11:10 a.m.  
tuesday

KEYNOTE

## PENNY KITTLE

Introduction: Chris Bronke, Downers Grove North High School

### **Book Love: Building Reading Lives that Last**

Independence is at the heart of the Common Core Standards and at the heart of a reading life that lasts beyond school. Adolescents must develop a reading habit that increases stamina and joy in reading, while increasing the complexity of the texts they can independently read. We can transform the culture of reading through books, time to read and time to talk with

and among readers. We must create a sense of urgency, agency and responsibility in learners. Success is ensured in a classroom where effective, incremental instruction in a predictable progression of skills necessary for students to become critical, thoughtful readers, is combined with accessible and interesting books.

Penny Kittle teaches high school English and is a K–12 literacy coach in North Conway, N.H. Penny believes all students can be led to a passionate engagement with literacy. She is the author of *Book Love* and *Write Beside Them*, which won the James N. Britton Award from NCTE. She co-edited *Children Want to Write: Donald Graves and the Revolution in Children’s Writing* with Tom Newkirk and co-authored two books on writing with her mentor Don Graves. Penny teaches in the Summer Literacy Institutes at the University of New Hampshire and works with teachers throughout the United States, Canada and Asia. Penny has been honored with the 2015 Exemplary Leader Award from the Conference on English Leadership through NCTE. Penny is the founder and president of the Book Love Foundation, dedicated to donating libraries of 500 books to teachers throughout the United States and Canada. The Book Love Foundation has granted \$100,000 to teachers in three years. Penny believes it is never too late to lead an adolescent to satisfying, lifelong reading.



ROOM 200-CDE



## Call for Proposals : CEL Convention 2016

Atlanta, November 20–22

### **Innovative Leadership: Navigating Changes in Literacy Education**

Aldous Huxley said, “The vast majority of human beings dislike and even actually dread all notions with which they are not familiar. . . Hence it comes about that at their first appearance innovators have generally been persecuted, and always derided as fools and madmen.”

We all know that change is inevitable. Changes in education, however, can be extremely demanding on teachers, administrators, students and parents alike. How can today’s literacy leaders not only bring about necessary changes but navigate changes imposed upon us? Educational policy, standards, high-stakes testing, college readiness – these constantly evolving and controversial issues create tension, chaos and concern for the future of education. How can innovators – the fools, the madmen – navigate the rough seas of change? How can we steer literacy education in the right direction? How can we fight against injustice and focus on promoting literacy? How can literacy leaders bring about change, build communities and prepare teachers for the road ahead? In what ways can innovative leaders expand literacy capacities on the local, state and national levels?

Join us for the CEL Convention in Atlanta where we will explore these questions by examining and discussing innovations in literacy leadership. We will work collaboratively, share experiences and reflect upon our practice in order to build our capacities for leadership.

We encourage you to submit proposals for the 2016 CEL Conference that address the theme for this session, Innovative Leadership, including:

- Maximizing change and making it work
- Influencing productive literacy leadership
- Developing collaborations
- Supporting literacy coaching
- Enhancing curricular/instructional design
- Diversifying assessment
- Learning to run effective meetings
- Being intentional with outcomes
- Building communities with teams
- Building leadership capacity
- Contributing to the success of others

The Conference on English Leadership encourages interactive, participatory presentations. As a non-profit organization of educators, we are not able to give a stipend or reimburse expenses for this appearance.

The link to the conference proposal form can be found at <http://bit.ly/CEL2016Proposal>. Forms must be submitted prior to the April 15 deadline. Any questions regarding proposals should be directed to Tracy Recine at [trecine@pascack.k12.nj.us](mailto:trecine@pascack.k12.nj.us).

We look forward to seeing you in Atlanta, Nov. 20-22, 2016.

*Tracy Recine*

Tracy Recine, 2016 Program Chair

# LEVEL TWO

