



INNOVATIVE

RELEVANCE

EDUCATION

IMAGINATION

CONFIDENCE

EMPOWERMENT

CREATIVITY

VISION

AUTHENTICITY

COLLABORATION

EXPERTISE

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:

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Debbie Zagorski, CEL Liaison

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Thank you also to the CEL Hospitality Committee:



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



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



The Conference on English Leadership wishes to thank Academic Merit for its sponsorship of our Emerging Leaders Program.

INNOVATIVE LEADERSHIP

Atlanta 2016

Conference on English Leadership
Georgia World Conference Center
Nov. 20-22, 2016



▲The Atlanta Botanical Garden features an Italian limestone fountain with artist Dale Chiluly's dazzling blue and white glass sculpture dramatically poised above the water. **Details:** 15-minute cab ride from the Georgia World Conference Center. Admission \$21.95. Open 9 a.m.-5 p.m., 6 p.m.-10 p.m.; closed Mondays.



▲An eternal flame burns at the Martin Luther King, Jr., National Historic Site. **Details:** 9-minute cab ride from the Georgia World Conference Center. Free admission. Open 9 a.m.-5 p.m.



▲Atrium and food court are at the center of CNN's world headquarters. **Details:** 15-minute walk from the Georgia World Conference Center. Studio tours booked in advance for \$15.99. Check for availability.



▲Visitors at the Georgia Aquarium walk through a tunnel within a large fish tank. A hammerhead shark swims above them. **Details:** 12-minute walk from the Georgia World Conference Center. Admission \$36.95. Open to 9 p.m.

►The Memorabilia Room at the World of Coca-Cola is located in the Olympic Centennial Park. Visit the Vault of the Secret Formula and more. **Details:** 17-minute walk from the Georgia World Conference Center. Admission \$16. Open 10 a.m.-5 p.m.

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PROGRAM designed by Linda Barrington

COVER IMAGE: iStock

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Twitter: [@ncte_cel/#CEL16](https://twitter.com/ncte_cel/#CEL16)

CONFERENCE OFFICIALS

CEL Executive Committee

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Ypsilanti, MI

Heather Rocco, Associate Chair
Chatham, NJ

Wanda Porter, Past Chair
Kailua, HI

Bil Chinn, Secretary to the
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Edie Weinthal, Nominations
Chair, Web Publisher
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Gordon Hultberg, Assistant
Nominations Chair
Salt Lake City, UT

Anne Marie Quinlan, Secondary
Section Liaison
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Bonduel, WI

Tracy Recine, 2016
Hillsdale, NJ

Christopher Bronke, 2017
Downers Grove, IL

Natalie Croney, 2017
Bowling Green, KY

Matthew Morone, 2018
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Amanda Stearns-Pfeiffer, 2018
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STATE LIAISONS



Tom Scott
State Liaison Coordinator

CEL MEMBERS

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

STATE LIAISONS

Meet on Sunday
at 9:00 a.m.
in Room A 409.

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PROGRAM CHAIR



Tracy Recine
Program Chair

Dear CEL Convention Attendees,

“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.” ~Aldous Huxley

If there is one word that remains constant in education, it is change. With each new generation comes new challenges and opportunities, but in the technological age, change has never happened so rapidly and frequently. Some changes in education can be extremely demanding on teachers, administrators, students and parents alike. Educational policy, ever-changing 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, fight against inequality, build communities and prepare teachers for the road ahead? In what ways can innovative leaders expand capacities on the local, state and national levels? There are no easy answers to these questions, but CEL is just the place to have these important discussions and work collaboratively to build a better world for the future.

For the past twelve years, I have taught high school English in a high-performing district that prides itself on being innovative. In fact, the faculty has a running game we play in which we count how many times administrators use that word during any given meeting or professional development workshop. To be innovative means to embrace changes and to bring about changes that improve educational practices. It seems that every school year, a new big idea – integration of 1:1 laptops, a new district schedule, a new approach to reading – is introduced or mandated. Successful innovation requires educators who are willing to embrace change and be innovative in their practices.

CEL has been an important part of my professional life since I first attended a national convention in 2007. Because of my involvement with CEL, I have become a better teacher and I have come to see myself as a teacher leader. I have realized that leadership doesn't necessarily mean holding a leadership position. I would like to thank the Hospitality Committee, Program Committee, NCTE convention coordinators and the CEL Executive Committee for all your help in putting together this convention. I am forever grateful to my supervisor of twelve years, Edie Weinthal, and CEL Chair, Becky Sipe, for introducing me to CEL and for believing in my ability to take on this monumental task. Finally, a big thank you to my wonderful husband, Santo, and my beautiful children, Carina and Santino, for supporting me and putting up with the countless hours I spent at home putting together this convention. It has been a humbling and very rewarding experience.

Thank you to all attendees, presenters, and keynote speakers for joining us at this convention. I hope you return home renewed and ready to face whatever changes the future may hold. Happy Thanksgiving!

Tracy Recine
2016 Program Chair



IN REMEMBRANCE

On August 18, the CEL family lost one of our most valued and beloved members, Bil Chinn. Bil dutifully served as Secretary to the Executive Committee since 1999 and was instrumental in coordinating our successful Emerging Leaders Fellowship Program. Bil was an intelligent colleague, a thoughtful leader, and a kind friend to us all. We will miss his wit and the wisdom our dear “CElmate” brought to our organization.

WELCOME

CONFERENCE ON ENGLISH LEADERSHIP 2016

Innovative Leadership



Rebecca Sipe
CEL chair

Dear CEL Members,

It is my pleasure to welcome you to the 48th annual CEL Convention in Atlanta! CEL is committed to helping build leadership capacity among our members across their careers. This year's convention theme, Innovative Leadership, 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 in a vibrant and engaging city. 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 English Language Arts leaders who serve in many different roles — from classroom teachers to consultants to coaches to administrators — who join us from many places! At CEL, you will find a welcoming environment to share your expertise while gaining insights from others.

Our CEL convention chair, Tracy Recine, has designed a program filled with outstanding presenters and keynote presenters. 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. Strands include Leadership, Professional Development/Teacher Preparation, Instruction-General/Technology/Assessment, Instruction-Reading, and Instruction-Writing, offering participants the opportunity to weave a highly personalized and practical conference experience.

Immediately following the CEL/NCTE luncheon on Sunday featuring Mignon Fogarty, creator of Grammar Girl podcast and the Quick and Dirty Tips Network, the CEL annual convention will get underway with an opening session featuring Kelly Gallagher and Penny Kittle. This keynote workshop will be followed by concurrent sessions and a range of social activities. Monday's keynote speakers feature Ernest Morrell in the morning, Troy Hicks and Kristen Hawley Turner at lunch, and showcase experts in concurrent sessions throughout the day. We'll conclude the convention on Tuesday with a breakfast presentation from Jemellah Coes and luncheon talk with Sara Kajder.

Most important to us in Atlanta will be the opportunity to meet, talk and get to know each other better. To that end, CEL never misses an opportunity to encourage conversation, collegial sharing and networking. Meals, coffee hours and socials are an integral part of the convention experience as we develop our professional relationships that will last a lifetime. Come for the sessions, stay for the relationships and return to your CEL professional home year after year to share your expertise and learn from the experiences of others.

CEL has offered me the opportunity to network with literacy leaders across the country 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 2017 convention in St. Louis. 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 2015 CEL Conference, members nominated possible candidates for the 2016 Member-at-Large November election. Nominations Committee members Bil Chinn, Tom Scott, Wanda Porter, Gordon Holtberg 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:

Debbie Cohen: Teacher of English, Glenbrook South High School, Glenview, Illinois

Emily Meixner: Assistant Professor of English, The College of New Jersey

Elsie Olan: Assistant Professor, Language Arts Secondary Education, University of Central Florida

Karen Reed-Nordwall: English Department Chair, Wylie E. Groves High School, Birmingham Public Schools, Michigan

Janice Schwarz, Principal, Downers Grove North High School, Downers Grove, Illinois, is running unopposed for CEL Chair.

All 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 2017 ELECTION

In the 2017 election, CEL members will choose two Members-at-Large. 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 as by 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 2017 ballot.

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 2016 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 10, you will find complete session descriptions, room numbers, presenter information and strand identification.

LEADERSHIP

- A.7** Dystopian Leadership: Innovating Against All Odds
- B.2** “To Make a Prairie”: Cultivating a Climate of Growth
- C.1** Leading without Leaving: Keeping the TEACHER in Teacher Leadership
- D.1** Calming the Whirlwind: Empowering Teachers to Prosper in a Climate of Change / Enhancing Teachers’ Voices and Literacy Practice through Autobiographical Action Research
- D.2** Leading Curiosity: Facilitating Sustained Inquiry with Colleagues and Students
- E.1** Adding Video to the Feedback Loop: Classroom Observations Using Video Tools
- E.2** The Critical Role of Epistemic Humility in Education

PROFESSIONAL DEVELOPMENT/ TEACHER PREPARATION

- A.1** Collaborative, Continual and On-the-Job: An Innovative Approach to Providing Ongoing Professional Development to Pre-Service and In-Service English Teachers / Designing Teacher-Led Professional Development to Promote Literacy Instruction, Self-Efficacy & Leadership
- A.2** Our Writing Lives: Fostering Writing Retreats and Writing Groups
- B.1** What Concerns Beginning Teachers, and What Encourages Them to Keep Teaching?
- D.5** Looking in the Rearview Mirror: Lessons to Share on the Creation, Approval, and Implementation of State-Level Standards, Assessments, Policies, and Initiatives

INSTRUCTION – GENERAL/ TECHNOLOGY/ASSESSMENT

- A.3** The Hedgehog and the Fox: Lessons Learned from a Year in the Open Classroom
- A.4** The Balancing Act in Literacy Education: Social Justice, Outcomes Assessment / Coaching for Social Justice
- B.3** Rigor Meets Readiness: Designing and Leading Readiness Differentiation in Secondary Classrooms
- B.4** Humanizing History: Holocaust Education in ELA Instruction
- C.3** Designing Assessments for Empathy, Engagement and Agency
- C.5** “That You Must Teach Me”: Improving Shakespeare Instruction for Your Teachers
- D.3** Flipping the Language Arts Classroom
- E.5** “Plugged In & Tuned Out”: Team Teaching Collaborative Skills to Tech Savvy Students

INSTRUCTION – READING

- A.5** Don’t Let the Full Bins Fool You: Look Closely at Classroom Libraries to Ensure Vulnerable Readers Have Abundant Access and Choice
- B.5** Meaning Mining: Reading Against the Grain
- B.6** Leading Students out of Learned Helplessness / Students in the Literacy Cracks: How to Help
- C.4** Using Blended Genres to Increase Student Achievement and Understanding
- C.6** Teaching Literature through Readers’ Theatre
- D.4** Hint Fiction: An Innovative Approach to Literacy in the Secondary Classroom
- E.3** Pre-assessments, Nonfiction Reading Strategies, and Using Data to Inform Instruction

INSTRUCTION – WRITING

- A.6** Retooled: How Revising a Grammar Competency Exam for Education Majors Turns into a Learning Opportunity for Everyone
- C.2** Rethink, Revise, Renew: Toward a Self-Sustaining Teaching & Learning Life / Red Ink with a Purpose: Strategic Feedback & Its Impact on Student Growth and Academic Achievement
- E.4** This I Believe: Connecting Conviction to Classroom Practice

PROGRAM-AT-A-GLANCE

SUNDAY		
11:30	Awards Presentations and Luncheon: Mignon Fogarty	A412
1:30-2:00	First Timers' Session	A402
2:00-4:00	Opening Session: Kelly Gallagher and Penny Kittle	A411
4:15-5:15	A.1 Split Session: Collaborative, Continual and On-the-Job: Providing Professional Development to English Teachers Erinn Baker A.1 Split Session: Professional Development to Promote Literacy Instruction, Self-Efficacy & Leadership Jeanne Dyches Bissonnette A.2 Our Writing Lives: Fostering Writing Retreats and Writing Groups Jessica Gallo, Bailey Hermann A.3 The Hedgehog and the Fox: Lessons Learned from a Year in the Open Classroom Matt Morone A.4 Split Session: Balancing Act in Literacy Education: Social Justice, Outcomes Assessment & ELA Cornelia Paraskevis A.4 Split Session: Coaching for Social Justice Michele Jewett A.5 Don't Let the Full Bins Fool You: Ensure Vulnerable Readers Have Access and Choice Maggie Hoddinot, Annie Ward A.6 Retooled: Revising a Grammar Competency Exam for Education Majors Turns into a Learning Opportunity Paula Patch A.7 Dystopian Leadership: Innovating Against All Odds Scott Eggerding	A 402 A 402 A 403 A 404 A 405 A 405 A 406 A 407 A 408
6:00	Sunday Social	A412
7:00	Facilitated Dinners	
MONDAY		
8:00-9:50	CEL Monday Continental Breakfast: Elections and Ernest Morrell	A412
10:00-11:00	B.1 What Concerns Beginning Teachers, and What Encourages Them to Keep Teaching? Thomas M. McCann, Elizabeth Kahn B.2 "To Make a Prairie": Cultivating a Climate of Growth Virena Rossi, Susan Ritter B.3 Rigor Meets Readiness: Designing & Leading Readiness Differentiation in Secondary Classrooms Heather Rocco, Janice Schwarz B.4 Humanizing History: Holocaust Education in ELA Instruction Heather Lutz B.5 Meaning Mining: Reading Against The Grain Kevin Berner B.6 Split Session: Leading Students out of Learned Helplessness Becki Maldonado B.6 Split Session: Students in the Literacy Cracks: How to Help Anne Padilla, Kandy Smith	A 403 A 404 A 405 A 406 A 407 A 408 A 408
11:15-12:15	C.1 Leading without Leaving: Keeping the TEACHER in Teacher Leadership Christopher Bronke C.2 Split Session: Rethink, Revise, Renew: Toward a Self-Sustaining Teaching & Learning Life Shawna Coppola C.2 Split Session: Red Ink with Purpose: Strategic Feedback & Its Impact on Student Growth & Achievement Daniel Williams C.3 Designing Assessments for Empathy, Engagement and Agency Emily Meixner, Rachel Scupp C.4 Using Blended Genres to Increase Student Achievement and Understanding Stephanie Bailey, Hillary Kane C.5 "That You Must Teach Me": Improving Shakespeare Instruction for Your Teachers Michael LoMonico, Peggy O'Brien C.6 Teaching Literature through Readers' Theatre Paulette Marek, Richard Kraskin, Barbara Murray	A 403 A 404 A 404 A 405 A 406 A 407 A 408
12:30-2:30	CEL Monday Luncheon: Troy Hicks and Kristen Hawley Turner	A412
2:45-3:45	D.1 Split Session: Calming the Whirlwind: Empowering Teachers to Prosper in a Climate of Change E. Simos, K. Smith, M. Thomas D.1 Split Session: Enhancing Teachers' Voices & Literacy Practice thru Autobiographical Action Research Elsie L. Olan D.2 Leading Curiosity: Facilitating Sustained Inquiry with Colleagues and Students Erin Brown, Shelley Peets D.3 Flipping the Language Arts Classroom Kate Baker D.4 Hint Fiction: An Innovative Approach to Literacy in the Secondary Classroom Brett Conrad, Kate Ondrof D.5 Looking in the Rearview Mirror: Lessons to Share on State-Level Standards, Assessments, Policies, Initiatives M. Dunton, J. Flores, M. Mosier	A 403 A 403 A 404 A 405 A 406 A 407
4:00-5:00	E.1 Adding Video to the Feedback Loop: Classroom Observations Using Video Tools Dorea Kleker, Lisa Richardson E.2 The Critical Role of Epistemic Humility in Education Holly Larson, Roberta Proctor E.3 Pre-assessments, Nonfiction Reading Strategies, and Using Data to Inform Instruction Edie Weinthal, Tina Marchiano E.4 This I Believe: Connecting Conviction to Classroom Practice Tamara Meigh E.5 Plugged In & Tuned Out": Team Teaching Collaborative Skills to Tech Savvy Students Ana Adams, Jamie Marootian	A 403 A 404 A 405 A 406 A 407
5:15-6:15	Monday Social with Election Results	A412
TUESDAY		
8:00-9:10	CEL Continental Breakfast: Jemelleh Coes	A412
9:20-10:20 Panels	F.1 Innovative Leadership Anna Roseboro, facilitator; Daron Kennet, Janice Schwarze, Rebecca Sipe, Edie Weinthal F.2 Reading/Writing Assessment Tina Marchiano, facilitator; Brandon Abdon, Matthew Morone, Heather Rocco F.3 PD/Teacher Prep Karen Raino, facilitator; Jemellah Coes, Josh Flores, Emily Meixner, Tom Scott F.4 Incorporating Technology Chris Bronke, facilitator; Kate Baker, Troy Hicks, Sara Kajder	A 403 A 404 A 405 A 406
10:30-11:30 Panels	G.1 Innovative Leadership Anna Roseboro, facilitator; Daron Kennet, Janice Schwarze, Rebecca Sipe, Edie Weinthal G.2 Reading/Writing Assessment Tina Marchiano, facilitator; Brandon Abdon, Matthew Morone, Heather Rocco G.3 PD/Teacher Prep Karen Raino, facilitator; Jemellah Coes, Josh Flores, Emily Meixner, Tom Scott G.4 Incorporating Technology Chris Bronke, facilitator; Kate Baker, Troy Hicks, Sara Kajder	A 403 A 404 A 405 A 406
11:45-1:00	CEL Tuesday Luncheon: Sara Kajder	A412

SUNDAY

11:30 a.m.

INNOVATIVE LEADERSHIP: RELEVANCE

To stay relevant, a leader must actively look for, and adjust to, shifting trends.
~Alex Taylor, *The Gazette*, Cedar Rapids

11:30-1:30 CEL LUNCHEON ROOM A 412
KEYNOTE PRESENTER: MIGNON FOGARTY
AWARDS PRESENTATION

CEL Best Article of the Year Award

The 2016 winner is **Christina Saily**, of Arizona State University for "Moving from Them to Us: Making New Arguments about Teaching and Learning via Teacher Inquiry," published in October 2015.

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

By telling one teacher's story of professional growth, Saily explores the power of effective teacher inquiry groups. Through her collaboration and research with a school in an urban Southwest community, Saily describes how one teacher's shift from a deficit mindset to a growth and activist mindset benefited the students in his school. Given "access to specific writing exercises, writing environments, research strategies, and collaborative activities," participants in Saily's inquiry group were able "to think critically and respond actively to perceived questions or problems in their teaching and professional lives."

Honorable Mentions:

Chris Drew, Indiana State University in Terre Haute, Indiana, for "An Argument Worth Having: Championing Creative Writing in the Disciplines" (October 2015)

Nicole Sieben, SUNY College at Old Westbury, and Gordon Hultenberg, Intermountain Christian School in Salt Lake City, for "Collaboration Fosters Hope" (April 2015)



CEL Kent Williamson Exemplary Leader Award

Carol Jago is the 2016 winner. She 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 as chair of the College Board's English Academic Advisory committee.



She has published many books with Heinemann including *With Rigor for All: Meeting Standards for Reading Literature and Cohesive Writing: Why Concept Is Not Enough*. She has also published books on contemporary multicultural authors for NCTE. Jago wrote an education column for the *Los Angeles Times*, and her essays continue to appear in educational journals and online forums.

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. She is the consulting author on the HMH Collections program. In 2015, she was awarded the International Literacy Association's Adolescent Literacy Thought Leader Award. She has been named by the U.S. Department of Education to serve on the National Assessment Governing Board overseeing the NAEP assessments.

1:30-2:00 FIRST TIMERS' SESSION ROOM A 402

2 p.m.
sunday

KEYNOTE

ROOM A 411

KELLY GALLAGHER, PENNY KITTLE

Introduction: Rebecca Sipe, The Honors College, Eastern Michigan University

Creating a School Culture That Supports the Power and Pleasure of Reading and Writing

The ability to read, write, and speak well are the pillars of literacy. If our students are to succeed, we must cultivate a passion for reading and writing in both our teachers and in our students. Kelly and Penny will share how they are

creating cultures in school systems to ensure that students discover the personal joy, the satisfaction, and the power of creating their own canon of books they love and pieces of writing they cherish.



Kelly Gallagher, a “baseballohollic” and a self-described expert at negotiating airports, is in his 32nd year of teaching at the high school level. He currently teaches at Magnolia High School in Anaheim, California. He believes that “there is no greater pleasure than teaching someone something.” Teaching is “artistic, it matters a great deal, and I can never get the job down perfectly.”

Gallagher thinks that professional development should treat teachers as such — professionals. “I know in the classroom that good things happen when my students have meaningful discussions. I know as a teacher myself that my craft sharpens when I am given the opportunity to have meaningful discussions with my peers. And let’s have a laugh or two while we are at it.”

Writing his six books for Stenhouse was a solitary experience. “Though I have written outlines prior to each of my books, I have yet to follow any of them step-by-step. That is why I find writing rewarding — because the act of writing itself generates new thinking, and new thinking is always exciting.”



Penny Kittle teaches English at Kennett High School and is K-12 literacy coach for the Conway School District. In addition, she teaches in the Summer Literacy Institutes at the University of New Hampshire.

Kittle is the author and coauthor of numerous books with Heinemann including *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*; *Children Want to Write* (co-authored with Thomas Newkirk); *Write Beside Them: Risk, Voice, and Clarity*

in High School Writing, which won the 2009 James N. Britton Award; *The Greatest Catch*, and *Public Teaching*.

Penny coauthored two books with Donald H. Graves — *Inside Writing* and *Quick Writes*. As an in-demand Heinemann Professional Development Provider, Kittle delivers PD workshops, Web seminars, and onsite seminars and consulting services throughout the world.

4:15 p.m. sunday A Sessions

PROFESSIONAL DEVELOPMENT/
TEACHER PREPARATION

A.1 **SPLIT SESSION PART 1**

Collaborative, Continual, and On-the-Job: An Innovative Approach to Providing Ongoing Professional Development to Pre-Service and In-Service English Teachers

Too often, teachers may feel disconnected between the professional development they are provided and the actual concerns and challenges they face in their classrooms. In this presentation, participants will learn how one university faculty member and several English teachers implemented an on-the-job professional development model within a high school.

Erinn Bentley (Associate Professor, Columbus State University, bentley_erinn@columbusstate.edu)
4:15 p.m. Sunday, A 402

PROFESSIONAL DEVELOPMENT/
TEACHER PREPARATION

A.1 **SPLIT SESSION PART 2**

Designing Teacher-Led Professional Development to Promote Literacy Instruction, Self-Efficacy, & Leadership

This session explores how a high school literacy coach collaborated with teachers from across content areas/disciplines to develop a teacher-led professional development comprised of 30-minute workshops, which their colleagues attended conference style. Sharing promising literacy practices during the workshops promoted teachers' literacy instruction, fostered their self-efficacy, and cultivated literacy leadership.

Jean Dyches Bissonette (Assistant Professor of secondary literacy education, Iowa State University, jdbiss@iastate.edu, @JBD@ISU)
4:15 p.m. Sunday, A 402

INSTRUCTION/GENERAL

A.2 **Our Writing Lives: Fostering Writing Retreats and Writing Groups**

Do you want to plan a writing retreat or

INNOVATIVE LEADERSHIP: AUTHENTICITY

The first priority of leadership is to engage the right people, at the right times, to the right degree in creative work.

~Teresa Amabile, Mukti Khair, *Creativity and the Role of the Leader*

an ongoing writing group? In this presentation, two teacher educators who write will discuss tips for making writing retreats and writing groups productive and sustainable. Presenters will share their experiences and facilitate discussion about how to improve our collective writing lives.

Bailey Hermann (Assistant Professor of Literacy & Language, University of Wisconsin Oshkosh, hermanb@uwosh.edu)

Jessica Gallo (Assistant Professor of Education, University of Montana, jessica.gallo@mso.umt.edu)
4:15 p.m. Sunday, A 403

INSTRUCTION/GENERAL/TECHNOLOGY/
ASSESSMENT

A.3 **The Hedgehog and the Fox: Lessons Learned from a Year in the Open Classroom**

The ancient Greek poet Archilochus wrote: "a fox knows many things, but a hedgehog one important thing." This past year, my Open Classroom model has attempted to break through the arbitrary walls of the traditional classroom, but how have students adapted to the change? Here, I will provide glimpses into the experiences of a few of my hedgehogs and foxes, and share some techniques for motivating all students.

Matthew Morone (English teacher, Pascack Valley Regional High School District, mmorone@pascack.k12.nj.us, @MrMorone)
4:15 p.m. Sunday, A 404

INSTRUCTION/GENERAL/TECHNOLOGY/
ASSESSMENT

A.4 **SPLIT SESSION PART 1**

The Balancing Act in Literacy Education: Social Justice, Outcomes Assessment and English Language Arts

The presentation will focus on adopting a 'new pedagogical paradigm' in our ELA classrooms that will allow us to strengthen access and social justice for all students in the area of language arts instruction while also observing the requirements imposed by educational policies and high stake assessments.

Cornelia Paraskevas (Western Oregon University, paraskc@wou)

INSTRUCTION/GENERAL/TECHNOLOGY/
ASSESSMENT

A.4 **SPLIT SESSION PART 2**

Coaching for Social Justice

The need for critical conversations about issues such as racism and homophobia, and the consequences for all students if we don't have them, outweighs any discomfort we may feel. In this workshop participants will share strategies they've used for running difficult conversations with students and teachers, and explore additional ways to coach for social justice in the literacy classroom. Activities include whole and small group discussion, scenario and literature analysis, and mock coaching. This is an inquiry-based and interactive session, so please come ready to talk!

Michelle Jewett (Instructor, Central New Mexico Community College, mjewett1@cnm.edu, @mjewett_)

4:15 p.m. Sunday, A 405

INSTRUCTION/READING

A.5 **Don't Let the Full Bins Fool You: Look Closely at Classroom Libraries to Ensure Vulnerable Readers Have Abundant Access and Choice**

All readers develop through voluminous, engaged reading. Why, then, do literacy leaders face obstacles in providing access, choice, and time for children to read? This interactive session will arm participants with persuasive research, blueprints for robust classroom libraries, inspiring case studies, and powerful advocacy strategies to support teachers in giving all readers what they need to thrive.

Maggie Hoddinott (Literacy Ambassador, Mamaroneck Public Schools, NY, mhoddinott@mamkschools.org, @MaggieHoddi)

Annie Ward (Assistant Superintendent for Curriculum and Instruction, Mamaroneck Public Schools, NY, award@mamkschools.org, @AnnieTWard)

4:15 p.m. Sunday, A 406

4:15 p.m.
sunday

MONDAY

8:00 a.m.

INSTRUCTION/WRITING

A.6 **Retooled: How Revising a Grammar Competency Exam for Education Majors Turns into a Learning Opportunity for Everyone**

Two language and writing experts combined disciplinary knowledge and best practices in teaching with technology to create two new ways to learn grammar: a revised assessment and a grammar website with self-paced learning modules that will be available to anyone. Workshop attendees will learn about and use this “retooled” self-paced experience for learning or demonstrating basic grammar competency.

Paula Patch (Senior lecturer in English and Coordinator of College Writing, Elon University, ppatch@elon.edu, @profpatch)

4:15 p.m. Sunday, A 407

LEADERSHIP

A.7 **Dystopian Leadership: Innovating Against All Odds**

We have all volunteered as tributes. Have you ever had someone say I couldn't do your job? Come learn how to survive, like Katniss, in a dysfunctional world. You will learn how to handle the characters that you must defeat, align with, or avoid altogether.

Scott Eggerding (Director of Curriculum and Instruction, Lyons Township High School District 204, seggerding@lths.net, @libertyegg)

4:15 p.m. Sunday, A 408

**5:30-6:00 ROOM A 402
EMERGING LEADERS MTG**

**6:00-7:00 ROOM A 412
SUNDAY SOCIAL**

7:00 FACILITATED DINNERS

If you'd like to sign up for a dinner out, visit the hospitality booth!

CEL MONDAY CONTINENTAL BREAKFAST ROOM A 412

CEL ELECTIONS

KEYNOTE

ROOM A 412

ERNEST MORRELL

Introduction: Tina Marchiano, Pascack Valley High School

Literacy Leadership and Social Justice: Developing Powerful Readers and Writers in Today's Classrooms and Schools

In an era of burning cities and sanctioned state violence, literacy leadership is more important than ever. From the slave narratives of Douglass and Jacobs to the national literacy campaigns in 1960s Latin America, we know that communities have identified powerful literacy education as a social justice activity. This is no less true today, and literacy leaders in P-12 classrooms, libraries, district offices, and colleges

and universities have a crucial role to play. In this talk, Ernest Morrell draws upon this revolutionary tradition to explore a socially, culturally, and technologically relevant model of literacy education that draws upon digital media and youth popular culture to engage students as civic agents while also developing powerful readers, writers, and users of emergent digital technologies.

Ernest Morrell is the Macy Professor of Education and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also a Class of 2014 Fellow of the American Educational Research Association and a Past-President of the National Council of Teachers of English. Morrell's research focuses on drawing upon youth interest in popular culture and participatory media technologies to promote academic and critical literacy development, civic engagement, and college access. He is also recognized nationally for developing powerful models of teaching and learning in classrooms and nonschool



environments and for engaging districts, schools, and communities in the project of educational reform. Morrell has written more than 70 articles that have appeared in scholarly journals, numerous book chapters, and eight published books, including

New Directions in Teaching English, Doing Youth Participatory Action Research, Critical Media Pedagogy: Teaching for Achievement in City Schools (Teachers College Press), *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*, and *Critical Literacy and Urban Youth: Pedagogies of Access, Disrupt, and Liberation*.

10:00 a.m. monday B Sessions

PROFESSIONAL DEVELOPMENT/ TEACHER PREPARATION

B.1 **What Concerns Beginning Teachers, and What Encourages Them to Keep Teaching?**

In the session, two panelists will report the findings from surveys of student teachers and from interviews with 20 early career English teachers from five different states. The results reveal a clear pattern of concerns, means for coping with distressful situations, and proposals for improved preparation. While the panelists will speculate about what schools and universities should do to address the concerns, they will also engage the participants in proposing courses of action to increase the likelihood that very competent teachers do not become discouraged but remain in the profession.

Thomas M. McCann (Professor of English, Northern Illinois University, tmccann1@niu.edu)

Elizabeth Kahn (Associate Professor, Northern Illinois University, ekahn@niu.edu)

10:00 a.m. Monday, A 403

LEADERSHIP

B.2 **"To Make a Prairie": Cultivating a Climate of Growth**

How does a literacy leader "make a prairie"? Through collaboration, reflection, vision, and patience. This panel presentation will discuss the ways in which leaders build capacity and maximize change. Presenters will discuss their experiences in three districts and lead small groups to reflect on actionable ideas that yield intentional results.

Susan Ritter (Supervisor of Language Arts, K-12, Cranford Public Schools, ritter@cranfordschools.org)

Virena Rossi (Supervisor of English, Media, and Art, Pascack Valley Regional H.S. District, NJ, vrossi@pascack.k12.nj.us, @RossiVirena)

10:00 a.m. Monday, A 404

INSTRUCTION/GENERAL/TECHNOLOGY/ ASSESSMENT

B.3 **Rigor Meets Readiness: Designing and Leading Readiness Differentiation in Secondary Classrooms**

Teachers must differentiate instruction

INNOVATIVE LEADERSHIP: CONFIDENCE

You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.

~Eleanor Roosevelt

by readiness to meet the rigorous Common Core Standards and students' learning needs. Literacy leaders must support these efforts. Presenters will demonstrate key components of readiness differentiation, engaging participants in differentiated activities. They will also explain how leaders advance teachers' professional learning to ensure effective implementation.

The presenters will demonstrate how teachers differentiate by readiness in secondary classrooms. Also, they will show how leaders design professional development to support teachers with these efforts. By engaging participants in sample differentiated activities, attendees will have a clear understanding of how to implement and support readiness differentiation in schools.

Heather Rocco (K-12 Supervisor of English Language Arts, School District of the Chathams, NJ, hrocco73@gmail.com, @heatherrocco)

Janice Schwarze (Principal, Downers Grove North High School, IL, jschwarze@csd99.org, @jschwarzeteach)

10:00 a.m., Monday, A 405

INSTRUCTION/GENERAL/TECHNOLOGY/ ASSESSMENT

B.4 **Humanizing History: Holocaust Education in ELA Instruction**

In this session, we will explore the value of incorporating Holocaust studies into the ELA classroom. After receiving a brief overview of the course I have designed and implemented, participants will partake in discussions and activities that highlight the relevancy of the Holocaust to students' lives and to their own.

Heather Lutz (Teacher, Pascack Valley Regional High School District, hlutz@pascack.k12.nj.us, @hlutz1027)

10:00 a.m. Monday, A 406

INSTRUCTION/GENERAL

B.5 **Meaning Mining: Reading Against The Grain**

Providing students an opportunity to respond to text in a way that challenges traditional interpretations. Mining for

meaning that gives students the confidence that ownership can provide; What did I discover? What does it mean? How do I defend it?

Kevin Berner (Teacher/Coach, Glenbard District 87, Glen Ellyn, IL, kevin_berner@glenbard.org)

10:00 a.m. Monday, A 407

INSTRUCTION/READING

B.6 **SPLIT SESSION PART 1**

Leading Your Students Out of the Trap of Learned Helplessness to the Paradise of Engagement and Independence

This session will be an interactive, problem-solving adventure identifying the sources that cause students to plunge into learned helplessness and discovering a path to lead your students out of the trap of learned helplessness and into the paradise of engagement and independence.

Becki Maldonado (Secondary Teacher, Oklahoma City Public School District, beckim143@ou.edu, @beckilaoshi)

10:00 a.m. Monday, A 408

INSTRUCTION/READING

B.6 **SPLIT SESSION PART 2**

Students in the Literacy Cracks: How to Help

Identifying and planning instruction for students who FALL through or appear to JUMP through the cracks of literacy instruction challenged our high school. We struggled to find ways to provide footholds which would allow these students access to competency as readers and writers ready for an often unforgiving world.

Anne H. Padilla (Educational Consultant, Bowling Green High School, anne.padilla@bgreen.kyschools.us)

Kandy Smith (Assistant Professor of Literacy, Western Kentucky University, Bowling Green, KY)

10:00 a.m. Monday, A 408

11:00 a.m.

MID-MORNING BEVERAGE

Sponsored by Heinemann

11:15 a.m. monday C Sessions

LEADERSHIP

C.1 **Leading Without Leaving: Keeping the TEACHER in Teacher Leadership**

Are you looking for ways to lead without leaving the classroom? Looking for ways to empower your teachers to lead without leaving the classroom? Then this session is for you. Join for this collaborative look at pathways to teacher leadership that empower teachers to stay in the classroom while solving real problems for your school/district.

Christopher Bronke (English Department Chair, Downers Grove North High School, cbronke@csd99.org, @mrbronke)

11:15 a.m. Monday, A 403

INSTRUCTION/WRITING

C.2 **SPLIT SESSION PART 1 Rethink, Revise, Renew: Toward a Self-Sustaining Teaching & Learning Life**

It's easy to feel educator "burnout" when we become complacent in our practices, when we allow our work to become stagnant. How might we use a framework for thinking that would prevent this? Let's learn & laugh together as we explore such a framework—and renew our professional lives in the process.

Shawna Coppola (English department chair, Literacy Specialist, Rollinsford School District, shawnacoppola@gmail.com, @shawnacoppola)

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

11:15 a.m. Monday, A 404

INSTRUCTION/WRITING

C.2 **SPLIT SESSION PART 1 Red Ink with a Purpose: Strategic Feedback and Its Impact on Student Growth and Academic Achievement**

As educators, the feedback we attach to student compositions has the ability to motivate, and equally to overwhelm, learners. In this session, participants will learn strategies that will better enable them to leverage feedback as a tool to increase student success in the writing process.

INNOVATIVE LEADERSHIP: EMPOWERMENT

The best [leader] has sense enough to pick good men to do what he wants done, and self-restraint enough to keep from meddling with them while they do it.

~Theodore Roosevelt

Daniel Williams (Academy of Leadership & Free Enterprise, New York City School District 10, Williamsd14@tcprincipal.org)

11:15 a.m. Monday, A 404

INSTRUCTION/GENERAL/TECHNOLOGY/ASSESSMENT

C.3 **Designing Assessments for Empathy, Engagement, and Agency**

This session will explore how teachers can attend to the skills identified by the CCSS while developing inquiry-driven curricular experiences and assessments that provide students opportunities to engage in topics of significance, take ownership of their learning and lead students toward greater empathy, engagement and agency.

Emily Meixner (Coordinator, Secondary English Education Program; The College of New Jersey, meixner@tcnj.edu, @EsMteach)

Rachel Scupp, Teacher, Grover Middle School, West Windsor-Plainsboro, NJ; rscupp22@gmail.com; @RachelScupp)

11:15 a.m. Monday, A 405

INSTRUCTION/READING

C.4 **Using Blended Genres to Increase Student Achievement and Understanding**

Best practice encourages the integration of nonfiction and fiction in fluid and relevant ways. The presenters believe that this integration encourages exploration of current events and sharpens literacy skills. This session provides unit ideas while offering strategies for teachers to integrate multi-genre and multi-modal pieces into their curriculum.

Stephanie Bailey (Teacher, Glenbrook South High School, District 225, sbaily@glenbrook225.org)

Hillary Kane (Teacher, Glenbrook South High School, District 225, kane@glenbrook225.org)

11:15 a.m. Monday, A 406

INSTRUCTION/GENERAL/TECHNOLOGY/ASSESSMENT

C.5 **"That You Must Teach Me": Improving Shakespeare Instruction for Your Teachers**

This session will demonstrate some of the approaches to teaching Shakespeare created by teachers at the Folger Library and will show how you can improve Shakespeare instruction in your school. You will leave with instructional material for your staff that they could use the next day. We will show how the Folger's unique resources and experience can provide lively, hands-on practice with approaches that connect all kinds of students in all kinds of classrooms with the language of Shakespeare and other complex texts.

Michael LoMonico (Senior Consultant on National Education, Folger Shakespeare Library, MLoMonico@Folger.edu, @mikelomo)

Peggy O'Brien (Director of Education, Folger Shakespeare Library, Pobrien@Folger.edu)

11:15 a.m. Monday, A 407

INSTRUCTION/READING

C.6 **Teaching Literature through Readers' Theater**

The session will explain the relevance of Readers' Theatre in teaching literature to 21st Century students. An abbreviated student-generated script and performance will demonstrate the advantages of this method. A question and answer session will follow.

Paulette Marek (Professor of English, Daytona State College, paulette.marek@DaytonaState.edu, jhrepich@antioch.edu)

Richard Kraskin (Professor, Daytona State College; Richard.Kraskin@DaytonaState.edu)

Barbara Murray (Professor Emeritus, Daytona State College)

11:15 a.m. Monday, A 408

12:30 p.m.
monday

INNOVATIVE LEADERSHIP: EXPERTISE
Great leaders are not defined by the absence of weakness, but rather by the presence of clear strengths. ~John Zenger

12:30 p.m. CEL LUNCHEON AND AWARDS ROOM A412

monday

CEL Innovative Leadership Award

The 2016 winner is **Kristen Hawley Turner**, of Fordham University.

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.



In her nomination of Kristen, CEL member Valerie Mattessich shared how Kristen's work inspires teachers to embrace digital literacy. She wrote, "I am always impressed with Kristen's ability to marry traditional literacy skills with the most cutting-edge technological iterations of literacy and argument." Kristen's leadership has been vital in the establishment of Fordham's Digital Literacy Collaborative.

Colleague and friend Troy Hicks said, "Dr. Turner's efforts to focus on teachers' lives as digital readers and writers, collaborating with one another in a variety of face-to-face and online settings, marks a turn in the manner that professional development related to educational technology can be designed. Rather than focus on tools, the pivot that she has made encourages teachers to focus on the literacy experience." He noted how he is consistently impressed with Kristen's writing, presentations, and leadership.

KEYNOTE

ROOM A 412

TROY HICKS, KRISTEN HAWLEY TURNER

Introduction: Heather Rocco, School District of the Chathams

Living in a Both/And World: Seeing Ourselves and Our Students as Connected Readers

Who are teen readers? What, where, how, and why do they read? Kristen and Troy will share their exploration of these questions, along with their personal revelations about the nature of reading in a digital age. From apps and other digital tools that help

readers to engage with texts in a variety of ways to the multifaceted kinds of texts that readers encounter on devices, this talk will encourage participants to keep their devices out and active.

Turner and Hicks are the authors of *Connected Reading: Teaching Adolescent Readers in a Digital World* (NCTE, 2015) and *Argument in the Real World: Teaching Adolescents to Read and Write Digital Texts* (Heinemann, 2016).



Troy Hicks (@hickstro) is a professor of literacy and technology at Central Michigan University and Director of the Chippewa River Writing Project. A former middle school teacher,

he collaborates with K-12 colleagues and explores how they implement newer literacies in their classrooms. He has authored numerous books, articles, chapters, blog posts and other resources broadly related to the teaching of literacy in our digital age. In 2011, Hicks was honored with CMU's Provost's Award for junior faculty who demonstrate outstanding achievement in research and creative activity and, in 2014 he received the Conference on English Education's Richard A. Meade Award for scholarship in English Education.



Kristen Hawley Turner (@teachKHT) is an associate professor of English education and contemporary literacies in the Graduate School of Education at Fordham University. A certified teacher of secondary English and social studies, she taught high school in New Jersey for six years before shifting focus to teacher education. She has taught preservice and inservice education courses at Rutgers University and Rider University, and she is a teacher consultant for the National Writing Project. She directs the Fordham Digital Literacies Collaborative and serves as a lead editor for *Teachers, Profs, Parents: Writers Who Care* and blogs at "TwinLife: Having it All." She is the recipient of the 2016 CEL Innovative Leadership Award.

2:45 p.m. **monday** D Sessions

LEADERSHIP

D.1 **SPLIT SESSION PART 1**

Calming the Whirlwind: Empowering Teachers to Prosper in a Climate of Change

Are you looking to empower teachers to be agents of change? Examine a progression that fosters teacher efficacy in response to change. Literacy coaches share ways to provide outlets for teachers to examine and process educational reform so that comfort levels are increased and strategic implementation is maximized.

Elaine Simos (Literacy Coach, Downers Grove North High School, District 99, esimos@csd99.org, [@simosedu](https://www.instagram.com/simosedu) and [@DGNLitCoaches](https://www.instagram.com/DGNLitCoaches))

Kathy Smith, (Literacy Coach, ksmith@csd99.org)

Marjorie Thomas, Literacy Coach, mthomas@csd99.org)

2:45 p.m. Monday, A 403

LEADERSHIP

D.1 **SPLIT SESSION PART 2**

Enhancing Teachers' Voices and Literacy Practice through Auto-biographical Action Research: Navigating Changes in Literacy Education

In this session, participants will be invited to analyze and critique secondary English language arts teachers' autobiographical action research projects. The presenter will lead a discussion about the use of inquiry, dialogical interactions, and teacher narratives as tools to foster reflection and enhance teachers' voices and literacy practices.

Elsie L. Olan (Assistant Professor, University of Central Florida, elsie.olan@ucf.edu, [@elsieolan](https://www.instagram.com/elsieolan))

2:45 p.m. Monday, A 403

LEADERSHIP

D.2 **Leading Curiosity:**

Facilitating Sustained Inquiry with Colleagues and Students

If curiosity and inquiry are essential in raising a generation of innovators and problem solvers, how could we, as educators, lead by example? Learn about a principal and literacy coordinator who have curated intentional practices to

INNOVATIVE LEADERSHIP: VISION

If your actions inspire others to dream more, learn more, do more and become more, you are a leader. ~John Quincy Adams

drive inquiry with colleagues. This is an interactive session with opportunities for immediate application.

Erin Brown (English Language Arts Consultant, Muskegon Area Intermediate School District, ebrown@muskegonisd.org, [@Erin3rown](https://www.instagram.com/Erin3rown))

Shelley Peets (Principal, Jeffers Elementary, Spring Lake Public Schools, speets@springlakeschools.org, [@ShelleyPeets](https://www.instagram.com/ShelleyPeets))

2:45 p.m. Monday, A 404

INSTRUCTION/GENERAL/TECHNOLOGY/ASSESSMENT

D.3 **Flipping the Language Arts Classroom**

From using videos for guided reading instruction to tech tools for writing, learn how ELA teachers across the country are energizing their classrooms through flipped learning.

Kate Baker (9th grade English Teacher, Southern Regional High School, NJ, coach.kbaker@gmail.com, [@KtBkr4](https://www.instagram.com/KtBkr4))

2:45 p.m. Monday, A 405

INSTRUCTION/READING

D.4 **Hint Fiction: An Innovative Approach to Literacy in the Secondary Classroom**

This session will offer participants an opportunity to learn about hint fiction and its benefits for literacy instruction. By reviewing research and engaging in model classroom activities, participants will gain an understanding of the practical applications of hint fiction within contemporary secondary English curricula. The session will also discuss how to use Academic Merit's Literary Companion tool in cohesion with hint fiction to develop students' close reading skills.

Brett Conrad (English Teacher, Pascack Valley High School, bconrad@pascack.k12.nj.us, [@PVHSConrad](https://www.instagram.com/PVHSConrad))

Kate Ondrof (English Teacher, Westwood Regional Jr./Sr. High School, katherine.ondrof@wwrsd.org)

2:45 p.m. Monday, A 406

PROFESSIONAL DEVELOPMENT/TEACHER PREPARATION

D.5 **Looking in the Rearview Mirror: Lessons to Share on the Creation, Approval, and Implementation of State-Level Standards, Assessments, Policies and Initiatives**

Join members of the State Coordinators of English Language Arts (SELA) in conversation around connecting and collaborating with your state department of education to build a purposeful community focused on the best interest of students and educators while creating state-level policy.

Morgan Dunton (ELA 6-12 Content Specialist, Maine Department of Education- [@Morgan_Dunton](https://www.instagram.com/Morgan_Dunton))

Joshua Flores (LA Director, Oklahoma State Department of Education- [@MrJoshFlores](https://www.instagram.com/MrJoshFlores))

Monica Mosier (Monica Mosier, Language Arts/ Fine Arts, Wyoming Department of Education)

2:45 p.m. Monday, A 407

4:00 p.m. monday E Sessions

LEADERSHIP

E.1 Adding Video to the Feedback Loop: Classroom Observations Using Video Tools?

This session will provide an opportunity for participants to engage with options for using video technologies as a tool for engaging in classroom observations for individual reflection and peer coaching.

Lisa Richardson (Assistant Professor, University of Alaska Southeast, lrichardson3@alaska.edu)

Dorea Kleker (University of Alaska Southeast, doreakleker@gmail.com)

4:00 p.m. Monday, A 403

LEADERSHIP

E.2 The Critical Role of Epistemic Humility in Education

This session will focus on the importance of epistemic humility in education and on effective and compassionate interpersonal communication where participants will have the opportunity to discuss how they would handle scripted scenarios on difficult conversations and abrasive colleagues.

Holly Larson (English Instructor at Seminole State College, hollylarson59@yahoo.com)

Roberta Proctor (Associate Professor, Palm Beach State College, proctorr@palmbeachstate.edu)

4:00 p.m. Monday, A 404

INSTRUCTION/READING

E.3 Pre-assessments, Nonfiction Reading Strategies, and Using Data to Inform Instruction

In this session, the presenters will introduce Academic Merit's Assessments 21, specifically highlighting the program's ability to assess and analyze student performance. The program will be demonstrated as a resource for pre and post assessment of reading and writing, and the presenters will then share several current methods for teaching nonfiction analysis and study.

Eddie Weinthal (Ramsey, N.J., eweinthal@gmail.com, @drweinthal)

INNOVATIVE LEADERSHIP: IMAGINATION

Imagination is the number one tool for creativity and innovation. Without imagination, people can not look at problems from new perspectives. Without imagination, people simply cannot dream up new ideas. ~ Jeffrey Baumgartner, founder of Bwiti BVBA, an organization helping organizations to become more innovative and more creative

Tina Marchiano (Teacher, Pascack Valley High School, tmarchiano@pascack.k12.nj.us, @missmarchiano)

4:00 p.m. Monday, A 405

INSTRUCTION/WRITING

E.4 This I Believe: Connecting Conviction to Classroom Practice

Professional reflective discussion will focus on how the application of beliefs in intentional writing classroom practices can support change through a focus on competency and accomplishment that encourages creativity and style. Topics for reflection and discourse (in relationship to the NCTE Professional Knowledge for the Teaching of Writing statement) will include the teacher as writer, writing routines, and moving writers forward for success.

Tamara Meigh (Secondary Language Arts Coordinator, Crosby ISD, Crosby, TX, booksley@me.com, @booksley)

4:00 p.m. Monday, A 406

INSTRUCTION/GENERAL/TECHNOLOGY/ASSESSMENT

E.5 "Plugged In & Tuned Out": Team Teaching Collaborative Skills to Tech Savvy Student

Today's student is so used to technology that the art of communicating face to face becomes lost. This session provides tools to diagnose and improve necessary skills in the ELA classroom, such as grammar, vocabulary, and forming verbal opinion. Team teaching positively impacts students' group work, embraces technology, and improves specific language skills that assure success in today's world. This workshop will provide hands on strategies and techniques that can be used in a variety of settings to get students communicating more efficiently.

Jamie Marootian (English Teacher, Pascack Hills High School, jmarootian@pascack.k12.nj.us)

Ana Adams (Special Education Teacher, Pascack

Valley High School, aadams@pascack.k12.nj.us)
4:00 p.m. Monday, A 407

5:15 p.m.
MONDAY SOCIAL
WITH ELECTION RESULTS
ROOM A 412

TUESDAY

8:00 a.m.

8:00 a.m. CEL TUESDAY CONTINENTAL BREAKFAST

8 a.m.

JEMELLEH COES

ROOM A 412

Introduction: Edie Weinthal, Pascock Valley Regional High School District

Okay. But why?:

Creating a Positive Literacy Experience for All Students

Why. The three letter word that often strikes fear in the hearts of many! While it seems that education and the laws, policies, and regulations that govern it change as quickly as the wind blows, the overall structure of education and many of the ways we perform in that structure has changed very little. And I'M CALLING FOUL! It seems that when the question of "Why?" is asked, it either ends with, passing the blame, using the phrase "That's how it's always been", simply saying "I don't know", or using

some other generic or canned response. None of those responses are good enough. Students deserve better. All students deserve better. The academic and social growth and success of students with disabilities heavily depends on the educator's ability and willingness to question and change current practices and encourage students to do the same. Let's explore and embrace the power of "Why?" as it relates to creating a positive literacy experience for students with disabilities.

Jemelleh Coes has taught language arts, with a focus in special education, in Statesboro, Georgia, as well as helped to prepare teacher candidates to enter the field. While teaching at Langston Chapel Middle School in Statesboro, Georgia, Coes was selected as 2014 Georgia Teacher of the Year, a prestigious honor recognized at the national level for excellence in teaching. Coes is currently working on her PhD in Education Theory and Practice with a certificate in Interdisciplinary Law and Policy and Disability Studies at the University of Georgia. There, she serves as a supervising instructor for teacher candidates in the middle grades program. Coes also serves as a teacher-leader team member for the National Network of State Teachers of the Year, advisory councilwoman for the Georgia Partnership of Excellence in Education, board member for the Georgia Cyber Academy, advisory councilwoman of Georgia's Network for Transforming Educator Preparation, and the NAACP State of Georgia Education Committee Cochair.



INNOVATIVE LEADERSHIP: COLLABORATION

School leaders need to collaborate with business, industry, colleges, and universities, as well as other school districts, to identify what innovative practices are occurring in these places.

~Bart Rocco, Elizabeth Forward school district, Pennsylvania

9:20 a.m.
tuesday

F PANEL SESSIONS

F.1 Innovative Leadership

Anna Roseboro, facilitator (retired, Grand Rapids, MI)

Panelists:

Daron Kennett (Educational Specialist, Utah State Office of Education, Salt Lake City, UT)

Janice Schwarze (Principal, Downers Grove North High School, Downers Grove, IL)

Rebecca Sipe (Professor/ Director of Honors College, Eastern Michigan University, Ypsilanti, MI)

Edie Weinthal (Retired, Ramsey, NJ)

9:20 a.m. Tuesday, A 403

F.2 Reading/Writing Assessment

Tina Marchiano, facilitator (Hillsdale, NJ.)

Panelists:

Brandon Abdon (Director of English Curriculum, Instruction, & Assessment, Advanced Placement - The College Board, Duluth, GA)

Matt Morone (English Teacher, Pascack Valley High School, Hillsdale, NJ)

Heather Rocco (Department Head / Supervisor, School District of the Chathams, Chatham, NJ)

9:20 a.m. Tuesday, A 404

F.3 PD/Teacher Prep

Karen Rainos, facilitator (Lyons Township, LaGrange, IL)

Panelists:

Jamellah Coes (PhD Candidate in Education Theory and Practice, University of Georgia)

Josh Flores (Language Arts Director, Oklahoma State Department of Education)

Emily Meixner (Coordinator, Secondary English Education Program, The College of New Jersey)

Tom Scott (Director of Early Adolescence through Adolescence English program, University of Wisconsin, Milwaukee, WI)

9:20 a.m. Tuesday, A 405

F.4 Incorporating Technology

Christopher Bronke, facilitator (Classroom Teacher, Department Head / Supervisor, Downers Grove North High School, Downers Grove, IL)

Panelists:

Kate Baker (English Teacher, Southern Regional High School, Manahawkin, NJ)

Troy Hicks (Professor of Literacy and Technology, Central Michigan University, Mt. Pleasant, MI)

Sarah Kajder (Clinical Assistant Professor, Department of Language and Literacy Education, University of Georgia, Athens, GA)

9:20 a.m. Tuesday, A 406

10:30 a.m.

G PANEL SESSIONS: REPEAT OF F SESSIONS

G.1 Innovative Leadership

Anna Roseboro, facilitator

Panelists:

Daron Kennett, Janice Schwarze, Rebecca Sipe, Edie Weinthal

10:30 a.m. Tuesday, A 403

G.2 Reading/Writing Assessment

Tina Marchiano, facilitator

Panelists:

Brandon Abdon, Matt Morone, Heather Rocco

10:30 a.m. Tuesday, A 405

G.3 PD/Teacher Prep

Karen Rainos, facilitator

Panelists:

Jamellah Coes, Josh Flores, Emily Meixner, Tom Scott

10:30 a.m. Tuesday, A 405

G.4 Incorporating Technology

Christopher Bronke, facilitator

Panelists:

Kate Baker, Troy Hicks, Sarah Kajder

10:30 a.m. Tuesday, A 406

INNOVATIVE LEADERSHIP: CREATIVITY

Imaginative responses are much more likely to sustain innovation. Without creative thinking, organizations miss out on breakthrough ideas. ~Gerard J. Puccio, co-author of *The Innovative Team: Unleashing Creative Potential for Breakthrough Results*

11:45 a.m.
tuesday

11:45 a.m. - 1:00 p.m. **CEL TUESDAY LUNCHEON**

KEYNOTE

ROOM A 412

SARA KAJDER

Introduction: Lynn Aprill, Cooperative Educational Service Agency #8, Gillett, WI

What's Next?: Teaching English Purposefully with Social Media and Digital Tools

It isn't new for English teachers to engage with technology. But, it IS new for our students to create sharable multimodal content that is meant to challenge and inspire audiences across the globe. Immersed in examples from K-12 classrooms across the US (and work from the speaker's class-

room), we will work together to explore the "next" literacy practices, those which emerge when we move from consumption to content creation, from participation to collaboration, and from posting to putting ideas and content in motion.

Sara B. Kajder, PhD, is a faculty member at the University of Georgia and a former middle and high school English teacher. Her research examines the uses of new literacies in engaging adolescent readers and writers in the English classroom. A sought-after national speaker and consultant, she is also the author of *Adolescents and Digital Literacies* (NCTE, 2010), which won the 2012 James N. Britton Award, *Bringing the Outside In* (Stenhouse, 2006), and *The Tech-Savvy English Classroom* (Stenhouse, 2003). She coedited *Research in the Teaching of English* with Carl Young and is the coeditor with Shelbie Witte of *Voices from the Middle*, beginning with Volume 24. Their first issue will be available in September.





Call for Proposals : CEL Convention 2017

St. Louis, Nov. 19-21

Literacy Leadership for Access and Opportunity

“Acquiring literacy is an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life.”
~Kofi Annan, 2001 Nobel Peace Prize Winner

As educators and literacy leaders, we know that high levels of literacy create opportunities for students, but building access to those opportunities can be challenging. How have you increased access to high levels of literacy instruction when students come to your schools with diverse needs, backgrounds, and skill levels? How have teachers approached high levels of literacy instruction when they possess varying degrees of expertise? What successes can you share with a community of literacy leaders?

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.

Please join fellow educators from the Conference on English Leadership (CEL) at the convention in St. Louis where we will explore the issues of access and opportunity and engage in dialogue to answer the following questions:

- What is the link between opportunity and literacy?
- How do we provide access to rigor for all students, and how do we support teachers in their efforts to differentiate for all learners?
- How can we ensure accessibility and opportunity for English learners and students with disabilities in general education classes?
- How can we create professional development opportunities that affect permanent change and instructional practice, moving educators from knowledge to action?
- How can we provide meaningful, collaborative professional development opportunities concerning disciplinary literacy in our schools?
- How do we open up the dialogue for access and opportunity in our school communities?
- How can we create buy-in for change using current research on learning?
- How does technology provide greater opportunities for literacy?
- How can we empower students to advocate for equity in and outside the classroom?
- How has being literate opened up access or opportunities for you?

Whether you are a department chair, lead teacher, instructional coach, curriculum leader or administrator, you provide leadership every day and your voice matters. At CEL, we will share our expertise and collaborate to build our capacities as we address the theme for this session, Literacy Leadership for Access and Opportunity. The CEL Program Committee welcomes you to craft a proposal that addresses the theme, and we encourage interactive, participatory presentations. As a non-profit organization of educators, we are not able to provide a stipend or reimburse expenses for this appearance.

The link to the convention proposal form can be found at <http://tinyurl.com/jyt7csb>. Forms must be submitted prior to the April 15, 2017 deadline. Any questions regarding proposals should be directed to Karen Raino at kraino@lths.net.

We look forward to seeing you in St. Louis, Nov. 19-21, 2017.

Georgia World Conference Center Building A — Level Four Concourse



