



Literacy Leadership for Access and Opportunity

Conference on English Leadership
National Convention
St. Louis, Missouri • November 19-20, 2017

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:

Emily Kirkpatrick, NCTE Executive Director

Debbie Zagorski, CEL Liaison

Marlene Knight, Director of Events

Lynn Weckhorst, Program Design

**Thank you also to the CEL Hospitality Committee
and the many volunteers during the Convention who made this event possible.**



Maydie Bombart
Chair
Language Arts
Consultant,
New Britain, CT



Elizabeth Crooks
Chair
New Britain
High School,
New Britain, CT



Christopher Bronke
Downers Grove
North High
School
Downers
Grove, IL



Scott Eggerding
Lyons Township
High School,
La Grange, IL



**Anna J. Small
Roseboro**
Education
Consultant,
Mentor, Coach,
Grand Rapids, MI



Rebecca Sipe
Eastern Michigan
University,
Ypsilanti



Katie Smith
Lyons Township
High School,
La Grange, IL



Elizabeth Truesdell
Kamehameha
Schools,
Kea'au, HI

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



Kate Baker
Southern
Regional
High School,
Manahawkin, NJ



Christopher Bronke
Downers Grove
North High
School
Downers
Grove, IL



Scott Eggerding
Lyons Township
High School,
La Grange, IL



Josh Flores
Oklahoma
State Board
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David Lange
Hinsdale Central
High School,
Hinsdale, IL



Katie Smith
Lyons Township
High School,
La Grange, IL

SPONSOR



DEDICATED TO TEACHERS

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

LITERACY LEADERSHIP FOR ACCESS AND OPPORTUNITY

St. Louis, Missouri
November 19–20, 2017



▲ *Forest Park*- Visit the city's 1,300 acre park, which was established in 1876 and host to the World's Fair in 1904. It includes everything from museums to the zoo to jogging and more. The main entrance is located at 5595 Grand Drive.



▲ *Gateway Arch*- Experience the tallest man-made monument, symbolizing the role St. Louis played in westward expansion. The Gateway Arch Ticketing & Visitor Center is located at the Old Courthouse (11 North 4th Street). Winter hours of operation are from 9 a.m.–6 p.m. daily.



▼ *Busch Stadium*- Visit the home of the St. Louis Cardinals, the city's Major League Baseball Team. Located at 700 Clark Street.



▼ *The Loop*- Visit *The Loop*, a six block district of restaurants, bars, shops, and galleries. *The Loop* is located on Delmar Boulevard, just north of Forest Park.



▼ *Cathedral Basilica of Saint Louis*- Don't miss the world renowned mosaics collection at this beautiful Roman Catholic Cathedral. Open daily from 7 a.m.–5 p.m. It is located at 4431 Lindell Boulevard.



◀ *Grant's Farm*- Ulysses S. Grant settled this farm in 1854. It was last bought by the Busch family and operated by the Anheuser-Busch brewing company. It is comprised of 300 acres of outdoors, which is home to many animals. The farm is located at 10501 Gravois Road and is typically open Tuesday through Sunday from 9 a.m.–2:30 p.m.

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additional attractions:

- Anheuser-Busch Brewery
- City Museum
- Missouri Botanical Garden
- Saint Louis Abbey
- Saint Louis Art Museum
- Saint Louis Old Courthouse
- Saint Louis Zoo
- Scott Joplin House
- Shrine of St. Joseph
- Washington University
- Union Station

CONVENTION PROGRAM CHAIR WELCOME



Karen Raino
Lyons Township
High School,
La Grange, IL

Dear CEL Convention Attendees,

Welcome to St. Louis and the Conference on English Leadership Annual Convention, where we will explore *Literacy Leadership for Access and Opportunity*. When the Program Committee developed this theme two years ago, I was grappling with issues of equity, access, and opportunity in my high school district. We had just opened our AP enrollment, providing opportunities for 270 more students to benefit from the AP curriculum, and we were analyzing the root causes of our achievement gap, leading us to create an initiative that has helped more students access rigorous curricula. As the English Learner Coordinator for the district, I was immersed in finding ways to help teachers access meaningful professional development to create a more inclusive environment for all students at Lyons Township High School, and the district's Professional Learning Team was creating PD opportunities focused on disciplinary literacy in order to bolster the collective efficacy of our teachers in their own disciplines. The theme was relevant then, and it is more so now.

With the perpetuation of “fake news” and the incredible amount of information we can access, the ability to read, write, speak, and listen critically is more important than ever. High levels of literacy is the key to civil discourse and overall social participation. Most importantly, it is a human right. Because literacy helps individuals access opportunity, it is incumbent on literacy leaders to share our knowledge, expertise, and initiatives to effect change so all students have access to rigor, rich curricula, and diverse perspectives.

Learning from literacy leaders through CEL has been a rewarding experience for me through the years and has impacted change in my district as a result. The CEL Annual Convention provides an opportunity to listen and interact with experts, share leadership stories, and connect with other professionals who possess new ideas, approaches, and similar concerns. It is an opportunity to find answers to the issues that press literacy leaders every day, and I hope that our slate of keynote and session presenters provide you with new perspectives and practical ideas to implement in your state and district when you return home.

The CEL Convention would not be possible without the help of numerous individuals. I'd like to thank the Executive Committee, Program Committee, Hospitality Committee, and the NCTE Convention Coordinators for making this journey worthwhile. In particular, I'd like to thank Debbie Zagorski, NCTE Liaison to CEL, for her support and work on this program, which would not have come to fruition without her efforts. Most importantly, I'd like to thank you for traveling near and far and for the opportunity to learn from you. Enjoy the two days, and Happy Thanksgiving!

Karen Raino
2017 Program Chair

“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

CEL CHAIR WELCOME



Heather Rocco
School District of
the Chathams, NJ

Dear CEL Members,

In November 2003, I sheepishly followed my mentor and former supervisor, Helen Poole, into the Sunday Social during the 34th CEL Annual Convention in San Francisco. I was a newly appointed high school department chair in New Jersey, and I had no idea what I was doing. Helen encouraged me to attend the CEL Convention, assuring me that I would find a network of literacy leaders willing to guide and advise me as I grew in this new administrative position. I was not so sure. At that Sunday Social, Helen graciously introduced me to dozens of colleagues. I smiled, shook hands, and snuck out early. Overwhelmed, I escaped to my quiet hotel room feeling confident that I would never create a professional network as dynamic and engaging as Helen had. However, I learned so much during that first Convention, I decided to return in 2005 and then again in 2006, 2007, 2008 . . . and on and on.

So it gives me tremendous pleasure to welcome you to the 49th CEL Annual Convention in St. Louis. Whether this is your first Convention or your twentieth, I am certain you will have a memorable professional experience this year. Karen Raino, CEL Program Chair, has prepared a fantastic program for you. You do not want to miss a moment! Be sure to attend every keynote and participate in all the session strands, as I am confident you will be inspired by and learn from each presenter.

Additionally, I encourage you to be braver than I was in 2003 (and 2005, 2006, 2007). Introduce yourself to the person seated next to you. Ask him how he has tackled the issues you are facing in your school. Exchange contact information. Keep in touch. I waited way too long to take this step! Once I did, though, my professional life expanded in unexpected and powerful ways.

The Conference on English Leadership offers you more than an annual convention. CEL provides you a professional network on which you can rely. CEL members frequently contact each other whenever they need support. There are hundreds of emails and calls exchanged to discuss important issues. Over the next few years, you will see CEL offer more structured opportunities to connect with other literacy professionals even when we are not at Convention. CEL leaders will host digital discussions throughout the year around issues such as curriculum design, professional development, and much more. There will be online book clubs and cohorts who study and learn together. All the while, CEL will continue to plan great annual conventions and regional institutes, host its Twitter chat, #CELChat, post interesting blog entries, and publish our great journal, *English Leadership Quarterly*.

There are many people to thank for making this all possible. First, thank you for joining us in St. Louis as we discuss “Literacy Leadership as Access and Opportunity.” I want to thank Karen Raino for dedicating many, many, many hours of her time and energy while planning this convention. I’m also grateful for the Program Committee and Hospitality Committee volunteers who make sure you have a great experience. CEL would not exist without the ongoing support from the NCTE staff, especially the CEL Liaison, Debbie Zagorski. Thank you for supporting our work every step of the way. And lastly, I want to thank CEL’s Executive Council. Janice, Becky, Natalie, Chris, Matt, Amanda, Karen, Emily, Elizabeth, Tom, AnnMarie, Karen, Kate, and David, I am honored to work beside you.

All the best,

Heather Rocco

SPECIAL TOPIC STRANDS

All sessions fall under one or more of these topic strands. Starting on page 11, you will find complete session descriptions, room numbers, presenter information and strand identification.

LEADERSHIP

- A.1** Building Staff Rapport through “Flash” Lessons
- A.3** Everyday Advocacy: Providing Students with Smart, Safe, and Savvy Approaches to Create Lasting Change
- A.4** Leadership in a Time of Civic and Political Discord: Roundtable Discussions Facilitated by CEL Executive Committee Members
- A.5** English Department Leadership for Disciplinary Literacy
- B.1** Don't Hate My Fire: The Topsy-Turvy Journey from Literacy Instructor to Literacy Leader
- B.3** Targeting Literacy: Professional and Instructional Moves toward Real Change
- D.1** Supporting Teachers in Rigorous Literacy: A Matter of Access, Equity, and Opportunity
- D.2** It Takes Two: The Power of Building Student and Teacher Mindset
- D.4** Challenges and Opportunities When Selecting Instructional Materials: What Teachers Say about the Process
- E.2** What Does Instructional Leadership Involve Post-2016 Election?

INSTRUCTION

- B.4** Drive Learners to the Intersection of Reading, Writing and Discussion Using Technology
- B.6** Creating Rigorous Literacy Opportunities for All Students
- C.2** Cultivating Collaborative Student Writing Communities with Technology
- C.4** Reciprocal Learning: Implementing LGBTQ Book Clubs in Middle School
- C.6** Innovation through Imitation: Resurrecting Reading Workshop and Promoting Student Voice
- D.5** Leading from the Classroom: Meeting Today's Students Where They Are
- D.6** The Plot Sickens: Developing Real Reading in an Age of Avoidance
- E.4** Responding to “I Wouldn't Teach That!": Controversial Literature in the Classroom

PROFESSIONAL DEVELOPMENT

- B.2** RISE UP: Fostering Equity and Empowerment through Secondary Literacy Practices
- B.5** Developing Empathy and Critical Thinking through Multidimensional Arguments
- C.1** Reading, Writing, and Action for Student Voice and Agency
- C.3** It's Not About the Book: How to Align Curriculum, Assessments and Grading with Standards
- C.5** Supporting Teachers and Students through Collaborative Inquiry
- D.3** Cultivating a Culture of Reading: A Practical Guide to Inspiring Joyful Readers
- E.1** Right Now Literacy: Redefining Instruction with Secondary Readers-Writers Workshop
- E.3** Impact Teams: Student and Teacher Growth through Collective Inquiry

PROGRAM-AT-A-GLANCE

| SUNDAY, NOVEMBER 19 | | |
|---------------------|--|--|
| 11:15–12:15 | CEL State Liaison Meeting | 224/225 |
| 12:30–1:00 | First Timers Session | 224/225 |
| 1:00–2:45 | Opening Session: Timothy Shanahan | 224/225 |
| 3:00–4:00 | A.1 Building Staff Rapport through “Flash” Lessons A.2 Game Changers: Leveraging Communication, Consistency, and Controversy to Empower Educators during Implementation Efforts A.3 Everyday Advocacy: Providing Students with Smart, Safe, and Savvy Approaches to Create Lasting Change A.4 Leadership in a Time of Civic and Political Discord: Roundtable Discussions Facilitated by CEL Executive Committee Members A.5 English Department Leadership for Disciplinary Literacy | 262 263 264 265 267 |
| 4:10–5:25 | B.1 Don’t Hate My Fire: The Topsy-Turvy Journey from Literacy Instructor to Literacy Leader B.2 RISE UP: Fostering Equity and Empowerment through Secondary Literacy Practices B.3 Targeting Literacy: Professional and Instructional Moves toward Real Change B.4 Drive Learners to the Intersection of Reading, Writing and Discussion Using Technology B.5 Developing Empathy and Critical Thinking through Multidimensional Arguments B.6 Creating Rigorous Literacy Opportunities for All Students | 262 263 264 265 266 267 |
| 5:30–6:30 | CEL Social | 224/225 |
| 7:00 | Facilitated Dinners (sign up at the Hospitality Booth) | |
| MONDAY, NOVEMBER 20 | | |
| 8:00–9:30 | Breakfast: John Krownapple | 224/225 |
| 9:45–10:45 | C.1 Reading, Writing, and Action for Student Voice and Agency C.2 Cultivating Collaborative Student Writing Communities with Technology C.3 It’s Not About the Book: How to Align Curriculum, Assessments and Grading with Standards C.4 Reciprocal Learning: Implementing LGBTQ Book Clubs in Middle School C.5 Supporting Teachers and Students through Collaborative Inquiry C.6 Innovation through Imitation: Resurrecting Reading Workshop and Promoting Student Voice | 262 263 264 265 266 267 |
| 10:45–11:00 | Coffee Break sponsored by Heinemann | |
| 11:00–12:00 | D.1 Supporting Teachers in Rigorous Literacy: A Matter of Access, Equity, and Opportunity D.2 It Takes Two: The Power of Building Student and Teacher Mindset D.3 Cultivating a Culture of Reading: A Practical Guide to Inspiring Joyful Readers D.4 Challenges and Opportunities When Selecting Instructional Materials: What Teachers Say about the Process D.5 Leading from the Classroom: Meeting Today’s Students Where They Are D.6 The Plot Sickens: Developing Real Reading in an Age of Avoidance | 262 263 264 265 266 267 |
| 12:15–1:45 | Luncheon: Cornelius Minor | 224/225 |
| 2:00–3:00 | E.1 Right Now Literacy: Redefining Instruction with Secondary Readers-Writers Workshop E.2 What Does Instructional Leadership Involve Post-2016 Election? E.3 Impact Teams: Student and Teacher Growth through Collective Inquiry E.4 Responding to “I Wouldn’t Teach That!”: Controversial Literature in the Classroom | 262 263 264 265 |
| 3:15–4:00 | Closing Session: Unlocking the CEL Door: Creating Professional Access and Opportunity | 224/225 |

CONFERENCE OFFICIALS

CEL Executive Committee

Heather Rocco, School District of the Chathams, Chatham, NJ, Chair (2016–2018)
Janice Schwarze, Downers Grove North High School, Downers Grove, IL, Associate Chair (2016–2018)
Rebecca Sipe, Eastern Michigan University, Ypsilanti, Past Chair (2016–2018)
Oona Abrams, Chatham High School, Chatham, NJ, Editor, *English Leadership Quarterly*
David Padilla, The Baylor School, Chattanooga, TN, Secretary
Anne Marie Quinlan, Lincoln Southeast High School, Lincoln, NE, Secondary Section Liaison
Tom Scott, University of Wisconsin-Milwaukee, State Liaison Network Co-Coordinator
Elizabeth Truesdell, Kamehameha Schools, Kea’au, HI, Nominations Chair

Members-at-Large

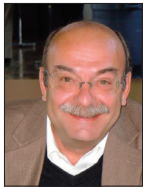
Christopher Bronke, Downers Grove North High School, Downers Grove, IL (2014–2017)
Natalie Croney, Bowling Green High School, Bowling Green, KY (2014–2017)
Emily Meixner, The College of New Jersey, Ewing (2016–2019)
Matthew Morone, Pascack Valley High School, Hillsdale, NJ (2015–2018)
Karen Reed-Nordwall, Wylie E. Groves High School, Beverly Hills, MI (2016–2019)
Amanda Stearns-Pfeiffer, Oakland University, Rochester, MI (2015–2018)

CEL INITIATIVES

CEL State Liaisons

<http://www.ncte.org/cel/stateliasons>

Coordinators:



Tom Scott
University of
Wisconsin-Milwaukee



Natalie Croney
Bowling Green High School,
Bowling Green, KY

Alabama

Robin Bynum

Connecticut

Maydie Bombart
Liz Crooks

District of Columbia

Elizabeth Primas
Alison Blair Taylor

Florida

Elsie Olan

Georgia

David Padilla

Hawaii

Wanda Porter

Illinois

Tom McCulley
Janice Schwarze
Christopher Bronke

Indiana

Darolyn Jones

Iowa

Erin Miller

Kentucky

Natalie Croney

Louisiana

Whitney Whealdon

Maryland

Janetta Jayman

Missouri

Nina Bono
Susan Crosby
Keri Skeeters

Nebraska

Ann Marie Quinlan

New Jersey

Mathew Morone
Tracy Recine
Eddie Weinthal
Greg Van Nest

North Carolina

Lucy Arnold Steele

Pennsylvania

Jane Blystone

South Carolina

Paula Miller

Tennessee

David Padilla

Texas

Genny Sterling

Utah

Gordon Hultberg

Virginia

Doris Bey
Cherish Skinner

Washington

Jeana Hrepich

Wisconsin

Emily Ihrke
Tom Scott

Wyoming

Karen Delbridge
Monica Mosier

Emerging Leaders Fellowship Program

<http://www.ncte.org/cel/emergingleaders>

Coordinators:



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



Emily Meixner
The College of
New Jersey, Ewing

Are you new to a leadership position

as a teacher leader, administrator, or program coordinator? Looking for support from novice and veteran leaders from across the country? Are you a veteran leader looking to give back to CEL and the profession? If you answered yes to any of these questions, you should consider applying to be a CEL Emerging Leader and/or to mentor a small group of fellows. The program provides leadership support, mentoring, and networking opportunities for early career leaders of language arts programs at the K-university levels. Look for more information via email and Twitter (@ncte_cel) after the CEL Annual Convention and/or contact Christopher Bronke or Emily Meixner with questions.

CEL State Liaison Meeting

Sunday 11:15 a.m.–12:15 p.m.
Room 224/225

2017 CEL AWARDS PRESENTATION

1:00–1:30 p.m.

Introduction: Janice Schwarze, Downers Grove North High School, Downers Grove, IL

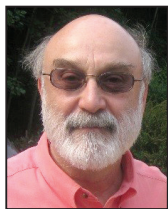
SUNDAY OPENING SESSION

Room 224/225

CEL Kent Williamson Exemplary Leader Award

<http://www.ncte.org/cel/awards/exemplaryleader>

This award is given annually to an NCTE member who is an outstanding English language arts educator and leader. It recognizes those who have had an ongoing impact on the profession through work that has focused on exceptional teaching and/or leadership practices, contributions to the profession through involvement at the local, regional, and national levels, and/or presentations, workshops, and publications that have had an impact upon school leaders. The award is named in honor of Kent D. Williamson (1957–2015), who served as NCTE’s Executive Director from 2000 to 2015.



Dr. Tom Romano is a professor in the Department of Teacher Education at Miami University in Oxford, Ohio. A former high school English teacher, Romano has dedicated his career to empowering students by helping them become successful readers and writers. His colleagues share that he inspires them with his unfailing belief that ALL students have potential, and with trust, they will succeed. Not surprisingly, his students respond to his passion and care, find their voices, hone their reading skills, and surpass everyone’s expectations of what they can accomplish, including their own. Romano has led countless workshops and written many texts that guide other educators in their efforts to inspire students. He is known for “writing alongside them” and has been known to push aside his podium during a presentation, sit down, get out his pen and paper, and invite participants to write with him. Indeed, it is impossible to know how many students Romano has positively impacted through both his own classrooms and those of fellow educators who had the good fortune to work alongside Romano or attend one of his workshops.

CEL Innovative Leadership Award

<http://www.ncte.org/cel/awards/ila>

This award recognizes an early- or mid-career leader and NCTE member who has shown innovative leadership at the local, regional, and/or national level or for innovative approaches to teaching and/or professional development through new and progressive methods and delivery models.



Tom Marshall is recognized for being an outstanding literacy leader and for providing innovative professional development to countless teachers, literacy coaches, and administrators. He founded the New Jersey Literacy Leaders’ Network and the Paramus Literacy Coaching Cohort and has directed the Paramus Summer Institute on the Teaching of Reading and Writing.

Marshall has inspired many educators to follow his lead in being a lifelong learner.

CEL Teacher-Leader of Excellence Award

<http://www.ncte.org/cel/awards/teacher-leader>

This award recognizes a classroom educator who leads the way of literacy instruction by sharing his or her work with others at local and/or national levels.



Kate Baker is an executive board member of the Flipped Learning Network and a Certified Trainer and Ambassador of Edmodo. She has presented workshops on literacy and technology at many conventions, including CEL, NCTE, ISTE, and NJEA. These workshops and the many articles and blog posts she has published have inspired teachers to integrate technology in their classrooms in order to enhance student engagement in the learning process.

CEL English Leadership Quarterly Best Article Award

<http://www.ncte.org/cel/awards/bestarticle>

2017 Winner:

“Conversations, Connections, and Culturally Responsive Teaching: Young Adult Literature in the English Methods Class” (Volume 39, Number 2, October 2016) by Elsie Lindy Olan and Kia Jane Richmond



Dr. Elsie Lindy Olan is assistant professor and track coordinator for Secondary English Language Arts in the School of Teaching, Learning and Leadership at the University of Central Florida.

Dr. Kia Jane Richmond, professor of English at Northern Michigan University, directs the English education program and supervises student teachers in Michigan and Wisconsin.



Honorable Mentions:

“The Top Five Reasons We Love Giving Students Choice in Reading” (Volume 38, Number 3, February 2016) by Keri Skeeters, Bridget Campbell, Andrea Dubitsky, Elizabeth Faron, Kelly Gieselmann, Deborah George, Brooke Goldschmidt, and Erica Wagner, Wentzville School District, Wentzville, Missouri

“Promoting Social Justice through School and Community Research” (Volume 39, Number 1, August 2016) by George Iannuzzi, Chatham Middle School, New Jersey, Jill Ewing Flynn, University of Delaware, Newark, and Veronica Zuccarello, Chesterfield County Public Schools, Virginia

SUNDAY

NOVEMBER 19

11:15 a.m.–12:15 p.m.

CEL STATE LIAISON MEETING

Room 224/225

12:30–1:00 p.m.

FIRST TIMERS SESSION

Room 224/225

1:00–2:45 p.m.

OPENING SESSION

Room 224/225

Featured Speaker: Timothy Shanahan, University of Illinois at Chicago

Literacy Leadership: Where Should It Lead? Literacy or Disciplinary Literacy



This presentation will explore the concept of disciplinary literacy and will distinguish it from general literacy and content-area reading. In the 1980s, sociolinguists and composition theorists began exploring the idea that the disciplines were cultural entities and that, as such, they produced and read specialized or unique texts. Now, three decades later, that notion has become a flourishing research topic in several fields and is established in state educational standards. Nevertheless, there is a great deal of confusion about what disciplinary literacy is and what it would mean to teach disciplinary literacy.

This presentation aims to clear up that confusion and to give literacy leaders the tools they will need to open access to the disciplines for a wider range of students than in the past.

Introduction: Scott Eggerding, Lyons Township High School, La Grange, IL

Timothy Shanahan is Distinguished Professor Emeritus at the University of Illinois at Chicago. He is the former director of reading for the Chicago Public Schools and author or editor of more than 200 publications, including the books *Teaching with the Common Core Standards for the English Language Arts* and *Developing Literacy in Second-Language Learners*. Professor Shanahan is past president of the International Literacy Association. He served on the Advisory Board of the National Institute for Literacy under presidents George W. Bush and Barack Obama. Shanahan took a leadership role on the National Reading Panel (NRP), convened by the National Institute of Child Health and Human Development (NICHD) at the request of Congress to evaluate research on methods for teaching reading. He received the William S. Gray Citation for Lifetime Achievement from the International Literacy Association. For more information, visit his website: www.shanahanonliteracy.com

sunday

A Sessions

3:00–4:00 p.m.

Leadership

A.1 Building Staff Rapport through “Flash” Lessons

Room 262

While many administrators find it nearly impossible to juggle the demands of a given day, to remain a teacher and a learner, and to stay connected to the kids, one administrator aims to change that in a “flash.”

Chair: Karen Mitcham, School Improvement Specialist, Ballard Hudson Middle School, Macon, GA

Presenter: Brian Kulak, District Administrator, Collingswood Public Schools, NJ

Professional Development

A.2 Game Changers: Leveraging Communication, Consistency, and Controversy to Empower Educators during Implementation Efforts

Room 263

Even outstanding professional development can't effect permanent change without buy-in. It's our shared responsibility to understand and choose instructional efforts to implement. Guided by education research, let's identify qualities of substantive change and understand the do's and don'ts of implementing and sustaining meaningful learning through collaborative PD and sustainable communication.

Chair: Heather Rocco, Supervisor of English Language Arts, K–12, School District of the Chathams, NJ; Consultant for the Educator Collaborative, NY

Presenter: Josh Flores, K–12 ELA Coordinator, Oklahoma State Board of Education, Oklahoma City

Leadership/Professional Development

A.3 Everyday Advocacy: Providing Students with Smart, Safe, and Savvy Approaches to Create Lasting Change

Room 264

Join us as we explore strategies adapted from NCTE's Everyday Advocacy project for use within an academic setting resulting in individual and institutional benefit. This interactive session illustrates steps supporting student growth toward lifelong advocacy. Throughout, participants will have opportunities to adapt these approaches in their own settings.

Chair: Ann Marie Quinlan, Lincoln Southeast High School, NE

Presenters: Rebecca Sipe, Building Administrator, Eastern Michigan University, Ypsilanti

Cathy Fleischer, Professor, Eastern Michigan University, Ypsilanti

Leadership

A.4. Leadership in a Time of Civic and Political Discord: Roundtable Discussions Facilitated by CEL Executive Committee Members

Room 265

Chair: Susan Ritter, Cranford High School, NJ

Presenters: Janice Schwarze, Principal, Downers Grove North High School, Downers Grove, IL

Christopher Bronke, English Department Chair, Downers Grove North High School, Downers Grove, IL

Emily Meixner, Coordinator, Secondary English Education Program, The College of New Jersey, Ewing Township

David Padilla, Head of Upper School and Instructor, The Baylor School, Chattanooga, TN

The complexities of the world in which we live cannot be ignored in our personal or professional lives, nor in the classroom. Join this interactive roundtable discussion session in which members of the CEL Executive Committee will pose essential questions for discussion in order to promote sharing, problem-solving, and rich conversations. Come prepared to share your experiences and to learn from others about critical approaches to exploring complex social issues with colleagues and students.

Leadership

A.5 English Department Leadership for Disciplinary Literacy

Room 267

Educators have long looked to English departments for leadership on school-wide literacy initiatives. In this session we demonstrate successful strategies for distributing responsibility for disciplinary literacy instruction across the disciplines, highlighting the unique purposes, formats, and audiences of text in each discipline, and modeling this work in English courses.

Chair: Liz Crooks, New Britain High School, CT

Presenter: Rachael Gabriel, Professor, University of Connecticut, Storrs

B Sessions

4:10–5:25 p.m.

Leadership

B.1 Don't Hate My Fire: The Topsy-Turvy Journey from Literacy Instructor to Literacy Leader

Room 262

This session contains messages of hope, empowerment, and grit! Come and meet a panel of tough, passionate leaders who have undergone leadership challenges. They will conduct a frank discussion about the difficulties literacy leaders with progressive ideas might face in different educational settings. They will answer questions like: What is the best course of action when facing opposing forces? How do strong leaders emerge intact after difficult challenges? How do good leaders keep doing what's right for kids when it seems they are climbing over such great obstacles? Yes, these CEL leaders are on fire! They are also authentic and real—and want to help you become an NCTE/CEL leader!

Chair: Anna J. Small Roseboro, Education Consultant, Mentor, and Coach, Grand Rapids, MI

Presenters: Julie Pantano, Teacher/Professor/Education Consultant, Allen D. Nease High School, Ponte Vedra, FL

Natalie Croney, Teacher/English Department Head, Bowling Green High School, KY

Anne Padilla, Educational Consultant, Bowling Green High School, KY

Elsie Olan, Assistant Professor, University of Central Florida, Orlando

Brandon Abdon, Director of AP English Curriculum, Instruction, and Assessment, Duluth, GA

Instruction/Professional Development

B.2 RISE UP: Fostering Equity and Empowerment through Secondary Literacy Practices

Room 263

This interactive session explores secondary literacy practices and activities that engage students in social justice issues, both in and outside of the classroom. Participants and presenters will explore strategies that encourage student empowerment and equity.

Chair: Oona Abrams, Instructor, Chatham High School, NJ

Presenters: Carey Applegate, Professor, University of Wisconsin-Eau Claire

Kristina Vik, Teacher, Tremont High School, IL

Anna Mae Tempus, Stevens Point Area Senior High School, WI

Leadership/Professional Development

B.3 Targeting Literacy: Professional and Instructional Moves toward Real Change

Room 264

Join us to discuss how four diverse, suburban high schools are increasing literacy for all students. Participants will learn how we are making moves through targeted professional development, instructional practices, community outreach, and eliminating ability groups. Roundtable discussions will allow for deeper dives into participants' interests and open dialogue and conversation.

Chair: Scott Eggerding, Director of Curriculum and Instruction, Lyons Township High School, La Grange, IL

Presenters: Sandy Beguin, English Department Chair, Buffalo Grove High School, IL

Patty Grow, English Department Chair, Hersey High School, IL

Mary Luckritz, English Department Chair, Rolling Meadows High School, IL

Wendy Relich, English Department Chair, Elk Grove High School, IL

Instruction/Technology

B.4 Drive Learners to the Intersection of Reading, Writing, and Discussion Using Technology

Room 265

Supported by research, participants will learn how to integrate reading, writing, and discussion using digital literacy tools when driving student learning through text. This is a hands-on session where we use GoFormative, Actively Learn, and Google Docs to show how technology can deepen students' understanding and engagement while close reading.

Chair: Helen Gallagher, Oak Park and River Forest High School, Oak Park, IL

Presenters: Kate Baker, Teacher, Southern Regional High School, Stafford Township, NJ

Natalie Saaris, Actively Learn, Seattle, WA

Instruction/Professional Development

B.5 Developing Empathy and Critical Thinking through Multidimensional Arguments

Room 266

This interactive workshop will guide participants through a series of minilessons that they can use with their students to develop empathy in argument. Leaders will enjoy this workshop because the work shared was created by a cohort of multidisciplinary teachers, so we will share how to empower teachers to own their professional learning.

Chair: Matt Morone, Teacher, Pascack Valley High School, NJ

Presenter: Christopher Bronke, English Department Chair, Downers Grove North High School, Downers Grove, IL

Instruction

B.6 Creating Rigorous Literacy Opportunities for All Students

Room 267

Using popular YA literature and various media, educators will participate in rigorous literacy opportunities such as questioning practices which promote synthesis and textual connections, structuring and focusing student dialogue, and writing effective responses to open-ended questions. Participants will leave this session with several learning strategies and classroom activities suitable for all ELA students.

Chair: Emily Meixner, Coordinator, Secondary English Education Program, The College of New Jersey, Ewing Township

Presenter: Lori Elliott, CIA Specialist, Deer Valley Unified School District, AZ

5:30–6:30 p.m.

CEL SOCIAL

Room 224/225

7:00 p.m.

FACILITATED DINNERS

Sign up for a dinner at the Hospitality Booth

MONDAY

NOVEMBER 20

8:00–9:30 a.m.

BREAKFAST / OPENING SESSION

Room 224/225

Featured Speaker: John Krownapple, Howard County Public Schools, Maryland

Getting to the Heart of Equity



In this inspirational talk, **John Krownapple** invites even the most reluctant educator into a meaningful conversation about access and opportunity, while also nourishing educators already committed to social justice. He focuses on common-sense answers to several key questions that frame the speech: Why are we focused on moving toward equity? How will we get there? What can we do every day? By starting with “the why,” John provides a vision for educational equity supported by research and data. He then models the vulnerability necessary for authentic engagement in conversations about race, class, and culture that result in personal transformation and organizational outcomes of cultural competence, high expectations, inclusion, and equity. While illustrating sustainable change for equity as a deliberate process that involves reflection and dialogue, he provides a “both-and” solution for navigating the conflict between the need for process and the need for immediate action. He uses educational research to urge a focus on the daily practice of fostering healthy teacher-student relationships while also committing to a long-term process of professional learning and organizational change.

Introduction: Katie Smith, Lyons Township High School, La Grange, IL

John Krownapple specializes in facilitating professional learning and organizational development focused on social justice, equity, diversity, and inclusion. Since 2007, he has led the development and implementation of one of the first and most comprehensive cultural proficiency programs in the United States. John continues to administer this program for the Howard County Public School System (MD), where he has guided movement toward inclusion and equity for a variety of teams and groups: school and district leaders, staff members, partners, government officials, students, and families. In his book *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation* (Corwin), he offers professional development leaders knowledge, skills, and dispositions for facilitating cultural proficiency in their organizations. His goal is simple: To make the cultural proficiency journey easier for schools so they can make the transformations supportive of a diverse and inclusive democratic society. As an educator for two decades, John has served as a district office administrator, professional development facilitator, curriculum specialist, and elementary teacher. He is also an adjunct professor at Johns Hopkins University and McDaniel College.

monday

C Sessions

9:45–10:45 a.m.

Instruction/Professional Development

C.1 Reading, Writing, and Action for Student Voice and Agency

Room 262

Civic action projects engage students powerfully both working on equity in their school or community and developing their own literacy. This session interactively explores how these projects motivate students to read, write, and develop skills and dispositions as active citizens not just in the future but now, in their classrooms.

Chair: Janice Schwarze, Principal, Downers Grove North High School, Downers Grove, IL

Presenters: Steven Zemelman, Professor/Consultant/Director of the Illinois Writing Project, Northeastern Illinois University, Chicago
Madeline Kobayashi, Teacher, Senn High School, IL

Instruction/Technology

C.2 Cultivating Collaborative Student Writing Communities with Technology

Room 263

Trying to shift your students' writing focus from points to process? From teacher-directed to voice/choice and authentic audience? Via strategic use of learning management systems, collaborative tools, and flipped-blended learning, create a community of writers either remotely or in the same classroom through mentorship, feedback, and collaborative publishing spaces.

Chair: Natalie Croney, Bowling Green High School, KY

Presenters: Shari Krapels, Teacher, Cresskill High School, NJ
Kate Baker, Teacher, Southern Regional High School, Stafford Township, NJ

Jeff Krapels, Technology Integration Specialist, Northern Valley Regional High School, Old Tappan, NJ

Professional Development

C.3 It's Not about the Book: How to Align Curriculum, Assessments, and Grading with Standards

Room 264

Learn to use standards as the foundation of your curriculum, assessments, and grading practices in order to see students be more successful. Walk through the process of developing a unit using the cycles of learning, assessing, and re-learning, and discover how standards-based grading can work in the English classroom.

Chair: Elizabeth Truesdell, Hilo, HI

Presenter: Lindsay Stephenson, Instructional Coach, Leavenworth School District, KS

Instruction/Professional Development

C.4 Reciprocal Learning: Implementing LGBTQ Book Clubs in Middle School

Room 265

How can the collaboration between an English education professor and an experienced middle school teacher be mutually beneficial? From project design to school approval to book selection to

implementation, this session will explore the challenges, successes, and impact of a collaboratively developed and taught middle school LGBTQ book club unit.

Chair: Tom Scott, University of Wisconsin-Milwaukee

Presenters: Emily Meixner, Coordinator, Secondary English Education Program, The College of New Jersey, Ewing Township
Rachel Scupp, Teacher, Grover Middle School, West Windsor, NJ

Professional Development

C.5 Supporting Teachers and Students through Collaborative Inquiry

Room 266

Inquiry-based professional learning isn't just a one-day workshop. Job-embedded professional learning that affords students access and opportunity is systematic and grounded in professional inquiry. It also takes patience, commitment, and transparent teaching and learning practices. Through whole-group and small-group activities and discussion, teachers, coaches, and administrators will inquire into the research behind job-embedded professional development that will, with the right balance of pressure and support, result in powerful learning for students and deep reflection and learning for teachers. Participants will dive into coaching scenarios, learn strategies for starting and maintaining long-term coaching cycles, use protocols for effective reflection and student data analysis, and plan for this type of work in their own settings.

Chair: Katie Smith, Coordinator of Assessment and Research, Lyons Township High School, La Grange, IL

Presenters: Cara Gutzmer, Instructional Coach, University of Illinois at Urbana-Champaign

Sarah Durst, Graduate Student, University of Illinois at Urbana-Champaign

Instruction

C.6 Innovation through Imitation: Resurrecting Reading Workshop and Promoting Student Voice

Room 267

In the elementary grades, students are given abundant choice in what they read, but by the time students reach high school, they are often reading texts selected only by their teachers or required on school curricula. Seniors in high school should be given abundant choice in what they read for English class. When they are, they read more. And when they use their self-selected texts as writing mentors, they become more confident writers as well.

Chair: Becky Sipe, Building Administrator, Eastern Michigan University, Ypsilanti

Presenter: Oona Abrams, Instructor, Chatham High School, NJ

COFFEE BREAK

10:45–11:00 a.m.

Sponsored by



D Sessions

11:00 a.m. – 12:00 p.m.

Leadership/Professional Development

D.1 Supporting Teachers in Rigorous Literacy: A Matter of Access, Equity, and Opportunity

Room 262

Students in all schools and all classrooms, regardless of their language skills, learning challenges, and literacy struggles, need opportunities to tackle meaningful, high-quality texts that engage them in critical thinking about real-world issues. We will discuss our attempts to support teachers in providing rigorous, relevant literacy opportunities in all classrooms.

Chair: Katie Smith, Coordinator of Assessment and Research, Lyons Township High School, La Grange, IL

Presenters: Susan Chenelle, Instructional Coach, University Academy Charter High School, Jersey City, NJ

Audrey Fisch, Professor, New Jersey City University, Jersey City, NJ

Instruction/Leadership

D.2 It Takes Two: The Power of Building Student and Teacher Mindset

Room 263

The mindset students and teachers bring into class every day directly impacts achievement. This session will provide resources on fostering a growth mindset in the classroom and the teachers' lounge. Activities will include how to build a culture of growth mindset, scaffold and differentiate, and make the necessary instructional shifts.

Chair: Karen Raino, Language Arts Division Chair, Lyons Township High School, La Grange, IL

Presenters: Sara Schumacher, English Department Chair, Glenbard East High School, IL

James Hultgren, Teacher, Glenbard East High School, IL

Instruction/Leadership

D.3 Cultivating a Culture of Reading: A Practical Guide to Inspiring Joyful Readers

Room 264

Whether you are launching an independent reading program or have an active reading culture, this session will provide you some great ideas on how to grow a culture of joyful readers. JoEllen McCarthy and Heather Rocco will share simple actions you can take to promote and celebrate books with your students and your colleagues.

Chair: Erin Miller, Ames Community School District, IA

Presenters: Heather Rocco, Supervisor of English Language Arts, K–12, School District of the Chathams, NJ; Consultant for the Educator Collaborative, NY

JoEllen McCarthy, Consultant, Always Learning and The Educator Collaborative, NY

Leadership

D.4 Challenges and Opportunities When Selecting Instructional Materials: What Teachers Say about the Process

Room 265

This session will explore the results of a recent NCTE poll regarding the selection of instructional materials. Topics will include self-censorship, how we select materials even when we know the content might be challenged, and how we engage our administrators to promote meaningful support of our instructional choices.

Chair: Christopher Bronke, English Department Chair, Downers Grove North High School, Downers Grove, IL

Presenters: Gretchen Oltman, Professor, Creighton University, Omaha, NE

Millie Davis, Senior Developer, Affiliates and Director, Intellectual Freedom Center, NCTE, Urbana, IL

Instruction/Leadership

D.5 Leading from the Classroom: Meeting Today's Students Where They Are

Room 266

Students today face a wide range of possibility and challenge; every day, their teachers work to navigate meeting the students where they are—and where they could be. Join the conversation and consider ways to foster teacher-led intervention programs that support the many types of diversity in our classrooms.

Chair: Karen Reed-Nordwall, English Department Chair, Wylie E. Groves High School, Beverly Hills, MI

Presenters: Elaine Simos, Instructional Coach, Downers Grove North High School, Downers Grove, IL

Marjorie Thomas, Instructional Coach, Downers Grove North High School, Downers Grove, IL

Instruction

D.6 The Plot Sickens: Developing Real Reading in an Age of Avoidance

Room 264

When book summaries and analyses are a mere click away, why bother reading in the first place? Sadly, this is a question many students ask themselves every day. In this session, we will dive into the fake reading epidemic and discuss its causes, symptoms, and potential cures.

Chair: Mary Luckritz, English Department Chair, Rolling Meadows High School, IL

Presenter: Matthew Morone, Teacher, Pascack Valley High School, NJ

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

—John Quincy Adams

MONDAY

NOVEMBER 20

12:15–1:45 p.m.

LUNCHEON

Room 224/225

**Featured Speaker: Cornelius Minor, Reading and Writing Project,
Teachers College, Columbia University New York, NY**

Staring Down Dragons: The Terrifying Nature of Possibility



The world can feel impossible sometimes. As school leaders, we know that it is not. Impossibility does not scare us. It is the possibility that does. Our job is not just to keep the ship sailing, it is to traverse new frontiers. Who could we be if we chose to do more? Where could we find the energy, the insight, the time? How do we facilitate a shift from simply dealing with the challenges that we are handed to thinking creatively and executing the vision that we craft for our students, our communities, and our world? This hour will be spent imagining the world that we want for children, considering the tools that we have to forge it, and crafting an actionable blueprint that allows us to maneuver past the things about possibility that terrify us.

Introduction: Heather Rocco, School District of the Chathams, NJ

Cornelius Minor is a frequent keynote speaker for and lead staff developer at the Teachers College Reading and Writing Project. In that capacity, he works with teachers, school leaders, and leaders of community-based organizations to support deep and wide literacy reform in cities (and sometimes villages) across the globe. Whether working with teachers and young people in Singapore, Seattle, or New York City, Cornelius always uses his love for technology, hip-hop, and social media to recruit students' engagement in reading and writing and teachers' engagement in communities of practice. As a staff developer, Cornelius draws not only on his years teaching middle school in the Bronx and Brooklyn, but also on time spent skateboarding, shooting hoops, and working with young people.

E Sessions

2:00–3:00 p.m.

Instruction/Professional Development

E.1 Right Now Literacy: Redefining Instruction with Secondary Readers-Writers Workshop

Room 262

How can students become critical thinkers, equipped with the skills needed to read and write their world, so they can be active participants within it? Two secondary teacher-leaders present on the practicalities and practices of readers-writers workshop and how leaders can help teachers transform their instruction.

Chair: David Padilla, Head of Upper School and Instructor, The Baylor School, Chattanooga, TN

Presenters: Amy Rasmussen, Teacher, Lewisville High School, TX
Sarah Zerwin, Teacher, Fairview High School, CO

Leadership

E.2 What Does Instructional Leadership Involve Post-2016 Election?

Room 263

If literacy educators embrace teaching critical literacy skills, of “reading the word and the world” (Freire), what constitutes effective and ethical leadership in this nationally confused episode? A preservice teacher educator and her Catholic high school English-teaching colleague explore responsive literacy education and activist teaching post-election.

Chair: Maydie Bombart, Language Arts Consultant, New Britain, CT
Presenters: Sarah Thomas, Teacher/Professor/Cooperating Teacher and University Supervisor, University of Nebraska-Lincoln
Colleen McBride, Teacher, Pius X Catholic High School, Lincoln, NE

Leadership/Professional Development

E.3 Impact Teams: Student and Teacher Growth through Collective Inquiry

Room 267

Experience how a large comprehensive high school is using an impact team model to refocus its professional learning communities (PLCs), creating opportunities for student and teacher learning. See and learn about the foundational components of the impact team model, a student-centered PLC designed to strengthen student, teacher, and team efficacy through the creation of inquiry cycles and the use of effective protocols. Learn how school administrators built leadership capacity to facilitate effective teams committed to creating assessment-capable learners.

Chair: Josh Flores, K–12 ELA Coordinator, Oklahoma State Board of Education, Oklahoma City

Presenters: Katie Smith, Coordinator of Assessment and Research, Lyons Township High School, La Grange, IL
Scott Eggerding, Director of Curriculum and Instruction, Lyons Township High School, La,Grange, IL
Karen Raino, Language Arts Division Chair, Lyons Township High School, La Grange, IL
Bradley Anderson, Teacher, Lyons Township High School, La Grange, IL

Instruction

E.4 Responding to “I Wouldn’t Teach That!”: Controversial Literature in the Classroom

Room 265

Join us to discuss scenarios about teaching controversial literature in English/language arts classrooms. Using dilemmas teachers face in choosing and using contemporary young adult novels, we will share ideas for responding to students, teachers, parents, and administrators who say, “I wouldn’t teach that!”

Chair: Becky Sipe, Building Administrator, Eastern Michigan University, Ypsilanti

Presenters: Jessica Gallo, Assistant Professor of Education, University of Montana, Missoula
Bailey Herrmann, Assistant Professor of Literacy & Language, University of Wisconsin-Oshkosh

Closing Session

3:15-4:00 p.m.

Unlocking the CEL Door: Creating Professional Access and Opportunity

Room 224/225

Presenters:

Scott Eggerding, Lyons Township High School, La Grange, IL
Karen Raino, Lyons Township High School, La Grange, IL
Katie Smith, Lyons Township High School, La Grange, IL

*“Education is the most powerful
weapon which you can use to
change the world.”*

— Nelson Mandela

2018 CEL Annual Convention

Call for Proposals

Houston, Texas, November 18–19, 2018

CELebrating the Vision, Voice, and Momentum of Leadership

“We live in worlds that we have forged and composed. One of the most distinctive features of human intelligence is the capacity to imagine, to project out of our own immediate circumstances and to bring to mind things that aren’t present here and now.”

—Ken Robinson

The Conference on English Leadership (CEL) is a constituent group of the National Council of Teachers of English (NCTE) that fosters a collaborative professional community dedicated to building the leadership capacity of literacy education. For 50 years, CEL has established, nurtured, and sustained a community of literacy leaders. Join us as we celebrate the vision and accomplishments of those who contributed to this organization and look to the future to craft a vision for the next 50 years of literacy education at the 2018 CEL Annual Convention.

The theme for the 2018 annual convention is “CELebrating the Vision, Voice, and Momentum of Leadership.” Leadership is the intangible force we use to create meaningful change, but the long-term sustainability of any change rests in the active pursuit of innovation—innovation as a result of forward thinking and deliberate reflection. Whether you are a department chair, lead teacher, instructional coach, curriculum supervisor, or administrator, the CEL Program Committee invites literacy educators at the elementary, middle, secondary, and higher education levels to submit a proposal that addresses the theme and considers the following questions:

- What is the future of literacy?
- What traditional practices still hold high value in the 21st-century literacy classroom?
- How can we align literacy skills to support our vision for the future?
- How do we balance reflection and action to effect meaningful change?
- How do we create cultures of change that honor individuals?
- How can we systematically collaborate to effect large scale change?
- How can we amplify our voices and vision?
- How can we be agents of sustainable change?
- How can we overcome inertia and friction so as to sustain momentum?

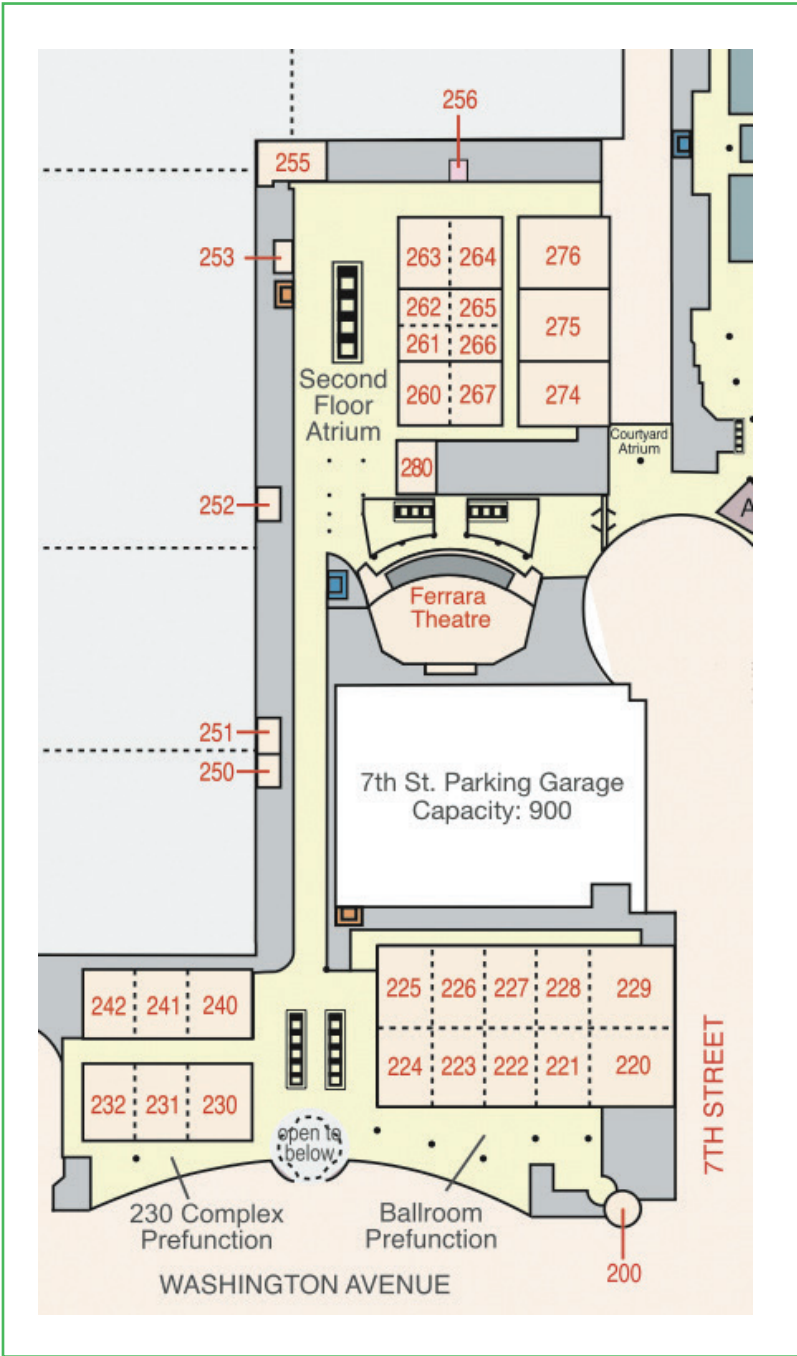
Proposals for interactive, participatory sessions that answer these and related questions are welcomed and encouraged. Format options include 5-minute Ignite-style speeches, 30-minute focused sessions, and 60-minute interactive sessions. As a nonprofit organization of educators, we are not able to provide a stipend or reimburse expenses to presenters.

The link to the conference proposal form can be found at <http://bit.ly/CEL2018Form> (URL is case sensitive). Forms must be submitted prior to the **April 15, 2018 deadline**. Any questions regarding proposals should be directed to the program chair, Kate Baker at kbaker@srsd.net.

We look forward to seeing you at the 2018 CEL Annual Convention in Houston, Texas, November 18–19, 2018.

America's Center Map

Level 2





**Literacy Leadership for
Access and Opportunity**