



Conference on English Leadership
Chicago, Illinois
November 20-22, 2011

Dear CEL Participants,

Welcome to Chicago and the 43rd annual CEL convention! As our convention theme emphasizes, Leadership Matters, now more than ever before! Regardless of your leadership role in your school or district, you are called upon to provide vital leadership and direction every single day. The 2011 CEL Convention in Chicago is your opportunity to interact first-hand with outstanding literacy leaders from across the country and to participate in cutting-edge workshops led by peers who will share practical and timely information for immediate use.

Woven throughout the program you will find opportunities to learn new information and skills, network with other professionals and leaders, and think strategically about how to take the CEL experience home with you to help with your day-to-day professional demands. As you open the pages of this program, please note the multiple opportunities you'll find: keynote talks during our meal functions, mini-keynotes during our Opening Session, roundtable discussions where you can personalize and deepen what you are learning, sectionals covering a wide range of current issues, hands-on opportunities to learn about and work with new technology, and lots of opportunities for networking and building new professional relationships.

If you have been a member of CEL for many years, you'll find a variety of familiar offerings to bring you back "home" to CEL. If you are new to CEL, you'll find many chances to meet veteran members through roundtables, facilitated dinners, socials, and our field trip to the Chicago Shakespeare Theater. Be sure to collect business cards and email addresses from new colleagues, and plan ahead to present at the 44th annual convention in Las Vegas.

If you have questions during the convention, please be sure to check in with the members of our Hospitality Committee who are here to assist. Note that there will be many opportunities to volunteer for future CEL events! Just fill out a volunteer card that you'll find at the Hospitality table or on the tables at breakfast and luncheons. Your input and involvement are eagerly sought.

Chicago is one of the most wonderful cities in the country. Have a wonderful time here. And please take full advantage of the CEL experience. Best wishes for a wonderful 43rd Annual Convention!

Becky Sipe, CEL Program Chair

Dear CEL members,

It is with great pleasure that I welcome you to the 43rd annual CEL convention in Chicago. At CEL, we are committed to building your leadership capacity. Whether you are a first-time teacher-leader or a veteran administrator, you will find many sessions in our program to excite your interests and address your needs.

I attended my first CEL convention in 1980 and quickly saw its benefits. CEL was a place where I could I meet other leaders who wanted to learn more about literacy education and needed strategies to lead teachers toward innovation and best practice. CEL presenters were amazingly competent, and their sessions were absolutely focused on the leadership issues facing me in my daily life.

I also understood that the structure of CEL supported my learning. I had many opportunities to meet the thought-leaders in our profession and to network with other teacher-leaders who shared my job description and appreciated the challenges of my work. In sessions, during meals, and at social gatherings, I continued learning, and through CEL, I developed professional relationships that have sustained me throughout my career.

This year, our program is absolutely brimming with leadership learning opportunities. My special thanks go out to Becky Sipe, our program chair, who has assembled a remarkable team of speakers and sectional presenters. I also want to highlight her efforts to enhance the social aspects of CEL, most notably through facilitated dinners and our visit to the Chicago Shakespeare Theatre.

In an era of abundant information, hurried calendars, and competing points of view, participants at CEL find time to reflect on their leadership practices and negotiate ideas with one another. Take time during sessions to meet your colleagues and to interact with presenters. Visit our hospitality table and learn about ways to get more involved in CEL. And, most of all, consider submitting a proposal for our Las Vegas convention.

Mark Twain once called Chicago an “astonishing” city, for it is always “contriving and achieving new impossibilities.” I am confident that your experience at CEL this year will assist you in imagining new possibilities (and impossibilities) for your school and in developing plans to bring these good ideas to fruition.

Warm regards,

Pat Monahan

Sunday, November 20, 2011

Luncheon

Chicago Hilton, Continental B

11:30-1:30

Mawi Asgedom, Poet, Writer, Leadership Motivator, Chicago

Introduction: Scott Eggerding, Lyons Township High School, Illinois

Opening Session: Leadership Matters Colloquium

Chicago Hilton, Continental C

2:15-5:30

Welcome and Introductory Remarks

Dominic Belmonte, Golden Apple Foundation, President and CEO

*Girded Loins, Stiffened Lips, Steeled Nerves and other gotta-do's for this
Test-maniac-teacher-bash-filled Era*

Cathy Fleischer, Eastern Michigan University, CEE, and NCTE editor

Leaders Organizing for Change

Coffee Break

Carol Jago, Director, California Reading and Literature Project, UCLA, NCTE Past President

Leading in Troublous Times

Roundtable Discussion: *What ideas and issues are emerging? What is important for us to explore during the convention?*

Table 1, Edie Weinthal, Pascack Valley Regional High School District, New Jersey

Table 2, Susan L. Groenke, *English Leadership Quarterly* (editor), University of Knoxville, Tennessee

Table 3, Janice Schwarze, Illinois State Liaison, Downers Grove South High School, Illinois

Table 4, Ann Quinlan, Nebraska State Liaison, Lincoln Southeast High School, Lincoln, Nebraska

Table 5, Pat Monahan, CEL Chair

Table 6, Bil Chinn, Secretary to the CEL Executive Committee, Alberta Canada

Table 7, Kerry Thomas Mess, Rufus King International Baccalaureate High School, Wisconsin

Table 8, Wanda Porter, CEL Associate Chair

Table 9, Tom Scott, University of Wisconsin-Milwaukee

Table 10, Hilve Firek, Virginia Wesleyan College.

Table 11, Jim Mahoney, The College of New Jersey, New Jersey

Table 12, David Padilla, Baylor School, Tennessee

Table 13, Heather Rocco, School District of the Chathams, New Jersey

Table 14, Michele Albano, Lyons Township High School, Illinois

Table 15, Debbie Svec, Palm Beach Gardens High School, Florida

Table 16, Gordon Hulberg, Intermountain Christian School in Salt Lake City, Utah

Table 17, Emily Richardson, Naperville North High School, Illinois

Table 18, Aubrey Ludwig, Langley High School, Virginia

Table 19, Meredith Caro, Palm Beach Gardens High School, Florida

Session Wrap up

Sponsored by Secondary Solution

5:30-6:30

Chicago Hilton, Waldorf

CEL Sunday Social

Sponsored by Zaner Bloser

6:30-9:00

Optional facilitated dinner with CEL members

Join a group of CEL friends for dinner. Each participant is responsible for payment of her/his own food.

CEL Monday Breakfast

8:00-9:45

November 21, 2011

Waldorf, Third Floor

Breakfast, elections, speaker

Keynote Speaker: Pat Mora, author

Speaker Sponsored by Random House

Creatively Practicing Resilience: The Zing of Bookjoy

Introduction: Joseph Rodriguez, Center for Teaching and Learning, The University of Texas at Austin

Sessions A.1-A.5

10:00-11:00

Session A.1: *The Common Core: from Standards to Practice*

Chicago Hilton, Conference 4D, 4th Floor

Carol Jago, NCTE Past-President and Director, California Reading and Literature Project, UCLA and NCTE Past President, Chicago, Illinois

The Common Core Standards describe what today's children need to know and be able to do to thrive in post-secondary education and the workplace. By focusing on results — the destination — rather than the how — the means of transportation — the Common Core allows for a variety of teaching methods and many different classroom approaches. The challenge for teachers is to turn the daily journey towards this destination into an intellectual adventure. Carol Jago will offer ideas for designing standards-aligned lessons that invite students to develop language arts skills using fine art: e.g. the work of Jean-Michel Basquiat, Vincent Van Gogh, Romare Bearden, and David Hockney.

Chair: Tom Scott, University of Wisconsin-Milwaukee

Session A.2: *Movin' on Up: Transitioning from Colleague to Supervisor*

Chicago Hilton, Conference 4C

Heather Rocco, School District of the Chathams, New Jersey

David Padilla, Baylor School, Tennessee

Kerry Thomas Mess, Rufus King International Baccalaureate High School, Wisconsin

The session will focus on the sometimes tenuous situations which surface when teachers are promoted to leaders/department chairs in their own schools. The presenters will share strategies for building a new professional rapport with those who were colleagues as well as give examples of their biggest mistakes. They will discuss the importance of collaboration with teachers and the need to draw the line as necessary. The session will focus on conducting observations, writing evaluations, planning department meetings, implementing new initiatives, managing difficult personnel issues, and having tough conversations. Because presenters want to be responsive to the needs of our audience members, content will be adjusted based on requests.

Chair: Bil Chinn, Secretary to the CEL Executive Committee, Alberta Canada

Session A.3 ***The Assessment Assumption: The 5W's and the H of Testing*** (co-sponsored by CEE)

Chicago Hilton, Conference 4A

Scott Eggerding, Lyons Township High School, Illinois

Kenan Metzger, Ball State University, Indiana

In this session, the 5 W's and the H of Testing will be addressed as a crucial metric to test any test. Who is the test designed for? What is being tested? Where is the test taken and under what conditions? When is it given? Why is it given? How is it scored? These relatively simple questions "test the tests" in a way that gets to the purpose of the assessment and should allow policy makers and school boards to push for something other than a score to represent learning. Participants will be given an analysis of all of the major "tests" and will also have the opportunity to learn about other kinds of "tests" that are more fair and responsible in assessing student learning. In addition, participants will get a draft of a policy brief on assessment developed by the CEE/CEL Joint Commission on Fair and Responsible Assessment. Participants will be invited to send their reflections back to the Commission for review and potential inclusion into the final document that will be brought forward to the NCTE Convention in 2012 for approval and dissemination.

Chair: Tom McCulley, Heartland Community College, Illinois

Session A.4 ***Multi-sensory Writing***

Chicago Hilton, Conference 4B

Lawrence Baines, Oklahoma University, Oklahoma

Michael Angelotti, Oklahoma University, Oklahoma

The dominant mode of instruction in writing remains the delivery of abstract information in a sensory-deprived environment. A more scientifically-valid and more engaging approach uses purposeful, multisensory instructional strategies. Join veteran presenters to explore successful multi-sensory writing strategies for immediate use in your classroom.

Chair: Pamela Doiley, John W. McCormack Middle School, Massachusetts

Session A.5 Joint Session (A and B)

Chicago Hilton, Conference 4E

(A) *Navigating Literacy and Social Contexts through Discussion*

Kierstin H. Thompson, Downers Grove South High School/University of Illinois
Chicago, Illinois

Sue S. Thornquist, Downers Grove South High School/University of Illinois Chicago

This interactive session is based on the notion that students when reading and studying a novel must straddle two social contexts: that of the classroom and the world of the text. Thompson and Thornquist, two experienced teachers, will address how inquiry and social strategies, beyond basic communication techniques, are essential for active classroom engagement and how practiced discussion pedagogies are necessary for navigating both literary and social contexts beyond the curriculum.

(B) *Taking Leadership in Preparing ESL Students for the Future: Linking ESL Programs and Professional Programs or Disciplines*

Sally L. LeVan, Gannon University, Pennsylvania

This presentation will provide participants with an overview of levels of ESL for the workplace and careers, and with strategies to develop workplace and English Language Learner Programs in their institutions. The presenter will provide an overview of the stages of English language learning, methods of assessing and placing students with appropriate support in the school and community, and with strategies for linking professional programs with the English or ESL Departments in their schools.

Chair: Doris M. Bey, Virginia State Liaison, Huguenot High School, Richmond Public School, Virginia

Coffee

11:00-11:15

Sponsored by Heinemann Publishers

Sessions B.1-B.5

11:15-12:15

Session B.1 *Course Alignment and Teacher Autonomy*

Chicago Hilton, Conference 4D

Janice Schwarze, Illinois State Liaison, Downers Grove South High School, Illinois

There seems to be a constant struggle between aligning courses with standards and respecting teacher autonomy. This presenter will share how she and her department members worked together to capitalize on teacher strengths while creating a unified set of expectations for both students and teachers.

Chair: Pat Monahan, CEL Chair

Session B.2 *Mentorship Matters*

Chicago Hilton, Conference 4C

Linda Barrington, Wisconsin State Liaison, Journalism Education Association, Wisconsin

Kerry Thomas Mess, Rufus King International Baccalaureate High School, Wisconsin

This session will explore the problems many new educators face and solutions for supporting them. Presenters will share the experiences, successes, and challenges of mentors and mentees in both formal and informal situations. Presenters will share specifics of mentor training and ongoing professional development; discuss how mentors' roles are different from those of a teacher; and address questions from participants.

Chair: Edie Weinthal, Pascack Valley Regional High School District, New Jersey

Session B.3 **Joint Session (A and B)**

A. Challenge Based Learning in the English Classroom

Chicago Hilton, Conference 4A

Tracy Recine, New Jersey State Liaison, Pascack Valley High School, Hillsdale, New Jersey

This session will demonstrate the use of Challenge Based Learning (CBL), an Apple Education initiative, in which students work in groups to tackle a real-world topic through completing a series of steps. The CBL method can be used in any subject area and for any grade level. It begins with a "big idea" and leads students toward a team challenge and finally, a solution. Students utilize various technologies in order to provide authentic learning and effect change in their classes, schools, and communities. This session will include samples of student work from a 12th

grade Mass Media, Literature and Society course, stemming from the big idea of "Teens and Technology."

B. Using Challenge Based Learning in High School

Meredith Caro, Palm Beach Gardens High School, Florida

Deb Svec, Palm Beach Gardens High School, Florida

Come hear how two teachers have used Challenge Based Learning--Photo Booth, iMovie, Garage Band, Animation programs, and other Apple applications, to raise the interest level and increase the rigor of what could be a monotonous environment to a high interest, exciting setting. Take a look at student work published through blogs and wiki pages and directed to diverse audiences. See how students learn the necessary tools to become successful for the 21st century while having lots of fun in the process.

Chair: Henry Kiernan, Superintendent, Bellmore-Merrick CHSD, New York

Session B.4 ***What Does College and Teaching Readiness Look Like in English Language Arts? A conversation with Models on Leadership and Instructional Practices for Student Success***

Chicago Hilton, Conference 4B

R. Joseph Rodriguez, Center for Teaching and Learning, Austin Texas

Pamela T. Doiley, John W. McCormack Middle School, Massachusetts

Tom O. McCulley, Heartland Community College, Illinois

Missy Nieveen Phegley, Southeast Missouri State University

What does "college readiness" and "teaching readiness" mean for educators and leaders across the PK-16 levels? This session will share recent leadership and instructional practices that are contributing to success in programs such as pre-AP and AP, dual credit/enrollment, pre-service teaching, and preparatory/developmental/core curricula and redesigned courses. Interactive activities with research models will be presented.

Chair: Ken Spurlock, CEL Nomination Chair, Kentucky

Session B.5 **Joint Session (A and B)**

Chicago Hilton, Conference 4E

(A) *Teachers without Titles: Leading from the Background*

Anne Padilla, Bowling Green High School, Kentucky

Natalie Croney, Bowling Green High School, Kentucky

This session, led by a highly experienced teacher and an early career “non-traditional” teacher from the same very diverse high school, offers concrete information about how teachers at all levels of experience can serve as literacy leaders in their departments and schools.

(B) Variations on Professional Learning Community Implementation: Two Approaches in Progress

Michele Albano, Lyons Township High School, Illinois

Jacob Vallicelli, Homewood-Flossmoor High School, Illinois

Lyons Township and Homewood-Flossmoor High School teachers team up to present the philosophy behind two approaches to the PLC model that serves two diverse populations. Implementation, obstacles encountered, and anticipated next steps will follow.

Chair: Debbie McCullar, Wyoming State Liaison, Past-chair, CEL, Kelly Walsh High School, Wyoming

CEL Monday Luncheon

November 21, 2011

12:30-1:45

Chicago Hilton, Waldorf, Third Floor

Keynote Speaker: Steve Zemelman, Director of the Illinois Writing Project, consultant, and author of *Teacher Empowerment* (2009) and *Subjects Matter: Every Teacher’s Guide to Content Area Reading* (2004)

How Can We Make the Flavor Last?—Sustainability and Human Limits for Leaders in Schools

Introduction: Wanda Porter, CEL Associate Chair

Sectional C1-C5

2:00-3:00

Session C.1: Joint Session (A and B)

(A) *Summer Reading Redefined: One District's Journey*

Chicago Hilton, Conference 4A

Edie Weinthal, Pascack Valley Regional High School District, New Jersey

After ten years of "fighting" student reluctance to engage with summer reading assignments, the Pascack Valley Regional High School District has taken a whole new approach! In this session participants will explore this new endeavor which has totally transformed student attitudes toward summer reading. The presentation will take participants step by step through the district's journey and offer a blueprint for recreating this exciting and innovative strategy in their own districts!

(B) *Death to the Traditional Novel Study Guide*

Jennifer Pondelicek, Downers Grove South High School, Illinois

Blair Covino, Downers Grove South High School, Illinois

In this session, the presenters will share engaging, student-centered alternatives to the traditional novel study guide. Participants will leave with a variety of strategies that encourage critical thinking and discussion about literature.

Chair: Janice Schwarze, Illinois State Liaison, Downers Grove High School, Illinois

Session C.2 *Create an Amazing Keepsake Book Based on the Common Core Standards*

Chicago Hilton, Conference 4C

Deirdre Godin, Hillsborough High School, Lebanon, New Jersey

Karin Bento, Hillsborough High School, Lebanon, New Jersey

Kimberly Fromme, Hillsborough High School, Lebanon, New Jersey

As a leader-teacher, have your students construct a comprehensive keepsake book as a cumulative activity for any unit. Presenters in this session will demonstrate how to design essential questions based on Common Core Standards. Participants will develop several thought-provoking tasks and writing activities to target specific objectives and use strategies, scaffolds, and technology to help students achieve competencies. Participants will learn how to help students demonstrate their understanding through this product-project-based classroom.

Chair: Heather Rocco, School District of the Chathams, New Jersey

Session C.3 ***Assessing the Common Core***

Chicago Hilton, Conference 4D

James Daubs, The College Board, New York

Beth Hart, The College Board, New York

This session, presented by assessment specialists who are also former ELA instructors, will provide specific methods for testing students' comprehension and mastery of the Common Core Standards for English Language Arts.

Chair: Ann Quinlan, Nebraska State Liaison, Lincoln Southeast High School, Nebraska

Session C.4 ***Blink: Lesson Beginnings and Teacher Evaluation***

Chicago Hilton, Conference 4B

Jim Mahoney, The College of New Jersey, New Jersey

How important are the first three minutes of a lesson? Can we predict the success of a lesson based on its beginning? Applying the ideas of Malcolm Gladwell and using video clips of a number of opening segments from student teachers' lessons, participants in this workshop will develop criteria to evaluate lesson beginnings. What are the behaviors and qualities that situate teachers and students for success and how should beginning teachers come to think about and plan the openings of their lessons? How can leaders help them do this? This session will explore these important questions.

Chair: Pat Monahan, CEL Chair, Michigan

Session C.5 **Joint Session (A and B)**

(A) Leadership Matters: Creating Collaborative Systems of Support for Reading Improvement

Chicago Hilton, Conference 4E

Susan Levine-Kelley, Glenbrook South High School, Illinois

Edward Solis, Glenbrook South High School, Illinois

Creating systems of support to assist readers at any level takes a village. From motivating reluctant students to read for pleasure to providing all students with academic support, teachers, students, administrators, and parents need to come together to build reading programs that provide the services that work. In this session, learn how schools empower their students when

they create summer- reading programs, literacy centers, and on-line learning communities at the high school level.

(B) *Learning to Read with New Eyes: Developing 21st Century Literacies*

Laura Nicosia, Montclair State University, New Jersey

English/Language Arts has been the bastion of academic tradition: paper books have been the object, mode and medium of our scholarly interests, and paper journals have been the main distribution method of our scholarship. In this interactive session, the presenter will share information about deploying hand-held and e-reader (tablet) technologies into traditional English electives and into the teacher-education professional sequence courses.

Chair: Wanda Porter, CEL Associate Chair

Coffee

3:00-3:15

Sponsored by Heinemann Publishers

Sessions D1-D5

3:15-4:15

Session D.1 ***Writing without Grades: Changing Our View of Evaluating Writing***

Chicago Hilton, Conference 4E

Valerie Mattessich, Pascack Valley Regional High School

The evaluation of writing is one of the key components of an English teacher's job. This demonstration will provide an opportunity for participants to reflect on the ways in which they grade writing and whether those methods are optimally effective. The presenter will provide an overview of the ways in which she avoids "grading" writing in the traditional sense, and how her practices form the basis of her writing instruction, which has become more "messy" yet less stressful for her as the teacher.

Chair: Jo Anne DuMont, Missouri State Liaison, New Jersey

Session D.2 ***Challenging Patterns of Practice and Power: Leadership for Curricular Change to Promote Multimodal Literacy***

Chicago Hilton, Conference 4C

Marilyn J. Narey, East Stroudsburg University of Pennsylvania, Pennsylvania

Kelli Jo Kerry-Moran, Indiana University of Pennsylvania, Pennsylvania

Bethany Fenyus, Steel Valley Middle School, Pennsylvania

In this session, presenters will share an overview of how they have led efforts that challenge narrow, verbocentric perspectives of language and literacy in their schools and teacher education programs. Their visions, strategies, research, curricula, and assessments will provide insights into the need for and efforts towards curricular change.

Chair: Missy Nieveen Phegley, Southeast Missouri State University

Session D.3 *Living Leadership in the Experiential College Classroom*

Chicago Hilton, Conference 4A

Nicole Sieben, Bethpage, New York

This interactive session will engage participants in cooperative learning activities that students in a Self and Society: Leadership college course participate in during a semester. The presenter will share meaningful, authentic assessments that she has created and revised for this course as well as student work samples.

Chair: Jennifer Prince, Indiana University, Indiana

Session D.4 *Joint Session (A and B)*

Chicago Hilton, Conference 4B

(A) Emerging Leaders Matter

Bil Chinn, Secretary to the CEL Executive Committee, Alberta Canada

Anna Roseboro, CEL Liaison to Secondary Section, Michigan

Ken Spurlock, CEL Nominations Chair, Kentucky

Building leadership capacity, developing skills, accessing timely information, becoming agents of change, interacting with other English leaders—these are the ‘leadership matters’ we aim to address with CEL’s Emerging Leaders Fellowship. This initiative invites beginning leaders to collaborate with a mentor from a community of highly experienced English leaders and scholars whose own work can be enriched by engagement with new ideas and school contexts. Join the presentation team to hear more about this exciting on-going opportunity. Meet and interact with the initial cohort of fellows and mentors. Contribute to the variety of leadership topics fellowship participants will explore by sharing questions, observations, experiences, insights and epiphanies.

(B) Because Leadership Matters: Ways to Get Early Career Educators on Track for Leadership

Anna Roseboro and cohort members from Early Career Educator of Color Program, Michigan

Ron Gladden, Cincinnati State Technical and Community College

Come hear from the NCTE Early Career-Educators of Color Award Winners: ways they implement their projects; challenges they face; their current status and their plans for the future. Share ways you recruit, promote, and support early career leaders at your school site, in your district/department, or on your college campus.

Chair: Rudy Sharpe

Session D.5 *Bard Core Professional Development: Reaching At-risk Students through Shakespeare and Teachers*

Chicago Hilton, Conference 4D

Marilyn Halprin with the Chicago Shakespeare Company, Illinois

Karen M. Boran, Hancock College Preparatory High School (Chicago Public Schools)

Timothy Duggan, Northeastern Illinois University

Sandra Shimon, Prosser Academy High School (Chicago Public Schools)

"Bard Core Curriculum: Reading into Shakespeare" serves English teachers in Chicago's public schools, where students read years below grade level and lack the skills to mine challenging texts. Exploring the convergence of literacy and theater practices, four instructors representing complementary sectors of the field introduce this highly successful model of professional development.

Chair: Carol Jago, NCTE Past-President and Director, California Reading and Literature Project, UCLA and NCTE Past President, Chicago, Illinois

Session E, Chicago Shakespeare Theater

4:30-7:00

Participants will depart by shuttle bus for the Chicago Shakespeare Theater at 4:30 for a tour and short program at the Theater. The Monday CEL Social will be held at the Theater where participants can enjoy the breathtaking views of Chicago's skyline.

Sponsored by National Geographic and Visual Thesaurus

CEL Tuesday Breakfast

8:00-9:45

November 22, 2011

Waldorf, Third Floor

Keynote Speaker: Sara Kajder, University of Pittsburgh, Pennsylvania

*Author of **Adolescent Digital Literacies: Learning Alongside Our Students***

Introduction: Anna Roseboro, CEL Liaison to Secondary Section

Sessions F1-F4

10:00-11:00

Session F.1 Joint Session (A and B)

(A) *Technology and Literacy: Colliding in the Language Arts Classroom*

Chicago Hilton, Conference 4D, 4th Floor

Jennifer Prince, Indiana University, Indiana

21st century literacies are often viewed as the use of computers. This presentation will explore the other, often overlooked, technologies that benefit 21st century language arts curricula.

(B) *21st Century Grammar and Writing Breakthrough: New technological tools that will get our kids pumped and make teaching writing more manageable*

Jeff Scheur, Whitney Young Magnet High School, Chicago

The feedback loop is broken. Kids have trouble improving from merely reading teachers' comments on essays, and most of that feedback goes to waste! In this interactive session, we will explore some new online tools that will help kids level-jump as writers and grammarians, while saving teachers much-needed time.

Chair: Anne Padilla, Bowling Green High School, Kentucky

Session F.2 *Expanding Notions of Reading with Digital Texts*

Chicago Hilton, Conference 4C

Georgia Scurletis, Thinkmap/The Visual Thesaurus, New York

Katherine Schulten, The New York Times Learning Network, New York

In this session, participants will briefly consider their own literacy development and the current research on teaching with digital texts, then "play with language" in a variety of ways. They'll be introduced to features like the Visual Thesaurus's semantic maps and "Vocab Grabber" tool; they'll also try some of the daily features published on the Learning Network site, such as the Student Opinion question and "Times Fill-In," that offer engaging ways to practice literacy learning in a current-events context.

Chair: Sue Levine-Kelley, Glenbrook South High School, Illinois

Session F.3 **Joint Session (A and B)**

Chicago Hilton, Conference 4A

(A) *Online Resources to Aid in the Transition to the Common Core*

Darla Moore, West Liberty-Salem Middle School, Ohio

Common Core Standards are the new standards across the Nation. What resources are available online to ELA educators to ease the transition to the new standards? This session will provide information about various websites at state and national levels providing crosswalks, instructional strategies, model curriculum, and sample curriculum maps.

(B) *Condense, Synthesize, and Apply: Using 21st Century Technologies to Engage the 21st Century Learner*

Emily Richardson, Naperville North High School, Illinois

Aubrey Ludwig, Langley High School, Virginia

Educating students in the "digital age" requires teachers to be more than just proficient with basic technologies. It demands that educators merge two worlds: critical writing and reading with that of social media. During this session two teacher leaders will explain how they employ social media in their respective classrooms to improve analytical thinking, reading, and application of higher level skills.

Chair: Michelle Albano, Lyons Township High Schools, Illinois

Session F.4. Special session for new Members-at-Large

Chicago Hilton, Williford A/B, 3rd Floor

Chair: Pat Monahan, CEL Chair

Session G: Technology Speed-Dating!

11:15-12:15

Williford C

Hands-on time with learning-technology-in-the-classroom experts

Join CEL's technological experts to explore new technologies for immediate use in your classroom, school, and district. Choose 4 of the 5 available stations to visit for 15 minute (or longer) periods of time. Get "hands-on" with technological applications!

Table 1 "Do More With Moodle"

Kerry Thomas Mess, Rufus King International Baccalaureate High School, Wisconsin

Table 2 "Ever-smart Reading and Writing with Evernote"

Sara Kajder, University of Pittsburgh, Pennsylvania

Table 3 "Spice Up Your Presentations with Prezi!"

Hilve Firek, Virginia Wesleyan College, Virginia

Table 4 "Get Good Grammar With NoRedInk"

Jeff Scheur, Whitney Young Magnet High School, Illinois

Table 5 "Teacher Tablet Tech Tools: Transforming Teaching through Tablet Technology"

Scott Eggerding, Lyons Township High School, Illinois

Chair: David Padilla, Baylor School, Tennessee



CEL Closing Luncheon

12:30-1:45

Waldorf, Third Floor

Join CEL colleagues as we congratulate Dr. Kylene Beers, winner of the CEL Exemplary Leader Award!

Keynote Speaker: Kylene Beers, Exemplary Leader Award and Past-President, NCTE

Introduction: Tom Scott, University of Wisconsin-Milwaukee

Sponsored by Insight Publications

Our special thanks to our NCTE staff: Felisa Mann, Jacqui Joseph-Biddle, Eileen Maley, and Janet Brown

With deepest appreciation to all members of the CEL 2011 Program and Hospitality Committees!

Program Committee

Pat Monahan, CEL Chair

Jim Mahoney, The College of New Jersey,
New Jersey

Janice Schwarze, Downers Grove South
High School, Illinois

Tom Scott, University of Wisconsin-
Milwaukee

Hospitality Committee

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Robin Luby, retired, San Diego, California

Tom McCulley, Heartland Community College, Illinois

Janelle Oxford, Robinson High School, Robinson,
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Anne Padilla, Bowling Green High School, Kentucky

Nandi Riley, Florida A & M, Tallahassee, Florida

Shekema Holmes Silveri, Riverdale High School,
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Ken Spurlock, CEL Nominations Chair, Kentucky

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New Jersey	Tracy Recine	561 Kenwood Pl Teaneck, NJ 07666-1651	trecine@pascack.k12.nj.us
New York	Mary Ann Campe	Shenendehowa East High School Clifton Part, NY 12065-3643	campmary@shenet.org
Texas	Genny Sterling	3729 Carmen Ave Rancho Viejo, TX	rgsterling@bisd.us
Virginia	Doris Bey	9800 Channing Circle Richmond, VA 23235-2206	dbey@richmond.k12.va.us
Wisconsin	Linda Barrington	Brookfield, Wisconsin 53207- 3051	lbarrington@wi.rr.com
Wyoming	Debbie Smith McCullar	1502 S. Wolcott St. Caspar, WY 82601-4343	mccullar@bresnan.net Debbie_McCullar@ncsd.k12.wy.us

Call for Proposals CEL Convention 2012

Writing as Leadership: Fostering a Culture of Writing and Reflective Practice

In this fast paced world of short tweets and brief postings, how can we help students to write deeply and passionately about what matters to them? How can we introduce students to the magic and power of writing as we help them to process academic learning? And how can we incorporate technology, not to short circuit deep thinking, but to tap into it?

How can we build communities of teachers and teacher-leaders, giving teachers voice in the development of curriculum and assessment? How do we motivate teachers to reshape curriculum and instruction for today’s students? How can design evaluation processes and professional growth experiences in ways that encourage teachers to be creative and more responsive to students while aligning with the Common Core Standards?

If you are challenged by these issues or have wrestled with them in your own classroom or school setting, you have much to offer. At CEL, we take up these matters in slow, deliberate ways, at meals and workshops, in coffee-break conversations, and in social settings. Your insights could be vital to our conference.

The conference planning committee for the 2012 CEL Conference welcomes proposals that address the conference theme, **Writing as Leadership: Fostering a Culture of Writing and Reflective Practice**. We invite you to share your story or model effective leading and writing practices in a workshop. Among the many topics on which we seek sessions are the following:

Leadership and Reflective Practice	Culture of Writing
<ul style="list-style-type: none"> • Building leadership capacity • Reshaping teacher-evaluation processes and practices in an era of value-added measurement • Mentoring early career or struggling teachers • Fostering choice and independence • Building communities and teams of practice • Resolving dilemmas and difficult problems • Bridging the gender gap • Using journals and vignettes as forms of reflection • Redesigning writing curriculum and assessment • Creating meaningful curricular change in the wake of standards 	<ul style="list-style-type: none"> • Writing in Science and other content areas • Sponsoring inquiry or project-based learning • Incorporating reading–writing workshop in traditional schools • Defining the role of non-fiction in the writing curriculum • Writing with at-risk students: challenges and solutions • Preparing for college-level writing • Using on-line writing and other new technologies • Conferring with writers in classrooms and centers

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

At the NCTE web site, www.ncte.org/cel, you will find the conference proposal form, which carries a May 1st deadline. We look forward to your joining us in Las Vegas, November 18-20, 2012.

What we learn in Vegas doesn't stay in Vegas but returns to our schools and classrooms.

2012 CEL Annual Convention Proposal Form

PART A:

Presentation Title: _____

Contact Person(s) Name: _____

Title/Position: _____

School/Institution: _____

Mailing Address: _____

Home Telephone: _____ **Work Telephone** _____

Primary Email: _____ **Second Email:** _____

Suggestion for Session Chair: _____

IMPORTANT: If your proposal is selected, this information is needed prior to the annual convention.

An Overhead Projector is essential for my presentation: ___yes ___no

If your proposal is selected, what other audio/video equipment will you need for your presentation?

PART B

Please give a description of your presentation including objective and activities. CEL audiences really appreciate opportunities to interact with presenters, so an active component is imperative.

Send completed proposals to:

2012 CEL Program Chair

Jim Mahoney

14 Austin Road

Yardley, PA 19067

Or, email as a WORD attachment to: campyhits@aol.com

**Proposals must be received by
May 1, 2012**

Conference on English Leadership Executive Committee

Patrick Monahan, Chair
Interlochen, Michigan
Wanda Porter, Associate Chair
Kailua, Hawaii

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

Heather Rocco, Member-at-Large
Chatham, New Jersey

Ann Marie Quinlan, Member-at-Large
Lincoln, Nebraska

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

Debbie Smith McCullar, Past Chair
Casper, Wyoming
Anna J. Small Roseboro, Liaison to CEL
Grand Rapids, Michigan

Rebecca Sipe, Member-at-Large and
2011 Program Chair
Dexter, Michigan

David Padilla, Member-at-Large
Chattanooga, Tennessee

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

Ex-Officio

Susan L. Groenkem Editor, *English Leadership Quarterly*, Knoxville, Tennessee

Ken Spurlock, Nominations Chair, Villa Hills, Kentucky

Jim Mahoney, 2012 Program Chair,
Yardley, Pennsylvania

Nina Bono, Convention Booth Coordinator,
St. Louis, Missouri

Elizabeth Truesdell, Assistant Nominations Chair,
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Illinois

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Kent Williamson, NCTE Executive Director, Urbana,
Illinois