

CONFERENCE ON ENGLISH LEADERSHIP

GAYLORD NATIONAL RESORT AND CONVENTION CENTER

NOVEMBER 23-25, 2014

WASHINGTON, D.C.

LEADING IN A COLLABORATIVE WORLD



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:

- **Debbie Zagorski**, NCTE Liaison
- **Kelly Searsmith**, NCTE Liaison to CEL
- **Amy Stark**, Director of Conventions
- **Eileen Maley**, Convention Manager
- **Jenna Fournel**, Communication Alliance Strategist

Thank you also to the CEL Hospitality Committee:

- **Elizabeth French Truesdell**, *Chair*, Kamehameha Schools Hawai'i High School, Kea'au, Hawai'i
- **Lynn Aprill**, *Co-Chair*, Bonduel High School, Bonduel, Wisconsin
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- **Elizabeth Crooks**, New Britain High School, New Britain, Connecticut
- **Scott Eggerding**, Lyons Township High School, LaGrange, Illinois
- **Sue Levine-Kelley**, Glenbrook South High School, Glenview, Illinois
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- **Tracy Recine**, Pascack Valley High School, Hillsdale, New Jersey
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- **Alison Blair Taylor**, Georgetown Day School, Washington, D.C.
- **Edie Weinthal**, Pascack Valley Regional High School District, Montvale, New Jersey
- **Joan Witkus**, Glenbard East High School, Lombard, Illinois

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



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Milwaukee
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Christopher Bronke
Downers Grove North High School
Downers Grove
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Laramie County School District #1
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Heather Rocco
School District of the Chathams
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Rebecca Sipe
Eastern Michigan University
Ypsilanti
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SPONSORS

The Conference on English Leadership wishes to thank Corwin and Heinemann for their sponsorship and underwriting of conference events:



Sunday Social



Monday Coffee Break



Leading in a Collaborative World

4 Welcome

Welcome to Washington, D.C., where you will have more than 40 sessions at your fingertips, providing you with the opportunity to learn more about technology, coaching, leadership and instructional strategies.

5 CEL Elections

This is your opportunity to get more involved in CEL. Check out your folder for the slate of representatives for the coming year. Be sure to chat up the candidates to decide upon your vote on Monday.

6-7 Program-at-a-Glance

Dog ear these pages to check on what's next. Five strands of sessions – Technology, Coaching, Leadership, Instructional Strategies and General Strategies – are color-coded to help you find just what you want. Keep in mind that sessions may include more than just the one strand.

9 Session Descriptions

Starting here, you'll find detailed session descriptions along with information about all the speakers. Email addresses and Twitter handles are included in case you want to connect with speakers or contact them for additional information.



ON THE COVER: The U.S. Capitol Building houses both the Senate and House of Representatives, two parts of the legislative branch, designed to collaborate with each other. *Photo by Martin Falbisoner*

PROGRAM DESIGN: Linda Barrington

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CONFERENCE OFFICIALS



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Pat Monahan, Past Chair
Interlochen, Michigan

Rebecca Sipe, Associate Chair
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Janelle Oxford, Member-at Large
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Tracy Recine, Member-at Large,
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Tom Scott, State Liaison Coordinator
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Edie Weinthal, Associate Nominations
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PROGRAM CHAIR



Janice Schwarze
program chair

Dear CEL Convention Attendees,

Anyone who knows me well can confirm that they have heard me say, “This job is too difficult to do alone” at least once but probably many times. It doesn’t matter if the job in question was teacher, department chair, or Associate Principal of Curriculum and Instruction, I have always collaborated with others to help me become the best literacy leader I can be. I suspect that I am not alone in this practice – which is exactly why when I was asked by Wanda Porter to be Program Chair for the 46th Annual CEL Convention, I quickly settled on the theme “Leading in a Collaborative World.”

Since the day I accepted the challenge of following several fantastic CEL Conventions, I have lived the life of my theme. It started back in Las Vegas when the 2013 Program Chair, Heather Rocco, and I went out to dinner on the Monday night of the convention to start planning for the next two years. It continued as I selected my Program Committee - Chris Bronke, Karen Delbridge, Pat Monahan, Elizabeth Primas, Heather Rocco, and Becky Sipe - and gathered steam as I collaborated with each of these people to select sessions and shape the program. Words cannot express how incredibly grateful I am to this committee because they helped bring my vision to life by listening to my ideas, improving them with their own suggestions, and proposing ideas that I had never considered. And if I ever had any doubt about the value of collaboration, that was immediately put to rest by my work with Linda Barrington, who spent countless hours at the computer designing this beautiful program. Her expertise and creativity filled my own void in these areas, and I was astonished by how quickly we bonded and how often we “talked” (via e-mail) over the last few months.

Together this team illustrated the power of collaboration by putting together a convention that offers something for literacy leaders everywhere. Please take note of the special topic strands on page 6 of the program; each of them provides a different lens from which to view the importance of collaboration. Also, I am pleased to offer words of advice from CEL’s very own literacy leaders Tuesday morning through Chris Bronke and Heather Rocco’s keynote session and the new Panel Discussions on assessment, coaching, leadership, and technology.

In the spirit of collaboration, we have included contact information for all of our presenters in the hope that you will continue the conversations long after the convention has ended. I also invite you to tweet about your experiences with the hashtag #CEL14 so that our colleagues who could not attend the convention can benefit from your experience. Finally, and perhaps most importantly, I encourage you to make the most of your time with us by conversing with others during presentations, meals, and social gatherings. The heart of CEL is our people, and together, we will make this convention successful.

Before I close, I would like to thank the CEL Executive Board for their faith in me, the NCTE staff for their assistance in planning the convention, my fellow Chicagoans for supporting me by traveling halfway across the country to this convention, Elizabeth Truesdell and Lynn Aprill for co-chairing the hospitality committee and taking care of our needs, our sponsors – Corwin and Heinemann – for helping to defray the costs of the convention, and every person who offered support and help on this wonderful journey! As H.E. Luccock once said, “No one can whistle a symphony. It takes an orchestra to play it.” Indeed, I have been fortunate to have been part of a great orchestra. Now I hope you will enjoy the music.

Janice Schwarze

2014 Program Chair



#CEL14



CONFERENCE ON ENGLISH LEADERSHIP 2014

Leadership in a Collaborative World



Wanda Porter
CEL chair

Dear CEL Members,

It is my pleasure to welcome you to the 46th annual CEL convention in Washington. Our organization is committed to building your leadership capacity, and our annual convention is one way we help you achieve your potential. This year's convention theme indicates the importance of working together with fellow leaders and resources to create the best possible learning environment for our students. Whether you are a first year teacher-leader or a veteran school leader or administrator, you will find many sessions in our program to excite your interests and address your needs.

I have been coming to CEL since 1987. The name of the organization back then was Conference for Secondary School English Department Chairs – CSSEDC. Just as the teaching of English Language Arts has changed, so has our organization, including the name change to Conference on English Leadership in 1991. We recognize that ELA leaders have many roles, from classroom teachers to tech consultants to literacy coaches to college professors. Regardless of your role in your classroom, school, or district, you are called upon to provide vital leadership and direction every single day. Our convention is designed to give you the opportunity to enhance the knowledge and skills called for in your leadership role.

CEL presenters and speakers are competent and confident that they have something to offer you that will assist your growth as a leader. The keynotes, sessions, and speakers described in the program will bring you examples of best practice that will be useful in a variety of situations. As you know, the needs of students, teachers, and communities have changed immensely in the past few years. Whether you are looking for a road map of how to navigate the CCSS and assessments, technology innovations, 21st Century skills, or tips on how to motivate reluctant students (or teachers!), our program offers ways to transform leadership and learning.

My special thanks go to Janice Schwarze, our program chair, and her committee, who have assembled a stellar collection of presenters and speakers. The program offers you a wide variety of strands and sessions from which to choose. Whatever you choose, I know that you will find practical and timely information for immediate use.

I must mention the single factor that has brought me back to the CEL convention year after year: being involved with a network of leaders who have given me inspiration, guidance and support throughout my professional life. Some of them I see only once a year; others I connect with regularly through email or social network. I encourage you to take the opportunity to network and build new professional relationships as you “talk story” with fellow leaders. At meal functions, coffee breaks, and socials, you can make contacts that, along with the program offerings, we hope will bring you back to the CEL convention year after year.

And I hope that you will consider becoming more active and involved with CEL. I invite you to visit our hospitality table and learn how to do just that. Please consider submitting a proposal for our Minneapolis convention in 2015.

Finally, I hope that you leaders in education will find time before or after the convention to cross the river and visit Washington, D.C., where our nation's leaders meet. The capital's iconic national landmarks and magnificent museums collaborate to bring inspiration to all viewers. Against this backdrop, we trust that your experience with CEL will bring you new insights into the collaborative world of leadership.

Warm aloha,

Wanda Porter
CEL chair





ANNUAL ELECTION PROCESS

CEL Leadership



Elizabeth Truesdell
CEL nominations chair

At the 2013 CEL Conference, members nominated possible candidates for the 2014 Associate Chair and Member-at-Large election. Nominations Committee members Bil Chin, Rudy Sharpe, Tom Scott, Elizabeth Truesdell (Chair) and Edie Weinthal (Associate Chair) reviewed letters of introduction and curricula vitae provided by nominees; then the prospective election slate was approved by the CEL Executive Committee at its March meeting. We are fortunate to have a remarkable slate of candidates for this year's Associate Chair position and two Member-at-Large positions.

The two candidates for Associate Chair are as follows:

Heather D. Rocco: Supervisor of English Language Arts & Literacy, Grades 5 – 12, School District of the Chathams, New Jersey.

Anna J. Small Roseboro: Adjunct Professor: Calvin College, Grand Valley State University, Author

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

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

Natalie Croney: Teacher of English and Speech Communications, Bowling Green High School; Bowling Green, Kentucky

Elizabeth Crooks: Vice Principal of Curriculum, Instruction, PD; New Britain High School; New Britain, Connecticut

Gina Siple: Reading and Basic Education Faculty, Nassau Community College; Garden City, New York

All six candidates will be introduced at the Sunday evening CEL social. CEL members present on Monday morning who have not previously voted electronically or by mail-in ballot are eligible to vote in person; these people will check in at the Hospitality table before breakfast to receive a ballot and envelope. On Monday at the breakfast, the candidates will give short election speeches. Immediately afterwards, CEL members will vote with provided ballots and envelopes. As part of the checks and balances of the election, members will print their full name on the envelope containing their marked ballot.

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

CALL FOR CANDIDATES FOR CEL 2015 ELECTION

In the 2015 election, CEL members will choose two Members-at-Large. The Nominating Committee is now ready to accept nominees for next year's election. To be eligible for Member-at-Large, a nominee generally will have attended two or more CEL conventions and volunteered in some capacity, such as working on the Hospitality Committee or presenting/presiding at a breakout session. A Member-at-Large represents the general membership on the Executive Committee and assists in planning functions of the Executive Committee. The term of the Member-at-Large is three years. Four candidates for Member-at-Large will be on the 2015 ballot.

Those who wish to nominate a qualified CEL member should check with the individual and affirm her/his willingness to serve prior to submitting a nomination. Nominations should include as much pertinent information as possible about the nominee as a leader and her/his involvement in CEL, as well as contact information (home mailing address, email address and phone number). Nomination forms will be available at the November conference, or nominations may be emailed to Elizabeth Truesdell (eltruesd@ksbe.edu) or Edie Weinthal (eweinthal@gmail.com) by Dec. 20, 2014.

SPECIAL TOPIC STRANDS



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

Technology

- A.6: Integration of Digital Storytelling into the English Curriculum
- B.5 Technically Collaborating on Digital Curriculum Development
- D. 5 Advancing Literacy and Collaboration with Apps in English and Content-Area Classrooms

General Strategies

- A.7 Meaningful Collaboration: Effective Professional Development Models
- B.6 Collaboration between University Professors and Secondary Teachers
- C.5 Creating a Collaborative Culture of Literacy
- C.6 Strengthening Practice Through Collaborative Reflection
- D.6 COMPOSING OURSELVES: Collaboration between College and Secondary Leaders to Promote Student Writing Success
- F.5 Classroom Configurations, Collaborative Instruction, and Communication: The Challenges of Teaching in a Virtual or Near-virtual Environment
- F.6 Independent School Educators Roundtable

Leadership

- A.4 Collaborative Assessment: Leading the Way
- A.5 Goal-Setting in a Collaborative Age: Establishing the Foundation for Curricular and Instructional Improvement
- B.3 There are Many Paths to the Top: Encouraging and Implementing Change
- B.4 Leading from the Classroom: Empowering Teachers through Peer Observation
- C.3 A Toolbox to Guide Effective Collaboration
- C.4 Collaborative Literacy: Improving Student Achievement through Cross-Disciplinary Instruction
- D. 2 FORUMS: An Interdisciplinary and Community Approach to Critical Thinking
- D. 3 How a Team of English Teachers Builds Schoolwide Collaboration Using Grade-Level Core Questions
- D.4 Interdisciplinary Literacy
- E. 4 Embracing Change Together: Transitioning to New Student Assessment and Teacher Evaluations
- E. 5 Leading into Collaborative Grant Writing for English Language Arts Classroom
- F.4 Designing Collaborative Systems

Instructional Strategies

- A.2 Collaborating about Student Writing
- A.3 Developing Teacher-Leaders through Collaborative Alumni Partnerships
- B.2 The Newsroom: Teaching Nonfiction That Matters
- C.2 "But It Can't Wait Until Next Fall!" Pivoting and Persevering in Writing Instruction
- D.1 Growing Through Talking: Collaborative Dialogue as a Tool for Transformative Learning and Leading
- E.1 Effective Co-Teaching: Fostering a Collaborative Relationship In and Out of the Classroom
- E.2 Using Informational Text: Cross-Disciplinary Literacy to Motivate Secondary Learners
- E.3 A Design-based Approach to Collaboration
- F.2 Collaborative Reading Through Partnerships and Book Clubs
- F.3 Collaborating with the Greater Community: Because Writing Matters

Coaching

- A.1 Coaching for Schoolwide Literacy
- B.1 The Challenges of Literacy Coaching: Conversations about Independence and Accountability
- C. 1 Lesson Studies: Powerful Collaborative Structures to Improve Instructional Practice and Increase Student Achievement
- F. 1 It's Not the Literacy in the Math Standards; It's the Math Standards in Literacy



#CEL14



PROGRAM-AT-A-GLANCE

SUNDAY			
1:30-2:00	First Timers' Session	POTOMAC	4
2:00-4:15	Award Presentations and Opening Session: Doug Fisher and Nancy Frey	POTOMAC	D
4:25-5:25	A.1 Coaching for Schoolwide Literacy Elizabeth Primas A.2 Collaborating about Student Writing Treena Whaley A.3 Developing Teacher-Leaders through Collaborative Alumni Partnerships Gerard Dawson, David Knecht, Emily Meixner A.4 Collaborative Assessment: Leading the Way Scott Eggerding, Karen Raino A.5 Goal-setting in a Collaborative Age: Establishing the Foundation for Improvement Stephanie Bailey, Susan Levine-Kelley A.6 Integration of Digital Storytelling into the English Curriculum Judy Arzt A.7 Meaningful Collaboration: Effective Professional Development Models Jessica Gallo, Bailey Herrmann	CHESAPEAKE ROOMS	B 1 A 2 D 3 6
5:30	Emerging Leaders Meeting	CHESAPEAKE	B
5:45-6:45	Sunday Social, sponsored by Corwin	NATIONAL HARBOR	13
7:00	Facilitated Dinners		
MONDAY			
8:00-10:00	CEL Monday Continental Breakfast: Sarah Brown Wessling and Elections	NATIONAL HARBOR	10/11
10:15-11:30	B.1 The Challenges of Literacy Coaching: Conversations about Independence and Accountability Elaine Simos, Kathy Smith B.2 The Newsroom: Teaching Nonfiction That Matters Matthew Marone B.3 Many Paths to Top: Encouraging and Implementing Change Jared Friebel, Sarah Johnson, David Lange B.4 Leading: Empowering through Peer Observation Katie Barbagallo, Kelly Davis, Sherri Levy, Lee Ann Read, Kathleen A. Reilly, Allison Volinsky B.5 Technically Collaborating on Digital Curriculum Development Kate Baker B.6 Collaboration between University Professors and Secondary Teachers Natalie Croney, Peggy Otto, Anne Padilla, Kayla Sweeney	CHESAPEAKE ROOMS	B 6 D A 3 1
11:45-12:45	C.1 Lesson Studies: Collaborative Structures to Improve Instructional Practice and Increase Achievement Jacqueline Hurley C.2 "But It Can't Wait Until Next Fall!" Pivoting and Persevering in Writing Instruction Oona Abrams, Steve Peha C.3 A Toolbox to Guide Effective Collaboration Chris Bronke, Lara Hebert C.4 Collaborative Literacy: Improving Student Achievement through Cross-Disciplinary Instruction Leslie Long, Megan Shirey C.5 Creating a Collaborative Culture of Literacy Sandy Beguin, Stefanie McCleish C.6 Strengthening Practice through Collaborative Reflection Kelly Fox, Angela Mansfield	CHESAPEAKE ROOMS	2 D B A 1 6
12:45-2:15	CEL Monday Luncheon: Jim Burke	NATIONAL HARBOR	10/11
2:30-3:45	D.1 Growing Through Talking: a Tool for Transformative Learning and Leading Nicole Boudreau-Smith, Carley LaCombe D.2 FORUMS: Interdisciplinary/Community Approach to Critical Thinking S. Beguin, A. Levinson, M. Luckritz, T. Piatek, W. Relich, C. Venegoni D.3 How a Team of English Teachers Builds Schoolwide Collaboration Using Grade-Level Core Questions John Creger D.4 Interdisciplinary Literacy Karen Eder, Chris Esposito D.5 Advancing Literacy and Collaboration with Apps in English and Content-Area Classrooms Julie Warner D.6 COMPOSING OURSELVES: Collaboration to Promote Student Writing Success Gordon Hultberg, Gordon Lee, Tamara Meigh, Nicole Sieben	CHESAPEAKE ROOMS	1 A B D 3 6
4:00-5:00	E.1 Effective Co-Teaching: Fostering a Collaborative Relationship In and Out of the Classroom Christine Cavallo, Rachel Ruffner E.2 Using Informational Text: Cross-Disciplinary Literacy to Motivate Secondary Learners Susan Chenelle, Audrey Fisch E.3 A Design-Based Approach to Collaboration Dana Briggs, Joseph Geocar, Jennifer Hernandez E.4 Embracing Change Together: New Student Assessment and Teacher Evaluations Dea Conrad-Curry, Janis Loughery, Janelle Oxford E.5 Leading into Collaborative Grant Writing for English Language Arts Classroom Kittina Brown, E. Anne Pegram, Charline Barnes Rowland	CHESAPEAKE ROOMS	B D 3 A 1
5:00-6:00	Monday Social with Election Results	NATIONAL HARBOR	13
TUESDAY			
7:45-8:30	Coffee: Chris Bronke and Heather Rocco	NATIONAL HARBOR	10/11
8:40-9:40	F.1 It's Not the Literacy in the Math Standards; It's the Math Standards in Literacy Colette Marie Bennett, Stephanie Pixley F.2 Collaborative Reading through Partnerships and Book Clubs Elaine Bakke, Jenny Wnuk F.3 Collaborating with the Greater Community: Because Writing Matters Angie Miller F.4 Designing Collaborative Systems Liz Crooks F.5 Classroom Configurations, Instruction, Communication: Challenges of Teaching in a Virtual Environment Kris Baranovic, Missy Phegley F.6 Independent School Educators Roundtable James Forman, Nicholas Henson, Tristan Siple	CHESAPEAKE ROOMS	5 3 6 7 4 1
9:50-10:55	Panel Discussions	CHESAPEAKE	A,B,D,1
11:00-12:15	CEL Tuesday Continental Brunch: Kylee Beers and Bob Probst	NATIONAL HARBOR	10/11



NEW CEL AWARDS

The **Recognition of Leadership Achievement Award** provides recognition for an individual who demonstrates outstanding service to literacy education at the local, state, or regional level. Recipients are selected from among the candidates who have been nominated for the Exemplary Leadership Award.

ABOUT NATALIE K. MOREY

Natalie K. Morey, teacher and department head from Maryknoll School in Honolulu, Hawai'i, is the recipient of the CEL Recognition of Leadership Award.



Her work advancing teacher practices and enhancing student learning earned recognition for her school as a hub of education innovation with model integrated learning curriculum, strong teacher professional development programs, and meaningful assessments.



The **Innovative Leadership Award** provides recognition of leaders at the local, regional and/or national level who demonstrate innovative leadership activities that impact local and/or regional and/or national teaching practices; innovative approaches to teaching and/or professional development through new and progressive methods and delivery models. Recipients are selected from among the candidates who have been nominated for the Exemplary Leadership Award.

ABOUT MEENOO RAMI

Meenoo Rami, National Board Certified teacher and author of *Thrive*, is the recipient of the first CEL Innovative Leadership Award



in recognition of her outstanding work to thoroughly integrate technology into the classroom. Through her workshops and publications, she has supported literacy leaders as they have embraced innovation.

AWARDS

Potomac D

EXEMPLARY LEADER AWARD

Introduction: Rebecca Sipe, Eastern Michigan University

The Exemplary Leader Award is given annually by the Conference on English Leadership to an NCTE member who is an outstanding English Language Arts educator and leader. NCTE and CEL members are encouraged to nominate an exceptional leader who has had an ongoing impact on the profession through the following: 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.

ABOUT DOUG FISHER

Douglas Brian Fisher, extraordinary teacher, literacy leader, researcher and writer, is the recipient of the CEL Exemplary Leader Award for 2014. Dr. Fisher has maintained an active teaching career at San Diego State University while also working intensively with schools and districts across the United States and internationally. He has served as dean of faculty affairs for the past seven years for the Health Sciences High and Middle College, a public charter school focused on college and career pathways in health care that enrolls a highly diverse population of first- and second-generation students from across the globe. Dr. Fisher is known for his support of long-term partnerships with school districts where he promotes an innovative site leadership model that builds capacity at the school level. Of note is his work with the Chula Vista Elementary School District that serves 28,000 students, 35% who are English language learners. On any given day, Dr. Fisher may be found meeting the superintendent, planning with a group of fourth-grade teachers and collaborating with special educators on methods for supporting students with disabilities.



Dr. Fisher has presented at NCTE, IRA, ASCD and for myriad other professional groups, bringing an engaging and dynamic style that is thoughtfully rooted in his work with educators and their students. He has written or co-written dozens of professional books and texts as well as many dozens of articles and chapters. Two recent publications include *Text Complexity: Raising Rigor in Reading* and the series *Common Core ELA in a PLC at Work*. Both provide important information in teacher-friendly language.



#CEL14



KEYNOTE

Potomac D

DOUG FISHER, NANCY FREY

Introduction: Kathleen Dudden Rowlands, California State University

Rigorous Reading: Reading Closely and Collaboratively

Building the habit of reading closely requires intentional and purposeful guidance from skilled teachers. But what constitutes a close reading? For that matter, what makes a text complex? In this session, participants will examine the structures for reading closely, as well as the supports that teachers need as they engage in newer instructional practices. These professional development practices include analyzing text, developing text-dependent questions, and orchestrating collaborative conversations to get students in the habit of exercising their analytical thinking in the presence of their peers. In order to build these skills to teach others, we'll do the same!



ABOUT DOUG FISHER AND NANCY FREY

Doug Fisher Ph.D. and Nancy Frey Ph.D. are professors at San Diego State University. Doug and Nancy are educational leaders who focus on policies and practices in literacy and language, especially for students who are English learners and for students with disabilities. Their shared interests include supporting learners with diverse learning needs, instructional design and curriculum development. They are co-authors of numerous articles and books on literacy and leadership, including *Rigorous Reading*, *Text Complexity*, and *Text Dependent Questions: Pathways to Close and Critical Reading*. They are teacher-leaders at Health Sciences High and Middle College, where they learn from students, teachers and families every day.

A. SESSIONS: 4:25-5:25

COACHING

A.1 Coaching for Schoolwide Literacy

Chesapeake B

The Common Core State Standards make it obvious that reading doesn't start and end at the English Language Arts door. Reading and writing are everybody's responsibility. All educators need to know the standards and strategies and possess the skills to assist students in accessing the text in their content areas. This hands-on workshop will guide teachers, coaches and administrators through an effective professional development presentation that can be adapted for their schools with modifications. We will provide instructional support strategies to help content-area teachers improve scaffolding support to underachieving students. Finally, we will identify what positive coaching and feedback looks like.

Elizabeth V. Primas (director of literacy, Friendship Public Charter School, Washington, D.C., eprimas@friendshipschools.org) Chair: Jen Hernandez

INSTRUCTIONAL STRATEGIES

A.2 Collaborating about Student Writing

Chesapeake 1

I am excited to engage with and learn from colleagues about student writing. We will discuss the various lenses through which student writing can be analyzed and evaluate the strengths and weaknesses of each for both teachers and students in light of our purpose. We will compare the effects of looking at writing on a developmental continuum opposed to looking at writing with various types of rubrics, looking at writing for the purpose of moving students along opposed to looking at student writing for accountability purposes, looking at student writing in order to know more about students as individuals opposed to looking at student writing to know more about their content knowledge. The power of this discussion comes from the collaboration among colleagues.

Trenea Whaley (regional ELA coordinator, Elko County School District, Elko, Nev., twhaley@ecsdnv.net, @TreneaWhaley1) Chair: Gordon Hultberg

A. SUNDAY SESSIONS: 4:25-5:25



LEADING IN A COLLABORATIVE WORLD

Emerging Leaders Fellowship

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

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

2013-2015 cohort:

Christopher Bronke & his mentor,

Karen Delbridge

Nina Davis-Johnson & her mentor,

Anna Roseboro

Courtney E. Russillo & her mentor,

Michele Albano

Gina Siple & her mentor, Heather Rocco

Julie Warner & her mentor, Tracy Recine

2014-2016 cohort:

Bailey Hermann & her mentor,

Anna Small Roseboro

Genevieve Munson & her mentor,

Edie Weinthal

Darllene Parks & her mentor,

Mary Hassenplug

Jennifer Raskauskas & her mentor,

Susan Levine-Kelley



TONIGHT

5:30 Emerging Leaders meeting

>Chesapeake B

5:45-6:45 Social sponsored by Corwin

>National Harbor 13

7:00 Facilitated Dinners

INSTRUCTIONAL STRATEGIES

A.3 Developing Teacher-Leaders through Collaborative Alumni Partnerships

Chesapeake A

This presentation will describe how one teacher-education program fostered collaboration with its alumni to develop "teacher-leaders" who are actively engaged in doing/providing professional development for others (with, for example, local, state-wide, and/or national colleagues, pre-service teachers, and teacher educators). The presentation will explore how essential these kinds of collaborative opportunities are for young/novice teachers as they continue to develop their pedagogy and envision professional possibilities beyond the space of their individual classrooms. Alumni testimonials as well as specific programmatic and planning recommendations for developing professional partnerships will be provided.

Gerard Dawson (English teacher, Hightstown High School, Hightstown, N.J., gerard.dawson1@gmail.com, @GerardDawson3), David Knecht (English teacher, Seneca High School, Tabernacle, N.J., dknecht@lrhsd.org), Emily S. Meixner (associate professor of English, The College of New Jersey, meixner@tcnj.edu, @esmteach) Chair: Jim Mahoney

LEADERSHIP

A.4 Collaborative Assessment: Leading the Way

Chesapeake 2

Too much of the talk about assessment has focused on national tests. In this session, learn about best practice in designing assessments for the English classroom. Based on Jan Chappuis' seven strategies, you will learn how to frame a discussion on assessment with peers, colleagues or your department. See the seven strategies in action with rubrics that put the power of assessment in the hands of students. Put assessment back where it belongs and where it can be useful — in the everyday world of the classroom!

Scott Eggerding (director of curriculum and instruction, Lyons Township High School, Ill., libertyegg@hotmail.com, @libertyegg), Karen Raino (language arts division chair, Lyons Township High School, kraino@lths.net, @kraino5) Chair: Missy Phegley

LEADERSHIP

A.5 Goal-Setting in a Collaborative Age: Establishing the Foundation for Curricular and Instructional Improvement

Chesapeake D

It is no surprise that the Center for Comprehensive School Reform and Improvement identifies shared vision and values as one of five most important qualities for successful collaboration in professional teams. Collaboration among administrators and teachers as well as within course teams or PLCs is key to advancing the administrative vision. The presenters believe that a commitment to backward design and a community of diverse voices leads to improved instruction and learning. This session will provide a framework and strategies for teams to establish teacher-created goals that directly support their work in the classroom while also supporting their district and school values.

Stephanie Bailey (English teacher, team leader, Northfield Township District 225, Ill., sbailey@glenbrook225.org), Susan Levine-Kelley (instructional supervisor, chair, English/ELL/broadcasting, slevine-kelley@glenbrook225.org, @Levine-Kelley) Chair: David Lange

TECHNOLOGY

A.6 Integration of Digital Storytelling into the English Curriculum

Chesapeake 3

In this session, participants will review tools and resources for implementing digital storytelling into the ELA classroom. They will observe digital stories created by teachers and students. They will also discover how the medium of digital storytelling extends and enriches the curriculum, addresses standards, and serves as a means to assess student learning outcomes. The presenters will share a website with a variety of resources and a Google Doc where participants may extend the conversation.

Judy Arzt (professor, University of Saint Joseph, West Hartford, Conn., jarzt@usj.edu, @judyarzt) Chair: Oona Abrams

GENERAL STRATEGIES

A.7 Meaningful Collaboration: Effective Professional Development Models

Chesapeake 6

Teachers need supportive communities within which to collaborate, innovate, and renew their practice. Professional development activities can provide this kind of community — if they are done thoughtfully and purposely. This session is designed to begin the conversation about what works and what we value in professional development. We will begin the presentation by discussing two promising professional development models — the National Writing Project and Mindfulness-Based Stress Reduction. Through an interactive discussion, we will think about qualities of effective professional development and what kinds of activities sustain us as professionals and as individuals.

Jessica Gallo (assistant professor, University of Montana, jessica.gallo@umontana.edu), Bailey Hermann, (assistant professor, Grand Valley State University, Mich., herrmanb@gvsu.edu) Chair: Karen Eder



BREAKFAST: 8:00

National Harbor 10/11

ELECTIONS

SARAH BROWN WESSLING

Introduction: Tracy Recine, Pascack Valley High School

Are We Asking the Right Questions: Creating Cultures of Learning

It's not only what we say, it's also what we do. Yet, without realizing it, our actions can subvert our best intentions when we don't ask the right questions. When creating or sustaining cultures of learning we have the opportunity to ask transformative questions and to lead with them as our compass. Together, we'll explore those questions that underlie cultures of learning where teaching, not tasks, elevates all the learners in a building.



ABOUT SARAH BROWN WESSLING

Sarah Brown Wessling is a 17-year veteran of the high school English classroom. While a member of the faculty at Johnston High School she has taught all kinds of courses from at-risk to Advanced Placement and has served the department and district in a variety of leadership roles. Sarah is a National Board Certified Teacher since 2005 and in 2010 was selected as the National Teacher of the Year. In that capacity she worked as an ambassador for education, giving over 250 talks and workshops in 39 different states as well as Japan and Finland. Currently she teaches in the mornings and works for the non-profit Teaching Channel in the afternoons as their Teacher Laureate and host of their PBS show, *Teaching Channel Presents*. She is an author of *Supporting Students in a Time of Core Standards* and frequently blogs on teaching and learning.

B. SESSIONS: 10:15-11:30

COACHING

B.1 The Challenges of Literacy Coaching: Conversations about Independence and Accountability Chesapeake B

Consider the challenges and rewards of developing personalized professional learning through literacy coaching. Through small and whole-group discussions, participants will examine coaching scenarios and generate ideas for problem-solving. Participants will also explore ways to differentiate a coaching program to foster teacher independence, to hold educators accountable for literacy instruction and data analysis, and to build teachers' understanding of the natural connection between the CCSS and literacy instruction. Participants will reflect on revitalizing educators' roles as scholars and researchers in addition to their work as classroom teachers.

Elaine Simos (literacy coach/teacher, Downers Grove North High School, Downers Grove, Ill., esimos@csd99.org, [@DGNLitCoaches](https://twitter.com/DGNLitCoaches)), Kathy Smith (literacy coach/teacher, Downers Grove North High School, Downers Grove, Ill., ksmith@csd99.org, [@DGNLitCoaches](https://twitter.com/DGNLitCoaches)) Chair: Lara Hebert

“ Change begins with a culture where everyone is elevated to the status of learner.

★ Sarah Brown Wessling

INSTRUCTIONAL STRATEGIES

B.2 The Newsroom: Teaching Nonfiction That Matters Chesapeake 6

Now more than ever, educators are expected to integrate substantial and challenging nonfiction texts into the Language Arts classroom. However, when most students think of nonfiction, dusty and outdated textbooks or decades-old photocopies of archaic newspaper articles spring to mind. Through this "newsroom" approach, students are exposed to various nonfiction texts of real-world importance. By integrating proven motivational strategies and digital communication and collaboration tools such as Twitter, Skype, and Google Docs, students learn and demonstrate authentic researching, reading, writing, and networking skills, connecting themselves to the world beyond the classroom walls and facilitating real change in their communities.

Matthew Morone (English teacher, Pascack Valley Regional High School, N.J., mmorone@pascack.k12.nj.us, [@MrMorone](https://twitter.com/MrMorone)) Chair: Tracy Recine



#CEL14



LEADING IN A COLLABORATIVE WORLD

“ Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.

★ Jack Welch

“ Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.

★ Andrew Carnegie



Coffee Break: 11:30-11:45

Sponsored by Heinemann

LEADERSHIP

B.3 There Are Many Paths to the Top of the Mountain: Encouraging and Implementing Change Chesapeake D

Perhaps the greatest challenges that confront leaders in English education are first, how to unsettle the natural tendency toward stasis, the status quo that exists when any group of dedicated but overextended teachers have achieved some modicum of success, and second, having created a forward momentum toward change and pedagogical reconsideration, how can that be sustained over the course of years? This presentation addresses those questions directly. We hope that through the sharing of our specific responses to those challenges, we can elicit a thoughtful exchange of different approaches and responses – and thus all participants will walk away with a greater appreciation for the “many paths” that lead toward the advancement of educational change.

Jared Friebe (teacher, Hinsdale Central High School, Hinsdale, Ill., jfriebe@hinsdale86.org), Sarah Johnson (instructional coach, English and library, Riverside Brookfield High School, johnsons@rbhs208.net), David Lange (English department chair, Hinsdale Central High School, Hinsdale, Ill., [@dlange](mailto:dlange@hinsdale86.org)), Chair: Sue Levine-Kelley

LEADERSHIP

B.4 Leading from the Classroom: Empowering Teachers through Peer Observation Chesapeake A

Classroom teachers — also members of a cohort studying teacher leadership — along with their professor, share the trials and rewards of initiating programs of peer-to-peer supervision in their schools. They will discuss with attendees:

- initial reactions — also skeptical — to a course requirement that they engage in cycles of peer observation with colleagues
- steps taken and challenges encountered as they put these observation cycles into place
- effects of the process on their practice and that of their host teachers (generally very positive)
- degrees of success in continuing the endeavor and maintaining their enthusiasm after their leadership course ended.

Kathleen A. Reilly (assistant professor, Instructional Leadership and Professional Development, College of Education, Towson University, kreilly@towson.edu), and the following are all from Howard County Public Schools, Md.: Katie Barbagallo (elementary resource teacher, G/T Program, Kathleen_Barbagallo@hcpss.org), Kelly Davis (special education resource teacher, Kelly_Davis@hcpss.org), Sherri Levy (school professional development liaison and secondary social studies teacher, Sherri_Levy@hcpss.org), Lee Ann Read (teacher of secondary ELA, Lee_Read@hcpss.org), Allison Volinsky (teacher of secondary ELA, Allison_Volinsky@hcpss.org), Chair: Emily Meixner

TECHNOLOGY

B.5 Technically Collaborating on Digital Curriculum Development Chesapeake 3

With the influx of digital testing due to PARCC and Smarter Balanced, educators are having to scramble to prepare teachers and students for this paradigm shift. Rather than working in isolation, this session will provide participants with tools and best practices for building a library of digital curriculum that aligns with Common Core standards, helps prepare students for digital testing, and is easy to implement in a 1:1, BYOD, or limited access to technology environment. Participants will learn how to collaborate using tools such as Google Apps, Curriculet and Voxer to enhance their curriculum

Kate Baker (English teacher, Southern Regional High School, Manahawkin, N.J., coach.kbaker@gmail.com, @KtBkr4) Chair: Allison Taylor

GENERAL STRATEGIES

B.6 Reasoning Together Chesapeake 1

What happens when secondary education majors have the opportunity to spend a year in a high school two days a week for a year? We push aspiring physicians into hospitals and provide opportunities for other potential professionals to have clinical experience: Why not do the same for teacher candidates? This session examines the effect of collaboration between post-secondary and secondary educators on the preparation of aspiring teachers in a clinical setting.

Natalie Croney (English teacher, Bowling Green High School, Ky., Natalie.Croney@bgreen.kyschools.us), Peggy Otto (assistant professor, Western Kentucky University, peggy.otto@wku.edu), Anne Padilla (English teacher, Bowling Green High School, Ky., Anne.Padilla@bgreen.kyschools.us), Kayla Sweeney (English education student, Western Kentucky University, kayla.sweeney325@topper.wku.edu) Chair: Amanda Stearns-Pfeifer



C. MONDAY SESSIONS: 11:45-12:45

COACHING

C.1 Lesson Studies: Powerful Collaborative Structures to Improve Instructional Practice and Increase Student Achievement **Chesapeake 2**

This interactive presentation will engage participants in the lesson-study process. Participants will learn how lesson studies can foster teacher collaboration within and across content areas, improve instructional practice, and increase student achievement. During this session, participants will have the opportunity to reflect upon, problem solve, and create action plans for implementing a lesson-study cycle in their own schools.

Jacqueline Hurley (secondary literacy coach, Pinellas County Schools, Fla., hurleyja@pcsb.org) Chair: Nicole Sieben

LEADING IN A COLLABORATIVE WORLD



Collaboration meets



"We happen to think idea generation is an art form.

It's about setting a safe, creative space for people to feel like they can say anything, be wild, not be judged — so that new ideas can be born." ~OpenIDEO.com

Leadership. Needs. Both.



7 Tips for Better Brainstorming

- 1. Defer judgement**
Let ideas flow. Creative spaces don't judge.
- 2. Encourage wild ideas**
Wild ideas can often give rise to creative leaps. Embrace the most out-of-the-box notions and build, build, build...
- 3. Build on the ideas of others**
Being positive and building on the ideas of others takes some skill. Try to use 'and' instead of 'but'...
- 4. Stay focused on the topic**
Keep the discussion on target.
- 5. One conversation at a time**
Lots of conversations can happen at once, which is great! But listen to one another.
- 6. Be visual**
Nothing gets an idea across faster than drawing it.
- 7. Go for quantity**
Aim for as many new ideas as possible.



Source: OpenIDEO.com

INSTRUCTIONAL STRATEGIES

C.2 "But It Can't Wait Until Next Fall!" Pivoting and Persevering in Writing Instruction **Chesapeake D**

When Oona called Steve for help in early November of 2013, she confessed that even with focused lessons and targeted rubrics, she didn't think her students were making efforts to improve their writing. In the months following, Steve, Oona, and the seniors at Chatham High School collaborated in cycles of ongoing feedback to focus on participation, progress and performance: the 3P's. This session will take participants through their journey.

Oona Abrams (ELA teacher, Chatham High School, N.J., oabrams@chatham-nj.org, [@oonziela](https://twitter.com/oonziela)), Steve Peha (president, Teaching That Makes Sense, stevepeha@ttms.org, [@stevepeha](https://twitter.com/stevepeha)) Chair: Heather Rocco

LEADERSHIP

C.3 A Toolbox to Guide Effective Collaboration **Chesapeake B**

Effective collaboration that leads to changes in student achievement requires more than just bringing teachers together to meet. This session will look at both the research and characteristic practices of teams that successfully engage in collaborative work that improves student learning. Participants will have an opportunity to explore the free tools supported by the National Center for Literacy Education to assess the strengths and weaknesses of group collaboration and to establish a plan for strengthening these practices. Presenters will include teacher leaders who are actively engaged in ongoing collaboration and have used these tools and supports to inform how they learn with and from one another. Chris Bronke (English teacher, department chair, Downers Gove North High School, Ill, cbronke@csd99.org) Lara Hebert (community facilitator, National Center for Literacy Education, NCTE, lhebert@ncte.org) Chair: Tom Scott

LEADERSHIP

C.4 Collaborative Literacy: Improving Student Achievement through Cross-Disciplinary Instruction **Chesapeake A**

Research shows that cross-disciplinary collaboration is essential for improving student achievement. The Common Core State Standards expand responsibility for supporting literacy beyond the English classroom. In this workshop, the presenters will outline methods for identifying common ground and a step-by-step process to assist classroom teachers in the purposeful planning of instruction through collaboration. They will also explore critical-thinking, literacy, and content-specific skills as the connecting fabric between disciplines. Through anecdotal examples, they will illustrate the efficacy of these steps in aligning English and Social Studies instruction in a junior high school setting. An open forum closure allows for audience reflection and discussion.

Leslie Long (secondary social studies teacher, department chair, Philipsburg-Osceola Area School District, Penn., llong@pomounties.org), Megan Shirey (secondary English teacher, Bellefonte Area School District, Penn., mshirey@basd.net) Chair: Chris Esposito

GENERAL STRATEGIES

C.5 Creating a Collaborative Culture of Literacy **Chesapeake 1**

Two years ago, Buffalo Grove High School opened a Literacy Lab focused on using peer tutors to help students with their reading and writing skills. Within a few short months, the lab had become a focal point for literacy across the curriculum, and student tutors were assisting with all subjects. In addition, it became the hub of staff development and collaboration across the disciplines. This model is now spreading to other schools in the district. Join us to see how the Literacy Lab concept resulted in unprecedented collaboration between teachers and between students, and to participate in a discussion of how the concept might fit in your school.

Sandy Beguin (English/fine arts division head, Buffalo Grove High School, Ill., sandra.beguin@d214.org), Stefanie McCleish (English teacher, Buffalo Grove High School, Ill., [@stefanie.pehr@d214.org](mailto:stefanie.pehr@d214.org), @MissShakespehr) Chair: Joe Geocaris

DON'T MISS C.6 ON THE NEXT PAGE



LEADING IN A COLLABORATIVE WORLD

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

★ *John Quincy Adams*

ABOUT JIM BURKE

Jim Burke teaches English at Burlingame High School where he has worked since 1992. He is the author of more than 20 books, including *The Common Core Companion* series (Corwin) and *The English Teacher's Companion*. He is currently working with Gerald Graff and Cathy Birkenstein on a high school edition of *They Say/I Say: The Moves That Matter in Academic Writing* for W. W. Norton. He has received numerous awards, including the Distinguished Service Award from CATE, Exemplary Leader Award from the Conference on English Leadership, Best Social Network for Educators as moderator of the English Companion Ning, and the Intellectual Freedom Award from NCTE. He currently serves on various committees at PARCC, the Advanced Placement program, and the College Board 6-12 English Language Arts Advisory Committee. He lives in San Francisco with his wife, three children, dog and two tortoises.



#CEL14

GENERAL STRATEGIES

C.6 Strengthening Practice through Collaborative Reflection

Chesapeake 6

This session will include our distilled wisdom on the trials and triumphs of working in a professional learning community. In the fall of 2013, three high school ELA teachers unified a fledgling PLC through a choice-reading program. At the administrative directive to teach the “same thing,” our PLC utilized common planning, cloud storage, and social media groups to develop common assessments, units, assignments, rubrics and vocabulary methodology. We will discuss the importance of administrative support through supplying resources (texts, technology), and planning time (for daily debriefs and weekly meetings) and our invaluable experiences in vertical collaboration with a University professor.

Kelly Fox (English teacher, Purnell Swett High School, N.C., kelly.fox@robeson.k12.nc.us, @swamifox), Alicia Mansfield (English teacher, Purnell Swett High School, N.C., alicia.mansfield@robeson.k12.nc.us, @aliciamansfield) Chair: Tristan Siple

LUNCHEON: 12:45

National Harbor 10/11

JIM BURKE

Introduction: Kate Baker, Southern Regional High School

Learning to Lead Through Collaboration

As we take on new roles — within our departments, schools, and profession — we encounter a seemingly endless series of challenges. In schools these days, such challenges are best met and resolved through collaboration with others. Even collaboration, however, comes with its own challenges, for we may not find it where we seek it at school and may need it when we are not online with those whose guidance we have come to trust most.

Thus we might define this current era as one that emphasizes learning — our own, our colleagues', and our students'. Yet it is through this public learning that we are also able to lead those around us. To borrow from the Spanish poet Antonio Machado, we make the path as we walk it — together.





D. MONDAY SESSIONS: 2:30-3:45

INSTRUCTIONAL STRATEGIES

D.1 Growing through Talking: Collaborative Dialogue as a Tool for Transformative Learning and Leading Chesapeake 1

We will explore how to prepare students to work together effectively in structured-discussion activities that are designed to promote speaking and listening skills as necessary moves in developing critical competencies in literacy. Participants will discuss, and leave with, strategies for fostering a department-wide philosophy of speaking and listening with clear, measurable components, and shared strategies for how the Common Core frames what is meant by effective speaking and listening and contextualizes discussion as a set of transferrable skills that improve reading and writing.

Nicole Boudreau-Smith (English teacher, Adlai Stevenson High School, Lincolnshire, Ill., nsmith@d125.org), Carly Lacombe (accelerated team leader, English teacher, Adlai Stevenson High School, Lincolnshire, Ill., clacombe@d125.org, [@aliterarylif](https://twitter.com/aliterarylif)) Chair: Joan Witkus

LEADING IN A COLLABORATIVE WORLD

“ Leadership and learning are indispensable to each other.

★ *John F. Kennedy*

“ The secret is to gang up on the problem, rather than each other.

★ *Thomas Stallkamp*

“ Alone we can do so little; together we can do so much. ★ *Helen Keller*

LEADERSHIP

D.2 FORUMS: an Interdisciplinary and Community Approach to Critical Thinking Chesapeake A

One district presents how they help students think critically about an essential theme or question that integrates skills and ideas across disciplines in a community forum. This large group interdisciplinary framework develops synergy among students and staff by creating a common critical thinking experience as a foundational component for learning. Participants will both learn the proven philosophy and framework for the forum and see examples from models of successful forums on topics such as Frankenstein, the Harlem Renaissance, DNA, Macbeth and the Holocaust.

Sandy Beguin (English/fine arts division head, Buffalo Grove High School, Ill., sandra.beguina@d214.org), Adam Levinson (English/fine arts division head, Prospect High School, Mount Prospect, Ill., adam.levinson@d214.org), Mary Luckritz (English/fine arts division head, Rolling Meadows High School, Ill., mary.luckritz@d214.org, [@RMHSMustangs](https://twitter.com/RMHSMustangs)), Tim Piatek (English teacher, Buffalo Grove High School, Ill., tim.piatek@d214.org), Wendy Relich (English/fine arts division head, Elk Grove High School, Ill., wendy.relich@d214.org), Chuck Venegoni (English/fine arts division head, John Hersey High School, Arlington Heights, Ill., chuck.venegoni@d214.org), Chair: Rebecca Sipe

LEADERSHIP

D.3 How a Team of English Teachers Builds Schoolwide Collaboration Using Grade-Level Core Questions Chesapeake B

We share a love of literature, language, learning and teaching, and yet our department generally resists collaborating. Why then does our sophomore team collaborate easily? One answer is that we work with a shared purpose: a grade-level core question. Our session explores how this core question helped bring our team together to design three two-day sessions for 450 sophomores to practice a powerful critical reading strategy and apply it in increasingly complex written analyses of text and visual arguments. Come learn how the push for CCSS serves to catalyze our effort to introduce grade-level core questions 9-12 and build a culture of collaboration schoolwide.

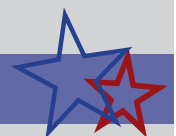
John Creger (English teacher, author, presenter, Fremont (Calif.) Unified SD, jcreger@fremont.k12.ca.us, [@jcreger](https://twitter.com/jcreger)) Chair: Janetta Jayman

LEADERSHIP

D.4 Interdisciplinary Literacy Chesapeake B

Community High School District 99 has been taking an approach to literacy instruction across curricular areas through literacy liaison programming and a second interdisciplinary approach to implementing Common Core. In this session, you will hear from the science and social studies chairs as they share the collaborative approach to this work and samples of what the teachers in their departments have been doing in order to develop students' literacy skills in each respective content area. The format of this session will allow for open dialogue and conversation.

Karen Eder (science department chair, South High School, Downers Grove, Ill., keder@csd99.org, @KarenEder), Chris Esposito (social studies department chair, South High School, Downers Grove, Ill., cesposito@csd99.org) Chair: Pat Monahan



Break: 3:45-4:00



LEADING IN A COLLABORATIVE WORLD

“ I never did anything alone. Whatever was accomplished in this country was accomplished collectively. ★ *Golda Meir*

“ In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed. ★ *Charles Darwin*

“ If I have seen further it is by standing on the shoulders of giants. ★ *Isaac Newton*

TECHNOLOGY

D.5 Advancing Literacy and Collaboration with Apps in English and Content-Area Classrooms Chesapeake 3

In 2011, the U.S. News and World Report reported that over 600 school districts nationwide had moved to one-to-one (1:1) iPad integration. In the three years since that time, the number has only grown. Many teachers, working in print-dominated educational environments, find themselves needing help to implement iPads in the content-area classrooms in rich ways. In this session, the presenter will preview a multitude of apps for iPad that will help educators meet Common Core State Standards and promote collaboration in classrooms. *Julie Warner*, (technology director, Coastal Savannah Writing Project, Armstrong State University, Savannah, Ga., warner.cswp@gmail.com, @newliteracy) Chair: *Gina Siple*

GENERAL STRATEGIES

D.6 COMPOSING OURSELVES: Collaboration between College and Secondary Leaders to Promote Student Writing Success Chesapeake 6

Successful collaboration depends upon communication and mutual respect between faculty members at all levels. Keeping in mind the shared goals of student learning and student success, presenters will focus on the culture of collaboration fostered through two partnerships and the initial alignment work as well as staff development. Using grants, both partnerships initiated collaboration between an institution of higher education and a school district to strengthen the alignment in the curriculum, creating an environment in which students are better prepared for freshman composition classes. This session will provide a framework for beginning conversations as well as continuing them.

Gordon Hultberg (English teacher and department head, Intermountain Christian School, Utah, ghgordon049@gmail.com), *Gordon Lee* (English and humanities division chair, Lee College, Baytown, Texas, glee@lee.edu), *Tamara Meigh* (coordinator of language arts and foreign languages, K-12 Goose Creek Consolidated Independent School District, Baytown, Texas, tamara.meigh@gccisd.net, @booksley), *Nicole Sieben* (assistant professor of secondary English education, coordinator of English graduate programs, SUNY College at Old Westbury, Sieben@oldwestbury.edu, @Teach4JusticeNS) Chair: *Jane Blystone*

E. SESSIONS: 4:00-5:00

INSTRUCTIONAL STRATEGIES

E.1 Effective Co-Teaching: Fostering a Collaborative Relationship In and Out of the Classroom Chesapeake B

Co-teaching is an excellent model to employ in order to meet the needs of both general education and special education students. However, teachers often struggle to really “make it work” with little training provided to facilitate collaborative and successful relationships. Often teachers are left wondering: who is the “real” teacher? who is responsible for the students? how do I make time for this with all of the other tasks on my plate on a daily basis? This workshop will provide important tools that are essential in developing a collaborative and successful co-teaching relationship both in and out of the classroom.

Christine Cavallo (special education teacher, Chatham High School, N.J., ccavallo@chatham-nj.org), *Rachel Ruffner* (English teacher, Chatham High School, N.J., ruffner@chatham-nj.org) Chair: *Paul Reif*

INSTRUCTIONAL STRATEGIES

E.2 Using Informational Text: Cross-Disciplinary Literacy to Motivate Secondary Learners Chesapeake D

The informational text mandate has been one of the most contentious elements of the Common Core State Standards (CCSS), but it is also one of its greatest opportunities. Seizing that opportunity means language arts teachers must lead the way in collaborating with our content-area peers to harness the power of informational text. We need to work together to use informational texts to increase student motivation, engagement, and cross-disciplinary literacy. This session will discuss strategies for collaborating on using informational text across the disciplines — and in dialogue with literary texts — to improve student literacy.

Susan Chenelle (teacher, University Academy Charter High School, N.J., susanchenelle@gmail.com), *Audrey Fisch* (professor, New Jersey City University, afisch@njcu.edu, @usinginfotext) Chair: *Elsie Lindy Olan*



E. MONDAY SESSIONS 4:00-5:00

INSTRUCTIONAL STRATEGIES

E.3 A Design-Based Approach to Collaboration,

Chesapeake 3

In this session, participants will explore how redesigning an approach to a PLC model can enhance teachers' classroom effectiveness. Presenters will give several examples of how they created and used their PLC to apply a design-based approach to teaching English. Participants will leave with examples of strategies from this approach and ideas of how to implement them to achieve the goals of the Common Core State Standards.

Dana Briggs (reading specialist, Downers Grove South High School, Ill., dbriggs@csd99.org), Joseph Geocaris (English teacher, Downers Grove South High School, Ill., jgeocaris@csd99.org, [@geocarisjoe](https://twitter.com/geocarisjoe)), Jennifer Hernandez (literacy coach, Downers Grove South High School, Ill., jhernandez@csd99.org) Chair: Chris Bronke

LEADERSHIP

E.4 Embracing Change Together: Transitioning to New Student Assessment and Teacher Evaluations

Chesapeake A

In today's accountability-driven world, student data drives educator decision-making as many states are transitioning to the CCSS. This new emphasis on data usage invites educators to work collaboratively to embrace new forms of assessment. This interactive presentation will share how two rural Illinois schools embraced a grass-roots approach to formative assessment and PARCC as they worked towards Common Core implementation. Integral to their success: the creation of an interdisciplinary literacy committee with an imperative to help students transition to this new form of assessment.

Dea Conrad-Curry (Partner in Education consultant, d.conrad.curry@gmail.com, [@doctordea](https://twitter.com/doctordea)), Janis Loughery (assistant principal, Robinson High School, jloughery@robinsonschools.com, [@JanisLoughery](https://twitter.com/JanisLoughery)), Janelle Oxford (English department chair and guidance counselor, Robinson High School, Ill., joxford@robinsonschools.com, [@janelle_oxford](https://twitter.com/janelle_oxford)) Chair: Kathy Nelson

LEADERSHIP

E.5 Leading into Collaborative Grant Writing for English Language Arts Classrooms

Chesapeake 1

Teacher leaders share their experiences in obtaining grants for English Language Arts classrooms. Basic grant writing process will be explained and sample grants will be shared with participants. The sample grants will demonstrate the collaborative approach to infuse literacy in and out of school activities. Opportunity will be provided for audience to share grant ideas in English Language Arts.

Kittina Brown (English teacher, Thompson Middle School, Richmond, Va., kbrown11@richmond.k12.va.us), E. Anne Pegram (English teacher, Falls Church High School; Fairfax County, Va., eapegram@fcps.edu), Charline Barnes Rowland (associate professor, West Virginia University, c.barnesrowland@mail.wvu.edu) Chair: Anna Roseboro

LEADING IN A COLLABORATIVE WORLD

“ Many ideas grow better when transplanted into another mind than the one where they sprang up.

★ *Oliver Wendell Holmes*

“ Leadership is an action, not a position.

★ *Donald McGannon*

“ Treat people as if they were what they ought to be, and you help them to become what they are capable of being.

★ *Johann Wolfgang von Goethe*



TONIGHT

5:00-6:00 Social & Election Results

>National Harbor 13



#CEL14



COFFEE: 7:45

National Harbor 10/11

CHRIS BRONKE, HEATHER ROCCO

Introduction: Janice Schwarze, Downers Grove North High School

Collaborative Leadership: Network to Enact Change

Educational leadership can be a lonely and difficult journey filled with constant change, complex issues and unreasonable expectations. However, leaders must be ready to accept these challenges with enthusiasm so that they create a professional culture that encourages and supports teachers as they design dynamic learning experiences for students. By leading through collaboration, leaders can motivate and empower educators so they can produce successful results and enact changes otherwise thought impossible. So what holds the key to unlocking the power of effective leadership? Collaboration. This presentation explores ways two literacy leaders use collaboration as a means for personal and departmental professional development to keep moving themselves and their teachers forward in their practice. Chris Bronke and Heather Rocco share how they have harnessed the power of digital and professional collaborative opportunities to improve as leaders. Additionally, they share how they leverage collaborative structures within their departments and schools to inspire positive, transformative changes in teachers' instruction.



ABOUT CHRIS BRONKE AND HEATHER ROCCO

Christopher Bronke serves as English department chair at Downers Grove North High School. He has presented nationally on CCSS integration across all subject areas and has been featured in the Atlantic for his innovative use of social media in the classroom. Christopher is a member of the Teacher Advisory Council for the Bill and Melinda Gates Foundation and is a CEL emerging leader fellow. Co-host of the #ECET2 chat and an active contributor to the #SBLChat, #COLChat, and #NTChat, he greatly enjoys the role Twitter plays in education today.

Heather D. Rocco serves as the supervisor of English language arts and literacy for grades 5 - 12 in the School District of the Chathams in New Jersey. An English educator for 16 years and supervisor for 12, Heather presents at national and local conferences on differentiating instruction, literacy leadership, and close reading strategies. Heather served on the CEL executive board as member-at-large and program chair. She currently serves as its convention sponsorship coordinator and hosts CEL's monthly Twitter chat, #LitLead.

F. SESSIONS: 8:40-9:40

COACHING

F.1 It's Not the Literacy in the Math Standards; It's the Math Standards in Literacy

Chesapeake 5

Story is in the dominion of English/Language Arts (ELA); story problems are in the dominion of mathematics. The borders between these two great academic kingdoms, however, are amorphous. This presentation will outline how these borders overlap in ideas and in language contained in the Common Core State Standards. These overlaps from the Mathematic Practice Standards can be exploited in ELA and content-area classrooms at all grade levels. Mathematic Practice Standards are organized as eight standards that "rest on important processes and proficiencies" with longstanding importance in mathematics education. These same "processes and proficiencies" are comparable in ELA classrooms."

Colette Marie Bennett (chief academic officer-Region #6 Grades 9-12, Litchfield, Conn., cbennett@rsd6.org), Stephanie Pixley (English teacher, Regional School District #6, Litchfield, Conn., spixley@rsd6.org) with cameo videos from Regional School District #6 math department Chair: Elaine Simos



F. TUESDAY SESSIONS: 8:40-9:40

INSTRUCTIONAL STRATEGIES

F.2 Collaborative Reading through Partnerships and Book Clubs

Chesapeake 3

This presentation will demonstrate conversational practices meant to inspire engagement, grow interpretation and provide an instructional model that can be used across disciplines. Participants will engage in partnership conversations and book-club discussions to practice oral prompts that promote interpretation and enhance the expectations of the Speaking and Listening Anchor Standard CCRA SL.1. that addresses participation in conversations and collaborations with partners and small groups. As the Common Core Standards strive to ensure that students are growing as readers and writers and can communicate effectively, it becomes essential to include conversation and collaboration across the day.

Elaine Bakke (ELA supervisor, Livingston Public Schools, N.J., ebakke@livingston.org, [@lanegb14](https://twitter.com/lanegb14)), Jenny Wnuk (K-6 ELA supervisor, Roxbury School District, N.J., jwnuk@roxbury.org) Chair: Edie Weinthal

LEADING IN A COLLABORATIVE WORLD

“ Regardless of how creative, smart and savvy a leader may be, he or she can’t transform an organization, a department or a team without the brain power and commitment of others. ...success dictates that the individuals impacted by change be involved in the change from the very beginning.

★ Carol Kinsey Gorman

INSTRUCTIONAL STRATEGIES

F.3 Collaborating with the Greater Community: Because Writing Matters

Chesapeake 6

Authenticity in writing matters--making writing real and always giving students opportunities to have an authentic audience are important and critical in developing not only writing skills, but empowering student voices and developing responsible citizenship. Collaborating with our greater communities -- from the school hallways to the principal’s office to the local coffee shop and library to newspapers, state senators, and broader publications -- is a surefire way to increase student engagement, to raise the bar for quality in writing, and to model the importance of writing for purpose. No more assignments that only the teacher reads. In this session we will look at examples, share ideas, and examine how we can shift our classrooms to publication and collaboration mode, rather than just productivity.

Angie Miller (library media specialist, Inter-Lakes Jr./Sr. High School, N.H., angie.miller@interlakes.com, [@angiemiller74](https://twitter.com/angiemiller74)) Chair: Ann Marie Quinlan

LEADERSHIP

F.4 Designing Collaborative Systems

Chesapeake 7

The time we afford teachers to work collaboratively can be a tremendous resource to improve student achievement. Explore the research on how to develop the most effective teaming structures. Review creative methods other educational leaders have used to carve out and protect that collaborative time, and share some tools to make the most of that precious time when teachers come together to collaborate and improve student achievement.

Liz Crooks (vice principal for curriculum, instruction, PD, and scheduling, New Britain High School, Conn., crooks@cgsdnb.org) Chair: Kate Baker

GENERAL STRATEGIES

F.5 Classroom Configurations, Collaborative Instruction and Communication: The Challenges of Teaching in a Virtual or Near-Virtual Environment

Chesapeake 4

To meet the needs of a greater number of students in regions not easily accessible to the main campus, Southeast Missouri State University offers ITV courses; by streaming live video, we can provide synchronous instruction to multiple locations. Recently, SEMO implemented a collaborative program with outlying rural high schools to offer dual-credit composition for school districts that lack certified instructors. Both ITV courses and online dual-credit courses provide greater opportunity for students, but they also present inherent challenges. This presentation will examine strategies for developing a collaborative environment that is conducive to teaching and learning.

Kris Baranovic (instructional designer, Southeast Missouri State University, kbaranovic@semo.edu), Missy Phegley (associate professor, Southeast Missouri State University, missyphegley@gmail.com [@dmpheg](https://twitter.com/dmpheg)) Chair: Ann Padilla

“ Gettin’ good players is easy. Gettin’ ‘em to play together is the hard part.

★ Casey Stengel

GENERAL STRATEGIES

F.6 Independent School Educators Roundtable

Chesapeake 1

A small roundtable discussion where independent school teachers can come together in a safe and supportive environment to discuss the essential question: How can independent school leaders foster a culture of collaboration across divisions and disciplines?

James Forman (English department chair, The Buckley School, Calif., jforman@buckleyla.org), Nicholas Henson (English department chair, Windward School, Los Angeles, nhenson@windwardschool.org, [@nick_nhenson](https://twitter.com/nick_nhenson)), Tristan Siple (English department chair, Kew Forest School, Forest Hills, N.Y., tsiple@kewforest.org, [@DrTSiple](https://twitter.com/DrTSiple)) Chair: Bil Chin





LEADING IN A COLLABORATIVE WORLD

ABOUT KYLENE BEERS AND BOB PROBST

Writers, speakers, educators and tech-savvy wanna-be's, Bob and Kylene have worked together for over a decade helping teachers improve the literacy lives of students. Kylene is the author of *When Kids Can't Read/What Teachers Can Do* and Bob is the author of *Response and Analysis*. Together they are co-authors of *Notice and Note: Strategies for Close Reading* and *Notice and Note: Strategies for Reading Nonfiction*. They are co-editors, with Linda Rief, of *Adolescent Literacy: Turning Promise into Practice*.

Kylene served as President of the National Council of Teachers of English in 2008-2009 and, from 1999-2006, as editor of the NCTE journal, *Voices from the Middle*. Bob has served on the Conference on English Leadership Executive Committee and was an NCTE journal columnist and a member of the NCTE Commission on Reading. Both have served as lead authors for Holt Rinehart and Winston's literature series *Elements of Literature* and Kylene now serves as a special contributing author to the McDougal Holt Literature book.

They speak nationally and internationally to administrators and teachers on literacy issues, particularly issues around struggling readers.

PANEL DISCUSSIONS: 9:50-10:55

Technology - Chesapeake 1

Chris Bronke and Tracy Recine, facilitators
 Katie Aquino, Hinsdale South High School, kaquino@hinsdale86.org
 Darolyn Jones, Ball State University, djones2@bsu.edu
 Gina Siple, Nassau Community College, gsiple@gmail.com

Assessment - Chesapeake A

Maydie Bombart and Pat Monahan, facilitators
 Oona Abrams, Chatham High School, oabrams@chatham-nj.org
 Scott Eggerding, Lyons High School Township District 204, libertyegg@hotmail.com
 Tina Marchiano, Pascack Valley High School, tmarchiano@pascack.k12.nj.us
 Natalie O'Neil, West Morris Regional High School District, noneil@wmrhsd.org

Literacy Coaching - Chesapeake D

Karen Delbridge and Elizabeth Primas, facilitators
 Jeff Dillard, Georgia State University (grad student), jeffrey.dillard7@gmail.com
 Jolene Lockwood, Laramie County School District, lockwoodj@laramie1.org
 Marjorie Thomas, Downers Grove North High School, mthomas@csd99.org

Leadership - Chesapeake B

Heather Rocco and Rebecca Sipe, facilitators
 Karen Reed-Nordwall, Wylie E. Groves High School, kreednordwall@yahoo.com
 Anna Roseboro, Calvin College, Grand Valley State University, ajroseboro@comcast.net
 Tom Scott, University of Wisconsin-Milwaukee, tscott2@uwm.edu
 Amanda Stearns-Pfeifer, Western Michigan University, amanda.m.stearns@wmich.edu

BRUNCH: 11:00

National Harbor 10/11

KYLENE BEERS, BOB PROBST

Introduction: Elizabeth Primas, Friendship Public Charter School



Two Authors, One Book: What We Discovered about Nonfiction and Collaboration While Writing *Notice and Note: Strategies for Teaching Nonfiction*

Our last two books have been written together apart, with Bob in Florida and Kylene in Texas. During the process of moving from idea to finished product, we've learned a lot about our own thinking and about what it means to work collaboratively with someone else on such complex projects. While the technology has helped — we couldn't do our work without Skype — what's been more helpful are some ways we've developed for sharing ideas, reaching consensus and moving on when consensus is nowhere to be found. While every team must develop its own guidelines for successful collaboration, we're happy to share ours to act as springboards for discussion in your classroom. We'll present these ideas in the framework of sharing with you some of the new strategies that are presented in our forthcoming book on teaching with nonfiction. So, you'll get a sneak peek!

Closing: 12:15-12:30



#CEL14



Call for Proposals : CEL Conference 2015

Minneapolis, Nov. 23-25

A Leader's Legacy

"Leadership is not about titles, positions or flowcharts. It is about one life influencing another." -John C. Maxwell

How will our leadership in the field of literacy influence and impact the people around us? Leadership is having the vision to see the impossible become the possible. Effective communication inspires others to rise to challenges, take risks, and collaborate to create change in our schools and communities. In what ways do leaders encourage others to empower students and staff in our schools, districts, and states? How are we sharing our leadership capacities to promote literacy? In what ways do we build strong teams that promote positive and productive working environments? How do we optimize every moment we have with people?

What is our legacy going to be? Join us for the CEL convention in Minneapolis where we will chart the course by considering our legacy and the possibilities of how we influence through our leadership. We will explore these questions collaboratively and share our experiences. Through self-reflection, we are able to think about our craft, consider the decisions that we make, and be aware of how those actions can impact people around us.

We encourage you to submit proposals for the 2015 CEL Conference that address the theme for this session, **A Leader's Legacy**, including:

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

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

The conference proposal form can be found on the NCTE web site, www.ncte.org/cel. We ask that you submit your proposal prior to the April 15 deadline via email to Karen Delbridge at delbridgek@laramie1.org or through the NCTE website. We look forward to seeing you in Minneapolis, Nov.23-25, 2015.

Karen Delbridge

Karen Delbridge, 2015 Program Chair

