

The logo consists of the letters 'CEL' in a bold, sans-serif font, centered within a light blue geometric shape. This shape is a square with a diagonal line from the top-left to the bottom-right, and a horizontal line from the left side to the center. The background of the entire page is a dark blue color with several thick, light blue lines forming a complex geometric pattern of squares and triangles.

**Conference on English Leadership
National Convention**

Houston, Texas
November 18-20, 2018

THANK YOU

CEL Hospitality

Elizabeth Truesdell, Kamehameha Schools, Kea'au, HI

Rebecca Sipe, Eastern Michigan University, Ypsilanti

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Kate Baker, CEL Program Chair, Southern Regional High School, NJ

Oona Abrams, Chatham High School, NJ

Emily Meixner, The College of New Jersey, Ewing

Colette Bennett, West Haven Public School System, CT

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Janice Schwarze, Downers Grove North High School, Downers Grove, IL, Associate Chair (2016–2018)

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



CELebrating the Vision, Voice, and Momentum of Leadership

Houston, Texas

November 18–20, 2018

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Professional and Continuing Education Credit Available

CEL has partnered with the University of San Diego to provide professional and continuing education credit to CEL members who attend the 2018 CEL Convention. Attendees can earn 1.5 graduate level extension credits in semester hours. Learn more and apply at <https://bit.ly/2ImLwWD>.

CONVENTION PROGRAM CHAIR WELCOME



Kate Baker
Southern Regional
High School
Manahawkin, NJ

Dear CEL Convention Attendees,

Kenny Rogers, a native Houstonian, didn't write "Through the Years," but he sings it better than I ever will in a karaoke session, and the tune has been playing in my mind as I prepare for the CEL Convention: "Through the years, you've never let me down, you turned my life around, the sweetest days I've found, I've found with you." As a forward-thinking educator with progressive tendencies, I have often felt a stranger in my own land, but connecting with the Conference on English Leadership has given me some of the "sweetest days" of my career.

Reflecting on my history with CEL, 2013 was a year of firsts. I discovered CEL via Twitter, when Heather Rocco, then unknown to me, was soliciting proposals in February for the convention in Boston the following November. I remember standing at the copy machine in the faculty room, talking with a colleague about whether I should submit a proposal, and I am so glad that I listened to my colleague and bravely took a chance! CEL 2013 marked my first time travelling unaccompanied and presenting without a partner at a national convention. But I didn't feel lonely for long. The connections that I made over the past five conventions in Boston, Washington DC, Minneapolis, Atlanta, and St. Louis have been strengthened and expanded, and my involvement in CEL has grown. I'm sure many of us can reminisce on our own CEL memories through the years. I am forever grateful for the home and family that I have found at CEL, for the opportunity to lead the 2018 convention, and for the chance to "pay it forward" by inviting other innovative literacy leaders to attend the convention and become our "CEL-mates."

The 2018 Convention is organized by the following strands: Instruction, Leadership, Professional Development, and Technology. We have an array of programming, including keynote speakers, Ignite-style presentations, 30-minute sessions, and 60-minute sessions. New this year is the Collaboratively Engaged Leaders Forum (CELF), a whole-group session modeled on a combination of "World Cafe" and Edcamp professional development experiences. This time for "CELF-care" will allow us to focus on answering questions, seeking solutions, and working on personal projects in a collaborative setting. Come ready with your discussion topics, problems of practice, and project ideas!

Thank you to the following people:

- Heather Rocco, Janice Schwarze, and Debbie Zagorski for their guidance and support throughout this process;
- Oona Abrams, who was invaluable behind the scenes;
- Elizabeth Truesdell and Rachel Scupp for their hospitality;
- Becky Sipe for her assistance in collecting the history of CEL and memories from veteran CEL members; and, finally,
- Emily Meixner, Chris Bronke, Colette Bennett, Mary Hassenplug, and the CEL Executive Committee, who aided in the proposal selection process.

As another famous Houstonian, Brené Brown, wrote in her book *Daring Greatly*, "The willingness to show up changes us. It makes us a little braver each time." Let us be thankful for each other as we reflect on the history of the program and bravely chart a course for CEL's impact on the future of literacy education as we gather to celebrate the 50th meeting of the Conference on English Leadership.

Thank you for showing up and being brave!

Best,

Kate Baker
2018 CEL Program Chair

CEL CHAIR WELCOME



Heather Rocco
School District of
the Chathams, NJ

Dear Colleagues,

Welcome to CEL's 50th Annual Convention! I am thrilled you have made the journey to Houston to mark this special occasion. Kate Baker, CEL's 2018 Program Chair, and her committee have planned a fantastic convention from which I am certain you will draw tremendous inspiration and useful information to grow your practices as literacy leaders. I also hope you leave with a better understanding of the CEL legacy on which we continue to build. CEL is the strong, innovative organization it is because we truly appreciate our group's history while also seeking ways to support future leaders. I am deeply grateful for each and every one of our members. There isn't a Conference of English Leadership without you.

It is an exciting time to be a CEL member: the organization continues to create new opportunities to represent and support our members. First and most noticeably, CEL has a brand new logo! A committee of CEL members worked with a marketing firm, Brains on Fire, to rebrand CEL, giving our logo a fresh new look to capture the positive energy of CEL. Secondly, CEL launched digital and in-person book clubs. More than 100 members participated in a CEL book club this year. If you would be interested in launching a CEL book club in your area, reach out to me, and I can help you get started! Lastly, CEL is exploring a video series and a podcast series to provide ongoing professional development throughout the year. All these initiatives are in addition to the already robust program offerings such as the CEL blog, the #CELChat on Twitter, the Emerging Leaders Fellowship, CEL Regional Institutes, and the CEL Annual Convention. We hope you find one other opportunity that suits your needs. If not, please let us know! We are always eager to hear member feedback.

This CEL Convention ends my term as Chair. I remain humbled by this opportunity to lead such a vibrant organization of literacy leaders. I am grateful to have served this organization in this capacity to repay so many CEL members who took me under their wings many years ago as I grew into my role as an English department supervisor. I do not know what I would have done without CEL, especially during my early years as a literacy leader. To Bil, Wanda, Debbie, Becky, Edie, Tom, Pat, Anna, Scott, Henry, I thank you for offering your support and wisdom to this organization and to me for many years. To this and last years' Executive Councils, Tracy, Chris, Matt, Amanda, Karen R-N, Emily, Josh, Sara, Karen, Kate, Natalie, Elizabeth, Janice, David, thank you for being the rock-star team that makes it all happen. I could not have asked for a better group of people with whom to work. Finally, I want to thank Debbie Z, our CEL liaison to NCTE. You are all here today because Debbie turns our (sometimes crazy) ideas into reality.

I hope you have a great convention!

Heather Rocco
CEL Chair, 2016-18

PROGRAM-AT-A-GLANCE

SUNDAY, NOVEMBER 18		
1:30–2:00	First Timers Session	332 A/B/C
2:00–3:30	Opening Session: Pernille Ripp I.1 A Road Map for Leadership (5 minute Ignite)	332 A/B/C
3:45–4:45	A.1 Agents of Change: Teaching for Social Justice	320 A
	A.2 Seven Habits of Highly Effective Teachers!	320 B
	A.3 Addicted to Grades, Allergic to Reading: Curing the “Doing School” Mentality and Encouraging Authentic Literacy	320 C
	A.4 Differentiating Writing Instruction in the High School Classroom	332 D
	A.5 The Power of Literacy Quadrants and Contracts: Student Artifacts of Cultural Dwellings, Learning Disruptions, and Literate Possibilities	332 E
	A.6 Building English Proficiency in Refugee Communities Through Community Partnerships	332 F
5:00–5:30	B.1 Everybody Reads: Partnering with Family and Community to Improve Literacy Skills for Minority Students in San Francisco	320 A
	B.2 Melding Tradition and Innovation in the 21st-Century Literacy Classroom	320 B
	B.3 Adult Social-Emotional Learning: Stress, Adulting, and Executive Function in Teachers	320 C
	B.4 Taming Teacher Trepidations Toward Transformation	332 D
	B.5 Student Voice/Student Choice: What WE (students) Want from Our Literacy Teachers	332 E
	B.6 ELF Cohort 7 & 8 Meet Up	332 F
5:45–6:45	CEL Social: 50th Anniversary Celebration	332 A/B/C
7:00	Facilitated Dinners (sign up at the Hospitality Booth)	
MONDAY, NOVEMBER 19		
8:00–9:45	Opening Session: Tricia Ebarvia, Carla España, Christopher Lehman I.2 Tapping Local Talent (5 minute Ignite)	332 A/B/C
10:00–11:00	C.1 Keeping Positive Momentum in the Face of Resistance	351 A
	C.2 Secret Stories: Why English Teachers Should Care about Numbers	351 B
	C.3 Redefining Ready: College-, Career-, and Life-Ready, in the English Classroom	351 C
	C.4 Supporting Choice and Creativity in a 21st Century Workshop	351 D
	C.5 A New Literacy: Learning to Look	351 E
11:15–12:15	D.1 Lifting Literacy Instruction in Focused Coaching Conversations	351 A
	D.2 The False Dichotomy of “Or”: Teaching “Literature” and “literature”	351 B
	D.3 Keep it Poppin’: Using Popular Culture to Teach Media Literacy	351 C
	D.4 Leaders Are Teachers, Too!	351 D
	D.5 Windows and Mirrors: A Comprehensive Book Club Unit on Cultural Awareness at the High School Level	351 E
	D.6 <i>Author in Focus: Why James Baldwin Always Matters</i> presented by the National Book Foundation	351 F

MONDAY, NOVEMBER 19, CONTINUED

12:15–2:00	Luncheon: LaVonna Roth I.3 The Future is NOW: Sparking Literacy Innovation in the 21st Century (5 minute Ignite)	332 A/B/C
2:15–3:15	E.1 Rethinking Literary Analysis E.2 Improved Literacy Through Healthy Grading Practices E.3 I Can Do Something about That!: Teacher Leaders as Agents of Change E.4 Students Learning to Ask Better Questions: An Easier Path to Inquiry in the Classroom E.5 Teaching Students to Design the Class They've Always Wanted to Take E.6 Culturally Responsive Teaching & The Brain	351 A 351 B 351 C 351 D 351 E 351 F
3:30–4:00	F.1 Reconnecting Teachers with the Why amidst a Culture of Testing F.2 Rap Music in the English Curriculum F.3 Aerie Magazine Program: Student Voice, Meaningful Change, and Global Connections F.4 Choice & Voice: Cultivating Culture in Our Classrooms F.5 Tech Tool Showcase	351 A 351 B 351 C 351 D 351 E
4:15–5:15	G.1 G.1 ELA Principles of Engagement for Literacy Success G.2 7 Steps to Establishing a Discourse-Rich Lead Team G.3 Now's the Time! Preparing Teacher Leaders through Leadership Experiences G.4 Choice & Voice: Empowering Students through Value-Driven Curricula G.5 Why Curiosity > Passion: Inquiry and Authentic Work for Students at All Levels	351 A 351 B 351 C 351 D 351 E
5:30–5:45	I.4 Don't Overteach! (5 minute Ignite) I.5 Hemming and Hawing about Homework: A Complete Redesign of the English Classroom (5 minute Ignite)	332 A/B/C

TUESDAY, NOVEMBER 20

8:00–8:15	Coffee Sponsored by Heinemann Collaboratively Engaged Leaders Forum (CELFL)	332 A/B/C
8:15–9:15	H.1 Leading in OZ: Small Group Instruction, Choice, Strategy Groups--Oh my! How It All Fits in 21st-Century Workshop Model K-12 H.2 Get Back into the Box: Listening and Acting Now with the People Who Make the Difference in the Classroom H.3 Intentional Literacy Leadership: Crafting a Vision and Action Plan H.4 Leveraging Schoology's Student Completion Rules to Change the Research Paradigm	351 A 351 B 351 C 351 D
9:30–12:30	Closing Session: Jon Corippo I.6 The Power of Storytelling (5 minute Ignite) Collaboratively Engaged Leaders Forum (CELFL)	332 A/B/C

TOPIC STRANDS

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

INSTRUCTION

- A.1** Agents of Change: Teaching for Social Justice
- A.2** Seven Habits of Highly Effective Teachers!
- A.3** Addicted to Grades, Allergic to Reading: Curing the “Doing School” Mentality and Encouraging Authentic Literacy
- A.5** The Power of Literacy Quadrants and Contracts: Student Artifacts of Cultural Dwellings, Learning Disruptions, and Literate Possibilities
- B.2** Melding Tradition and Innovation in the 21st-Century Literacy Classroom
- C.2** Secret Stories: Why English Teachers Should Care About Numbers
- C.3** Redefining Ready: College-, Career-, and Life-Ready, in the English Classroom
- C.4** Supporting Choice and Creativity in a 21st Century Workshop
- C.5** A New Literacy: Learning to Look
- D.2** The False Dichotomy of “Or”: Teaching “Literature” and “literature”
- D.5** Windows and Mirrors: A Comprehensive Book Club Unit on Cultural Awareness at the High School Level
- D.6** *Author in Focus: Why James Baldwin Always Matters* presented by the National Book Foundation
- E.2** Improved Literacy through Healthy Grading Practices
- E.4** Students Learning to Ask Better Questions: An Easier Path to Inquiry in the Classroom
- E.6** Culturally Responsive Teaching & The Brain
- F.2** Rap Music in the English Curriculum
- F.3** Aerie Magazine Program: Student Voice, Meaningful Change, and Global Connections
- F.4** Choice & Voice: Cultivating Culture in Our Classrooms
- G.1** ELA Principles of Engagement for Literacy Success
- H.1** Leading in OZ: Small Group Instruction, Choice, Strategy Groups—Oh my! How It All fits in 21st Century Workshop Model K–12

LEADERSHIP

- A.6** Building English Proficiency in Refugee Communities through Community Partnerships
- B.3** Adult Social-Emotional Learning: Stress, Adulting, and Executive Function in Teachers
- C.1** Keeping Positive Momentum in the Face of Resistance
- D.1** Lifting Literacy Instruction in Focused Coaching Conversations
- D.4** Leaders Are Teachers, Too!
- E.3** I Can Do Something about That!: Teacher Leaders as Agents of Change Leadership/Instruction
- F.1** Reconnecting Teachers with the Why Amidst A Culture of Testing
- G.3** Now’s the Time! Preparing Teacher Leaders through Leadership Experiences
- G.4** Choice & Voice: Empowering Students through Value-Driven Curricula
- H.3** Intentional Literacy Leadership: Crafting a Vision and Action Plan

PROFESSIONAL DEVELOPMENT

- B.1** Everybody Reads: Partnering with Family and Community to Improve Literacy Skills for Minority Students in San Francisco
- B.4** Taming Teacher Trepidations Toward Transformation Professional Development/Leadership
- B.6** ELF Cohort 7 & 8 Meet Up
- E.1** Rethinking Literary Analysis
- G.2** 7 Steps to Establishing a Discourse-Rich Lead Team
- H.2** Get Back into the Box: Listening and Acting Now with the People Who Make the Difference in the Classroom

TECHNOLOGY

- A.4** Differentiating Writing Instruction in the High School Classroom
- B.5** Student Voice/Student Choice: What WE (students) Want from our Literacy Teachers
- D.3** Keep it Poppin’: Using Popular Culture to Teach Media Literacy
- E.5** Teaching Students to Design the Class They’ve Always Wanted to Take
- F.5** Tech Tool Showcase
- G.5** Why Curiosity > Passion: Inquiry and Authentic Work for Students at All Levels
- H.4** Leveraging Schoology’s Student Completion Rules to Change the Research Paradigm

2018 CEL AWARDS PRESENTATION

2:00–3:30 p.m.

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

SUNDAY OPENING SESSION

Room 332 A/B/C

CEL Kent Williamson Exemplary Leader Award



Pam Allyn, Author, Brooklyn, NY

This award is given annually to an NCTE member who is an outstanding English language arts educator and leader. It recognizes those who have had an ongoing impact on the profession through work that has focused on exceptional teaching and/or leadership practices, contributions to the profession through involvement at the local,

regional, and national levels, and/or presentations, workshops, and publications that have had an impact upon school leaders. The award is named in honor of Kent D. Williamson (1957–2015), who served as NCTE’s Executive Director from 2000 to 2015.

A renowned author, motivational speaker and global literacy advocate, Pam Allyn creates educational innovations: starting with *Books for Boys* in 1990, building safe spaces for boys living on the margins; *LitLife*, in 2002, shaping new ways to train teachers for the twenty-first century; and in 2007, *LitWorld*, a global nonprofit promoting equity through the power of story, serving thousands of children in more than 60 countries. She has written or coauthored more than 25 books, including *Every Child a Super Reader* with Dr. Ernest Morrell. Pam is the mom of two inspiring daughters and the wife of Jim Allyn.

CEL Innovative Leadership Award



Jill Williams, Westerville City Schools, OH

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

Jill Williams is a secondary English language arts and social studies curriculum specialist for Westerville City Schools and an adjunct lecturer at The Ohio State University in the School of Teaching and Learning. Dr. Williams taught high school English for 16 years and was awarded 2011 Teacher of the Year at Westerville Central High School. She is a coauthor and editor of *Acting Out!: Combating Homophobia and Heterosexism in Schools*, recognized in 2010 as an “Outstanding Academic Title” by the American Library Association and winner of the National Association of Multicultural Education Philip C. Chinn book award, and is coauthor of *Stepping Up! Teachers Advocating for Sexual and Gender Diversity in Schools* (2018). Current projects include facilitating middle school book clubs for girls of color and a peer reading program using diverse books with elementary and middle school students. Dr. Williams currently resides in Columbus, Ohio.

CEL Teacher-Leader of Excellence Award



Oona Abrams, Chatham High School, NJ

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

A graduate of The College of Mount Saint Vincent and Manhattanville College, Oona teaches English at Chatham High School in Morris County, New Jersey. Since 1997, Oona has presented and collaborated with colleagues at the NCTE, CEL, and NJCTE conventions, and she is a guest blogger for NCTE and The Nerdy Book Club. She served as editor of *English Leadership Quarterly* from 2014 until 2018. Free professional learning is one of her greatest passions, and attending Nerd Camp Michigan, KidLitPalooza, and Nerd Camp Long Island inspired her to launch Nerd Camp New Jersey with several other members of CEL, ALAN and NCTE. She lives with her husband, four sons and a rescue dog in Bergen County, New Jersey.

CEL English Leadership Quarterly Best Article Award

“Take Time to Write!: A Teacher’s Story of Writing within a Community of Teacher Writers” (40-2, October 2017) by Katie Alford and Jessica Singer Early, Arizona State University, Tempe



Katie Alford is a doctoral student in English education at Arizona State University. She studies writing communities in ELA classrooms. She is a teacher consultant for the Central Arizona Writing Project.

Jessica Singer Early is an associate professor and Director of English Education at Arizona State University. She directs the Central Arizona Writing Project, a local site of the National Writing Project.



Honorable Mention:

“Reflections on Transformative Professional Development: Improving Practice and Achievement” (39-3, February 2017) by Elaine Simos and Kathy Smith, Downers Grove North High School, Downers Grove, Illinois

“Passport for Learning: A Family-School-Community Partnership That Combats Summer Slide” (39-4, April 2017) by Maydie R. Bombart, Consolidated School District of New Britain, Connecticut and Lynda M. Valerie, Central Connecticut State University, New Britain

SUNDAY

NOVEMBER 18

1:00–1:30 p.m. Room 332 A/B/C

CEL STATE LIAISON MEETING

1:30–2:00 p.m. Room 332 A/B/C

FIRST TIMERS SESSION

2:00–3:30 p.m.

OPENING SESSION

Featured Speaker: Pernille Ripp

Passionate Readers: The Art of Reaching and Engaging Every Child

With 28 percent of adults reporting that they have not read a book in the last 12 months, we are facing a mounting reading crisis. What can we, as educators who teach this future generation of readers, do to create more engaging reading experiences? In this session, based on the book *Passionate Readers: The Art of Reaching and Engaging Every Child*, seventh grade teacher Pernille Ripp will help you rediscover the keys to creating a community of readers, regardless of time constraints. Focusing on teacher reading identity, classroom environment and library, and student reading identity, this is a session sure to inspire. From rethinking major literacy decisions to all of the small decisions we make daily; this is meant to be a practical session that will offer ideas to be implemented immediately.

Introduction: Emily Meixner, The College of New Jersey, Ewing



Since **Pernille Ripp** was a child growing up in Denmark, she knew she wanted to work with kids. She began her journey in education as a math resource teacher, then transitioned into the classroom as a 4th- and 5th-grade teacher and has now found her home as a 7th-grade English teacher in Oregon, Wisconsin. Pernille is also a speaker, author, blogger at pernillesripp.com, mom, and passionate advocate for education. She's an award-winning expert in literacy and technology integration and dedicates her life efforts to uplifting engaged and empowered students. She is also the founder of The Global Read Aloud that has connected millions of students in more than 85 countries. Pernille's books and blogs are sources of tremendous inspiration and insight for teachers, parents, and educators around the world: her newest book, *Passionate Readers: The Art of Reaching and Engaging Every Child*, was just released in 2017. She believes in having the courage to change

and even break the rules for the good of kids and education. Besides being with her own family, there is no place she would rather be every day than in the classroom, teaching her awesome students.

IGNITE SESSION

Leadership/Professional Development

I.1 A Road Map for Leadership

Blindly following curriculum zaps the creative energy of our profession. We must move from caution to courage and reform our teaching to respond to the interests and needs of students. How can leaders drive the shape and pace of change?

Presenter: Penny Kittle, Plymouth State University

sunday

A Sessions

3:45–4:45 p.m.

Instruction

A.1 Agents of Change: Teaching for Social Justice

Room 320 A | 60 minute interactive

English teachers need vision and voice to actively promote social justice in their classrooms. Using social justice dilemmas teachers face in English/language arts classrooms, we will share ideas with each other to enact social justice approaches with courage and purpose.

Presenters: Bailey Herrmann, assistant professor, Literacy and Language, University of Wisconsin, Oshkosh
Jessica Gallo, assistant professor, Secondary Education, University of Nevada, Reno

Instruction/Leadership

A.2 Seven Habits of Highly Effective Teachers!

Room 320 B | 60 minute interactive

There are so many expensive programs, trends, and fads in education. But research consistently shows the number one thing affecting student achievement is the teacher. Administrators should hire the best teachers they can find and help the ones they have be more effective. But what makes a great teacher? One award-winning English teacher, author, and popular presenter shares her practical ideas in this humorous and inspiring session. Door prizes and laughter guaranteed!
Presenter: Melanie Mayer, independent consultant, author, teacher

Instruction/Leadership

A.3 Addicted to Grades, Allergic to Reading: Curing the “Doing School” Mentality and Encouraging Authentic Literacy

Room 320 C | 60 minute interactive

An unfortunate reality is that many of our “best students” are simply not reading. They’re acing the assignments, but they may not have even had to open the book to do so! This interactive session will provide effective strategies to encourage authentic reading and ensure that our “good students” become great readers!

Presenters: Matthew Morone, English teacher, Pascack Valley Regional High School District, NJ
Nicholas Emmanuele, English teacher & department chair, McDowell High School, Erie, PA
Brett Conrad, English teacher, Pascack Valley Regional High School District, NJ

Instruction/Technology

A.4 Differentiating Writing Instruction in the High School Classroom

Room 332 D | 60 minute interactive

This session will cover some easy-to-implement strategies for differentiating writing instruction in the high school classroom in order to meet the needs of all student writers. Strategies include technology-based lessons as well as hands-on individualized lessons. This session is copresented by a general education English teacher and a special education English teacher.
Presenters: Erica Sposa, English teacher, Northern Valley Regional High School at Old Tappan, NJ
Katelyn Gallagher, special education teacher, Northern Valley Regional High School at Old Tappan, NJ

Instruction/Professional Development

A.5 The Power of Literacy Quadrants and Contracts: Student Artifacts of Cultural Dwellings, Learning Disruptions, and Literate Possibilities

Room 332 E | 60 minute interactive

Session presenters will describe how inclusion of specific literacy approaches (Literacy Contracts | Literacy Quadrants) helped high school students and teachers situate their curricula and experiences through a critical literacy lens and foster classroom spaces with affordances for culture, learning, and literacy.
Presenters: Julie A. Pantano, Allen D. Nease High School, St. Augustine, FL
Elsie Lindy Olan, assistant professor, Language and Literacy, University of Central Florida, Orlando

Leadership/Instruction

A.6 Building English Proficiency in Refugee Communities through Community Partnerships

Room 332 F | 60 minute interactive

Houston is the most diverse city in the nation, and the refugee populations are among the largest in the United States. This session highlights how we can address literacy needs of these refugee communities by building partnerships with nonprofit organizations such as Amaanah.
Presenter: Marisela Martinez, director of education programs, Amaanah Refugee Services, Houston, TX

B Sessions

5:00–5:30 p.m.

Professional Development/Instruction

B.1 Everybody Reads: Partnering with Family and Community to Improve Literacy Skills for Minority Students in San Francisco

Room 320 A | 30 minute focused

This session shares strategies to increase access to books and the amount of time minority students spend reading using literacy guidebooks for families and community-based organizations. The goal is to identify best practices for engaging community and families in improving literacy skills for struggling students. The session highlights workshops for service providers and family engagement activities. We will review sample lessons, activities, and books.

Presenters: Sheryl Evans Davis, executive director, San Francisco Human Rights Commission, CA

Instruction/Professional Development

B.2 Melding Tradition and Innovation in the 21st-Century Literacy Classroom

Room 320 B | 30 minute focused

In order to serve today's students, literacy in the 21st century needs to involve rethinking texts, pedagogical strategies, and collaboration across the disciplines. This session offers strategies for melding the teaching of traditional canonical texts with innovative teaching that promotes critical thinking in students and creativity and agency in teachers.

Presenters: Audrey A. Fisch, assistant professor, New Jersey City University
Susan Chenelle, University Academy Charter High School, Jersey City, NJ

Leadership/Professional Development

B.3 Adult Social-Emotional Learning: Stress, Adulting, and Executive Function in Teachers

Room 320 C | 30 minute focused

Social-Emotional Learning helps students manage emotions, set and achieve goals, and make responsible decisions. Without the ability to both identify and address their own challenges and mindsets in these areas, educators cannot help our children. Stress directly impacts our executive functions, which are responsible for many of our behaviors. If we are truly to support the social-emotional development of our children, we must start with first identifying weakness in the executive functions of our adults.

Presenter: Jackie Levine, coordinator of regional literacy and teacher center services, Putnam Northern Westchester BOCES, Yorktown Heights, NY

Professional/Development Leadership

B.4 Taming Teacher Trepidations toward Transformation

Room 332 D | 30 minute focused

Innovation . . . Growth Mindset . . . Student Leadership . . . Change! Do These Ideas Scare You? Let's Talk!

Presenters: Amber Hull, English teacher, Toms River Regional Schools, NJ

Instruction/Technology

B.5 Student Voice/Student Choice: What WE (students) Want from Our Literacy Teachers

Room 332 E | 30 minute focused

Student voices should be the loudest when we talk about the future of literacy in the ELA classroom. This presentation highlights an action research project showcasing the student-preferred strategies for literacy instruction in high school, data to support these findings, testimonies from students, and overviews of the student-chosen strategies.

Presenters: Allison Kreiss, English/special education teacher, Neptune Township School District, NJ
Kelly Healey, Partnership Manager/Education Consultant
Heather Esposito, teacher, Cherry Hill High School, Cherry Hill, NJ

Professional Development/Leadership

B.6 Emerging Leaders Fellowship (ELF) Cohort 7 & 8 Meet Up

Room 332 F | 30 minute

5:45–6:45 p.m.

CEL SOCIAL: 50TH ANNIVERSARY CELEBRATION

Room 332 A/B/C

Come raise a glass as we share memories and recognize the 50-year history of the Conference on English Leadership

7:00 p.m.

FACILITATED DINNERS

Sign up for a dinner at the Hospitality Booth

MONDAY

NOVEMBER 19

8:00–9:45 a.m.

OPENING SESSION

Featured Speakers: Christopher Lehman, Carla España, and Tricia Ebarvia

Disrupt the English Curriculum: A Leader's Role in Restorative Practice

Join Christopher Lehman, Carla España, and Tricia Ebarvia of The Educator Collaborative for this morning's keynote on being a literacy change agent in the most critical sense. As school leaders, your vision and work help to shape the learning lives of every adult and child in your district. We know, however, that not every child—nor every adult—has the same experience in schooling. The books our teachers choose for lessons, the words they write on rubrics, the language practices that are validated, even the ways they think about students and families, every decision, every day, can bring a child more inclusively into our learning environments or push them farther away.

In this inspiring and practical keynote, you will study the necessary ways we as leaders must disrupt our K–12 literacy practices to make them more inclusive and restorative. You will also learn practical methods for supporting educators' growth, gleaned from the presenters' years of leading literacy change in schools across the United States and around the world. Confidently move forward as a force for good, strengthening your reading and writing curriculum to embrace every student, every family, and your learning community.

Introduction: Matthew Morone, Pascack Valley High School, Hillsdale, NJ



Tricia Ebarvia is an English teacher at Conestoga High School, PA (American literature, AP English, and AP Capstone), and Co-director of the PA Writing & Literature Project. Tricia's pedagogy is grounded in critical literacy practices through which students can become responsible, engaged members of their communities. Her action research as a Heinemann Fellow interrogated the ways in which readers' intersecting personal identities inform the ways students can read beyond bias. As a consultant, Tricia presents on topics that include independent reading, writing with mentor texts, multigenre research writing, student inquiry, digital literacies, antibias pedagogy, teacher action research, and curriculum design. Tricia contributes to *Moving Writers* and *Write Share Connect* and has been published in *Education Week*, *Literacy Today*, and *English Journal*. She is also a literacy consultant with The Educator Collaborative.



Carla España is a bilingual Latinx writer, educator, and researcher. Carla's love of storytelling began with her undocumented journey from Chile to the United States at five years old, when her mother used stories to ease the transition. Carla's teaching and learning from bilingual Latinx students began in New York City with sixth graders. At Hunter College, CUNY, Carla is the Bilingual Education Clinical Doctoral Lecturer, teaching Educational Foundations, Multicultural Education, Bilingual Literacy (Spanish), Literacy Research for Change, and Student Teaching Seminar courses with graduate students. She has taught Perspectives on Literacy across the Content Areas and Introduction to Urban Education: Topics and Issues around Diversity and Equity with undergraduate students.



Christopher Lehman is the founding director of The Educator Collaborative. He is an international speaker, consultant, and *New York Times*–bestselling author. He holds degrees from UW–Madison, NYU, and Teachers College, Columbia University. Chris has been a middle school teacher, a high school teacher, a literacy coach, and a senior staff developer with the Teachers College Reading and Writing Project at Columbia University. In addition to consulting and writing, he serves as Special Advisor to the National Center for Families Learning, an elected member of the NCTE Middle Level Section Steering Committee (2014–18), and a Booksource Advocate for classroom libraries. With The Educator Collaborative, he is working to innovate the ways educators learn in person and online, providing opportunities for teachers, coaches, and administrators to share their expertise so students can hold their brightest futures.

IGNITE SESSION

Leadership

Tapping Local Talent

Innovate inside the box by organizing a Nerd Camp in your home state.

Presenter: Oona Abrams, Chatham High School, NJ

monday

C Sessions

10:00–11:00 a.m.

Leadership/Professional Development

C.1 Keeping Positive Momentum in the Face of Resistance

Room 351 A | 60 minute interactive

As leaders, we need to support teachers when our departments, districts, or states make changes to curriculum, pedagogy, or policy. However, even the best ideas encounter resistance from teachers. This interactive session will offer attendees suggestions on how to navigate the naysayers, maintain positive momentum, and achieve success.

Presenters: Heather Rocco, K–12 ELA supervisor, School District of the Chathams, NJ

Natalie Croney, teacher & department chair, Bowling Green High School, KY

Morgan Dunton, ELA specialist, Maine Department of Education

Nicholas A. Emmanuele, teacher & department chair, McDowell Intermediate High School, Erie, PA

Instruction/Professional Development

C.2 Secret Stories: Why English Teachers Should Care about Numbers

Room 351 B | 60 minute interactive

“Data” is one of the biggest buzzwords in education, but do your teachers or students actually understand what to do with it?

Join us for user-friendly strategies of data analysis and create a student-friendly tracking system to shift the focus away from numbers to the true story of student learning.

Presenters: Rachel Green, district instructional coach, Harmony Public Schools, TX

Rachel Edelmann, district instructional coach, Harmony Public Schools, TX

Instruction/Leadership

C.3 Redefining Ready: College-, Career-, and Life-Ready in the English Classroom

Room 351 C | 60 minute interactive

We will discuss how three diverse suburban high schools are working to make students college and career ready. Learn how we are leading change through a writing continuum, independent reading, a summer school transitions program, teaching writing explicitly, de-tracking English classes, and dual credit opportunities with a state university. Roundtable discussions allow for open dialogue and sharing of ideas.

Presenters: Mary Luckritz, English/Fine Arts division head, Township District #214, Arlington Heights, IL

Adam Levinson, English/Fine Arts division head, Township District #214, Arlington Heights, IL

Timothy Piatek, English/Fine Arts division head, Township District #214, Arlington Heights, IL

Instruction/Professional Development

C.4 Supporting Choice and Creativity in a 21st-Century Workshop

Room 351 D | 60 minute interactive

Workshop teachers often commit each August to allow more student choice in texts and topics only to be frustrated by September. How do we get grades? How do we manage a wide variety of work? Come hear about two secondary schools' experiences with proficiency scales and how we changed . . . everything.

Presenters: Kelly Oliver, teacher & instructional coach, Katy ISD, TX

Dr. Diana Sarao, assistant principal, Katy ISD, TX

Instruction/Professional Development

C.5 A New Literacy: Learning to Look

Room 351 E | 60 minute interactive

Many students are poor observers of texts, either because they simply don't notice details or because they don't have the academic language to analyze and contextualize what they see.

In this interactive presentation, participants will experience observations of physical, visual, and verbal texts and apply appropriate academic language to each.

Presenters: Kathleen Rowands, professor, California State University, Northridge

Jenn Wolfe, assistant professor, California State University, Northridge

Pam Holguin-Brown, K–1 teacher, Glenwood Elementary School, CA

D Sessions

11:15 a.m.–12:15 p.m.

Leadership/Instruction

D.1 Lifting Literacy Instruction in Focused Coaching Conversations

Room 351 A | 60 minute interactive

In this session we demonstrate a set of strategies for observing and generating feedback about classroom instruction. We use meta-principles of literacy development to look beyond easily observable surface features and generate feedback that can uncover, elaborate, and optimize existing opportunities for literacy skill and strategy development.

Presenters: Rachael Gabriel, associate professor of literacy education, University of Connecticut, Storrs

Instruction/Leadership

D.2 The False Dichotomy of “Or”: Teaching “Literature” and “Literature”

Room 351 B | 60 minute interactive

For many, the debate over whether to teach or ditch the canon in favor of contemporary YA texts has been intense. The presenters argue that one need not be favored over the other and explore ways that teachers can (and should) incorporate both canonical and contemporary texts in their classrooms. Through a discussion of how to pair texts, methods, and tools for implementing new texts in the classroom, and a framework for having conversations with stakeholders at all levels, we will prepare teachers to go back to their buildings armed with the resources they need to revamp their reading lists and elevate students' voices.

Presenters: Shari Krapels, Cresskill High School, NJ
Jeffrey Krapels, English teacher, Northern Valley Regional High School at Old Tappan, NJ

Instruction/Technology

D.3 Keep it Poppin': Using Popular Culture to Teach Media Literacy

Room 351 C | 60 minute interactive

Learn about media literacy and incorporating it with pop culture examples. Attendees will be introduced to specific media literacy skills and frameworks using examples from TV and film, YA novels, street art, and the internet. Educators finish the session by utilizing this newly acquired knowledge while examining a case study.

Presenters: Anne A. Perry, doctoral student, University of Houston

Leadership Professional Development

D.4 Leaders Are Teachers, Too!

Room 351 D | 60 minute interactive

As district level leaders, do we model the expectations and behavioral approaches that made us successful classroom teachers? Do we individualize our instruction to meet the needs of our unique staff members? Do we work collaboratively to co-create learning goals for our teachers and provide them the resources to be successful in achieving them? As an instructional leader, do we use our grade level/faculty meetings as mini-lesson opportunities? Or, do we feel hamstrung by time and expect our staff to learn and grow in spite of us? In this interactive conversation, we explore the parallels we all face as educational employees and how we can nurture and grow a staff while also meeting mandates and BOE goals.

Presenters: Barry Saide, director of C&I, Tabernacle Township School District, NJ

Scott Shinn, middle school teacher, Tabernacle Township School District, NJ

Instruction/Professional Development

D.5 Windows and Mirrors: A Comprehensive Book Club Unit on Cultural Awareness at the High School Level

Room 351 E | 60 minute interactive

Can literature serve as a mirror into our lives and a window into others? With expansive curricula and increased academic rigor, how can we promote student autonomy and cultural awareness? A book club approach allows students to work together, exploring accessible texts; anchor texts model skill work, while independent novels help demonstrate skill autonomy.

Presenters: Denise Velez, K–12 ELA supervisor, Kinnelon Public Schools, NJ

Alana Van Der Sluys, high school English teacher, Kinnelon Public Schools, NJ

Instruction/Professional Development

D.6 Author in Focus: Why James Baldwin Always Matters presented by the National Book Foundation

Room 351 F | 60 minute interactive

What if everyone read James Baldwin? He's one of our most acclaimed 20th century thinkers, his writing exploring countless facets of American society and diving into subjects like sexuality, politics, marriage, police brutality, the Church, race, and love. He observed and critiqued humanity in a way that still resonates with so many of us in 2018 because his words and voice are timeless. Baldwin's groundbreaking work has inspired generations of fervent readers and fans, but what if we could widen that audience? Spread Baldwin's texts even further? Teach his work better, recommend him more frequently alongside other literary giants to students? We believe we can. Join the National Book Foundation for its new Author in Focus program featuring the work of James Baldwin, a four-time National Book Award nominee. The Foundation will be joined by Mitchell S. Jackson (*The Residue Years*) and Sharifa Rhodes-Pitts (*Harlem is Nowhere*) at CEL as they help to answer the question of why James Baldwin's work has, does, and will always matter. *This event was made possible by the Ford Foundation and Velvet Film.*

MONDAY

NOVEMBER 20

12:15–2:00 p.m.

LUNCHEON

Room 332 A/B/C

Featured Speaker: LaVonna Roth, author

Ignite Your S.H.I.N.E.[®]: The Heart of Achievement!

No student fits into a standard box of core content. This engaging and unforgettable experience will leave you motivated to uncover, foster, and amplify the unique gifts and talents that our students possess. Transformational schools serve the whole child, honoring each one's obvious and undiscovered talents. Thus, we focus on Self, Heart (passion), how to Inspire and Navigate to create the Exceptional people our students are meant to be. You will leave with an action plan to S.H.I.N.E and an unwavering resolve to watch every child succeed in learning and life! This SHINetastic culture shift will produce exceptional results, as you embrace, develop, and celebrate game-changing adult and student learners. When we clearly understand and honor the undeniable impact of unique gifts, we prepare our students today for their journeys of tomorrow.

Introduction: Kellie Thompson, Prep Public Schools, Houston, TX



LaVonna Roth, internationally known author, speaker, consultant, and creator and founder of the Ignite Your S.H.I.N.E.[®] movement and framework, will challenge you to grow personally and professionally. Her mission is to help individuals discover who they are, what they can become, and to build self-motivation to see how far they can go. LaVonna taught at the elementary and secondary levels and is the author of eight books, including the Brain-Powered Lessons to Engage All Learners series. She has a deep passion for using neuroscience as a fundamental foundation to help students, educators, parents, and community members to honor and value each other so we unite and become unstoppable in what can be achieved. By using these fundamentals, she identifies how to reframe adversities and use those moments to become the exceptional person you really are. This enlightenment will occur throughout but be

brought to light as she shares parts of her own personal story.

IGNITE SESSION

I.3 The Future is NOW: Sparking Literacy Innovation in the 21st Century

This highly engaging address will examine some benchmark accomplishments of 21st-century literacy innovation and present a call to action to address the known and unknown issues impacting the work of English leadership to come.

Presenters: Zackory Kirk, Ed. D., director of curriculum and instruction, Atlanta Public Schools

E Sessions

2:15–3:15 p.m.

Professional Development/Instruction

E.1 Rethinking Literary Analysis

Room 351 A | 60 minute interactive

Break free from traditional literary analysis! Follow the journey of two teachers collaborating to shift the way a department thinks about writing. Incorporating unconventional mentor texts, students create unique studies of a particular work. Brainstorming for this “paper” becomes an adventure as students “dig for gold” in their writer’s notebooks.

Presenters: Michelle H. Dohrmann, English instructional leader/English teacher, West Clermont High School, Cincinnati, OH
Emily A. Short, English teacher, West Clermont High School, Cincinnati, OH

Instruction/Professional Development

E.2 Improved Literacy through Healthy Grading Practices

Room 351 B | 60 minute interactive

A culture rich in the growth mindset, “failing forward,” and internalizing meaningful feedback permeates classrooms that personify healthy grading practices. Collective philosophies, differentiated implementation, and authentic examples of healthy grading practices and how they promote literacy are interlaced throughout the presentation.

Presenter: Aric Foster, secondary ELA teacher, Armada High School, MI

Leadership/Instruction

E.3 I Can Do Something about That!: Teacher Leaders as Agents of Change

Room 351 C | 60 minute interactive

Teacher-leaders are more powerful than they realize. This session will provide a portrait of how teacher-leadership affected change in a school and district when a teacher collaborated with an English education professor to develop LGBTQ Human Rights curriculum for her eighth graders.

Presenters: Emily S. Meixner, associate professor of English, The College of New Jersey, Ewing, NJ
Rachel Scupp, eighth grade teacher, Thomas Grover Middle School, NJ

Instruction/Professional Development

E.4 Students Learning to Ask Better Questions: An Easier Path to Inquiry in the Classroom

Room 351 D | 60 minute interactive

How can curiosity spark inquiry, innovation, and deeper learning for students and teachers? Experience the Question Formulation Technique, a simple, powerful strategy to teach students to ask their own questions. Actively collaborate with experienced literacy leaders to explore the strategy for both immediate classroom use and for effective professional learning.

Presenters: Sarah Westbrook, director of professional learning, The Right Question Institute, Cambridge, MA
Ellen Gammel, instructional technologist, Montachusett Regional Vocational Technical School, MA

Instruction/Technology

E.5 Teaching Students to Design the Class They've Always Wanted to Take

Room 351 E | 60 minute interactive

What would a class look like that allowed kids to create a class that is self-paced and designed by them? How would this class be structured? This interactive session takes attendees through the process of designing a class that answers these questions while igniting their passion and building their skills.

Presenters: Karen Reed-Nordwall, English department chair, Wylie E. Groves High School, Beverly Hills, MI
David Reed-Nordwall, associate principal, Bloomfield Hills High School, MI

Instruction/Professional Development

E.6 Culturally Responsive Teaching & The Brain

Room 351 F | 60 minute interactive

In this session we'll dig into what exactly culturally responsive pedagogy is and effective implementation strategies using a brain-based teaching approach. This session is based on Zaretta Hammond's book and research on how teachers can promote authentic engagement and rigor through this type of pedagogy.

Presenter: Kellie Thompson, Prep Public Schools, Houston, TX

F Sessions

3:30–4:00 p.m.

Leadership/Professional Development

F.1 Reconnecting Teachers with the Why amidst a Culture of Testing

Room 351 A | 30 minute focused

Learn to reconnect educators with true literacy when outside pressures are sending them a different message. Help transform your school district into a culture of readers and writers.

Presenters: Heather Fletes, curriculum designer, Prosper ISD, TX

Tricia Myrie, curriculum designer, Prosper ISD, TX

Instruction

F.2 Rap Music in the English Curriculum

Room 351 B | 30 minute focused

Using rap music in English class has a number of benefits including increasing diversity and inclusiveness of existing curricula, reaching disengaged students, and serving as a catalyst for authentic discussion about equality and race relations. Rap music can serve as an engaging introduction to any unit relating to tolerance and social justice, as well as being an important supplement to units focused on poetry and/or African American literature.

Presenters: Nathan Burr, middle school ELA teacher, Paramus School District, NJ

Katie Gallagher, Old Tappan Public Schools, NJ

Instruction/Leadership

F.3 Aerie Magazine Program: Student Voice, Meaningful Change, and Global Connections

Room 351 C | 30 minute focused

Meet Aerie Magazine Program. In their own words, “We are a program that publishes two literary magazines, but most importantly, Aerie is a community for young artists and writers . . . Aerie’s mission is to connect youth from around the world; to find our commonalities when at first we see differences; to build bridges, not walls.” Learn how creative writing and student-led projects build community and create meaningful student connections that promote confidence and resilience.

Presenters: Rebecca Carson, Aerie Magazine program, Big Sky High School, Missoula County Public Schools, MT

Mariah Swartz, student, Big Sky High School, Missoula County Public Schools, MT

Savannah Hauglum, student, Big Sky High School, Missoula County Public Schools, MT

Bre Chapman, student, Big Sky High School, Missoula County Public Schools, MT

Instruction/Professional Development

F.4 Choice & Voice: Cultivating Culture in Our Classrooms

Room 351 D | 30 minute focused

Choice & Voice—How literacy instruction should foster students’ diversity, culture, and learning. Gone are the days of one novel for 6 to 8 weeks. Our students need more titles, more choices, more talk about texts, and more opportunities to see themselves in literature.

Presenters: Theresa Pollok, secondary ELAR coordinator, Mansfield ISD, TX

Kristi Gonzales, elementary ELAR coordinator, Mansfield ISD, TX

Technology/Instruction

F.5 Tech Tool Showcase

Room 351 E | 30 minute focused

In this session, we will share tech tools to support student learning and staff collaboration, curating a master list of websites and apps for ELA classes.

Presenter: Kate Baker, English teacher, Southern Regional High School, NJ

G Sessions

4:15–5:15 p.m.

Instruction/Professional Development

G.1 ELA Principles of Engagement for Literacy Success

Room 351 A | 60 minute interactive

Successful literacy instruction depends on engagement. Fortunately, we now have new, proven strategies for turning a “teaching moment” into an “engagement moment.” This session will present these updated approaches to differentiation, assessment, and feedback—engagement’s building blocks—and show how bringing them into your classroom can help change the future of literacy.

Presenter: Jeff Dannemiller, director of product specialists, Amplify, Nashville, TN

Professional Development/Leadership

G.2 7 Steps to Establishing a Discourse-Rich Lead Team

Room 351 B | 60 minute interactive

Building a culture of inquiry is enhanced when team leaders lead with thought-provoking questions. Establishing a clear vision paired with discussion protocols and time for reflection builds community and challenges thinking to promote effective change and growth. These seven steps moves teams from surface-level conversations to deep understanding and learning.

Presenters: Dr. John Helgeson, 6–12 ELA curriculum specialist, Northshore School District, WA

Leadership/Professional Development

G.3 Now’s the Time! Preparing Teacher Leaders through Leadership Experiences

Room 351 C | 60 minute interactive

This session invites teacher leaders to consider activities promoting leadership for undergraduate and graduate students. Presenters will share methods to help cultivate positive qualities and behaviors in future leaders. Participants will create literacy quadrants, a reflexive tool fostering metacognition, dialogue, and discovery, and leave with new mentoring and leadership strategies.

Presenters: Kia Jane Richmond, professor, Northern Michigan University, Marquette, MI

Elsie Lindy Olan, assistant professor, University of Central Florida, Orlando

Leadership/Professional Development

G.4 Choice & Voice: Empowering Students through Value-Driven Curricula

Room 351 D | 60 minute interactive

How do you create a common curricular backbone while providing the flexibility necessary to meet the needs of all respective students and stoke the imaginative talent of our teachers? Come learn about how we created a value-driven approach to designing district-wide ELA curricula that empowers student voice through a collaborative pedagogical vision.

Presenters: Sara J. Schumacher, English department chair, Glenbard District 87, Glen Ellyn, IL
Laura Payton, English department chair, Glenbard District 87, Glen Ellyn, IL
Linette Chaloka, English department chair, Glenbard 87, Glen Ellyn, IL
James Hultgren, instructional coach, Glenbard District 87, Glen Ellyn, IL

Instruction/Technology

G.5 Why Curiosity > Passion: Inquiry and Authentic Work for Students at All Levels

Room 351 E | 60 minute interactive

Asking students to be curious is a game-changer. We’ll explore how to weave curiosity and inquiry into everything from full-class texts and book clubs to research with authentic products. You’ll leave with ideas, strategies, and resources to create meaningful opportunities for all students, from special education to honors levels.

Presenters: Christina McCabe, English teacher, School District of the Chathams, NJ

Christine Cavallo, special education teacher & reading specialist, School District of the Chathams, NJ

IGNITE SESSIONS

5:30–5:45 p.m.

Instruction/Professional Development

I.4 Don’t Overteach!

Room 332 A|B|C | 5 minute Ignite

How my accidental pause let students discover Shakespeare

Presenter: Colette Marie Bennett, ELA, Social Studies and Library Media Curriculum Coordinator

Instruction/Leadership

I.5 Hemming and Hawing about Homework: A Complete Redesign of the English Classroom

Room 332 A|B|C | 5 minute Ignite

Why do we give homework? Because we always have? Because it helps kids learn? Because kids like it? In this talk, an English teacher will explain what he learned when he gave his students a PBL assignment to create the perfect English classroom. Taking what he learned plus his own research, his classroom is now a homework-free, open-workshop model in which students control their own learning from start to finish. A true work in progress in its first year, come learn what he has learned in the first three months of this approach.

Presenters: Christopher Bronke, English department chair, Downers Grove North High School, IL

8:00–8:15 a.m.

OPENING SESSION

Collaboratively Engaged Leaders Forum (CELf)

Collaboratively Engaged Leaders Forum (CELf) is a collective, innovative methodology for hosting conversations about calls, questions, and projects that matter to the people who participate in the session. Participants will take on one of two roles: hosting a conversation or participating in a conversation. These conversations link and build on each other as people move between tables, cross-pollinate ideas, and offer each other new insights into the questions or issues that are most important in their lives, occupations, organizations, or communities. The concept and structure of this whole-group session is modeled from a combination of World Cafe and Edcamp professional development experiences.

H Sessions

8:15–9:15 a.m.

Instruction/Leadership

H.1 Leading in Oz: Small Group Instruction, Choice, Strategy Groups—Oh My! How It All Fits a 21st-Century Workshop Model K–12

Room 351 A | 60 minute interactive

We lead in the age of Oz—students like Dorothy whose wide-eyed wonder come with skills and ideas we haven't seen before. How can we reach each and every learner from ages 5 through 18? How do we inspire lifelong inquiry through reading and writing? These are some of the questions ELA educators have grappled with through centuries. This session will showcase three districts that use reading/writing workshop to reinvent literacy teaching for today's learners. From using strategy groups to address difficulties to incorporating choice and authenticity for reading and writing, we'll offer an overview of how it can be done then break into smaller groups to address the various levels of K–5, 6–8, and 9–12 to offer useful tools to diagnose, remediate, and inspire learners.

Presenters: Amy Baskin, Waldwick Public Schools, NJ
Natalie Franzi, academic achievement officer, Somerville Public Schools, MA
Melissa Butler, K–12 ELA supervisor, School District of South Orange and Maplewood, NJ

Professional/Development

H.2 Get Back into the Box: Listening and Acting Now with the People Who Make the Difference in the Classroom

Room 351 B | 60 minute interactive

We simply don't have time to lay the groundwork for the next revival moment in education. Instead, let's emphasize just-in-time strategies to leverage classroom reforms that rely on listening and reflection to cultivate a culture of change within entire schools and individual classrooms.

Presenters: Jordan Pridemore, Indiana Department of Education, Indianapolis
Chris Judson, AP-TIP IN (Institute for Educational Initiatives), University of Notre Dame, IN

Leadership/Professional Development

H.3 Intentional Literacy Leadership: Crafting a Vision and Action Plan

Room 351 C | 60 minute interactive

How can you realize intentional outcomes while leading a district-wide reading and writing workshop initiative? How do you manage concurrent priorities? How do you help teachers navigate a climate of change? How do you make the best educational decisions in the culture of high-stakes testing? During this workshop, the presenters will discuss how to be purposeful while juggling multiple priorities, buildings, teachers, and leaders layered within a district-wide balanced literacy initiative.

Presenters: Susan Ritter, K–12 language arts and media supervisor, Cranford Public Schools, NJ
Lorraine Madden, K–5 literacy coordinator, Cranford Public Schools, NJ

Instruction/Technology

H.4 Leveraging Schoology's Student Completion Rules to Change the Research Paradigm

Room 351 D | 60 minute interactive

In this session, attendees will learn how to implement the Big 6 Research model at any level, from kindergarten through the college years, with the use of numerous digital tools, including Schoology. The presentation is a testament to a years-long collaboration between a university librarian and an English/social studies educator.

Presenter: Deanna Stephan, teacher, Garnet Valley School District, Glen Mills, PA
Dr. Stephanie Pennucci, librarian, Millersville University, PA

CLOSING SESSION

9:30 a.m. – 12:30 p.m.

Room 332 A/B/C

Featured Speaker: Jon Corippo

CUE Craft - an Exciting Protocol-based Approach to Teaching

Educator, author and educational innovator Jon Corippo will be sharing classroom-tested strategies that allow English teachers work less and teach better. Jon mixes inspiration and humor with hands-on strategies that teachers can easily adopt at nearly all grade levels. With an uptempo and humorous approach to learning, Jon has helped developed professional events that have served over 45,000 educators over the last 4 years. Get ready to learn about The Fast and The Curious, CyberSandwich and how to do BookaKucha.

Introduction: Rachel Scupp, Thomas Grover Middle School, West Windsor, NJ



Jon Corippo is the Executive Director for CUE, leading the organization throughout California and Nevada. Jon keynotes, leads, and designs professional learning experiences all over the country. His core PL skills are focused on 1:1 deployment, Common Core State Standards, project-based learning, social media skills, and lesson design. He is the creator of the CUE Rock Star Camp series and the CUE Rock Star Admin Camp series, as well as planner for the CUE Super Symposium and JET Review Program.

Under Jon's leadership, and with his CUE professional learning team, CUE PL has trained more than 42,000 teachers between 2015 and 2018. Jon is a Google Certified Innovator (#GTAWA 2011), has been a Lead Learner for a Google Teacher Academy (#GTAMTV2), is an Apple Distinguished Educator, and has facilitated more than 10 executive briefings and led sessions in Final Cut Pro for the 2013 Apple Institute. He was co-designer of Minarets High School, which originated as a Google Apps for Education, 1:1 Macbook, and PBL-based high school in 2008 and has been named an Apple Distinguished School three times. Jon has also been named a CUE Gold Disk Recipient, Madera County Teacher of the Year, and CVCUE Teacher of the Year. He has served as an assistant superintendent of curriculum and instruction and director of technology at the county level.

Collaboratively Engaged Leaders Forum (CELf)

Collaboratively Engaged Leaders Forum (CELf) is a collective, innovative methodology for hosting conversations about calls, questions, and projects that matter to the people who participate in the session. Participants will take on one of two roles: hosting a conversation or participating in a conversation. These conversations link and build on each other as people move between tables, cross-pollinate ideas, and offer each other new insights into the questions or issues that are most important in their lives, occupations, organizations, or communities. The concept and structure of this whole-group session is modeled from a combination of World Cafe and Edcamp professional development experiences.

IGNITE SESSION

Instruction/Professional Development

I.6 The Power of Storytelling

The coordinator of the Austin Film Festival's Young Filmmakers Program talks about the power of storytelling and how teaching screenwriting in the classroom can lead to higher literacy levels, improved social skills among students, and more inclusion in the arts community.

Presenter: Barbara Morgan, executive director, Austin Film Festival

CALL FOR PROPOSALS: 2019 CEL Convention

November 24–25, 2019, Baltimore, Maryland

Creating Opportunities: Leadership to Ignite Movements and Momentum

In her poem “To Be of Use,” Marge Piercy writes, “I love people who harness themselves, an ox to a heavy cart, / who pull like water buffalo, with massive patience, / who strain in the mud and the muck to move things forward, / who do what has to be done, again and again.”

This is often what working in schools feels like: being tethered to a heavy cart, straining to pull staff and students through or toward new initiatives, remaining patient in the face of institutional lethargy, and often fighting the same (administrative, curricular, interpersonal) battles year after year. And yet schools can also be sites of radical possibility. They can change and, as Piercy writes, “move things forward” in ways that are transformative for students, staff, and entire communities. Sparks become flames. Ideas gain momentum. Strong leadership can shift the status quo.

The work of literacy leaders is essential to school transformation. But what, in this time of cultural and political divisiveness, should our priorities be? How should we be moving things forward? What ideas, experiences, and opportunities should we support? What kind of momentum can we generate? What kind of movements can we build?

The CEL 2019 Annual Convention seeks to explore these concerns. Whether you are a department chair, lead teacher, instructional coach, curriculum supervisor, or administrator, the CEL Program Committee invites literacy educators at the elementary, middle, secondary, and higher education levels to submit a proposal that addresses the theme and considers the following questions:

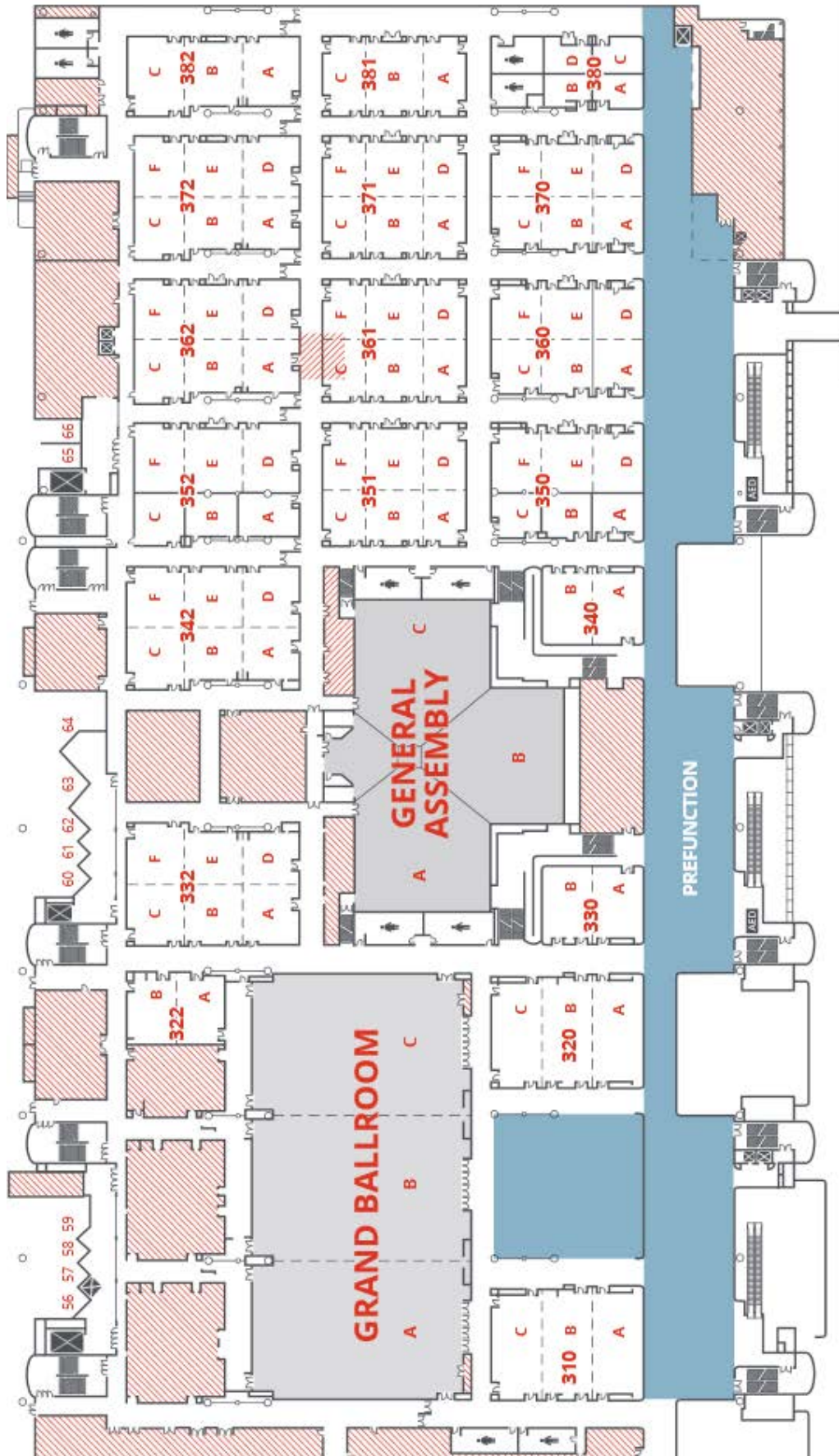
- What literacy issues are most pressing and require our immediate attention?
- What ideas are holding us back, and why are they preventing us from moving forward?
- What does “moving things forward” look like in a classroom, school, or community?
- What literacy ideas have led to radical transformation? Where do/did these ideas originate?
- How can we build coalition in our schools and communities to enhance reading and writing practices?
- How can we create pockets of transformation in and among schools that might cultivate change or inspire greater action?
- What kinds of movements could we tether ourselves to in order to foster school transformation?
- How can technology assist students, teachers, and administrators in building coalition and working for change?

Proposals must be submitted before the April 1, 2019 deadline. The Conference on English Leadership encourages interactive, participatory presentations. As a nonprofit organization of educators, we are not able to provide a stipend or reimburse expenses for this experience. Any questions regarding proposals should be directed to Emily Meixner at meixner@tcnj.edu.

Looking forward to seeing you in Baltimore!

Emily S. Meixner, 2019 Program Chair

George R. Brown Convention Center Map – Level 3



The logo consists of the letters 'CEL' in a bold, sans-serif font, centered within a light blue geometric shape. This shape is a square with a diagonal line from the top-left to the bottom-right, and a horizontal line from the left edge to the center. The background of the entire page is a dark blue with several thick, light blue lines forming a complex geometric pattern of squares and triangles.

**Conference on English Leadership
National Convention**