

CALL FOR PROGRAM PROPOSALS

Teachers and Students Together: Living Literate Lives

“Why does it matter?” Mammy leaned against the wall...“Why do that to these young ones?...If they learn to read—“

“And write.”

“And write, it’s just grief for them...”

“They have to be able to write,” John said...“They have to read and write. We all have to read and write so we can write about this—what they doing to us. It has to be written.”

—*NIGHTJOHN* by Gary Paulson, Delacorte Press, 1993, pp. 57-58.

Dynamic communities renew themselves. Through this reconstructive process, people develop a deeper understanding of themselves and society. However, as curriculum becomes more standardized, there is the danger that learning becomes static and isolates students from real-life experiences. Impositions of mandates, tests, and sanctions don’t lead us to deeper understandings as education should, but instead jeopardize the very fabric of democracy.

As we move towards celebrating NCTE’s 100th birthday in 2011, let’s use the 2010 Convention to consider NCTE’s roots—an organization of advocates. Dig deeply and think broadly about learning environments and literacy experiences that inspire and empower students and teachers, parents/guardians, and those in the wider community. Consider how we can foster more open and democratic teaching practices that engage students in critical investigations with purpose and joy. Think about:

- How can schools use our rich tapestry of broad ethnic culture to help all students acquire the knowledge, skills, and dispositions so that their personal, social, and civic interactions will help move our nation toward a more democratic and just society?
- What are the benefits of integrated curricula? How can we integrate literacy across curricular areas (including the arts) and connect content information? What kinds of strategies and materials engage students to wonder and explore, ask big questions, make discoveries and connections, and learn about themselves and others?
- How does reading inform writing and vice versa? How can we help students read as writers? How can we use the connections among the language arts to strengthen literacy learning?
- Why is critical literacy important? How can we help students—and ourselves—navigate multiple media from a wide range of sources, and use technologies, including those offered by print, visual, and digital tools to critique

information? When and how do we help students learn about propaganda techniques?

- Why is literature important? How can we transform using literature so that reading and writing are important to our students? What are the benefits of using multicultural and global literature in our classrooms? How can we use libraries and school librarians as agents of information and change?
- Why is linguistics important? How does language shape culture and thought? What does the study of dialects and “standard” and “non-standard” forms of language teach us?
- Teachers must make instantaneous decisions in the ever-changing classroom landscape. What kinds of meaningful, relevant, and timely assessment strategies can be used to inform and provide guidance about what our students want and need to learn?
- What are the psychological effects of what we ask students to do in the name of educating them? How does what we do and say influence the ways our students view themselves as learners and contributors to society?
- How does the past inform the future so that we can learn from the past, break boundaries, and lead out?
- How can we inform policy makers and others in the community about what we teachers need in order to work more effectively and responsibly with our students? What kinds of systems and structures engender curiosity and inspire meaningful learning for both students and teachers?
- How can we renew ourselves? What can we do to address the emotional, intellectual, and social health of teachers? What does it mean to be a professional educator?

Go out on a limb. Advocate for something innovative, daring, and right for kids and learners of all ages, backgrounds, and culture!

Educare: To bring forth and lead out that which is within.

Submitting Proposals

1. If you submit this paper proposal by surface mail, please type or print all information requested.
2. Complete information and mailing addresses for all participants must be included. Incomplete proposals will not be considered.
3. To promote the participation of newcomers to the profession, NCTE wishes to include early-career teachers in as many sessions as possible. Please check the Early Career box beside the name of any individual who has taught fewer than five years.
4. In order to include as many voices as possible, NCTE policy is that each participant is limited to only **one** speaking program appearance.
5. To promote the participation of urban teachers in the program, program planners find it helpful to know when the students and teachers considered in a session are from public school districts in large cities. If the content of a presentation is especially attentive to the interests of teachers and students in big cities, please check the Urban Teacher box beside the presenter's name.
6. NCTE can provide overhead projectors and screens. We recognize the importance of sessions that employ technology and media equipment, and we regret that financial considerations do not allow us to provide presenters with such equipment. Special sponsorships may provide a few media rooms, and a few presenters will be placed in those rooms if their proposals make clear the necessity of equipment to their content and the potential benefit to the teaching practice of participants. Otherwise, if you desire equipment for your presentation, you may rent it from a supplier whose order form will be sent to you in July, or you may bring your own equipment.
7. Proposals designed to advertise or disseminate information about books, materials, or services for sale will not be accepted.
8. To promote new involvement by people from historically underrepresented groups, NCTE's Conference on English Education invites applications for Cultural Diversity Grants of \$500 to help defray the costs of travel and registration for the NCTE Convention. Applicants are asked (1) to check the CEE Cultural Diversity Grant box on the proposal form and (2) to visit the website (<http://www.ncte.org/cee/awards/culturaldiversity>) to receive instructions to apply for the scholarship. The application deadline is May 15. Direct all questions about the process to CEE@NCTE.ORG

Criteria for Program Selection

The Convention Planning Committee is comprised of representatives from the College, Middle, Secondary, and Elementary sections, who judge proposals from their respective levels of education. Though the criteria for excellence vary to some extent among these groups, some common values are listed here:

- *Clarity of the proposal*—Reviewers will favor proposals that are very clear about their content and about what they will do in the session.
- *Diverse activity for participants*—Most reviewers believe that convention attendees should do more than listen to presenters talk; they should have opportunities to participate actively and interact with presenters and other participants.
- *Reference to the professional conversation*—Reviewers favor proposals that situate the presenter's work within a tradition of writing, research, theory, and/or practice. Making explicit the influences on

your work helps reviewers to see your proposal as part of a larger field and so helps determine its significance.

- *Consonance with NCTE Standards*—Proposals are viewed more favorably when they are fundamentally harmonious with NCTE's broadly established positions on education, such as the NCTE/IRA Standards for English/Language Arts.

Online Coaches

Online Coaches can help you revise your proposal! No later than two weeks before the deadline, you need to send in your draft of a proposal with questions to guide the reviewer. Then you'll receive a response intended to strengthen your submission. For details, see <http://www.ncte.org/annual>.

Call for Research Presentation Proposals

Research proposals must be submitted online. Select the Research Proposal option for proposals that meet rigorous standards for systematic inquiry and evidence. In a blind peer-review process, members of NCTE's Standing Committee on Research look for proposals that include a clear theoretical framework, research design, and anticipated or completed results. Proposals are judged on the basis of significance to the field, soundness of argument and/or research design, appropriateness of conclusions, and clarity. Research Strand sessions may be individual presentations, panel presentations, or symposia. The Research Strand proposal form is different from the one used for other proposals, so it is especially important for researchers to consult <http://www.ncte.org/annual>.

Call for Strands

Some proposals are accepted into special strands for the convention program, though all proposals do not have to fit within one of these strands. Inclusion in these strands is determined by groups of reviewers representing certain committees or conferences within NCTE. A brief description is provided below. If the content of your proposal is appropriate for one of the strands listed below, please check the appropriate box on the proposal form to send it to appropriate reviewers. Even if your proposal is not accepted for a particular strand, it may still be chosen for the convention program.

• *Call for Convention Strands*

Please check the **CEE Strand** box for proposals that focus on issues, research, and practices pertaining to teacher development, professional development, and teacher education programs, including preservice and induction programs. Successful proposals highlight the practice of those who prepare literacy educators or support their continued development through courses, workshops, and inquiry.

Please check the **LGBT Strand** box for proposals that focus on issues pertaining to lesbian, gay, bisexual, and transgendered students, their families, and their teachers. When selecting LGBT Strand sessions, reviewers look for proposals that address representations of sexual and affectional difference, a broad understanding of diversity, free inquiry and expression, critical pedagogy, democratic teaching practices, and for proposals that encourage the creation of safer, more inclusive schools.

Please check the **Rainbow Strand** box for proposals that focus on issues and strategies related to teaching and affirming culturally and linguistically diverse students. Affirming people of color is the key concept in identifying Rainbow Strand proposals. When selecting Rainbow Strand sessions, reviewers look for proposals that affirm African Americans, Latinos/Latinas, American Indians, Asian Americans, and Pacific Islanders.

Please check the **WLU Strand** box for proposals that focus on whole language theory and practice, to be reviewed by the Whole Language Umbrella. When selecting WLU sessions, reviewers look for proposals that push understandings of critical literacy, inquiry, and collaborative learning, and that integrate literacy with other sign systems and knowledge systems, situated in social, historical, political, and cultural contexts.

Please check the **Early Childhood Education Strand** box for proposals that focus on issues pertaining to the education of children from birth to age eight, their families, and their teachers. Early literacy is a key concept in identifying Early Childhood Education Strand proposals. When selecting Early Childhood Education Strand sessions, reviewers look for proposals that address diversities in early childhood. Successful proposals highlight practices and processes that are situated in social, historical, and cultural contexts. Proposals must honor and value differences while affirming children's diversities.



PROGRAM PROPOSAL FOR 2010 NCTE CONVENTION

Proposals may be submitted online at www.ncte.org/annual.

Please type or print all information. Follow all directions on facing page.

PROPOSAL SUBMITTED BY: (Please use home mailing address.)

100th Annual Convention

**National Council of Teachers of English
Orlando, Florida**

November 18–23, 2010

Name _____

Institutional Affiliation/Location _____

Home Address: Street _____

City _____ State _____ Zip _____

Phone Numbers: Office _____ Home _____ E-mail _____

FORMAT OF SESSION. (Important: See definitions on page 5.)

- Panel
- Roundtable
- 20-minute individual presentation to be combined with others
- Conversation
- Poster Session
- Classroom Demonstration
- Day-Long Workshop
- Special Interest Group

TITLE OF SESSION (or presentation title if submitting a 20-minute individual presentation):

ANNOTATION. A 50-word description of the presentation for use in the program booklet: _____

TOPICS OF EMPHASIS. Every proposal must have one and only one of the following boxes checked. This will allow your proposal to be tagged so that people can find it when they search the convention Web site. Although your session might cover several topics, *please mark only your primary emphasis:*

- Literature
- Reading
- Writing
- 21st-Century Literacy
- Popular Culture
- Assessment
- Teacher Education
- Professional Development
- English Language Learners
- Adolescent/Young Adult Literacy
- Policy, Politics, and Social Justice
- Other

REVIEW COMMITTEE. Proposals are reviewed by subcommittees of the Convention Planning Committee. Please select which subcommittee you wish to review this proposal. Only one committee may be checked.

- Elementary (K–5)
- Middle (6–8)
- Secondary (9–12)
- College/University
- Teacher Education
- General (proposals of interest at all instructional levels)

AUDIENCE LEVEL OF INTEREST. This session will be appropriate for the following level(s):

- Elementary (K–5)
- Middle (6–8)
- General (proposals of interest at all instructional levels)
- Secondary (9–12)
- College/University

STRANDS. See the stand descriptions on page 3. If you want your proposal to be considered for a special strand, check the appropriate box.

- CEE Strand
- Rainbow Strand
- LGBT Strand
- WLU Strand
- Early Childhood Education Strand

SESSION PARTICIPANTS. If you have more than three presenters, list them on a separate sheet. If the proposer intends to be a part of the presentation, he/she must be listed below. Check the **Early Career** box for individuals who are in their first **five years** of teaching. Check the **Urban Teacher** box if the participant is an urban teacher or if the content of their presentation particularly addresses urban teachers' work.

Chair: _____ Early Career

_____ Urban Teacher

_____ 1st time presenter

Presenter(s):

1. _____ Affiliation with city and state _____ Early Career

E-mail address _____ Complete mailing address _____ Urban Teacher

Presentation Title: _____ 1st time presenter

2. _____ Early Career

_____ Urban Teacher

_____ 1st time presenter

Presentation Title: _____

3. _____ Early Career

_____ Urban Teacher

_____ 1st time presenter

Presentation Title: _____

Recorder/Reactor: _____ Early Career

_____ Urban Teacher

_____ 1st time presenter

Have you contacted all those listed above? Yes No Have they agreed to appear if invited? Yes No

Please check this box if you would be willing to serve as chair or recorder at another session should your proposal not be selected.

CEE Cultural Diversity Grant. See description on page 2, #8. Please check this box if this session should be considered.

Description: On an attached sheet, please type or print the title and a description of the content of the session/workshop you are proposing and how you will conduct it. (Maximum length: 500 words). **Proposals submitted by SURFACE MAIL must be postmarked no later than January 13, 2010, and mailed to NCTE 2010 Convention Program, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Proposals received ELECTRONICALLY (www.ncte.org/annual) must be received no later than January 20, 2010.** Faxed proposals will not be accepted. Please keep a copy of your proposal for your own records.

(Carefully separate along line and send only this page.)

NCTE 2010 Orlando

- You are invited to submit a proposal for the 100th NCTE Annual Convention, November 18–23, 2010.
- Some guidelines and a proposal form are included inside this document. If you have Internet access, please also see <http://www.ncte.org/annual> for additional information and online submission.
- Proposals submitted by SURFACE MAIL must be postmarked by January 13, 2010, and addressed to NCTE 2010 Convention Program, 1111 W. Kenyon Road., Urbana, IL 61801-1096.
- Proposals submitted ELECTRONICALLY must be received by January 20, 2010.
- Faxed proposals will not be accepted.

Session Formats

- **Individual presentations**
20-minute talks that will be **combined** by the Convention Planning Committee with other individual presentations. Individual 75-minute sessions are usually limited to featured sessions.
- **Panel presentations**
75-minute presentations in which three or four individuals speak, allowing time for participants' questions and responses.
- **Roundtables**
75-minute sessions in which a series of small-group discussions about related aspects of a specific topic or theme are led by moderators at individual round tables.
- **Conversations**
75-minute sessions in which a keynote speaker(s) introduces a topic or issue of concern to the profession, and the audience is provided opportunities for small- and whole-group discussion of the topic or issue. Conversations are occasions that foster cross- instructional-level discussions and offer exchange of teachers' experiences, promising practices, new avenues of inquiry.
- **Poster sessions**
75-minute sessions in which a number of presenters display posters, or other artifacts of their research or teaching practices, standing nearby to explain and discuss, informally, their displayed work.
- **Classroom demonstrations**
75-minute sessions with three or four presenters who engage participants, as if they were students, in promising teaching practices.

- **Day-long workshops**

Workshops are full-day programs that take place on Monday, November 22, or Tuesday, November 23. Workshop proposals must be explicit about the activities in which participants will engage and the apportionment of time to various activities throughout the day. Only proposals with more than one presenter will be considered. Proposals cannot include planned meal functions. Note: Only a limited number of workshops is offered each year.

Important Notes

- Invited participants are required to register for the Convention when they accept their invitations.
- As a nonprofit association, NCTE is unable to reimburse program participants for travel or living expenses.
- Session proposers should advise all involved in their proposal that submission of a proposal does not constitute an invitation to appear on the program. Invitations are mailed in late spring following the Convention Planning Committee's review and selection process.
- If a **trade book author** is a part of your proposal and you expect the publisher to provide financial support, you must secure approval from the publisher. If the author's expenses is not in the publisher's budget, the publisher may not sponsor the author.

Call for Program
Proposals Enclosed

Nonprofit
Organization
U.S. POSTAGE
PAID
National Council of
Teachers of English

NCTE
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Teachers of English
1111 W. Kenyon Road, Urbana, Illinois 61801-1096

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