



CEL

**Conference on English Leadership  
National Convention**

Baltimore, Maryland  
November 24–26, 2019

# THANK YOU

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Christopher Bronke, North High School, Downers Grove, IL, Associate Chair (2018–2020)

Heather Rocco, School District of the Chathams, Chatham, NJ, Past Chair (2018–2020)

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Emily Meixner, The College of New Jersey, Ewing, NJ, Member at Large (2016–2019)

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Elaine Simos, North High School, Downers Grove, IL, English Leadership Quarterly Editor

Liz Spencer, Brookfield High School, Brookfield, CT, Nominations Chair

# SPONSORS

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The Conference on English Leadership wishes to thank Heinemann for its sponsorship and underwriting of the Tuesday beverage break and Rise Up for its sponsorship of Jarred Amato's keynote speech on Sunday.



## **Creating Opportunities: Leadership to Ignite Movements and Momentum**

**Baltimore, Maryland  
November 24–26, 2019**

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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 2019 CEL Convention. Attendees can earn 1.5 graduate-level extension credits in semester hours. Learn more and apply at <http://bit.ly/2019-CEL-Cont-Ed-Credits>

# CONVENTION PROGRAM CHAIR WELCOME

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**Emily Meixner**  
The College of  
New Jersey, Ewing

Dear CEL Convention Attendees,

Welcome to Baltimore! I am so thankful that all of you chose to participate in this year's Conference on English Leadership Convention. I was introduced to CEL nearly a decade ago by a friend and colleague who claimed that the experiences he had in CEL transformed his teaching and his engagement in the profession. I was skeptical, but I valued his judgment and attended my first convention. Thank you, Jim Mahoney, for that introduction.

It is my hope, whether you (attendees) are coming to this Convention for the first or the twentieth time, you will feel as keenly as I did what it is that makes CEL special: its members—principals, literacy coaches, supervisors, teachers, teacher educators, and more—all of whom are fundamentally committed to the hard work of making schools better, safer, and more purposeful for the students who attend them.

We live in a political climate that is too often retrogressive in its policies toward public schools. We feel the effects of continued lack of funding, increased curricular standardization, a doubling-down on testing, and social policies that leave our most precarious students with fewer resources and put them at greater risk. And yet, at the same time, literacy leaders are pushing back. Movements like #DisruptTexts, Teachers Throwing Out Grades, EduColor, #ownvoices, Project Lit Community, and We Need Diverse Books are just a few examples of the ways teachers and administrators are mobilizing to decolonize schools, challenge whiteness and heteronormativity, rethink curriculum, and put books in the hands of all students who need them.

The questions for this year's Convention are challenging ones. I don't expect we will all agree on the answers, but I believe we can listen, learn, and move forward together. To reinterpret words from "The Raven" by Baltimore's own Edgar Allan Poe ("Deep into that darkness peering, long I stood there, wondering, fearing, doubting, dreaming dreams no mortal ever dared to dream before"): let us look into the darkness, acknowledge our obstacles, confront our fears, and dare to make what we dream for schools and students a reality.

A few necessary and heartfelt thank-yous:

- To our keynote speakers Dana Stachowiak, Kimberly Parker, and Jarred Amato. Thank you for your presence as well as your abundant energy, ideas, and insights. We are lucky to learn from and with you.
- To the CEL Executive Committee: Janice Schwarze, Chris Bronke, Heather Rocco, Elaine Simos, Kate Baker, Josh Flores, Nick Emmanuele, Sara Schumacher, Ann Marie Quinlan, Liz Spencer, and Karen Reed-Norwall (and former EC members Becky Sipe, Matt Morone, Elizabeth Truesdell, David Padilla, and Amanda Stearns-Pfeiffer). Thank you for your patience, guidance, support, energy, hilarity, and for responding to my many, many emails and requests.
- To NCTE and our past and current liaisons Debbie Zagorski, Lori Bianchini, Patrick Owen, and Joan Wallner-Connell. Thank you, too, for fielding all of my questions and for making sure this all came together.
- To all of the CEL members who volunteered to review proposals, convey hospitality, and chair sessions. It takes a village.
- And to my family. Mark and Efram, I may be able to step away from my email now, but I still don't want to make dinner.

Again, thanks to all of you for being here, for being willing, as bell hooks writes, to ensure that classrooms are embodied "radical spaces of possibility," and for your courageous leadership.

Sincerely,

Emily Meixner  
2019 CEL Convention Program Chair

# CEL CHAIR WELCOME

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**Janice Schwarze**  
North High School,  
Downers Grove, IL

Dear Colleagues:

Welcome to CEL's 51st Annual Convention. This year's theme, "Creating Opportunities: Leadership to Ignite Movements and Momentum," couldn't be more timely. In a world which continues to become more politically divisive, literacy leaders must look for opportunities to reflect on what isn't working, brainstorm new approaches, and implement literacy and leadership strategies that empower all students to become critical thinkers, speakers, readers, and writers. The CEL Convention is exactly that opportunity. Indeed, Program Chair Emily Meixner has designed an incredible program that will challenge, inspire, and teach you. I am deeply grateful to her and her committee for all of their hard work, and I am excited that you are here to be part of the excitement and learning.

I have attended 13 CEL Annual Conventions, and I've always been impressed with the individual sessions. This year we received a record number of session proposals, so I am certain that this year's program will not disappoint. It is great to see many seasoned CEL presenters returning as well as many new faces. I am also excited to hear our keynote speakers: Jarred Amato, Dana Stachowiak, and Kimberly Parker. Their knowledge and energy are sure to ignite us.

Building your network is one of the important benefits of attending the Convention. Therefore, I invite you to avail yourself of the many opportunities to connect with your colleagues. In addition to interacting with others at the sessions and posting on social media (#cel19), be sure to attend the social on Sunday evening and each of the meals. There you will be able to share and process what you learned, hear ideas from colleagues, and make new friends. Indeed, I regularly interact with many literacy leaders I have met over the last thirteen years, and I credit them with providing me both the knowledge and the strength to continue my own work. I am certain that you, too, will expand your network in the next few days.

After the Convention, be sure to take advantage of the many resources CEL provides. For example, we offer a mentorship program (Emerging Leaders Fellowship), host Twitter chats (#CELChat), engage in face-to-face as well as Facebook book studies, and produce numerous publications: blogs, *English Leadership Quarterly*, and new this year: podcasts. All of this and more can be found on our website: <http://www2.ncte.org/groups/cel/>. Be sure to follow us on Twitter (@ncte\_cel) for updates on professional development opportunities throughout the year.

Best wishes for a fantastic Convention!

Janice Schwarze  
CEL Chair, 2018–2020

# PROGRAM-AT-A-GLANCE

SUNDAY, NOVEMBER 24		
1:00–1:30 p.m.	CEL State Liaison Meeting	327/328/329
1:30–2:00 p.m.	First-Timers' Session	327/328/329
2:00–3:20 p.m.	Opening Session: Jarred Amato	327/328/329
3:30–4:15 p.m.	<b>A.1</b> Fostering Transformation from the Central Office <b>A.2</b> Reading Like Experts: Teaching Students What We Do, Not What We Know <b>A.3</b> Bottom Up Leadership: Literacy Intervention to Inspire Literacy Attention <b>A.4</b> Taking Up Leadership in the Literacy Classroom: Emerging Bilinguals as Educational Leaders <b>A.5</b> Incorporating Goal-Based Instruction to Promote Ownership and Reflection <b>A.6</b> Leading Others to Reach a Common Ground: Reading and Writing Argument across Disciplines <b>A.7</b> Emerging Leaders Fellowship Gathering: Cohorts 8 (2018) & 9 (2019)	337 338 339 340 341 342 327/328/329
4:30–5:15 p.m.	<b>B.1</b> A Teacher-Led Literacy Professional Learning Initiative in the Worcester Public Schools, MA <b>B.2</b> Rethinking the Research Project: Leading with Inquiry to Create Authentic Research Experiences <b>B.3</b> No More Single Stories in Language Arts <b>B.4</b> Music Videos + Media Literacy <b>B.5</b> Speed Dating for Leaders: Every Problem Needs a Good Solution! <b>B.6</b> Coaching ALL Teachers in the Real World: I'm Not Your Perfect Secondary Reading Coach	339 336 337 338 340 341
MONDAY, NOVEMBER 25		
8:00–9:30 a.m.	Breakfast & Opening Session: Dana M. Stachowiak	327/328/329
9:45–10:45 a.m.	<b>C.1</b> Incorporating Critical Media Pedagogy with Language Arts In Urban Schools <b>C.2</b> Working/Mother: Aligning Community Values to Workplace Practices <b>C.3</b> Creating a Literacy Continuum: Aligning Resources to Support System-Wide Change <b>C.4</b> Instructional Coaching: Analyzing the Coaching Conversation <b>C.5</b> Revolutionizing the Canon: Disrupting Dominant Narratives in High School English Classrooms <b>C.6</b> After the Dust Settles: Rebuilding Trust, Vision, and Momentum after a Strike	341 336 337 338 339 340
11:00 a.m.–12:00 p.m.	<b>D.1</b> Pioneers of Inclusivity and Representation: Implementing LGBTQ Book Clubs <b>D.2</b> Steering the Cruise Ship: Moving an English Department to Standards Implementation <b>D.3</b> Ways of Seeing: Multimodal, Place-Based Writing in the Secondary English Classroom <b>D.4</b> #ConflictED: Navigating Conflict and Addressing Diversity through Digital Curriculum Work <b>D.5</b> Action Research: Transforming Classrooms, Schools, and Communities <b>D.6</b> Student Leadership and Self Advocacy through the Movement and Momentum of Student Choice, Voice, and Technology	336 337 339 340 341 338
12:00–1:45 p.m.	Luncheon: Kimberly N. Parker	327/328/329

### MONDAY, NOVEMBER 25, CONTINUED

2:00–3:00 p.m.	<b>E.1</b> Creating a “Neighborhood Feel”: Using SEL to Promote Successful Language Learning Programs <b>E.2</b> Leading Diverse Literature on Campus <b>E.3</b> Creating and Supporting an Inclusive Environment in the Online Space <b>E.4</b> Creating a Culture of Readers and Leaders <b>E.5</b> Leading from the Inside Out: Providing Professional Access to Transform Student Achievement <b>E.6</b> Re-Imagining Professional Development to Transform Teaching and Learning	337 336 338 339 340 341
3:15–4:15 p.m.	<b>F.1</b> Readicide to Regicide: How Academic Dishonesty Mirrors Elizabethan Drama <b>F.2</b> Increasing Opportunities for Student-Selected Texts in the ELA Classroom <b>F.3</b> What Does It Mean to Coach for Change? <b>F.4</b> Harnessing Networks for Lasting Literacy Leadership <b>F.5</b> Teaching Climate Change with Book Clubs	338 336 337 339 340
4:30–5:15 p.m.	<b>G.1</b> Using Culturally Responsive Literature to Abolish Implicit Invisibility and the Resulting “Isms” <b>G.2</b> Mentorship Moving Forward: The Benefits of Collaborative Curriculum Writing for Early Career Teachers <b>G.3</b> Trudging through the “Mud and the Muck”: One District’s Approach to Early Reading Intervention	336 337 339
	Monday Evening Gathering	

### TUESDAY, NOVEMBER 26

8:30–9:30 a.m.	Coffee Sponsored by Heinemann	327/328/329
9:15–11:15 a.m.	<b>H.1</b> The Art of Promotion <b>H.2</b> Making Movements and Momentum: An Interactive, Problem-Solving Leadership Think Tank <b>H.3</b> You Need This! Tools Fearless Leaders Need to Foster Metacognition and Multimodal Literacies	345 346 347
11:00 a.m.–12:30 p.m.	Collaboratively Engaged Leaders Forum & Conclusion	327/328/329

# 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 information.

## INSTRUCTION

**A.2** Reading Like Experts: Teaching Students What We Do, Not What We Know

**A.4** Taking Up Leadership in the Literacy Classroom: Emerging Bilinguals as Educational Leaders

**A.5** Incorporating Goal-Based Instruction to Promote Ownership and Reflection

**B.2** Rethinking the Research Project: Leading with Inquiry to Create Authentic Research Experiences

**B.3** No More Single Stories in Language Arts

**C.3** Creating a Literacy Continuum: Aligning Resources to Support System-Wide Change

**C.5** Revolutionizing the Canon: Disrupting Dominant Narratives in High School English Classrooms

**D.1** Pioneers of Inclusivity and Representation: Implementing LGBTQ Book Clubs

**D.6** Student Leadership and Self-Advocacy through the Movement and Momentum of Student Choice, Voice, and Technology

**E.1** Creating a “Neighborhood Feel”: Using SEL to Promote Successful Language Learning Programs

**E.4** Creating a Culture of Readers and Leaders

**F.1** Readicide to Regicide: How Academic Dishonesty Mirrors Elizabethan Drama

**F.2** Increasing Opportunities for Student-Selected Texts in the ELA Classroom

**F.5** Teaching Climate Change with Book Clubs

**G.1** Using Culturally Responsive Literature to Abolish Implicit Invisibility and the Resulting “Isms”

**H.3** You Need This! Tools Fearless Leaders Need to Foster Metacognition and Multimodal Literacies

## PROFESSIONAL DEVELOPMENT

**A.6** Leading Others to Reach a Common Ground: Reading and Writing Argument across Disciplines

**B.6** Coaching ALL Teachers in the Real World: I’m Not Your Perfect Secondary Reading Coach

**C.4** Instructional Coaching: Analyzing the Coaching Conversation

**D.4** #ConflictED: Navigating Conflict and Addressing Diversity through Digital Curriculum Work

**E.6** Re-Imagining Professional Development to Transform Teaching and Learning

**F.3** What Does It Mean to Coach for Change?

**G.2** Mentorship Moving Forward: The Benefits of Collaborative Curriculum Writing for Early Career Teachers

## LEADERSHIP

**A.1** Fostering Transformation from the Central Office

**A.3** Bottom-Up Leadership: Literacy Intervention to Inspire Literacy Attention

**A.7** Emerging Leaders Fellowship Gathering: Cohorts 8 (2018) & 9 (2019)

**B.1** A Teacher-Led Literacy Professional Learning Initiative in the Worcester Public Schools, MA

**B.5** Speed Dating for Leaders: Every Problem Needs a Good Solution!

**C.2** Working/Mother: Aligning Community Values to Workplace Practices

**C.6** After the Dust Settles: Rebuilding Trust, Vision, and Momentum after a Strike

**D.2** Steering the Cruise Ship: Moving an English Department to Standards Implementation

**D.5** Action Research: Transforming Classrooms, Schools, and Communities

**E.2** Leading Diverse Literature on Campus

**E.5** Leading from the Inside Out: Providing Professional Access to Transform Student Achievement

**F.4** Harnessing Networks for Lasting Literacy Leadership

**G.3** Trudging through the “Mud and the Muck”: One District’s Approach to Early Reading Intervention

**H.2** Making Movements and Momentum: An Interactive, Problem-Solving Leadership Think Tank

## INSTRUCTION/TECHNOLOGY

**B.4** Music Videos + Media Literacy

**C.1** Incorporating Critical Media Pedagogy with Language Arts In Urban Schools

**D.3** Ways of Seeing: Multimodal, Place-Based Writing in the Secondary English Classroom

**E.3** Creating and Supporting an Inclusive Environment in the Online Space

**G.4** Blended Today for Students of Tomorrow

**H.1** The Art of Promotion



# 2019 CEL AWARD PRESENTATIONS

## CEL Kent Williamson Exemplary Leader Award

Sunday Opening Session, 2:00–3:20 p.m.,  
Room 327/328/329

**Ernest Morrell**, University of Notre Dame, IN

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.



**Ernest Morrell** is the Coyle Professor of Literacy Education and Director of the Center for Literacy Education at the University of Notre Dame. Ernest has recently been named director of NCTE's James R. Squire Office for Policy Research in the English Language Arts. Ernest is also past president of

NCTE and an elected Fellow of the American Educational Research Association. Since 2015, Ernest has been ranked among the top university-based education scholars in the RHSU Edu-Scholar Public Influence Rankings. Ernest is also the recipient of the Divergent Award for Excellence in 21st Century Literacies. Ernest was an award-winning English teacher and coach and he now works with schools, districts, families, and out-of-school programs across the country to develop innovative and empirically based literacy practices that engage students as powerful readers, writers, thinkers, and speakers. Ernest is the author of more than 90 articles and book chapters, and ten books including *Every Child a Super Reader*, *New Directions in Teaching English*, and *Critical Media Pedagogy: Teaching for Achievement in City Schools*, which was awarded Outstanding Academic Title by *Choice Magazine* of the American Library Association. Ernest has earned numerous commendations for his K–12 and university teaching including being nominated five times for Who's Who Among America's High School teachers and receiving UCLA's Department of Education's Distinguished Teaching Award.

## CEL Innovative Leadership Award

Monday Opening Session, 8:00–9:30 a.m.,  
Room 327/328/329

**Elsie Lindy Olan**, University of Central Florida, Orlando

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.



**Elsie Lindy Olan** is an associate professor and track coordinator for Secondary English Language Arts in the School of Teacher Education at the University of Central Florida. Her work has been published in *English Education*, *English Leadership Quarterly*, *Research in the Teaching of English*, *Education and Learning Research Journal*, *Argentinian Journal of Applied*

*Linguistics*, and *Language Arts*. She has been committed to NCTE since 1991. Her current research on teacher education, leadership, and diversity is shared in a co-edited book series, *Transformative Pedagogies for Teacher Education*, from Information Age Publishing, Inc. Elsie Lindy's work and research have been presented at conferences in Mexico, Spain, United Kingdom, Tokyo, and United States.

## CEL Teacher-Leader of Excellence Award

Monday Opening Session, 8:00–9:30 a.m.,  
Room 327/328/329

**Natalie R. Croney**, Warren East High School, KY

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.



For the past 10 years, **Natalie Croney** has been a teacher of English in Bowling Green, Kentucky. During these years she has served as an English Department Chair, an AP Literature & Composition consultant, and a teacher leader. Natalie graduated from Western Kentucky University with a BA in Public Relations and a BS in English and Allied Language Arts. She is a CEL member, writes for the Southern Kentucky Editorial Board, and mentors preservice teachers. She also teaches for Upward Bound program and the Project A.I.M.S. (Activating Interest in Minority Students) program. In her free time, she enjoys writing, reading, music, and being Naomi's godmother.

## CEL English Leadership Quarterly Best Article Award

Monday Opening Session, 8:00–9:30 a.m.,  
Room 327/328/329

"Amplifying Voice, Facilitating Agency: Engaging Youth Participatory Action Research in an Urban Public High School" (October 2018) by Molly Buckley-Marudas, Cleveland State University, Ohio



**Molly Buckley-Marudas, PhD**, is an assistant professor of Adolescent & Young Adult English Education in the College of Education and Human Services at Cleveland State University. At CSU, Buckley teaches Young Adult Literature, Inquiry-Based Instruction and Assessment for Adolescent & Young Adult English Instruction, and Content Area Literacy. During her doctoral studies, she worked extensively in a 10th-grade humanities class at a public high school in Philadelphia. As part of this work, Buckley conducted a two-year ethnographic study that followed 120 students to better understand adolescent literacy learning in this digital era. Prior to graduate studies, Buckley taught English and Social Studies in Washington, DC.

## Honorable Mentions:

"Supporting Strong and Struggling Writers across a Spectrum of Strengths" (October 2018) by Nicole Sieben, SUNY College at Old Westbury

"Personalizing Teacher Professional Development through Connected Learning" (August 2018) by Robyn Seglem, Illinois State University, Normal, and Antero Garcia, Stanford University, CA

# SUNDAY

NOVEMBER 24

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1:00–1:30 p.m. Room 327/328/329

## CEL STATE LIAISON MEETING

1:30–2:00 p.m. Room 327/328/329

## FIRST-TIMERS' SESSION

2:00–3:20 p.m. Room 327/328/329

## OPENING SESSION

### Featured Speaker: Jarred Amato

*The Project LIT Journey: How One Nashville Classroom Launched a National Literacy Movement*

Introduction: Jason Stephenson, Oklahoma State Department of Education



**Jarred Amato** is an award-winning educator from Nashville, Tennessee, and the founder of Project LIT Community, a national literacy movement. Jarred is an avid reader, writer, and speaker who enjoys collaborating with fellow educators to improve literacy attitudes and outcomes in our schools and communities. Jarred is a two-time MNPS Blue Ribbon teacher and the recipient of the Penguin Random House Teacher Award for Literacy as well as the Inspiring Educator Award from the Nashville Public Education Foundation. Jarred has served in several teacher-leadership roles over the past decade, and he has received Teacher of the Year honors at Maplewood High School and Jere Baxter Middle School, where he taught for the first six years of his career. Jarred received his BA in English and history from Vanderbilt University, his MAT from Belmont University, and his EdD from Lipscomb University. You can follow Jarred at @jarredamato and @projectlitcomm on Twitter.

# sunday

## A Sessions

3:30–4:15 p.m.

### Leadership

#### A.1 Fostering Transformation from the Central Office

Room 337 | 45-minute interactive

In the past two school year's as Hamilton County Schools' District Middle School ELA Lead, I have been able to lead the work of overhauling the curriculum to best fit our standards and students, develop a vision for middle school literacy, and create professional development to rollout these big shifts for my teachers while building content knowledge. These changes for our district were only possible through collaborating with amazing teachers. This presentation will consist of me sharing my learnings with built-in time for participants to discuss with each other and ask questions.

**Chair:** Eliazabeth Primas, National Newspaper Publishers Association

**Presenter:** Breckan Duckworth, Hamilton County Schools, Chattanooga, TN

### Professional Development

#### A.2 Reading Like Experts: Teaching Students What We Do, Not What We Know

Room 338 | 45-minute interactive

The presentation demonstrates how teachers who read like experts in front of their students offer “behind-the-scenes” access to complex text for all students. Participants will be invited to reflect on how teachers’ reading self-efficacy and beliefs about the importance of curricular content affect their willingness to embrace metacognitive think-alouds.

**Chair:** Sara Boscaino, Crossroads North Middle School, Monmouth Junction, NJ

**Presenter:** Anne Peel, The College of New Jersey, Ewing, NJ

### Leadership

#### A.3 Bottom-Up Leadership: Literacy Intervention to Inspire Literacy Attention

Room 339 | 45-minute interactive

English teachers and reading specialists unite to create a culture of literacy across disciplines! We will describe how we are redesigning a responsive and effective secondary literacy intervention program, including the impact dyslexia has had on the intersectional work of all teachers.

**Chair:** Josh Flores, #MarginED, Hoover, AL

**Presenters:** Kris Nystrom, West Hartford Public Schools, CT  
Kelly Sousa, West Hartford Public Schools, CT

### Instruction

#### A.4 Taking Up Leadership in the Literacy Classroom: Emerging Bilinguals as Educational Leaders

Room 340 | 45-minute interactive

In this session, the presenter will share insights from her free voluntary reading (FVR) and writing workshop for emerging bilinguals, providing examples of the types of student leadership she has witnessed therein. She will also address the role of literature itself in the process of liberation and leadership development.

**Chair:** Natalie Croney, Warren East High School, KY

**Presenter:** Kelly Metz-Matthews, San Diego State University, CA

### Instruction

#### A.5 Incorporating Goal-Based Instruction to Promote Ownership and Reflection

Room 341 | 45-minute interactive

Goal work is a progressive instructional practice that empowers students and promotes ownership. This interactive presentation will provide a framework for using goals to monitor learning. We'll explore the practice of students selecting their own goals, tracking their progress toward those goals, and reflecting on their progress in conferences.

**Chair:** Carolyn Ross, Somerville Public Schools, NJ

**Presenters:** Nathan Burr, West Brook Middle School, Paramus, NJ

Katie McGrath, West Brook Middle School, Paramus, NJ

### Professional Development

#### A.6 Leading Others to Reach a Common Ground: Reading and Writing Argument across Disciplines

Room 342 | 45-minute interactive

“Argument is the primary skill essential to our role as citizens, students, and workers” (Schmoker & Graff). This workshop will help participants develop a professional development model that allows voice and choice in reading and writing argument to support teachers of various grades and content areas.

**Chair:** Heather Esposito, Cherry Hill High School West, NJ

**Presenter:** Elizabeth Crooks, retired, Consolidated District of New Britain, Middletown, CT

### Leadership

#### A.7 Emerging Leaders Fellowship Gathering: Cohorts 8 (2018) & 9 (2019)

Room 327/328/329 | 45-minute interactive

**Chair:** Sara Shumacher, Glenbard East High School, Lombard, IL

# sunday

## B Sessions

4:30–5:15 p.m.

### Leadership

#### **B.1 A Teacher-Led Literacy Professional Learning Initiative in the Worcester Public Schools, MA**

Room 339 | 45-minute interactive

Learn how Worcester Public Schools leveraged teacher leadership to grow effective practices for writing and close reading instruction. Hear how teachers in 48 district schools co-lead and participate in grade-level teams that reflect on student work, share instructional practices, and learn from one another.

**Chair:** Heather Rocco, School District of the Chathams, Chatham, NJ

**Presenter:** Leslie Laud, Bank Street College of Education, New York, NY

### Instruction

#### **B.2 Rethinking the Research Project: Leading with Inquiry to Create Authentic Research Experiences**

Room 336 | 45-minute interactive

This session explores new ways of looking at the research process, ways of leading with an emphasis on writing for an authentic audience, and ways to increase student curiosity through an inquiry model.

**Chair:** Gordon Hultberg, Pacific Bay Christian School, Pacifica, CA

**Presenters:** Jeffrey Krapels Jr., Northern Valley Regional High School, Old Tappan, NJ  
Shari Krapels, Cresskill High School, NJ

### Instruction

#### **B.3 No More Single Stories in Language Arts**

Room 337 | 45-minute interactive

This session will focus on how to remove the single-story narrative from the English language arts curriculum to create a culturally and linguistically diverse landscape of knowledge for all students.

**Chair:** Allison Romano, Landrum Middle School, Ponte Vedra Beach, FL

**Presenter:** Jennifer-NeToi Claiborne, Friends Community School, Silver Spring, MD

### Instruction/Technology

#### **B.4 Music Videos + Media Literacy**

Room 338 | 45-minute interactive

In this interactive session, educators will learn how to use music videos to enhance media literacy and critical thinking among their students. Participants read lyrics and watch a music video in order to gain confidence in implementing music videos as a form of complex text in their classrooms.

**Chair:** Allison Kreiss, Neptune High School, Neptune, NJ

**Presenter:** Abigail Crane, Olathe West High School, KS

### Leadership

#### **B.5 Speed Dating for Leaders: Every Problem Needs a Good Solution!**

Room 340 | 45-minute interactive

Today's challenges in literacy leadership require innovation and out-of-the-box thinking. In this session, hear how leaders in Prosper, TX, have learned to find the ideal match for problems! Then, take your own problems on a speed date with other literacy leaders and see if you find your perfectly matched solution!

**Chair:** Katie Mathews, Midtown International School, Atlanta, GA

**Presenter:** Heather Fletes, HF Education, McKinney, TX

### Professional Development

#### **B.6 Coaching ALL Teachers in the Real World: I'm Not Your Perfect Secondary Reading Coach**

Room 341 | 45-minute interactive

A new teacher, established veteran, and second-career professional walk into the classrooms on your campus to teach English. The punchline? You're the one responsible for helping this range of professionals find success! This session will help you build a coalition focused on cultivating positive literacy culture changes.

**Chair:** Matthew Parrilli, Maine South High School, Park Ridge, IL

**Presenter:** Kyle Manders, Collier County Public Schools, Naples, FL



# MONDAY

NOVEMBER 25

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8:00–9:30 a.m. Room 327/328/329

## BREAKFAST & OPENING SESSION

**Featured Speaker: Dana M. Stachowiak**

*Creating a Community of Care*

Introduction: Shari Krapels, Cresskill High School, NJ



**Dana M. Stachowiak** is an associate professor in the Watson College of Education Department of Educational Leadership at the University of North Carolina Wilmington and director of the Women's Studies and Resource Center. She earned her PhD in educational studies with a concentration in cultural studies at the University of North Carolina at Greensboro. Prior to her appointment at Watson College, Dana was an assistant professor of diversity/multicultural education at the University of Louisiana at Lafayette. She was also a curriculum specialist and teacher for a decade in North Carolina.

Dana's primary areas of specialization and research include trans/gender studies in education, social justice education, equity literacy, literacy curriculum development, cultural foundations of education, and

qualitative research methods. She has several publications in peer-reviewed journals and edited books. Most recently, she coedited a special edition on radical hope for curriculum for the *International Journal of Critical Pedagogy*. Currently, Dana is working on research related to her community-engaged grant project, *Queer[ed] Storyscapes*, which infuses art with social justice work in the Wilmington area.

# monday

## C Sessions

9:45–10:45 a.m.

### Instruction/Technology

#### C.1 Incorporating Critical Media Pedagogy with Language Arts In Urban Schools

Room 341 | 60-minute interactive

Only 20 percent of fourth-grade Black students in America are reading at grade level, and 22 percent of students are eligible for Free or Reduced Lunch. Discover how Critical Media Pedagogy can be utilized as a tool for transformative learning with English language arts classrooms in urban schools.

**Chair:** Jeffrey Krapels Jr., Northern Valley Regional High School, Old Tappan, NJ

**Presenter:** Jimmeka Anderson, University of North Carolina, Charlotte

### Leadership

#### C.2 Working/Mother: Aligning Community Values to Workplace Practices

Room 336 | 60-minute interactive

How can schools more deliberately support working mothers as they endeavor to raise families while remaining professionally engaged? This session will explore the needs of working mothers, offer alternatives to the full-time teaching schedule, and feature a panel of teaching mothers from diverse walks of life.

**Chair:** Elsie Lindy Olan, University of Central Florida, Orlando

**Presenters:** Kathryn Cubano, West Windsor-Plainsboro School District, NJ

Kayla McLaughlin, Hightstown High School, NJ  
Carolyn Ross, Somerville Public Schools, NJ

### Instruction

#### C.3 Creating a Literacy Continuum: Aligning Resources to Support System-Wide Change

Room 337 | 60-minute interactive

Explore Michigan's statewide Essential Practices in Literacy and the Macomb ISD Literacy Framework, outlining where on the preK–12 spectrum critical literacy practices are most effective. Together we will also examine the Indicators of High-Quality Literacy Instruction document that clearly describes observable, effective teacher and student behaviors for each critical element.

**Chair:** Samantha Bahna, New Jersey City University

**Presenter:** Elizabeth Lietz, Macomb Intermediate School District, MI

### Leadership/Professional Development

#### C.4 Instructional Coaching: Analyzing the Coaching Conversation

Room 338 | 60-minute interactive

In this interactive session, participants will examine one-on-one coaching conversations for strategies the instructional coach uses to prompt the classroom teacher to reflect on practice. In addition, participants will engage in simulations of coaching conversations that reflect diverse professional learning.

**Chair:** Doris Bey, Virginia Union University, VA

**Presenters:** Kathy Smith, Community High School District 99, Downers Grove, IL

### Instruction

#### C.5 Revolutionizing the Canon: Disrupting Dominant Narratives in High School English Classrooms

Room 339 | 60-minute interactive

Teachers will share approaches to revolutionizing the canon to include texts and issues that are socially and politically relevant to a diverse student body. This session will explore ways teachers can create space for the voices of their students with culturally relevant teaching practices aimed at validating their lived experiences.

**Chair:** Rebecca Sipe, Eastern Michigan University, Ypsilanti

**Presenters:** Katie Aquino, Leyden High School District 212, IL  
Lori Garcia, Leyden High School District 212, IL  
Gena Khodos, Leyden High School District 212, IL

### Leadership

#### C.6 After the Dust Settles: Rebuilding Trust, Vision, and Momentum after a Strike

Room 340 | 60-minute interactive

This session will first present lessons learned from the Denver Public Schools strike. Participants will then engage with two protocols: a protocol for determining a laser-focused vision, and an exercise for building trust and moving forward after a tense situation.

**Chair:** Helena Hitzeman, Naperville North High School, IL

**Presenter:** Jacqueline Smilack, Denver Public Schools, CO

# monday

## D Sessions

11:00 a.m. – 12:00 p.m.

### Instruction/Leadership

#### D.1 Pioneers of Inclusivity and Representation: Implementing LGBTQ Book Clubs

Room 336 | 60-minute interactive

Which voices do we teach in the classroom? How many students “see” themselves within our content? As teachers and teacher-leaders, how can we promote change in our community to ensure all voices are heard and accepted? This presentation will illustrate how teachers pioneered curriculum surrounding LGBTQ issues, characters, and theories.

**Chair:** Jessica Cavalier, John Champe High School, Loudoun County Public Schools, VA

**Presenters:** Shauna Carter, Community Middle School, West Windsor-Plainsboro School District, NJ

Jenny Godnick, Thomas R. Grover Middle School, West Windsor-Plainsboro School District, NJ

Janice Lyczkowski, Community Middle School, West Windsor-Plainsboro School District, NJ

Jessica Musleh, Thomas R. Grover Middle School, West Windsor-Plainsboro School District, NJ

Cathy Reilly, West Windsor, Plainsboro Regional School District, NJ

Rachel Scupp, Thomas R. Grover Middle School, West Windsor-Plainsboro School District, NJ

### Leadership

#### D.2 Steering the Cruise Ship: Moving an English Department to Standards Implementation

Room 337 | 60-minute interactive

This session will discuss building capacity within an English department as PLCs work to implement the ELA standards, build instructional cycles, and create standards-aligned assessments in order to pilot standards-based grading. Participants will brainstorm ways to implement changes at their sites and to anticipate challenges.

**Chair:** Abigail Crane, Olathe West High School, KS

**Presenter:** Darcy Boggs, Tempe Union High School District, AZ

### Instruction/Technology

#### D.3 Ways of Seeing: Multimodal, Place-Based Writing in the Secondary English Classroom

Room 339 | 60-minute interactive

Place-based literacy offers English teachers exciting possibilities for encouraging multimodal student writing. Participants in this session will begin to envision the ways that students can become explorers of the world and create valuable and engaging place-based writing projects.

**Chair:** Jennifer-NeToi Claiborne, Friends Community School, Silver Spring, MD

**Presenters:** Jessica Gallo, University of Nevada, Reno  
Bailey Herrmann, University of Wisconsin, Oshkosh

### Professional Development

#### D.4 #ConflictED: Navigating Conflict and Addressing Diversity through Digital Curriculum Work

Room 340 | 60-minute interactive

The three areas that most effect meaningful change are materials, practices, and beliefs (Fullan, 2016). But what if there is conflict preventing these areas from moving forward? This session will focus on how to navigate conflict and address diversity in (digital) curriculum work to create opportunities to maintain momentum.

**Chair:** Susan Ritter, Cranford Public Schools, NJ

**Presenters:** Josh Flores, #MarginED, Hoover, AL  
Lara Searcy, Northeastern State University, OK

### Leadership/Professional Development

#### D.5 Action Research: Transforming Classrooms, Schools, and Communities

Room 341 | 60-minute interactive

How can literacy leaders cultivate environments conducive for action research? In this interactive session, presenters share strategies for encouraging teachers to develop questions, collect authentic data, and share and implement findings. Presenters will explore leadership qualities, practices, and protocols that foster sustainable, reflective inquiry communities within and beyond school buildings.

**Chair:** Sara Schumacher, Glenbard East High School, Lombard, IL

**Presenters:** Mary Buckelew, West Chester University, PA  
Janice Ewing, Cabrini University, Radnor, PA

### Instruction/Technology

#### D.6 Student Leadership and Self-Advocacy through the Movement and Momentum of Student Choice, Voice, and Technology

Room 338 | 60-minute interactive

Students are on a journey of self discovery. Learning to think for themselves and self-advocate can be difficult and intimidating. We invite educators to discuss an action research project that encourages student/teacher communication on what students need to succeed in the area of technology integration in the ELA classroom.

**Chair:** Lisa Lenihan, Notre Dame High School, Lawrenceville, NJ

**Presenters:** Heather Esposito, Cherry Hill High School West, NJ  
Kelly Healey, Achieve 3000/Actively Learn  
Allison Kreiss, Neptune High School, NJ

# MONDAY

NOVEMBER 25

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12:00–1:45 p.m. Room 327/328/329

## LUNCHEON

**Featured Speaker: Kimberly N. Parker**

***#TheyDeserve: Creating Transformative Literacy Spaces with and for Young People***

**Introduction: Katie Cubano, West Windsor-Plainsboro School District, NJ**



**Kimberly N. Parker** currently works with preservice teachers as the assistant director of the Teacher Training Center at the Shady Hill School in Cambridge, Massachusetts. Kim has taught English and ELA methods in public schools and graduate schools for 18 years, and has served on several committees for NCTE. She has earned awards that include the Outstanding Contribution to Graduate Studies Award from Tufts University and the Faculty of Distinction Award from Cambridge Rindge and Latin School. As a Heinemann Fellow (2016–2018), Kim documented her successful work detracking her ELA classroom for students of color. Her continuing scholarship explores the literacy lives of Black youth, particularly those of Black boys. Kim is the cofounder of the Educators of Color Conference and is a cofounder of #DisruptTexts. She regularly delivers professional development locally and nationally for educators. Kim holds a PhD in curriculum and instruction from the University of Illinois at Urbana–Champaign; her ongoing research looks at the literacy practices of Black boys. Twitter: @TchKimPossible



# monday

## E Sessions

2:00–3:00 p.m.

### Leadership

#### E.1 Creating a “Neighborhood Feel”: Using SEL to Promote Successful Language Learning Programs

Room 337 | 60-minute interactive

This presentation proposes that the ongoing focus on ELs’ social and emotional well-being in schools serves as a catalyst for implementing equitable language learning programs. Recommendations will be made for how to cultivate “buy-in” among teachers and administrators when it comes to approaching teaching through an equity lens.

**Chair:** Kate Baker, Senior Community Engagement Manager, Edmodo, NJ

**Presenter:** Anna Schultes, District 214, Northbrook, IL

### Leadership

#### E.2 Leading Diverse Literature on Campus

Room 336 | 60-minute interactive

As an educational leader on a campus, it takes courage to lead the way in adapting more instructional practices and community involvement centered around embracing diversity. This session shares practical ideas that can help you and your team navigate through the grit and nervousness of stepping outside your comfort zones.

**Chair:** Linette Chaloka, Glenbard South High School, Glen Ellyn, IL

**Presenter:** Brandy Alexander, Cypress-Fairbanks ISD, Cypress, TX

### Instruction/Technology

#### E.3 Creating and Supporting an Inclusive Environment in the Online Space

Room 338 | 60-minute interactive

How can instructors reach diverse students’ needs, and create a space of inclusion, in an online, first-year writing course? It is through the use of various teaching modes, varied technologies, intentional transparency, and the utilization of specific language choices and imagery that instructors can promote an inclusive online learning environment.

**Chair:** Karen Reed-Norwall, Wylie E. Groves High School, Beverly Hills, MI

**Presenter:** Jessica Hoover, Baker College, Flint, MI

### Instruction

#### E.4 Creating a Culture of Readers and Leaders

Room 339 | 60-minute interactive

This session will focus on how to create, maintain, and promote classroom, department, and school-wide reading culture. We will also provide practical tips, lessons, and resources to help establish and cultivate reading identities as well as how to get students engaged in researching and giving back to the community.

**Chair:** Julie Pantano, Allen D. Nease High School, Saint Johns County Schools, St. Augustine, FL

**Presenters:** Sara Boscaino, Crossroads North Middle School, NJ

Mark Riccardi, Assistant Principal, Crossroads North Middle School, NJ

### Leadership

#### E.5 Leading from the Inside Out: Providing Professional Access to Transform Student Achievement

Room 340 | 60-minute interactive

As leaders in the profession, we have an opportunity to move things forward in our communities. Explore how to address the systems of privilege, both in our professional organizations and in school communities, that prevent us from transforming education for a diverse group of students.

**Chair:** Breckan Duckworth, Hamilton County Schools, Chattanooga, TN

**Presenters:** Kerry L Thomas-Mess, Rufus King International High School, Milwaukee, WI

Bianca Williams-Griffin, Department of Public Instruction, Madison, WI

### Professional Development

#### E.6 Re-Imagining Professional Development to Transform Teaching and Learning

Room 341 | 60-minute interactive

Through their roles as teacher, consultant, and supervisor, the presenters will share ways to re-imagine and advocate for experiences that provide choice and voice in professional learning. They will explain how they utilize “un-conference” models, digital tools, and collaborative work to create professional development that transforms communities and classrooms.

**Chair:** Katie Cubano, West Windsor-Plainsboro School District, NJ

**Presenters:** JoEllen McCarthy, Always Learning, LLC  
Heather Rocco, School District of the Chathams, Chatham, NJ

# monday

## F Sessions

3:15–4:15 p.m.

### Instruction

#### **F.1 Readicide to Regicide: How Academic Dishonesty Mirrors Elizabethan Drama**

Room 338 | 60-minute interactive

This session invites literacy leaders to discuss culturally responsive solutions to plagiarism. Taking Shakespeare characters as starting points for our conversation, we explore how we might shift from blaming students to empowering learners through policies and practices which value student voice, recognize cultural and linguistic diversity, and create opportunity.

**Chair:** Colette Bennett, West Haven Public Schools, CT

**Presenter:** Gordon Hultberg, Pacific Bay Christian School, Pacifica, CA

### Instruction/Leadership

#### **F.2 Increasing Opportunities for Student-Selected Texts in the ELA Classroom**

Room 336 | 60-minute interactive

The whole-class novel is beginning to be replaced by more student-centered reading experiences. To build momentum for this invigorating pedagogical shift, teachers and leaders must work together to tackle a number of obstacles that may arise at the district, department, and community level in order for it to succeed.

**Chair:** Nathan Burr, West Brook Middle School, Paramus, NJ

**Presenters:** Matthew Parrilli, Maine South High School, Park Ridge, IL  
Allison Romano, Landrum Middle School, Ponte Vedra Beach, FL

### Professional Development/Technology

#### **F.3 What Does It Mean to Coach for Change?**

Room 337 | 60-minute interactive

This presentation explores how to foster transformational possibilities for literacy coaching with video. As a learning tool, video analysis can leverage inquiry and promote reflection into coaching practice. Participants will have the opportunity to analyze student-centered coaching videos to enhance coaching moves and identify growth opportunities within coaching conversations.

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

**Presenters:** Lindsay Stoetzel, University of Wisconsin, Madison

Sandra Taylor-Marshall, University of Wisconsin, Madison

### Leadership

#### **F.4 Harnessing Networks for Lasting Literacy Leadership**

Room 339 | 60-minute interactive

When we return home from CEL, ready to implement literacy leadership, we sometimes need to adjust to our own local contexts. This panel discussion and workshop will explore how various leaders address contemporary concerns, and then invite participants to network, collaborate, and discuss, grouped by similar leadership roles and responsibilities.

**Chair:** Christopher Bronke, Downers Grove North High School, IL

**Presenters:** Nicholas Emmanuele, McDowell Intermediate High School, Erie, PA

Zackory Kirk, Atlanta Public Schools, GA

Mary Luckritz, Rolling Meadows High School, IL

Jason Stephenson, Oklahoma State Department of Education, Edmond

### Instruction

#### **F.5 Teaching Climate Change with Book Clubs**

Room 340 | 60-minute interactive

Our study of the environment must become more complex than “man vs. nature.” With diverse texts, students can consider humanity’s relationship with the world we have created. Book clubs give students the space and time to consider interdisciplinary questions alongside questions of environmental philosophy and justice.

**Chair:** Rachel Scupp, Thomas R. Grover Middle School, West Windsor-Plainsboro School District, NJ

**Presenters:** Shannon Falkner, Chatham High School, NJ  
Ryan Skardal, Brentwood College School, Mill Bay, British Columbia

# monday

## G Sessions

4:30–5:15 p.m.

### Instruction

#### **G.1 Using Culturally Responsive Literature to Abolish Implicit Invisibility and the Resulting “Isms”**

Room 336 | 45-minute interactive

This interactive presentation demonstrates the effectiveness of culturally sustaining literature as curricula to abolish implicit invisibility and the resulting “isms” like ableism, ageism, classism, colorism, racism, and sexism; heighten awareness about past omissions; and foster balanced historical perspectives for students (K–5). Also featured are book-extended activities to promote global inclusion.

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

**Presenter:** Sabrina A. Brinson, Missouri State University, Springfield

### Professional Development

#### **G.2 Mentorship Moving Forward: The Benefits of Collaborative Curriculum Writing for Early Career Teachers**

Room 337 | 45-minute interactive

Mentorship for new teachers is essential but can lack practical application. Enter collaborative curriculum writing, a purposeful partnership between new and veteran teachers to co-write material for courses that both educators teach. In our session, we will provide teachers and supervisors with a replicable process for co-writing and co-constructing curriculum.

**Chair:** Emily Meixner, The College of New Jersey, Ewing

**Presenters:** Shari Krapels, Cresskill High School, NJ  
Michelle Taliento, Cresskill High School, NJ

### Leadership

#### **G.3 Trudging through the “Mud and the Muck”: One District’s Approach to Early Reading Intervention**

Room 339 | 45-minute interactive

Are you grappling with . . . a broken intervention system? “student-lifers” of intervention? a culture of snowplow parents? the “punting phenomenon?” the “he’s so low...” mindset?

Lorraine Madden, K–5 Literacy Coordinator, and Susan Ritter, K–12 Language Arts Supervisor, will discuss how to implement district-wide reform for early reading intervention.

**Chair:** Elizabeth Crooks, retired, Consolidated District of New Britain, Middletown, CT

**Presenters:** Lorraine Madden, Cranford Public Schools, NJ  
Susan Ritter, Cranford Public Schools, NJ

## MONDAY CLOSING SESSION/TUESDAY WORKSHOP PREVIEW

5:15–5:45 p.m.

Room 327/328/329

## MONDAY EVENING GATHERING

7:00 p.m.

Pratt Street Ale House

# TUESDAY

NOVEMBER 26

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8:30–9:30 a.m. Room 327/328/329

## COFFEE

## H Sessions

9:15–11:15 a.m.

### Technology

#### H.1 The Art of Promotion

Room 345 | 120-minute focused workshop

So you've started a movement, but who knows about it?

Leverage visual design and social media to promote your organization's mission and events. Examine the logistics of branding and media management. Establish a workflow for creating and broadcasting materials. Come ready for a hands-on session with Google Docs, Slides, Bitmoji, Twitter.

**Presenters:** Kate Baker, Senior Community Engagement Manager, Edmodo, NJ

Nicholas Emmanuele, McDowell Intermediate High School, Erie, PA

### Leadership

#### H.2 Making Movements and Momentum: An Interactive, Problem-Solving Leadership Think Tank

Room 346 | 120-minute focused workshop

In this fully interactive and collaborative session, participants will engage in a process to help brainstorm and categorize the biggest challenges within their school. Then, participants will use a think tank protocol to work collaboratively to create realistic action steps for movement and momentum.

**Presenters:** Christopher Bronke, North High School, Downers Grove, IL

Debbie Cohen, Glenbrook North High School, IL

### Instruction

#### H.3 You Need This! Tools Fearless Leaders Need to Foster Metacognition and Multimodal Literacies

Room 347 | 120-minute focused workshop

This interactive workshop will introduce participants to the tools of social decentering, literacy quadrants, and spoken word poetry, which can be used to foster metacognition and multimodal literacies. The session presenters will show how these tools can be adapted to create trust, collaboration, and empowerment in diverse school environments.

**Presenters:** Jessica Cavalier, John Champe High School, Loudoun County Public Schools, VA

Elsie Lindy Olan, University of Central Florida, Orlando

Julie Pantano, Allen D. Nease High School, Saint John's County Schools, St. Augustine, FL

Kia Jane Richmond, Northern Michigan University, Marquette

# tuesday

11:20 a.m.–12:30 p.m. Room 327/328/329

## **CELF BREAKOUT & CONCLUSION**

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.

# CALL FOR PROPOSALS: 2020 CEL Convention

November 22–24, 2020, Denver, Colorado

## Dynamic Leadership: Inspiring Literacy Leaders to Imagine, Innovate, and Invent

“Reaching for the possibilities and the power is our collective work.”  
— Deborah Loewenberg Ball

Sure, problems abound in our daily lives as leaders. We rush to put out fires and take care of the multitude of issues on our doorstep: we need to plan PD, sit on an interview committee, discipline a student, create schedules, collect data, grade papers, observe a teacher, and teach classes. There are so many things awaiting our attention. How do we ever have enough time to imagine the possibilities of an English classroom and actually bring them to fruition?

Literacy leaders need a community to grow as leaders and surround themselves with visionaries in order to create and channel vision into reality. That’s where CEL comes in. CEL is a community of leaders with a mission to raise our leadership potential, imagine a new idea, collaborate around a problem of practice, and envision instruction and programs that exceed expectations. In order to truly be more than managers, we need dedicated time and space to imagine, innovate, and invent alongside other dynamic leaders. The CEL Annual Convention provides us this opportunity.

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:

- How do we raise our literacy practice?
- What innovations have changed your practice as a leader or teacher?
- How do we lead in a manner that catalyzes growth?
- How do we make instructional shifts that reinvent the classroom?
- Which technologies have the most impact on schools?
- How can we reach all students?
- What have you imagined or invented that you can share with others?
- How can we rethink the patterns of our daily lives—time/space/schedules—in our schools?
- How do we prepare our students for the changing landscapes?
- What can we do to break out of our comfort zones and imagine new possibilities?

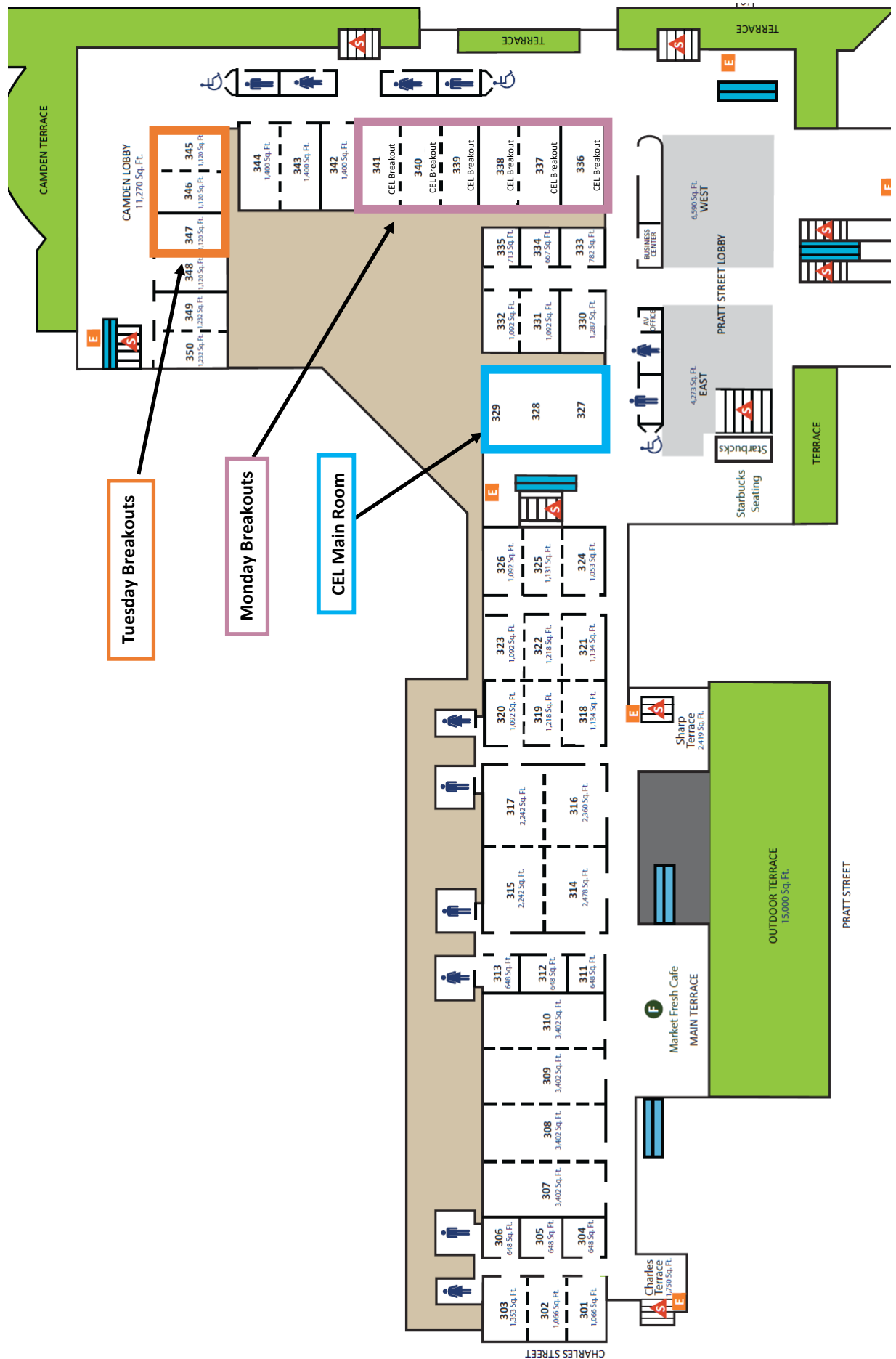
Proposals for interactive, participatory sessions that answer these and related questions are welcomed and encouraged. Forms must be submitted prior to the March 15, 2020, deadline. As a nonprofit organization of educators, we are not able to provide a stipend or reimburse expenses to presenters.

We look forward to seeing you at the 2020 CEL Annual Convention in Denver, Colorado, November 22–24, 2020. Any questions regarding proposals should be directed to Karen Reed-Nordwall at [kreednordwall@gmail.com](mailto:kreednordwall@gmail.com).

Looking forward to seeing you in Denver!

Karen Reed-Nordwall,  
2020 CEL Convention Program Chair

# Level 300





**CEL**

**Conference on English Leadership  
National Convention**