



CEL

2020

**Conference on English Leadership
National Convention**

Virtual Convention
November 22-23, 2020

THANK YOU

CEL Executive Committee

Janice Schwarze, North High School, Downers Grove, IL, Chair (2018–2020)

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)

Ann Marie Quinlan, Lincoln Southeast High School, Lincoln, NE, Secretary (2018–2020)

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Susan Ritter, Member at Large (2020–2023)

Kate Baker, Senior Community Manager, Edmodo, NJ, Member at Large (2018–2021)

Nicholas Emmanuele, McDowell Intermediate High School, Erie, PA, Member at Large (2018–2021)

Josh Flores, #MarginED, Hoover, AL, Member at Large (2017–2020)

Sara Schumacher, Glenbard East High School, Lombard, IL, Member at Large (2017–2020)

Ex-Officio Members

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

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



**Dynamic Leadership: Inspiring
Literacy Leaders to Imagine,
Innovate, and Invent**
Virtual Convention
November 22–23, 2020

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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 virtual 2020 CEL Convention. Attendees can earn 1.5 graduate level extension credits in semester hours. Learn more and apply

<http://bit.ly/2020-CEL-ContEd-Credits>

Emerging Leaders Fellowship (ELF)

The Emerging Leaders Fellowship Program (ELF) provides leadership support, mentoring, and networking opportunities for early career leaders of language arts programs at the K–university levels. Interested in CEL’s Emerging Leader Fellowship program? Learn more and apply

<https://bit.ly/2020-CEL-ELF>

CONVENTION PROGRAM CHAIR WELCOME

Welcome CEL Friends!



Karen Reed-Nordwall
2020 Program Chair

When we learned that the CEL Convention would be remote due to COVID-19, the first words out of my mouth were, “We got this!” After two years of planning and working toward the “Dynamic Leadership: Inspiring Literacy Leaders to Imagine, Innovate, and Invent” theme, I was excited at the display of extraordinary educational leadership all around this country. I loved connecting with teachers from all 50 states on social media to help each other with hybrid, remote and in-person instruction. It has truly been a remarkable experience to have the whole nation come together through its leaders and teachers! When I came up with this theme two years ago, I could never have imagined we would be running a remote conference. I knew we were dynamic. I knew we could imagine, innovate and invent. I just had no idea that COVID-19 would accelerate all of our learning to this degree! So, without further ado, we present our

new, our first, Conference on English Leadership Virtual Convention.

As you look through our program, you will notice the 2020 Convention is robust with diversity and innovation, including three keynotes on urgent topics educators need right now: Social Justice, Remote/Hybrid Learning, and Student Agency. The breakout sessions complement and extend the keynote speaker’s message. Both the keynote speakers’ presentations and the breakout sessions will be live with an opportunity for Q&A and also will be recorded. Attendees at the convention will be able to view recordings for 60 days after the convention. In a typical convention, attendees can only attend 12 sessions, so you’ll actually have an opportunity for more learning in this virtual format!

A few thank-yous to our wonderful CEL community:

- To our keynote speakers Matthew Kay, Sara Holbrook, and Tiffany Wycoff. Thank you for your unwavering support and commitment to speak to leaders and educators during a pandemic! You were all onboard, very gracious, and flexible through all the changes. Thank you all so much!
- To the CEL Executive Board and Committee: Janice Schwarze, Chris Bronke, Heather Rocco, Kate Baker, Nicholas Emmanuele, Sara Schumacher, Ann Marie Quinlan, Zackory Kirk, Susan Ritter, Joshua Flores, and Liz spencer. I thank you all for the support and guidance over the last years. You are all amazing leaders and it was fabulous to be in the “room where it happens”. I learned so much from you all.
- To NCTE and our liaisons, Lori Bianchini and Joan Wallner-Connell. You have all been so supportive and helped so much. Thank you for all you do.
- To the CEL Community. You all rock and can move mountains. I’ve enjoyed learning from you through the annual conference, book clubs, and CEL’s Leading for Social Justice conversations. Thank you for always pushing my own learning and freely sharing your ideas.
- Finally, thank you to all the Reed-Nordwalls in the universe. You are all amazing people that support all my endeavors and provide so much encouragement and joy to me every day. Thank you R-Ns!

Thank you for your support of CEL’s Annual Convention. We hope you are prepared to learn, share, and innovate. Thank you for joining us virtually for a CEL unlike any other!

Sincerely,

Karen Reed-Nordwall
2020 Program Chair

CEL CHAIR WELCOME

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Dear Colleagues:



Janice Schwarze
North High School,
Downers Grove, IL

Welcome to CEL's 52nd Annual Convention! When Program Chair Karen Reed-Nordwall picked this year's theme, "Dynamic Leadership: Inspiring Literacy Leaders to Imagine, Innovate, and Invent," she had no idea just how much we would be called upon to reimagine teaching and leading this year. Whether we wanted to or not, we have all become innovators and inventors, experimenting with new approaches with the hope that at least a few strategies will work. Now it is time to come together for our first ever virtual CEL Convention where we can share what we have learned, hear new ideas, and find comfort and energy in being with others who understand our challenges as well as our hopes for the future.

This year's keynote speakers could not be more relevant. On Sunday afternoon, Matthew Kay will share tips about how to design a curriculum that will empower students and staff to have critical conversations, particularly around race. Later that evening, Sara Holbrook will continue the conversation of bringing truth to light by sharing how poetry can be a vehicle for sharing our living history. Finally, on Monday afternoon Tiffany Wycoff will provide practical strategies that will empower teachers and leaders to thrive in remote and hybrid learning. Each of these sessions will include a Q&A and also some of our traditional CEL announcements such as award winners, the call for proposals for the 2021 convention, and recognition of various individuals. All sessions will be recorded and available for viewing for 60 days after the convention.

Additionally, we are pleased to offer 12 excellent breakout sessions on a variety of topics: curriculum development, professional development, inspiring change, social justice, university partnerships and more. There is definitely something for everyone. Fortunately, all of our breakout sessions will be recorded and available for viewing after the convention as well, so you don't have to miss any of them!

One of the things members love about CEL is the networking that occurs at convention. While we are not meeting in person, I encourage you to stop by one of our optional social gatherings Sunday and/or Monday. It's a great way to connect with other literacy leaders who are committed to making a difference. Also, please share your experience on social media using the hashtag #cel20.

After the convention, be sure to take advantage of the many learning opportunities CEL provides. For example, we offer a mentorship program (Emerging Leaders Fellowship), the English Leadership Quarterly, podcasts, and new this year—Zoom social hours and conversations. 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.

Finally, I want to thank everyone on the Executive Committee for their excellent work this last year. They did an amazing job living up to the theme of this convention, and I'm excited about not only this convention, but the future of CEL. I'd like to extend a special shout out to Program Chair Karen Reed-Nordwall for putting together a fantastic line up of sessions despite the challenges of going virtual.

Best wishes for a wonderful convention. I look forward to "seeing" you!

Janice Schwarze
CEL Chair

PROGRAM-AT-A-GLANCE

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SUNDAY, NOVEMBER 22 (all times ET)

2:30–3 p.m.	First-Timers' Session	(CEL Networking Lounge B)
	Optional Social Gathering for returning CEL Convention attendees	(CEL Networking Lounge A)
3:00 p.m.	Keynote: Matthew Kay	(Auditorium)
5:30 p.m.	Embracing the New without Trashing the Old	(CEL Networking Lounge A)
	Whiteness Is a White Problem: Antiracist Work as a White Woman with White Teachers	(CEL Networking Lounge B)
	Leading Curriculum and Assessment Design to Foster Critical Engagement and Social Justice	(CEL Networking Lounge C)
	Fundi: Creating a Space for Language and Literature Practitioners beyond the White Gaze	(CEL Networking Lounge D)
7:00 p.m.	Keynote: Sara Holbrook	(Auditorium)
9:00–10 p.m.	Optional Social Gathering	(CEL Networking Lounge A)

MONDAY, NOVEMBER 23 (all times ET)

4:00 p.m.	Innovative Literacy, Inspirational Change: How Teacher Leaders Can Build Programs, Lead Teams, and Advocate for Schoolwide Improvement of Student Literacy	(CEL Networking Lounge A)
	Critical Instances in a Public School and University Partnership	(CEL Networking Lounge B)
	Inspiring Sustainable Change That Matters	(CEL Networking Lounge C)
	Sing, O Muse: Using Twitter as Inspiration on Your Leadership Quest	(CEL Networking Lounge D)
5:30 p.m.	Keynote: Tiffany Wycoff	(Auditorium)
8:00 p.m.	Students as Leaders, Advocates, and Disruptors: Authentic Voice through Advocacy and Action	(CEL Networking Lounge A)
	Innovative Approaches to Create Dynamic Professional Learning Experiences for Educators	(CEL Networking Lounge B)
	Innovating the System from Within	(CEL Networking Lounge C)
	Instructional Literacy Coach as Mythological Centaur: Meeting the Professional Development Needs of a Part-Teacher/Part-Leader	(CEL Networking Lounge D)
9:15–10 p.m.	Optional Social Gathering	(CEL Networking Lounge A)

2020 CEL AWARD PRESENTATIONS

Sunday, November 22, Opening Session 3pm-4:30pm ET

CEL Kent Williamson Exemplary Leader Award Linda Rief, Retired Teacher

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.



Linda Rief left the classroom in June of 2019 after 40 years of learning with eighth graders. She is an instructor in the University of New Hampshire’s Summer Literacy Institute and a national and international presenter on issues of adolescent literacy.

She is the author of numerous articles and books, including *The Quickwrite Handbook*, *Read Write Teach*, and *Inside the Writer’s-Reader’s Notebook* (2007). For five years she co-edited *Voices from the Middle*.

Her classroom was featured in the series *Making Meaning in Literature* produced by Maryland Public Television for Annenberg/CPB. For three years she chaired the first Early Adolescence ELA Standards Committee of the NBPTS. In 1988 she was the recipient of one of two Kennedy Center Fellowships for Teachers of the Arts. She spent a month at the Kennedy Center, writing prose and poetry based on the Vietnam Veterans Memorial. She read her writing in performance at the Kennedy Center, a program later broadcast on NPR.

CEL Innovative Leadership Award Robert Ford, North Branford Public Schools, Connecticut

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.



Rob Ford, the 6-12 ELA Department Leader for North Branford Public Schools in Connecticut, has taught high school English for 15 years. He has published articles in *The English Journal* and *The Explicator*, and also presented at numerous conferences on subjects ranging from educational technology to ELA design and instruction. He serves on the executive board and is newsletter and website editor for the Connecticut Council of Teachers of English as well as the New England Association of Teachers of English. His current research interests include game-based course design and its potential to reshape our understanding of assessment and achievement.

CEL Teacher-Leader of Excellence Award Dr. Amelia Wolfe Wright, Randolph High School, Randolph, 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.



Dr. Amelia Wolfe Wright is the Supervisor of Humanities at Randolph High School in Randolph, NJ. She also works as an adjunct professor at Fairleigh Dickinson University’s School of Education in Madison, NJ. She is an active member of the National Writing Project.

Prior to her transition to administration, Dr. Wright worked for 17 years as a high school English teacher where she proudly served as an adviser to multiple student organizations, including the school newspaper, literary magazine, and service learning clubs. She is a certified Advanced Placement and International Baccalaureate teacher. She is currently pursuing her principal’s certification through the NJEXCEL program.

CEL English Leadership Quarterly Best Article Award



“A Blended Approach to ELA Instruction”
English leadership quarterly Vol. 41, No. 4
April 2019
By Kristie Hofelich Ennis, Murray State
University, KY

Honorable Mention 1:

“Developing Opportunity Youths’ Literacy, Creativity, and Critical Thinking through PBSL :
Facilitating Twenty-First-Century Learning and Mixed Realities”
Vol. 41, No. 4 April 2019
Luis Javier Pentón Herrera, Prince George’s County Public Schools, Laurel, MD
Lynn Daniel, Concordia University Chicago, River Forest, IL
Margaret Aker, Concordia University Chicago, River Forest, IL

Honorable Mention 2:

“Being a Radical Pragmatist: Reflections on Introducing LGBTQ YA Lit to an ELA Department”
Vol. 41, No. 3 February 2019
Henry “Cody” Miller, P.K. Yonge Developmental Research School, University of Florida

2020

3:00 p.m.
Keynote

Matthew Kay



Auditorium

Hitting for Contact

When it comes to leading tough conversations, Hollywood has taught many of us to always swing for the fences. Yet this all-or-nothing approach to tough conversations, especially race conversations, just as often leads to catastrophe as it does to success. In this interactive keynote, Matthew Kay will present a counter vision to home-run-or-nothing thinking and work with fellow teachers to design curriculum build for regular, predictable successes.

Matt is a proud product of Philadelphia’s public schools and a founding teacher at Science Leadership Academy (SLA). There, he teaches an innovative inquiry-driven, project-based curriculum. He also is the Founder and Executive Director of Philly Slam League (PSL), a nonprofit organization that shows young people the power of their voices through weekly spoken word competitions. The PSL is the only season-long, school-based slam poetry league in the United States. He is the author of *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classrooms*.

5:30 p.m. ET

Embracing the New without Trashing the Old

CEL Networking Lounge A

Developing new literacy teacher leaders requires an honest look at what teachers are bringing to the schools from their university experience. What 21st century approaches do they need to embrace? What traditional approaches merit their consideration and perhaps their acceptance into the tapestry of good teaching?

Presenters: Natalie Croney, Warren East High School, KY
Anne Padilla, Bowling Green High School, KY

Whiteness Is a White Problem: Antiracist Work as a White Woman with White Teachers

CEL Networking Lounge B

Using the Question Formulation Technique as a springboard to inquiry, we will explore how to engage Whiteness in anti-racist education. We will share stories of how we have overcome discomfort and resistance to this work though both face-to-face and online communities of practice.

Presenter: Andrea Zellner, Oakland Schools, MI

Leading Curriculum and Assessment Design to Foster Critical Engagement and Social Justice

CEL Networking Lounge C

As equity leaders/educators, how do we engage in critical literacy by providing students with course choices that encourage difficult conversations? Creating genre, interest-driven classrooms can engage, provide choice literary paths of interest and allow for critical conversations that center students’ identities, question norms, disrupt dominant myths, and redefine the canon.

Presenters: Christopher Bronke, North High School, Downers Grove, IL
Cathline Tanis, Piscataway High School, NJ

Fundi: Creating a Space for Language and Literature Practitioners beyond the White Gaze

CEL Networking Lounge D

Have you ever wondered how to put diversity, equity, and inclusion theories, ideas, and understandings into practice? Have you gone to a conference and wondered how to bring that energy back to your school? This workshop is designed to help you implement equity practices and design meaningful learning experiences.

Presenter: Jennifer-Ne-Toi Claiborne, Friends Community School, College Park, MD

7:00 p.m. ET
Keynote

Sara Holbrook



Auditorium

The Poet As Patriot: Writing Our Way through Turbulent Times

Poets are hunter/gatherers—words and images—troublemakers who bring truth into focus by writing from the outside/in. Sharing our living history through poetry offers the potential for social and personal growth, building tender bridges between the real and the possible.

Sara Holbrook is the author of poetry books for children and teens and adults. Her first middle grade novel, *The Enemy, Detroit 1954*, won the Jane Addams Peace Prize in 2018, among other honors. Along with her co-author Michael Salinger, she is also the author of five teacher professional books on writing, poetry, vocabulary instruction, and performance. Her most recent title is *From Striving to Thriving Writers: Strategies that Jumpstart Writing* (Scholastic, 2018). A frequent speaker at state, national, and international conferences, she is also a well-published opponent to standardized testing (*The Washington Post*, *Huffington Post*, *Forbes*). She has visited schools all over the US and in more than 50 countries around the world, where her life has been enriched by talking to children of all backgrounds. Jane Yolen once said, “Sara doesn’t speak a poem...she puts her hand down the poem’s throat and pulls it from the inside outside.”

4:00 p.m. ET

Innovative Literacy, Inspirational Change: How Teacher Leaders Can Build Programs, Lead Teams, and Advocate for Schoolwide Improvement of Student Literacy

CEL Networking Lounge A

In this session, we will provide a portrait of literacy initiatives organized by teacher leaders across a variety of teaching contexts and roles. Informed by research around collective efficacy, teacher leadership, and advocacy frameworks, the session will empower participants move literacy initiatives from idea to implementation.

Presenters: Katie Cubano, West Windsor-Plainsboro Regional Schools, NJ

Bryan Arbut, St. Joseph High School, St. Joseph, MI
Lauren Wilkie, Eric Solorio Academy, Chicago, IL

Critical Instances in a Public School and University Partnership

CEL Networking Lounge B

Literacy leaders in pursuit of progressive reform face daunting obstacles. What happens next? How to move forward?

This workshop chronicles the critical instances of researchers in a public school and university partnership. Workshop participants will examine their “critical instances” as a road map for scholarly study and research project design.

Presenters: Elsie Lindy Olan, University of Central Florida, Orlando

Julie Pantano, Saint Johns County Schools, Florida: Allen D. Nease High School, Ponte Vedra Beach, FL

Inspiring Sustainable Change that Matters

CEL Networking Lounge C

How do you inspire and support literacy teachers to engage in lasting, personal, and authentic professional development while avoiding predictable resistance, sabotage, and confusion? Two department chairs, from two different coasts, share their perspective on setting up structures for success, share practical tips, and invite group discussion and questions.

Presenters: David Lange, Hinsdale Central High School, Hinsdale, IL

Ian Schwartz, Township of Ocean Schools, Oakhurst, NJ

Sing, O Muse: Using Twitter as Inspiration on Your Leadership Quest

CEL Networking Lounge D

Join us on an epic quest through Twitter to connect with other educators and leaders, whether you need to create an account or already have a handle. Learn how to filter out the siren songs and Cyclopean, myopic views to engage with a broader community of adventurers. #CELchat #leadELA

Presenters: Kate Baker, Edmodo

Nicholas Emmanuele, McDowell Intermediate High School, Erie, PA

5:30 p.m. ET

Keynote

Tiffany Wycoff

Auditorium

Innovator in Action: A Hero's Journey

Explore strategies for guiding and empowering teachers as they push beyond the known into the imaginative possibilities of blended, remote, and hybrid learning.

Tiffany Wycoff is an innovative educator with a specialization in learning innovation and school leadership. As a teacher and school leader, she was an early adopter of blended learning at the K-12 level. Tiffany spent many years in the classroom teaching English to middle and high school students and several years as a school principal helping her schools to implement personalized learning models. Tiffany continues to be an advocate for student-centered learning and innovative leadership through the combination of online and face-to-face learning spaces. She is the co-author of the bestselling book, *Blended Learning in Action*, and a prominent speaker on learning innovation and leadership. Tiffany received her BA and MA in Educational Leadership from Florida Atlantic University and an Executive MS in Technology Management from Columbia University. Connect with Tiffany on Twitter: @teachontheedge



8:00 pm ET

Students as Leaders, Advocates, and Disruptors: Authentic Voice through Advocacy and Action

CEL Networking Lounge A

How are student voices shared outside of our classroom? As English teachers, are we solely preparing students for success in academic writing, or are we developing skills of agency, advocacy, and argument? This workshop will discuss how students can identify and remedy societal issues as agents of change.

Presenters: Emily Meixner, The College of New Jersey, Ewing
Rachel Scupp, Thomas R. Grover Middle School, West Windsor Township, NJ

Innovative Approaches to Create Dynamic Professional Learning Experiences for Educators

CEL Networking Lounge B

This panel, comprised of an instructional coach and ELA supervisors, will share how they utilize teachers' interests to design professional learning experiences that inspire and empower teachers' instructional practices. The panel will also lead a discussion where participants consider how these innovative approaches can work in their home districts.

Presenters: Heather Rocco, School District of the Chathams, NJ
Dina Secchiaroli, New Haven County Schools, CT
Denise Velez, Kinnelon Public Schools, NJ

Innovating the System from Within

CEL Networking Lounge C

Come to this interactive experience to examine how facilitated profession-based learning is impacting a traditional, comprehensive high school in Michigan and creating opportunities where students are learning side by side with industry and college professionals.

Presenter: David Reed-Nordwall, Bloomfield Hills High School, MI

Instructional Literacy Coach as Mythological Centaur: Meeting the Professional Development Needs of a Part-Teacher/Part-Leader

CEL Networking Lounge D

Interested in creating a regional coaching cohort? This presentation focuses on the multi-faceted role of the literacy coach. Participants will hear details about the formation of a professional network of instructional coaches in New Jersey. After discussing the process, audience members will brainstorm potential programs for their regions.

Presenters: Lorraine Madden, Cranford Public Schools, NJ
Tom Marshall, Stony Lane Elementary School, Paramus, NJ
Susan Ritter, Cranford Public Schools, NJ

CALL FOR PROPOSALS CEL 2021

Louisville, KY • Nov. 21–23

Leading with Balance: Achieving Harmony with an Ever-changing World

The focus of the 2021 CEL Convention is leadership that prioritizes the holistic practice of literacy instruction. Just as educators are counseled to pursue a whole-child approach when teaching, literacy leaders are charged to consider the whole-person when leading.

In order for literacy leaders to be the best we can be for students and colleagues; we must practice balance. We work diligently to stop cycles and disrupt systems that do not serve our schools and the communities we serve. The work is rewarding and sometimes tiring. Too often our days look more like Denver Butson's *Tuesday 9 AM* and less like Bill Wither's *Lean on Me*.

When we are properly connected, we weather the storms with much more grace, and by communicating with and learning from each other, we are better able to balance our lives and our work. Therefore, please consider sharing what you have learned about maintaining balance at the 2021 CEL Annual Convention.

As you compose your proposal, please consider the following questions/ideas:

1. How are you effectively managing change?
2. How are you designing purposeful, relevant, and equitable curriculum?
3. How do you create a harmonious, effective, and healthy relationship between the school and its stakeholders?
4. How are you using literacy to support students' and/ or educators' emotionally healthy practices?
5. How do you create and/or foster a healthy work/life balance and reduce burn out?
6. How are you establishing sustainable, equitable, and effective systems?
7. How are you facilitating authentic connections in a digital age?
8. What is the role of the literacy leaders in this political landscape?
9. How are educators using their voices to make positive changes?

Proposals for interactive, participatory sessions that answer these and related questions are welcomed and encouraged. Forms must be submitted by **March 15, 2021**. As a nonprofit organization of educators, we are not able to provide a stipend or reimburse expenses to presenters.

For proposal information:

<https://ncte.org/groups/cel/convention/>

We look forward to seeing you at the 2021 CEL Annual Convention in Louisville, KY November 21–23. Any questions regarding proposals should be directed to Natalie Croney at natalie.crony@gmail.com.

Looking forward to seeing you in Louisville!

Natalie Croney
2021 CEL Convention Program Chair

A stylized logo consisting of a light blue geometric shape, possibly a hexagon or a similar polygon, with the letters 'CEL' in a bold, dark blue, sans-serif font. The logo is positioned in the upper right quadrant of the page. The background is a dark blue color with several light blue geometric lines forming a pattern of triangles and polygons.

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