



CONFERENCE ON
ENGLISH LEADERSHIP

2021 CEL Convention Schedule

November 21–22, 2021

Archived CEL Convention sessions will be available through Feb. 19, 2022.

Prerecorded Sessions

*Prerecorded sessions will be available at the start of the CEL Convention and through Feb. 19, 2022.

Leading from the Middle

The challenging work of guiding reluctant teachers through new initiatives or pushing administrators to enact change often falls to mid-level leaders, like department chairs or coaches, who may face resistance from above and below. This session introduces a simple framework and possible leadership moves that can be employed in situations when mid-level leaders find themselves stuck in the middle.

Speakers:

Jacalyn Mabon, Stevens Point Area Public School District
Kelly Seefeldt, PJ Jacobs Junior High School

Multimodal Projects to Expand Students' Literacy Learning

As we have worked to adapt to new learning environments, we have tried new things in our teaching to engage students in literacy. In this session we will discuss how to design purposeful and relevant curriculum that incorporates digital and multimodal literacies. We will share student work and resources.

Speakers:

Jessica Gallo, University of Nevada, Reno
Bailey Herrmann, University of Wisconsin Oshkosh

The Value of Imaginative Teaching: How Creative Writing Can Help Restore Balance in Standards-Driven Curricula

Drawing on recent pedagogical developments in the field of creative writing studies, perceived barriers to teaching creative writing in secondary schools, and current scholarship that engages and reimagines the role of creative writing in ELA classrooms, this presentation offers new and engaging techniques for infusing creative writing into all types of standards-based ELA instruction.

Speakers:

Amy Ash, Indiana State University
Christopher Drew, Indiana State University



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Sunday, November 21, 2021

1:45–3:30 p.m. ET

Keynote Session with Liz Prather and 2021 CEL Awards Celebration

Liz Prather teaches writing at Lafayette High School in Lexington, Kentucky. She holds an MFA from the University of Texas at Austin and is the author of *Project-Based Writing: Teaching Writers to Manage Time and Clarify Purpose*, *Story Matters: Teaching Teens to Use the Tools of Narrative to Argue and Inform*, and *The Confidence to Write: A Guide for Overcoming Fear and Developing Identity as a Writer*. You can follow her on Twitter at @PratherLiz or on Substack at @writingteacher.substack.com.



2021 CEL Award Recipients

Kent Williamson Exemplary Leader Award: Jocelyn A. Chadwick

Teacher-Leader of Excellence Award: Rachel Scupp

ELQ Best Article Award: Michelle Fowler-Amato and Stacia L. Long

ELQ Best Article Honorable Mention: Henry “Cody” Miller, Kathleen Colantonio-Yurko, and Shelby Boehm

3:45–4:45 p.m. ET — A Session Block

Creating Balance of Professional Development between Your Staff and Yourself

Seeking balance for our own professional growth, a Metro Chicago English Leaders network exists to connect people with the same job title. Find out how to create a network in your area. Be part of a facilitated discussion how to harness expertise of your peers in your state. Formats, agendas, and ideas will be shared in order to plan a virtual meeting for leaders to support leaders around you.

Speakers:

David Lange, Hinsdale Central

Mary Luckritz, Rolling Meadows High School

Tim Pappageorge, Maine West High School



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Gluing the Disparate Parts: Connecting an Academic Writing Life through Transformative Peer-to-Peer Mentorship

Unlike formal mentoring, peer-to-peer mentoring develops symbiotically, providing transformative growth for mentor and mentee. Sequentially, mentorship “glues” academic writers together via purpose, planning, and positivity. By rooting our work in relevant literature and lived experiences, we make that glue stick! Join us to discover the glue for YOUR professional journey.

Speakers:

Diane Miller, University of Houston-Downtown
Charles Moore, Clear Creek Independent School District
Chyllis Scott, University of Nevada, Las Vegas
Kelly Tummy, Harris County Department of Education

Intentional Constant Change: Retuning ELA Standards for a More Harmonious Education System

ELA standards inform instruction, drive state assessment and accountability, and provide the framework for curriculum and instruction. These standards must be updated regularly to achieve harmonious balance with expectations of the wider world. Join two state Department of Education specialists to explore updated standards and the consequences of making changes to ELA learning outcomes.

Speakers:

Morgan Dunton, Maine Department of Education
Jason Stephenson, Oklahoma State Department of Education

Pearls from the Deep Dive: Supporting Disciplinary Literacy during the Pandemic

In this session, we will share lessons learned while facilitating statewide disciplinary literacy professional learning during the past academic year, in terms of effective formats, approaches, and digital tools. Participants will discover challenges and opportunities the planning team faced due to the shift from in-person to virtual learning and will leave with new ideas and helpful resources.

Speakers:

Liz Lietz, Macomb ISD
Jenelle Williams, Oakland Schools



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Teaching and Living: From Self-Care to Well-Being

Leaders should invest in moving teachers from the triage of self-care into a state of well-being since the teaching and living components of our lives often bleed into each other, and our approach to one is often reflected in the other. Though they may appear unrelated, taking steps to foster the well-being of our staff is really the first step to creating a relevant, just, and equitable curriculum.

Speaker:

Cathline Tanis, North Plainfield School District

5:30–6:45 p.m. ET

Keynote Session with NyRee Clayton-Taylor

NyRee Clayton-Taylor grew up in the west end of Louisville with many of the same challenges that many students in Kentucky are faced with today, and she believes teachers can help students find their purpose. As a child, she gravitated toward educators who recognized her potential and let her use her talents to learn specific skills. This factor was her biggest influence in becoming an educator today. She understands the power of letting students be their authentic selves and offers them the tools to enhance their talents.

Clayton-Taylor has presented at many conferences in and outside of Kentucky and has won many awards. She has been recognized by the Louisville Metro Council for her service to the community and is the founder of the nonprofit Hhn2I, Inc., with her husband, Antonio Taylor. While she is proud of these accomplishments, she is most proud of the fact that students will lead the way using the curriculum of justice now to create change in our community.





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7:00–8:00 p.m. ET — B Session Block

Big Kids Need Books Too: Developing an Independent Reading System for Secondary Schools

Independent choice reading has long been a mainstay at the elementary level but is often missing at the secondary level. This session explores the why, what, and how of implementing independent student-selected reading in middle schools and high schools. The presenters will share their stories as leaders of underserved schools in Michigan and Georgia, including details about funding, diverse book selection, and professional learning for teachers before and during the pandemic. Participants will leave with helpful research and resources to deepen the practice of independent reading.

Speakers:

Shervette Miller-Payton, Griffin-Spalding Georgia Schools
Jenelle Williams, Oakland Schools

Empowering Students and Staff during Challenging Times: A Guide to Trauma-Sensitive Practices

The presentation will speak to the current needs schools face in the collective trauma of social unrest and the COVID-19 pandemic and will provide discussion in grounding principles needed for long-term development of safe and inclusive schools. Attendees will learn about the impact of trauma as well as trauma-sensitive strategies they can practice themselves, with staff, and/or with students.

Speakers:

Erin Ludwick, Downers Grove North High School
Janice Schwarze, Downers Grove North High School

Professional Development That Matters: An Asynchronous Model to Support Teachers and Student Writers

By employing asynchronous models of “direct to student” content as a means of PD for teachers, we can revolutionize the purpose and function of PD. We can make PD a tool to ease the burdens teachers face in the classroom and empower them to engage in more personalized student instruction.

Speakers:

Kara Douma, Morristown High School
Gary Pankiewicz, Fair Lawn Schools

Teachers Need Strategies Too: Saying Yes to Growth, No to Burnout

How do we get to more joy and less struggle in a profession where people put in such tremendous effort and do such essential work? No matter what supports you might have in your school or district, we can support teachers to craft their own learning journey. This workshop will provide a specific structure and strategies to help everyone become the high-impact teacher students deserve.

Speaker:

Berit Gordon, Heinemann



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Using Reflective Collaboration in the Construction of Culture

Self-awareness is the single most vital component to anyone's leadership lid. But where to start? Reflection! This workshop provides the why and how, along with specific areas to spur reflective writing and discussion among teams of any size. Building from Pappas's Taxonomy of Reflection outward, the session yields an immediately accessible framework that can be modified to the user's best utility.

Speaker:

Conrad Martin, Ewing Middle School/Gardner-Webb University

Valuing All Voices: Equitable Curriculum Design That Honors Students, Educators, and Families

Valuing All Voices is a 60-minute interactive session that details the ways in which one school district revised its curriculum writing process to value all voices. Learn about Phoenixville Area School District's journey to systematically incorporate families', students', and teachers' perspectives to ultimately create new curricula that better represent our students and the community.

Speaker:

Jessica Kilmetz, Phoenixville Area School District

8:00–9:00 p.m. ET — CEL Sunday Social Gathering

Monday, November 22, 2021

4:30–5:30 p.m. ET — C Session Block

Critical Consciousness and the Canon: Adopting a Critical Humanities Approach

This session will invite participants to adopt a critical humanities approach to the teaching of canonical texts. It aims to shift students' positionality to the canon and to school and learning, empowering them to enter into critical discourse around canonical texts, including examination of what role, if any, given texts have in teaching and in the public school classroom.

Speakers:

Kathryn Cubano, West Windsor Plainsboro Schools

Beth Pandolpho, West Windsor Plainsboro Schools



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Figured Worlds and Uncomfortable Moments: How Our Worldviews Function as Gatekeepers to Literature

This presentation offers results from a study focused on how and why select parents chose to censor their children's literature. The goal of the study was not to discover what parents typically do, but to focus on what a small number of parents actually did in specific situations and the decision rules they employed. Six findings and the implications of said findings for educators will be explored.

Speaker:

Kelly Metz-Matthews, University of San Diego

Harmonious Collaboration in a Fishbowl: How Social Decentering Occurs and Develops Writers and Responders in a Teachers as Writers Group

This interactive presentation will invite participants to look into the "fishbowl": video footage of a writing group in action, made up of writing project teacher-consultants participating in a working writing group. Participants will observe their own process and also discuss how the findings of this study might help us strengthen the way we support the collaborative skills of writers.

Speaker:

Jessica Cavalier, Loudoun County Public Schools/John Champe High School

Inside Our Transformative Pedagogies for Learning, Teaching, and Leadership

In uncertain times, how does one K–5 school faculty continue to work toward its social justice mission of "Every day, everyone, everything matters?" In this session, we will discuss how we utilized literacy quadrants, peer observations, facilitated talk, and lesson study to dismantle our critical stances and transform our pedagogical practices. Come—consider a new model for service-learning!

Speakers:

Tiffany Cantwell, Saint John's County Schools: Ocean Palms Elementary School

Sarah Della Porta, Saint John's County Schools: Ocean Palms Elementary School

Elsie Lindy Olan, University of Central Florida

Julie Pantano, Saint John's County Schools: Ocean Palms Elementary School

Lori Price, Saint John's County Schools: Ocean Palms Elementary School



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Not Your Average Peer Editor: Creating an Effective Student-Staffed High School Writing Center

Are teachers providing endless extra help in writing? Do parents complain about costly private tutoring? Are you interested in creating a writing center but lack funds? Participants will hear how to design and run a successful student-staffed high school writing center as well as brainstorm potential programs for their schools.

Speakers:

Nicole Conter, Cranford High School
Susan Ritter, Cranford High School

Supporting the Whole Student Teacher: Balancing as a Way of Wellness

In this session, two cooperating teachers and two secondary English education faculty will speak to their work mentoring and supporting preservice teachers holistically. Central to this is the goal of inviting preservice teachers into what it looks like to enact balancing as an active verb rather than attempting to find balance as a state of being.

Speakers:

Lexi Gardner, Lincoln High School
Lauren Gatti, University of Nebraska–Lincoln
Jillian Harpster, University of Nebraska–Lincoln
Katherine Hill, Lincoln North Star High School

6:00–7:15 p.m. ET

Keynote Session with Mirko Chardin

Mirko Chardin is Founding Head of School of the Putnam Avenue Upper School in Cambridge, MA, and coauthor of *Equity by Design: Delivering on the Power and Promise of UDL* with Katie R. Novak. Chardin's work has involved all areas of school management and student support. His greatest experiences and passion revolve around culturally connected teaching and learning, recruiting and retaining educators of color, restorative practice, and school culture. Chardin was a keynote speaker at the 2017 UDL for Social Justice Symposium, the 2018 Massachusetts DESE Leading with Equity & Access Conference, and the 2019 California MTSS Professional Learning Institute.



7:30–8:30 p.m. ET — CEL Monday Social Gathering