

# Conference on English Leadership

2023 CEL CONVENTION  
LITERACY COMMUNITIES AS  
SITES OF RECKONING AND REPAIR  
NOVEMBER 19-21 | #CEL23  
COLUMBUS, OH



# THANK YOU

## **CEL Executive Committee**

Emily Meixner, The College of New Jersey, Ewing, NJ, Chair (2022–2024)

Nicholas Emmanuele, McDowell Intermediate High School, PA, Associate Chair (2022–2024)

Christopher Bronke, Downers Grove North High School, IL, Past Chair (2022–2024)

Natalie Croney, Warren East High School, Bowling Green, KY, Member-at-Large (2020–2023)

Shari Krapels, Glen Rock School District, Glen Rock, NJ, Member-at-Large (2020–2023)

Liz Lietz, Macomb Intermediate School District, MI, Member-at-Large (2022–2025)

Shervette Miller-Payton, K–12 English Language Arts Curriculum Coordinator, GA, Member-at-Large (2021–2024)

Kia Jane Richmond, Northern Michigan University, Marquette, MI, Member-at-Large (2022–2025)

Cathline Tanis, North Plainfield School District, NJ, Member-at-Large (2021–2024)

## **Ex Officio Members**

Henry Cody Miller, SUNY Brockport, NY, Editor, *English Leadership Quarterly*

Elsie Lindy Olan, University of Central Florida, FL, Nominations Chair (2020–2023)

Amy Marshall, Anglophone South School District, NB, Canada, Associate Nominations Chair (2023–2024)

Ann Marie Quinlan, Lincoln, NE, Secretary (2018–2024)

Katie Cubano, 2023 CEL Convention Program Chair

Mary Luckritz, Rolling Meadows High School, Rolling Meadows, IL, 2024 CEL Convention Program Chair



UPDATED  
PROGRAM  
DETAILS

# updates

**2023 CEL CONVENTION**  
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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 2023 CEL Convention. Attendees can earn 1.0 graduate-level extension credits in semester hours. Learn more and apply at <https://bit.ly/23CEL-ContEdCredits>

# CONVENTION PROGRAM CHAIR WELCOME



**Katie Cubano**

What a joy it has been to plan for the 2023 CEL Convention. CEL came into my life at just the right time. I was a young classroom teacher in 2015; I'd been teaching for about seven years and had begun to serve in informal literacy leadership roles, but was still figuring out how best to realize my leadership instincts. After I had attended and presented at NCTE Conventions for several years, my former professor—and forever mentor—Emily Meixner encouraged me to attend a CEL Convention. CEL quickly became integral to my efforts to become a literacy leader in the community I served. In the years that followed, I became an ELF (Emerging Leaders Fellowship) fellow, accepted a formal leadership role in a new district, served as an ELF mentor, and, this August, published my first book. I would not be the literacy leader I am today without the influence of CEL in my life, and I feel nothing but gratitude to be here among the amazingly talented

and committed folks who find their professional home in this organization. Whether you are new to CEL or well acquainted, I'm offering you a heartfelt welcome!

When Emily asked me to chair this year's Convention, I was presented with a new, invaluable opportunity to continue growing as a thinker and literacy leader. The theme of this year's Convention, "Literacy Communities as Sites of Reckoning and Repair," grew out of many years of reading, thinking, and talking with trusted friends and colleagues about the tricky work of leaning into our shared humanity during a time of deep (and worsening) political divisiveness. In addition to the philosophers who have long anchored me as an educator and a person in practices of liberatory education, including chiefly Paulo Freire and bell hooks, this year's theme was inspired by the time I spent with ideas from more contemporary thinkers, including Robin Wall Kimmerer, adrienne marie brown, Loretta Ross, Frances Kissling, Trabian Shorters, Ezra Klein, Carla Shalaby, and Shawn Ginwright.

In my classroom, in the English departments, schools, and communities in which I have worked, and in the very fabric of my own family and the families of so many I know, knotty questions have arisen about how we are to be with one another at a time when we feel so alien to one another, and the aforementioned thinkers have, in their own ways, helped nudge this inquiry further. Our 2023 theme, then, represents my deep desire to explore this question outside of my own head, to come into larger conversation in a community I love. The theme focuses on the cultivation of literacy communities that strive to confront polarization and prioritize social healing. It invites participants to consider how we can create space for leadership that seeks to empower literacy communities to better understand one another. It asks us to think about what it means to work together toward collective liberation, and how we can do so in ways that reject the ugliness of cancel culture and the harm of carceral ways of relating to one another and prioritize, instead, healing-focused communication.

I have been passionate about these issues for some time, and while the answers feel elusive and often paradoxical, I am committed to creating a space where literacy educators can come together to engage in the messy work of moving forward. I invite you to likewise commit yourself to this goal, and to begin by entering into fellowship with those who have gathered here, with one another's ideas, anxieties, hopes. We are well positioned to work alongside one another and within our literacy communities to collectively confront the immense complexities of this era, to grapple with what divides us, what values underpin our shared or disparate beliefs, and to discover how to understand one another and disagree democratically and civilly, in ways that honor our shared humanity.

Katie Cubano  
2023 CEL Annual Convention Program Chair

# CEL CHAIR WELCOME

Dear CEL Friends,

Welcome to Columbus and this year's Annual Convention!

When I stepped into the role of CEL chair a year ago, I couldn't have anticipated how my affection for this organization and its members would deepen as a result of my expanded and ongoing interactions with all of you. What a joy and inspiration it has been getting to know you through CEL's events and social hours as well as the awards and Emerging Leaders Fellowship program, learning from your articles in *ELQ*, and connecting with you every month in our membership newsletter. It is your energy and expertise that draw me to this Convention year after year.



**Emily Meixner**

Turn to anyone sitting near you at a table or in a session and they likely have a CEL story to recount: the friend, colleague, mentor (or random friendly stranger!) who first introduced them to CEL, the connections they have made with the people they met through the organization, or the ways in which CEL has contributed to their personal and professional growth. If this is your first or fifteenth experience at one of CEL's Conventions, may the next few days be restorative, informative, and soul-sustaining. We invite you to continue conversations started by this year's speakers and session presenters over breakfast and lunch as well as during our facilitated dinners and social hour. And, once the Convention ends, we encourage you to continue to participate in CEL's robust and ongoing programming throughout the year. We are better working together.

This past year has been a difficult one in which schools, school leaders, and teachers have often felt under siege. Calls for censorship and attacks not only on civil liberties but also on people's very histories and identities have been ongoing and vicious. This year's theme, "Literacy Communities as Sites of Reckoning and Repair," acknowledges this violence, taking seriously its political, cultural, and educational impact. It also asks us to be strategic and to seek out ways in which literacy can be used as an avenue for mutual understanding and social healing. I am grateful to Program Chair Katie Cubano for the thoughtful care she put into the call for proposals, her intentionality organizing Convention sessions, and her exciting selection of keynote speakers (Carol Lee, Cathy Fleischer, Sawsan Jaber, and Lucas Johnson) who can help us navigate the complexities of this work.

Before I close, a special thank you to this year's Executive Committee (Chris, Nick, Ann Marie, Cody, Elsie, Natalie, Shari, Cathline, Shervette, Kia Jane, and Elizabeth). What a gift it is to think alongside you. And, thank you to NCTE Executive Director Emily Kirkpatrick and NCTE staff Kristen Ritchie, Lori Bianchini, Michaela White, Lisa Avetisian, Lisa Fink, and Matt Burruss. With your help, the ship stays afloat.

In gratitude and fellowship,

Emily Meixner  
CEL Chair, 2022–2024  
The College of New Jersey, Ewing, NJ

# PROGRAM-AT-A-GLANCE

*All sessions will be held at the Greater Columbus Convention Center (main floor) in the room listed with each session.*

SUNDAY, NOVEMBER 19		
1:45–2:20 p.m.	Opening Session	A-110–113
2:20–3:20 p.m.	Keynote Speaker: Carol D. Lee	A-110–113
3:30–4:30 p.m.	<b>A.01</b> Wellness Writing: Creating Communities for Students and Adults	A-114/115
	<b>A.02</b> Digital Natives and Immigrants Navigating the Terrain Together: Using Digital Literacy Education to Promote Equity in Academic Spaces	A-120/121
	<b>A.03</b> Decolonizing Our Minds: Connecting through Equitable Classroom Shelves	A-122/123
	<b>A.04</b> The NWP Summer Institute as a Model for Meaningful Professional Development	A-124/125
4:40–5:40 p.m.	<b>B.01</b> Writing Workshops as the Gateway to Empathy, Critical Thinking, and Transformation	A-114/115
	<b>B.02</b> Coach Teachers to a Well-Managed Classroom while Avoiding Management	A-120/121
	<b>B.03</b> Literacy Leaders Are Literacy Learners	A-122/123
	<b>B.04</b> Paranoid Leading, Reparative Leading; or, You're So Paranoid, You Probably Think This Session Is about You	A-124/125
7:00 p.m.	Facilitated Dinners (at local establishments, on your own)	
MONDAY, NOVEMBER 20		
7:30–8:20 a.m.	Breakfast and Opening Remarks	A-110–113
8:20–9:20 a.m.	Keynote Speaker: Cathy Fleischer	A-110–113
9:30–10:30 a.m.	<b>C.01</b> Reimagining and Restoring Connections between Secondary and College Sites of Writing, a Roundtable	A-114
	<b>C.02</b> Writing to Exhale	A-115
	<b>C.03</b> Keep Moving Forward: How New Leaders Can Build Professional Communities That Liberate Teachers' Voices and Expertise to Advance Literacy Initiatives	A-120/121
	<b>C.04</b> Literacy Leadership That Tells a Story of Social Healing for First Nation Students	A-122/123
	<b>C.05</b> Building Friendship Literacy: How a Literature-Driven Curriculum Helps Students Become Nuanced Readers of Friendship and Connection	A-124/125
10:45–11:45 a.m.	<b>D.01</b> Wellness Writing: Creating Communities for Students and Adults (encore presentation)	A-114
	<b>D.02</b> Elevating Teacher Stories to Reshape Narratives	A-115
	<b>D.03</b> Using Powerful Picture Books as Co-teachers for Leading, Learning, and Living	A-120/121
	<b>D.04</b> Connecting Schools to Local Communities to Increase Mutual Understanding	A-122/123
	<b>D.05</b> Literary Activism: Leveraging Literature as Sites of Reckoning and Repair	A-124/125
12:00–12:45 p.m.	Lunch (included)	A-110–113
12:45–1:45 p.m.	Keynote Speaker: Sawsan Jaber	A-110–113



# PROGRAM-AT-A-GLANCE

## MONDAY, NOVEMBER 20 CONTINUED

2:00–3:00 p.m.	<b>E.01</b> Empowering English Leaders through Critical Reflection and Experiential Writing	A-114/115
	<b>E.02</b> Scaffolding Critical Consciousness for Teaching Controversy: Using Simulation as a Pathway to Reckoning and Repair in the Classroom	A-120/121
	<b>E.03</b> Repairing Teacher Self-Efficacy: A Literacy Leader's Exploration	A-122/123
	<b>E.04</b> Literary Analysis Explosion! Reckoning with Formulaic Writing and Repairing Our Writer Identities	A-124/125
3:30–4:30 p.m.	<b>PP.01</b> Do You Have New or Overwhelmed Teachers? One Approach and 8 Strategies so They Feel Good, Get Good, and Want to Show Up Tomorrow	A-114
	<b>PP.02</b> How Can Literacy Leaders Model Literacy Identity?	A-115
	<b>PP.03</b> Building Bridges: Leading for Reconciliation and Community Engagement	A-120/121
	<b>PP.04</b> Before You Choose: How Beliefs, Instructional Practices, Student Data, and Standards Alignment Impact the Materials Adoption Process	A-122/123
	<b>PP.05</b> Understanding and Improving How K–12 Multilinguals Are Taught: Supporting Multilinguals	A-124/125
4:45 p.m.	Social Hour: Spark Lobby Bar, Hilton 402 (lobby level)	

## TUESDAY, NOVEMBER 21

8:00–8:30 a.m.	Coffee and Opening Remarks	A-110–113
8:30–9:20 a.m.	Keynote Speaker: Lucas Johnson	A-110–113
9:30–10:30 p.m.	<b>E.01</b> Building Common Ground around Evidence-Based Secondary Literacy Practices	A-114/115
	<b>E.02</b> Making Space for Hard Conversations: Mediating a Leadership Community around Disciplinary Literacy	A-120/121
	<b>E.03</b> Creating Awareness and Activism through Culturally Diverse Texts	A-122/123
10:40–11:40 a.m.	<b>G.01</b> Truth First: Remembrance and Reconciliation in the English Classroom	A-114/115
	<b>G.02</b> Reframing Rigor: Small-Town Academics and an AP Retreat Program	A-122/123
	<b>G.03</b> Building Proficiency Scales: Making Learning Progressions Transparent for Teachers, Students, and Families	A-124/125
11:50 a.m.–12:30 p.m.	Problems of Practice Roundtables	A-110–113

# TOPIC STRANDS

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

## REENVISIONING PROFESSIONAL LEARNING

- A.04** The NWP Summer Institute as a Model for Meaningful Professional Development
- B.03** Literacy Leaders Are Literacy Learners
- C.02** Writing to Exhale
- C.03** Keep Moving Forward: How New Leaders Can Build Professional Communities That Liberate Teachers' Voices and Expertise to Advance Literacy Initiatives
- D.02** Elevating Teacher Stories to Reshape Narratives
- E.03** Repairing Teacher Self-Efficacy: A Literacy Leader's Exploration
- F.01** Building Common Ground around Evidence-Based Secondary Literacy Practices

## PRIORITIZING RESTORATIVE LEADERSHIP

- A.01** Wellness Writing: Creating Communities for Students and Adults
- B.04** Paranoid Leading, Reparative Leading; or, You're So Paranoid, You Probably Think This Session Is about You
- C.01** Reimagining and Restoring Connections between Secondary and College Sites of Writing, a Roundtable
- D.01** Wellness Writing: Creating Communities for Students and Adults (encore presentation)
- E.01** Empowering English Leaders through Critical Reflection and Experiential Writing
- G.01** Truth First: Remembrance and Reconciliation in the English Classroom

## LEADING REPARATIVE CHANGE IN CURRICULUM AND INSTRUCTION

- A.02** Digital Natives and Immigrants Navigating the Terrain Together: Using Digital Literacy Education to Promote Equity in Academic Spaces
- B.01** Writing Workshops as the Gateway to Empathy, Critical Thinking, and Transformation
- C.05** Building Friendship Literacy: How a Literature-Driven Curriculum Helps Students Become Nuanced Readers of Friendship and Connection
- D.05** Literary Activism: Leveraging Literature as Sites of Reckoning and Repair
- E.02** Scaffolding Critical Consciousness for Teaching Controversy: Using Simulation as a Pathway to Reckoning and Repair in the Classroom
- F.03** Creating Awareness and Activism through Culturally Diverse Texts
- G.03** Building Proficiency Scales: Making Learning Progressions Transparent for Teachers, Students, and Families

## RECURTURING LITERACY COMMUNITIES

- A.03** Decolonizing Our Minds: Connecting through Equitable Classroom Shelves
- B.02** Coach Teachers to a Well-Managed Classroom while Avoiding Management
- C.04** Literacy Leadership That Tells a Story of Social Healing for First Nation Students
- D.03** Using Powerful Picture Books as Co-teachers for Leading, Learning, and Living
- D.04** Connecting Schools to Local Communities to Increase Mutual Understanding
- E.04** Literary Analysis Explosion! Reckoning with Formulaic Writing and Repairing Our Writer Identities
- F.02** Making Space for Hard Conversations: Mediating a Leadership Community around Disciplinary Literacy
- G.02** Reframing Rigor: Small-Town Academics and an AP Retreat Program



# 2023 CEL AWARD RECIPIENTS

Awards will be presented at the Opening Session, Sunday, Nov. 19, 1:45–2:20 p.m. ET, Room A-110–113

## CEL Kent Williamson Exemplary Leader Award

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.



**Alfredo Celedón Luján**, Monte del Sol Charter School, Santa Fe, NM (Retired)

Alfredo Celedón Luján retired from Monte del Sol Charter School in Santa Fe, New Mexico, after a 50-year teaching career. He advocates for equity in the classroom and is a proud member of the

Chicanx, Latinx, Bread Loaf School of English, and Monte del Sol communities. Nambé, New Mexico, is his home. He is the former president of the National Council of Teachers of English.

## CEL Innovative Leadership Award

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.



**Valerie Bolling**, Greenwich Public Schools, CT

Valerie Bolling has been an educator for 30 years, working most recently as an Instructional Coach. Last year she won several educator awards, including an NEA Human and Civil Rights Award.

As a published children's author, Bolling's role as an educator extends to teaching picture book classes, independently and for the Highlights Foundation. Her debut picture book, *Let's Dance!*, won SCBWI's Crystal Kite Award and was a finalist for a Connecticut Book Award. Bolling published two more picture books in 2022 (*Together We Ride and Ride, Roll, Run: Time for Fun!*), and two in 2023 (*Together We Swim and Bing, Bop, Bam: Time to Jam!*). In addition, she is the author of a Scholastic Acorn early reader series, *Rainbow Days*, that debuted in 2023. Bolling and her husband live in Connecticut and enjoy traveling, hiking, reading, going to the theater, and dancing.

## CEL Teacher-Leader of Excellence Award

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



**Sawsan Jaber**, East Leyden High School, Franklin Park, IL

Sawsan Jaber is a global educator, presenter, equity strategist, curriculum designer, and keynote speaker of 20+ years. She has held a variety of leadership positions, both in the US and abroad.

Jaber is currently a high school English teacher and a district equity leader at East Leyden High School in Franklin Park, IL. Jaber founded Education Unfiltered Consulting and works with schools nationally and internationally. She completed her PhD in curriculum and instruction, with a focus on inclusion and belonging of students from marginalized communities, and particularly focusing on Arab American students in historically homogenous communities.

## 2023 CEL English Leadership Quarterly Best Article Award



"Curriculum Violence and Text Selection" (October 2022) by **Stephanie P. Jones**, Grinnell College

**Honorable Mention:** "Teacher-Centered Literacy Action Plans: School Improvement That Starts with Teachers—The Show Me Literacies Collaborative" (February 2023) by Shea N. Kerkhoff, Katie Kline, Amy A. Lannin, Katherine O'Daniels, Julie M. Sheerman, Nancy R. Singer, Tracy L. Brosch, Diana Hammond, and Laura Obubo

# awards

# SUNDAY

## NOVEMBER 19

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1:45–2:20 p.m. | A-110–113

### OPENING SESSION

2:20–3:20 p.m. | A-110–113

### KEYNOTE ADDRESS

**How the Science(s) of Human Learning and Development Can Inform What and How We Teach Literacies That Support Wrestling with Conflict and Complexity toward Democratic Civic Goals**

### FEATURED SPEAKER: CAROL D. LEE

We live in deeply contested times in the US around issues of how our history is taught, particularly with regard to race and ethnicity, and around gender and sexual identities in schooling, in both the public K–12 sector as well as higher education. However, these intense debates are not new. This presentation offers insights from an evolving expansive understanding of human learning and development to inform how we conceptualize wrestling with these challenges, with special attention to the role of literacies in enabling us to enter and examine life words different from our own; and to interrogate complex wrestlings with conundrums of the human experience. The presentation further discusses the systemic challenges we face as a field in taking up these ideas in classroom practices.



**Carol D. Lee** is the Edwina S. Tarry Professor Emerita in the School of Education and Social Policy and African-American Studies at Northwestern University. She is president of the National Academy of Education, a past president of the American Educational Research Association (AERA), AERA's past representative to the World Educational Research Association, past vice-president of Division G of AERA, past president of the National Conference on Research in Language and Literacy (NCRL), and past co-chair of the Research Assembly of NCTE. She is a member of the National Academy of Education; a fellow of AERA, NCRL, and the International Society of the Learning Sciences; a former fellow at the Center for Advanced Studies in the Behavioral Sciences; and a member of the American Academy of Arts and Sciences and the Reading Hall of Fame. She has received numerous awards, including Distinguished Contributions to Education from AERA; the McGraw Prize in Education, the Squire Award, and the Distinguished Service Award from NCTE; Scholars of Color Distinguished Scholar Award from AERA; the Distinguished Alumni Award from the College of Liberal Arts at

the University of Illinois at Urbana–Champaign; the President's Pacesetters Award from the American Association of Blacks in Higher Education; the Lifetime Achievement Award from the American Association of Colleges of Teacher Education; and an honorary doctorate from the University of Pretoria, South Africa. In 2023, she was selected by President Joe Biden to serve on the National Board of Education Sciences.

### ***Prioritizing Restorative Leadership***

**A.01**

#### **Wellness Writing: Creating Communities for Students and Adults**

**A-114/115**

In this interactive session, participants will learn about and engage in Wellness Writing as a pathway to developing meaningful communities grounded in wellness and self-awareness. These activities and this program are equally as powerful for the students we teach and the adults we lead, so join to learn more and to actively engage in Wellness Writing.

**Presenters:** Christopher Bronke, Downers Grove North High School; Erin Ludwick, Downers Grove North High School

**Facilitator:** Jill Davidson, Anglophone West School District

### ***Leading Reparative Change in Curriculum and Instruction***

**A.02**

#### **Digital Natives and Immigrants Navigating the Terrain Together: Using Digital Literacy Education to Promote Equity in Academic Spaces**

Integrating digital literacy into curriculum promotes equity and creates spaces for students to actively engage in their communities. These foundational skills are even more important in an AI era. Those in English leadership roles are in a unique position to offer expertise in literacy, rhetoric, and composition in collaboration with others across the campus as colleges navigate this new terrain.

**A-120/121**

**Presenters:** Nicole Herrera, Elizabeth Modarelli

**Facilitator:** Janice Schwarze, Illinois Principals Association

### ***Reculturing Literacy Communities***

**A.03**

#### **Decolonizing Our Minds: Connecting through Equitable Classroom Shelves**

This session will unpack the question, “What does it mean to truly build an equitable bookshelf?” and is geared toward educators of all settings on how to both build and utilize across various settings, rooted in the work of Don Vu’s *Life, Literacy, and the Pursuit of Happiness*.

**A-122/123**

**Presenters:** Darius Phelps, Teachers College, Columbia University; Don Vu, Scholastic Inc.

**Facilitator:** Lindsay Barna

### ***Reenvisioning Professional Learning***

**A.04**

#### **The NWP Summer Institute as a Model for Meaningful Professional Development**

This session will focus on how teacher leaders can use the NWP summer institute as a model to provide professional development to teachers regardless of their content area. In this session, the presenter will describe successful uses of the summer institute model in campus professional development and engage participants in writing invitations.

**A-124/125**

**Presenter:** Shawn Towner, Savannah-Chatham County Public School System

**Facilitator:** Liz Lietz, Macomb Intermediate School District, MI

***Leading Reparative Change in Curriculum and Instruction***

**B.01**

**Writing Workshops as the Gateway to Empathy, Critical Thinking, and Transformation**

In this workshop, leaders from the national literacy nonprofit Writopia Lab speak from their 15 years of experience running creative writing workshops in schools that connect students from different communities together in dialogue. The session includes reflections from the field and specific exercises and games that promote self-expression, literacy, and mutual understanding in the classroom.

**A-114/115**

**Presenters:** Malcolm Knowled, Writopia Lab; Yael Schick, Writopia Lab; Rebecca Wallace-Segall, Writopia Lab

**Facilitator:** Mary Luckritz, Rolling Meadows High School, Rolling Meadows, IL

***Reculturing Literacy Communities***

**B.02**

**Coach Teachers to a Well-Managed Classroom while Avoiding Management**

Teachers may use behavior charts and rewards and consequences, and still, their energy is sapped by redirecting our students. This workshop proposes a different way: by establishing routines and rituals and building relationships, they can avoid “management” and create a culture where everyone has a voice and thrives.

**A-120/121**

**Presenters:** Berit Gordon; Apryl Henry

**Facilitator:** Lauren Wilkie, Chicago Public Schools

***Reenvisioning Professional Learning***

**B.03**

**Literacy Leaders Are Literacy Learners**

This session will share how three district literacy leaders in a rural Canadian province engage educators as literacy learners to build their capacity as literacy leaders. We must first look at the reader and writer identity of educators if we hope to affect student achievement. We need to reckon with the impact of our identity on our students and repair the relationship between literacy and joy.

**A-122/123**

**Presenters:** Jill Davidson, Anglophone West School District; Amy Marshall, Anglophone School District South

**Facilitator:** Anna Schultes, Glenbrook North High School

***Prioritizing Restorative Leadership***

**B.04**

**Paranoid Leading, Reparative Leading; or, You’re So Paranoid, You Probably Think This Session Is about You**

In 1997 queer theorist Eve Sedgwick advocated for reparative strategies of joy and collaboration to rebalance the predominant paranoid position of criticality and defensiveness. This session explores how paranoia still dominates both our reading strategies and our leadership, and offers reparative strategies to embrace the emotional and intellectual needs of our teachers, teams, and students.

**A-124/125**

**Presenter:** Matthew Helmers, Ransom Everglades School

**Facilitator:** Nicholas Emmanuele, McDowell Intermediate High School, PA

# MONDAY

## NOVEMBER 20

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7:30–8:20 a.m. | A-110–113

### **BREAKFAST AND OPENING REMARKS**

8:20–9:20 a.m. A-110–113

### **KEYNOTE ADDRESS**

**“They’re Saying What About Teachers?” How We Change the Public Narrative, One Community at a Time**

### **FEATURED SPEAKER: CATHY FLEISCHER**

How can you make a difference in how the public understands what we teach and why we teach in the ways we do? Drawing on lessons from Everyday Advocacy, Fleischer will immerse you in the importance of storytelling as both a vital strategy for change and a way to reclaim teacher professionalism.



**Cathy Fleischer** is a professor emerita at Eastern Michigan University, where she taught courses in English education and writing studies for 32 years. A former high school English teacher, Fleischer co-directed the Eastern Michigan Writing Project (EMWP) for many years and still leads the EMWP Teacher Research group. She publishes widely on writing pedagogy, teacher research, and teacher advocacy, and leads professional learning experiences for teachers at all levels. Her most recent work is devoted to helping teachers raise their voices to change the public narrative about schooling, especially surrounding book banning.



### *Prioritizing Restorative Leadership*

#### **C.01**

#### **Reimagining and Restoring Connections between Secondary and College Sites of Writing, a Roundtable**

This roundtable session provides an opportunity to engage, listen, reckon, repair, and reimagine how secondary English department chairs and English college administrators might build and continue dialogues across the high school/college divide. This roundtable considers concurrent enrollment, transitions to college writing, and the myths both secondary and postsecondary writing teachers carry.

**A-114/115**

**Presenters:** Laura Davies, SUNY Cortland; Brad Jacobson, University of Texas at El Paso; Darin Jensen, Salt Lake Community College; Shelley Rodrigo, University of Arizona  
**Facilitator:** Jodilynn Greco

### *Reenvisioning Professional Learning*

#### **C.02**

#### **Writing to Exhale**

As the landscape of writing changes, how do we as leaders use the writing craft to maintain the integrity of writing communities and its power to heal and connect? This workshop will explore the ways we can continue to tap into our unique experiences and our humanity to create collaborative sites of learning that reckon with our shifting stories and histories and help us navigate our own healing and make space for the healing of others.

**A-115**

**Presenters:** Shervette Miller-Payton, Gwinnett County Schools; Cathline Tanis, North Plainfield School District  
**Facilitator:** Nicholas Emmanuele, McDowell Intermediate High School, PA

### *Reenvisioning Professional Learning*

#### **C.03**

#### **Keep Moving Forward: How New Leaders Can Build Professional Communities That Liberate Teachers' Voices and Expertise to Advance Literacy Initiatives**

Literacy communities continue to face controversies—political, societal, and cultural. Yet, through collaborative communities, educators learn to build knowledge, take risks, and move

toward a shared vision. This session explores how three new literacy leaders created restorative spaces for teachers that reckon with external forces and reclaim educators' expertise.

**A-120/121**

**Presenters:** Lindsay Barna; Jane Bean-Folkes, South Orange & Maplewood School District; Jordan Gribbin; Heather Rocco, School District of the Chathams  
**Facilitator:** Amy Marshall, Anglophone South School District, NB, Canada

### *Reculturing Literacy Communities*

#### **C.04**

#### **Literacy Leadership That Tells a Story of Social Healing for First Nation Students**

This session will share the experiences and lessons learned during a journey of collaboration at the district level designed to move us toward a narrative of mutual understanding that supports First Nation students. In this work, we engage literacy educators in communities of personal and professional learning where they examine their roles within systems that perpetuate inequity.

**A-122/123**

**Presenters:** Jill Davidson, Anglophone School District West; Sarah Francis, Director of First Nations Education, Anglophone School District West  
**Facilitator:** Sarah Townsend

### *Leading Reparative Change in Curriculum and Instruction*

#### **C.05**

#### **Building Friendship Literacy: How a Literature-Driven Curriculum Helps Students Become Nuanced Readers of Friendship and Connection**

This talk and workshop invite teacher leaders to examine the value and urgency of building students' friendship literacy. Using literature, theory, and research to make friendship itself an explicit subject of study, we can cultivate students' friendship literacy and build more grounded and nuanced readers of friendship in literature and community, online and in real life.

**A-124/125**

**Presenters:** Keira Flynn-Carson, Brookline High School/School-Within-a-School, MA; Karen Harris, Boston University/Brookline HS/NEH  
**Facilitator:** Naomi Watkins



### ***Prioritizing Restorative Leadership***

#### **D.01**

#### **Wellness Writing: Creating Communities for Students and Adults (encore presentation)**

In this interactive session, participants will learn about and engage in Wellness Writing as a pathway to developing meaningful communities grounded in wellness and self-awareness. These activities and this program are equally as powerful for the students we teach and the adults we lead, so join to learn more and to actively engage in Wellness Writing.

**A-114/115**

**Presenters:** Christopher Bronke, Downers Grove North High School; Erin Ludwick, Downers Grove North High School

**Facilitator:** Janice Schwarze, Illinois Principals Association

### ***Reenvisioning Professional Learning***

#### **D.02**

#### **Elevating Teacher Stories to Reshape Narratives**

Teachers hold crucial and foundational knowledge for positive change, and their stories and insights are a much needed alternative to the limited, reductionist, and often false information about education in the public and political discourse. This session shares our efforts to create a literacy community and monthly journal that challenge assumptions of dominant culture and raise up the voices of teachers and students. We'll offer strategies and space to imagine how you might encourage and empower teachers to share their stories in your school communities and beyond.

**A-115**

**Presenter:** Carolyn Ross

**Facilitator:** Liz Lietz, Macomb Intermediate School District, MI

### ***Reculturing Literacy Communities***

#### **D.03**

#### **Using Powerful Picture Books as Co-teachers for Leading, Learning, and Living**

Picture books lift the level of conversation about the value literacy brings to people, pedagogy, and practice. Incorporating them into our work with educators honors emotional and physical spaces, providing safe spaces for meaningful conversations. This interactive workshop will

inspire participants to rethink how educators and literacy leaders can use picture books to nourish community.

**A-120/121**

**Presenters:** Jill Davidson, Anglophone West School District; Joellen McCarthy, The Educator Collaborative; Amy Marshall, Anglophone School District South

**Facilitator:** Nicholas Emmanuele, McDowell Intermediate High School, PA

### ***Reculturing Literacy Communities***

#### **D.04**

#### **Connecting Schools to Local Communities to Increase Mutual Understanding**

Facebook, NextDoor, school board meetings, local elections—we live and teach surrounded by communities that tend to escalate the divisiveness of our times. But what happens when we can sit down and work toward connecting and reasoning with one another? In this session, participants will explore ways to connect school communities to those surrounding them in a spirit of mutual understanding.

**A-122/123**

**Presenter:** Jan Stallones, Colorado Department of Education

**Facilitator:** Sarah Townsend

### ***Leading Reparative Change in Curriculum and Instruction***

#### **D.05**

#### **Literary Activism: Leveraging Literature as Sites of Reckoning and Repair**

As educators, we have the power to reenvision our literacy curriculum and our instruction to encourage and cultivate an engaged, responsible, and connected learning community that works toward understanding. This session will situate literature as a site of struggle over institutional memory and euphoric recall and as a site to reckon with memory, the past, and our national heritages.

**A-124/125**

**Presenter:** Cathline Tanis, North Plainfield School District

**Facilitator:** Anna Schultes, Glenbrook North High School

# MONDAY

## NOVEMBER 20

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12:00–12:45 p.m. | A-110–113

### LUNCH

12:45–1:45 p.m. | A-110–113

### KEYNOTE ADDRESS

**From Radical Dreaming to Radical Love to Reality:  
Cultivating Brave Spaces by Design**

### FEATURED SPEAKER: SAWSAN JABER

Join us for an enriching discussion on the power of radical dreaming in education, inspired by Dugan (2021). Discover why teachers' radical dreams are pivotal for students' future visions, and how radical love, influenced by Safir (2023), can transform these dreams into classroom realities. We'll explore designing English classrooms that nurture all students, emphasizing engagement, representation, action, critical thinking, civic participation, self-empowerment, and self-expression (Jaber, 2021). Our focus: fostering equitable school cultures. We'll share strategies to create brave, safe spaces, engage in educator self-discovery, and promote student belonging. Our mission: equip instructional leaders for emancipatory teaching, nurturing liberatory consciousness. Join this crucial conversation for an inclusive, equitable education.



**Sawsan Jaber** is a global educator, presenter, equity strategist, curriculum designer, and keynote speaker of 20+ years. She has held a variety of leadership positions, both in the US and abroad. Jaber is currently a high school English teacher and a district equity leader at East Leyden High School in Franklin Park, IL. Jaber founded Education Unfiltered Consulting and works with schools nationally and internationally. She completed her PhD in curriculum and instruction, with a focus on inclusion and belonging of students from marginalized communities, and particularly focusing on Arab American students in historically homogenous communities. Jaber was awarded the Cook County Teacher of the Year in 2023, ISTE 20 to Watch Award for 2023, and IDEA Teacher of the Year in 2022, and was nominated as the Illinois Teacher of the Year for 2023. Jaber is a board director of Our Voice Alliance (OVA), which is charged with amplifying the voices of teachers of color to create more equity for students of color. Additionally, Jaber is one of the founders

of the Arab American Education Network (AAEN). She is a member of the International Society for Technology in Education's (ISTE) Community Leader Network. She is a member of NCTE's Committee Against Racism and Bias in the Teaching of English. Jaber is a National Board-certified teacher and focuses most of her research on engaging all students in equity work and advocating for Arab and Muslim students. Among other projects, she is currently working on national and international equity centered projects with Google and the National Board Association. Jaber is a Pulitzer Teacher Fellow. She has been featured at several conferences and on podcasts, and has written several blogs, journals, and newsletter publications with the hopes to continue working with educators to empower students to work towards global equity and justice. She has published several scholarly works and a chapter in the book *Navigating Precarity in Educational Contexts: Reflection, Pedagogy, and Activism for Change*. Jaber has several other publications being released in the next few months. However, her favorite work is being an activist scholar and co-conspirator for justice alongside her students. She brings the perspective of being the daughter of refugees from Deir Yasin, Palestine.

***Prioritizing Restorative Leadership***

**E.01**

**Empowering English Leaders through Critical Reflection and Experiential Writing**

Sharing the results of a self-study, session leaders will offer guided reflections and time for individual writing as we interrogate, deconstruct, and unpack biases and examine acts of microaggression in educational contexts. Attendees will encounter the power of critical reflection and dialogue, which can foster becoming more critically conscious about our teaching and our programs.

**A-114/115**

**Presenters:** Elsie Lindy Olan, University of Central Florida; Kia Jane Richmond, Northern Michigan University

**Facilitator:** Jodilynn Greco

***Leading Reparative Change in Curriculum and Instruction***

**E.02**

**Scaffolding Critical Consciousness for Teaching Controversy: Using Simulation as a Pathway to Reckoning and Repair in the Classroom**

This presentation will model methods to prepare students to become engaged and informed citizens by practicing pedagogies that scaffold critical consciousness within a secondary teacher apprenticeship experience. As students are growing up in a world filled with controversy, social unrest, and polarized perspectives, teachers have rich opportunities to scaffold research and discourse to address issues.

**A-120/121**

**Presenters:** Dean Vesperman, University of Wisconsin-River Falls; Mary Wright, University of Wisconsin-River Falls

**Facilitator:** Matthew Helmers, Ransom Everglades School

***Reenvisioning Professional Learning***

**E.03**

**Repairing Teacher Self-Efficacy: A Literacy Leader's Exploration**

Through interactive discussions, participants will learn strategies to enhance teachers' self-efficacy by respecting them as learners. Participants will connect teacher self-efficacy, student achievement, and the critical role of repairing and cultivating a culture of confidence among educators. This session is for literacy leaders looking for ways to empower teachers to be effective and inspiring educators.

**A-122/123**

**Presenter:** Amy Marshall, Anglophone School District South

**Facilitator:** Lindsay Barna

***Reculturing Literacy Communities***

**E.04**

**Literary Analysis Explosion! Reckoning with Formulaic Writing and Repairing Our Writer Identities**

Together we will deconstruct the long-standing approach to the literary analysis essay of teaching students to abide by formulaic structures. The speaker will offer an alternative approach where students “explode” these structures themselves, analyze the relationship between form and meaning, investigate mentor texts for craft, develop rubrics, and honor their own voices and identities as writers.

**A-124/125**

**Presenter:** Jordan Virgil, Livingston High School

**Facilitator:** Cathline Tanis, North Plainfield School District

**PP.01**

**Do You Have New or Overwhelmed Teachers? One Approach and 8 Strategies so They Feel Good, Get Good, and Want to Show Up Tomorrow**

New teachers come in loving their students and caring about their jobs. But soon, they're stressed, exhausted, and overwhelmed. There is another way. When new (and overwhelmed) teachers feel like their hard work has an impact, they will enjoy their work, want to get better, and show up next year. Help teachers to feel good by helping them BE good. Here's how.

**A-114**

**Presenters:** Berit Gordon; Apryl Henry

**PP.02**

**How Can Literacy Leaders Model Literacy Identity?**

For students to be successful in ELA classes, they need to see themselves as readers and writers. They need to know what it means to live a life of literacy. Teachers with a strong literacy identity inspire students to explore their own literacy identity. What can we do to inspire the literacy identity of our teachers? We'll explore ways leaders can model what it means to have a reader/writer life.

**A-115**

**Presenter:** Amy Marshall, Anglophone School District South

**PP.03**

**Building Bridges: Leading for Reconciliation and Community Engagement**

This interactive session provides secondary ELA leaders with actionable ways to bring the NCTE's 2022 Civics Guide for Teachers to life by encouraging teachers to engage students through journalistic projects that connect them with their communities meaningfully. This standards-aligned approach taps students' intrinsic interests and lived experiences.

**A-120/121**

**Presenter:** Bo Brusco, Journalistic Learning Initiative

**PP.04**

**Before You Choose: How Beliefs, Instructional Practices, Student Data, and Standards Alignment Impact the Materials Adoption Process**

In this experiential session, you'll learn about four elements that can better prepare ELA teams to adopt new materials. Come consider how thinking and talking about beliefs, instructional practices, student data, and standards alignment with your team better ensures that the resources you select will be the best fit for your teachers and learners.

**A-122/123**

**Presenter:** Kirstey Ewald, Central Rivers Area Education Agency

**PP.05**

**Understanding and Improving How K–12 Multilinguals Are Taught: Supporting Multilinguals**

This session details instructional strategies that can be used to better assess multilingual learners. The presenter argues that assessments for multilingual learners need to be improved due to inequities within public school systems. These improvement strategies have been developed by using feedback from K–12 teachers.

**A-124/125**

**Presenter:** Maryann Hasso, Adelanto High School

# TUESDAY

## NOVEMBER 21

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8:00–8:30 a.m. | A-110–113

### COFFEE & OPENING REMARKS

8:30–9:20 a.m. | A-110–113

### KEYNOTE ADDRESS

**Civil Conversations toward Social Healing**

### FEATURED SPEAKER: LUCAS JOHNSON

In this keynote address, Lucas Johnson will highlight avenues toward relationships and conversations which affirm our shared humanity and transcend the rhetoric of polarization.

**Lucas Johnson** is a global leader in conversations about shaping public life and building community across lines of difference. He has been shaped by his time learning from veterans of the Civil Rights Movement in the US, most closely Vincent Harding and Dorothy Cotton, and by his work with human rights activists around the world, especially in Africa, Europe, and Latin America. He brings this deep experience in the lived philosophy of nonviolence, conflict transformation, and community organizing to his leadership at On Being.

For four years prior to joining On Being, he served as general secretary of global operations of the International Fellowship of Reconciliation (IFOR) in Amsterdam, where he incubated a Beloved Communities Project in Germany, Italy, the Netherlands, and Belgium, and helped to create an Ethics of Reciprocity initiative with the United Nations. For the previous six years, he led IFOR's Southeast and mid-Atlantic chapter in the United States.

Johnson studied at Mercer University and Emory University's Candler School of Theology. He was born in Germany in a military family, grew up in Georgia (US), and now resides between Amsterdam and the United States.





***Reenvisioning Professional Learning***

**E.01**

**Building Common Ground around Evidence-Based Secondary Literacy Practices**

When secondary teachers inherit students who struggle with foundational reading skills, oftentimes these teachers never received training on how to help a student decode a text. Four state education agency leaders will share their successes and challenges in working with secondary English language arts teachers in sharing evidence-based practices through guides from What Works Clearinghouse.

**A-114/115**

**Presenters:** Lauren Spenceley, Arizona Department of Education; Jason Stephenson, Oklahoma State Department of Education; Kristen Tinch, Kentucky Department of Education; Naomi Watkins, Utah State Board of Education

**Facilitator:** Jill Davidson, Anglophone West School District

***Leading Reparative Change in Curriculum and Instruction***

**E.03**

**Creating Awareness and Activism through Culturally Diverse Texts**

In my classroom, students challenged their worldviews and presumptions by examining topics of racism, privilege, abuse, and identity to think about solutions to their community's problems. I hope to stop hearing the unsettling response, "Why haven't we learned this already?" as more teachers integrate these vital topics into their classrooms through diverse literature.

**A-122/123**

**Presenter:** Ashley O'Donnell, Hmong College Prep Academy

**Facilitator:** Cathline Tanis, North Plainfield School District

***Reculturing Literacy Communities***

**E.02**

**Making Space for Hard Conversations: Mediating a Leadership Community around Disciplinary Literacy**

Michigan's statewide Disciplinary Literacy Task Force engages in work around grades 6–12 disciplinary literacy instruction and systems practices. Learn how Task Force members make space for hard conversations, build community, and employ protocols to reach consensus, to support implementation of disciplinary literacy across the state.

**A-120/121**

**Presenters:** Elizabeth Lietz, Macomb Intermediate School District; Jenelle Williams, Oakland Intermediate School District

**Facilitator:** Lauren Wilkie, Chicago Public Schools



***Leading Reparative Change in Curriculum and Instruction***

**G.01**

**Truth First: Remembrance and Reconciliation in the English Classroom**

Around the country, communities are promoting remembrance and reconciliation in response to local histories of racial violence. Discover strategies and tools to facilitate conversations about this history—one that many students know little about—through literature and poetry, and empower students to become involved in remembrance and reconciliation in their own communities.

**A-114/115**

**Presenters:** Caitlin Atkins; Lesley Younge

**Facilitator:** Mary Luckritz, Rolling Meadows High School, Rolling Meadows, IL

***Reculturing Literacy Communities***

**G.02**

**Reframing Rigor: Small-Town Academics and an AP Retreat Program**

In this interactive session, we will unpack the framework, resources, and journey of one rural high school's development of an AP Retreat Program to support underrepresented students pursuing AP classes. Participants will conceptualize how an AP Retreat Program might serve as a literacy site for academic community building that reframes rigor and pluriversal approaches to meaning making.

**A-122/123**

**Presenter:** Kaylie Fougrousse, Indiana University

**Facilitator:** Ann Marie Quinlan, Lincoln, NE

***Reculturing Literacy Communities***

**G.03**

**Building Proficiency Scales: Making Learning Progressions Transparent for Teachers, Students, and Families**

Creating clarity around what students should know and should be able to do at the end of a year or marking period is important in creating optimal learning experiences and assessing student progress of skills and concepts. Join me as we collectively create a proficiency scale around a bundle of ELA standards using a process you can implement with your own teacher team.

**A-124/125**

**Presenter:** Kirstey Ewald, Central Rivers Area Education Agency

**Facilitator:** Emily Meixner, The College of New Jersey, Ewing, NJ

**11:50 a.m.–12:30 p.m. | A-110–113**

**Join our Problem of Practice Roundtables**

for an opportunity to work alongside other reflective practitioners to discuss literacy leaders' pressing concerns. Our hope is that these organic conversations will provide space for leaders from diverse contexts to draw on their experiences and expertise to identify potential pathways forward.

# 2024 CEL Annual Convention: Call for Proposals

November 24–26, 2024

## LEADERSHIP matters; Leadership MATTERS

The phrase “**LEADERSHIP matters**” emphasizes that effective leadership plays a crucial role in achieving success, driving organizational growth, and influencing positive outcomes. Skilled, capable leaders inspire and guide others, set strategic goals, and create a positive and productive environment. On the other hand, “**Leadership MATTERS**” refers to the specific issues, challenges, and responsibilities that leaders face and carry. Matters of leadership can include decision making, communication, organizational culture, team dynamics, vision setting, problem solving, and many other factors that influence leadership effectiveness.

Both phrases highlight the critical role of leadership, but the former emphasizes the overall, global importance, while the latter focuses on the specific issues and considerations related to daily practices.

How do you juggle all the matters of leadership while envisioning and implementing initiatives to reimagine education?

What leadership is needed to transform English education and our schools?

**Please consider sharing your expertise and ideas regarding leadership matters and matters of leadership by submitting a proposal for the 2024 CEL Annual Convention.**

### LEADERSHIP matters

- What specific skills and knowledge areas are essential for effective English leadership?
- How do you lead the design and implementation of a curriculum that ensures diverse representation and perspectives across various cultures, ethnicities, genders, abilities, and socioeconomic backgrounds?
- How do you implement differentiation, accommodations, modifications, and personalization in a curriculum that reduces literacy disparities among students and student populations?
- How do you maintain a positive culture and build leadership capacity among staff?

### Leadership MATTERS

- How do you effectively communicate the purposes, benefits, expectations, and successes of new literacy initiatives to teachers, administrators, students, and other stakeholders?
- What techniques do you use to manage your time effectively, maintain an organized schedule, and prioritize tasks and responsibilities?
- How do you lead and celebrate staff through a changing educational, personal, and professional landscape?
- How do you create an engaging and inclusive meeting agenda that addresses the needs and interests of staff members to motivate, support, and inspire them?
- How do you bear the emotional toll of leadership?

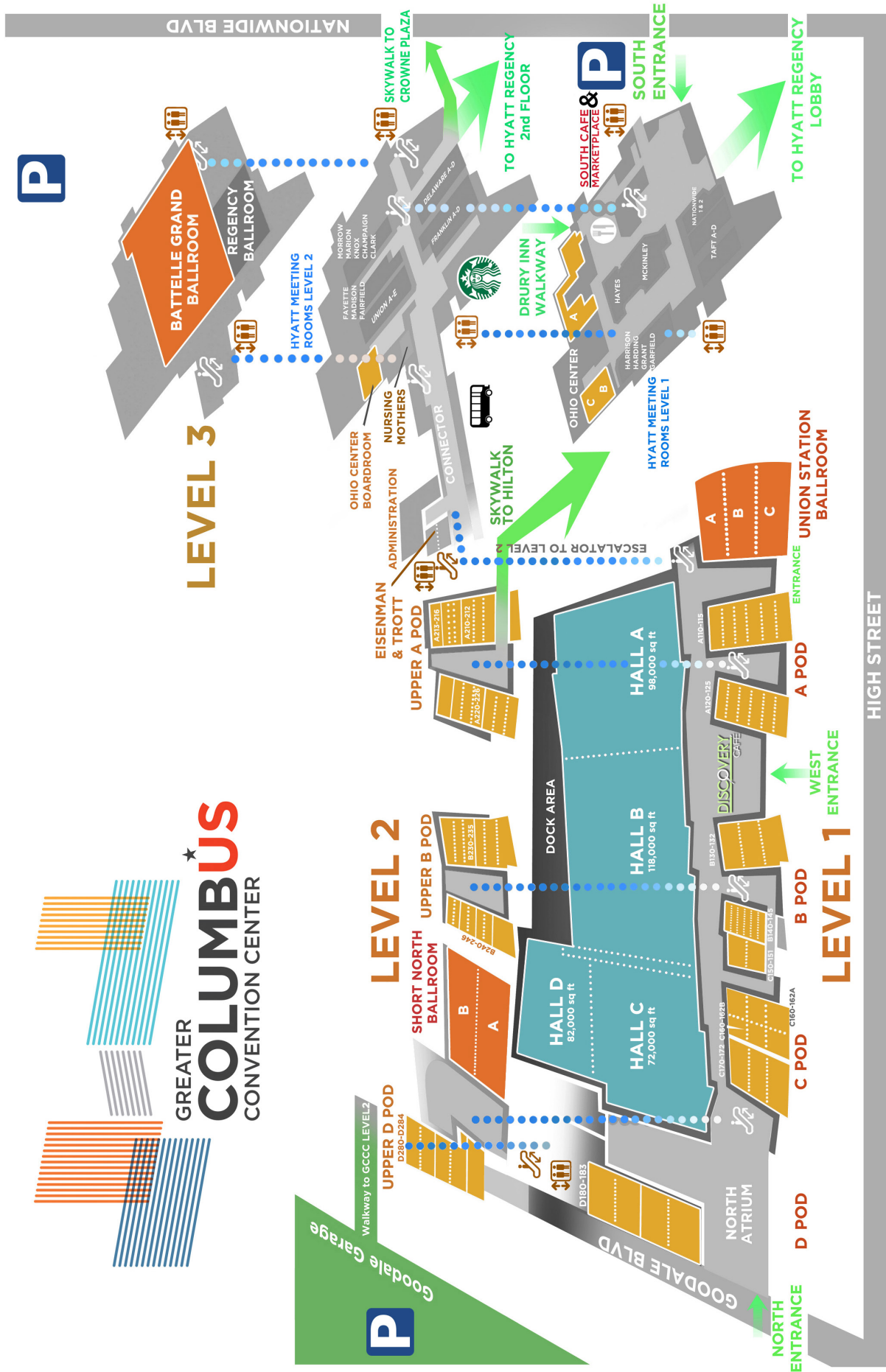
**Please consider applying to be part of a special panel by proposing an Ignite Session:** Do you have a ten-minute leadership takeaway that you are willing to share as part of a panel? Do you have a scenario or tip that you would like to share, as well as what you learned? Each Ignite Session will have four presenters who address similar themes and each will give a ten-minute presentation. You may submit a full session and an Ignite proposal.

Proposals for interactive, participatory sessions that answer these and related questions are welcomed and encouraged. Forms must be submitted by **9 a.m. ET, Wednesday, March 27, 2024**. 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 2024 CEL Annual Convention in Boston, Massachusetts, November 24–26, 2024.

**Mary Luckritz**  
Program Chair  
2024 CEL Annual Convention

# GREATER **COLUMBUS** CONVENTION CENTER





**2023**