A LEADER’S LEGACY
Thank you to the following NCTE staff members:

**K. Kelly Searls**, Program Support Specialist (CEL Administrative Liaison)

**Barbara Cambrige**, Intern Executive Director

**Conventions**: Amy Stark, Director of Conventions, and Julie May, Conventions Program Assistant

**Elections**: Linda Walters-Moore, Administrative Liaison

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**Production**: Chuck Hartman, Purchasing/Production Manager

**Finance**: Stan Burton, Comptroller, and Karen Kesler, Accounting Specialist

**Sponsorship**: Mila Fuller, Deputy Executive Director, and Tisha Sarver, Media Sales and Sponsorship Coordinator

**Customer Service**: Lynn Gilles, Tamra Gray, and Chris Williams

Finally, a big thank you to the CEL Program Committee:

Lynn Aprill, co-chair

Christopher Brokens, co-chair

Linda Barrington

Maydie Bombard

Tracy Recina

Heather Rocco

Janice Schwankwanz

Edie Weinthal

University of Hawaii

North High School

High School District

North High School

Downers Grove

Regional High School District

Downers Grove

North High School

Downers Grove

Grand Rapids

Grand Rapids

Montvale, NJ

Roseboro


downtown Minneapolis commemoratiesthe star of the 1970s sitcom, a television break-
through with the first never-married, indepen-
dent career woman as the central character. The
status was recently placed in storage.

Photo courtesy of Meet Minneapolis

The Minneapolis Skyway System is an interlinked collection of enclosed pedestrian footbridges
connecting buildings in 69 full city blocks over 11 miles of downtown Minneapolis, enabling
people to walk in climate-controlled comfort year-round. Photo courtesy of Meet Minneapolis

The Guthrie Theater, the area’s largest the-
ater company, occupies a three-stage com-
plex overlooking the Mississippi, designed by
French architect Jean Nouvel. Minneapolis is
second only to New York City in terms of live
theater per capita and is the third-largest the-
aer market in the United States, after New
York City and Chicago.

Mary Tyler Moore statue on Nicollet Mall in
downtown Minneapolis commemorates the star of the 1970s sitcom, a television break-
through with the first never-married, indepen-
dent career woman as the central character. The
status was recently placed in storage.

Photo courtesy of Meet Minneapolis

The statue was recently placed in storage.

Photo courtesy of Meet Minneapolis

**Academic Merit**

The Conference on English Leadership wishes to thank Academic Merit for its sponsorship and underwriting of the beverage breaks.

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PROGRAM designed by Linda Barrington

COVER inspired by Amber Billings

INSIDE BACK COVER IMAGE: iStock

thank you to Academic Merit for its sponsorship of the CEL Convention.

**SPONSORS**

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Thank you to Academic Merit for its sponsorship of the CEL Convention.
Dear CEL Convention attendees,

Legacy. Legacy holds a vast array of interpretations and emotions for people. Hearing “legacy” prompts me toward reflection. When I think about my years in education, I am filled with a deep sense of gratitude for the people who have invested in me and in my life. Hearing “legacy” pushes me toward goals and fills me with excitement for what is yet to be accomplished. We have purpose in the life we have been given, and we have the power to impact and influence those around us. As literacy leaders, we encourage and empower our family, friends, colleagues and students to achieve greatness while creating positive change in our field. Taking time to consider our craft, the decisions we make and how our interactions can make differences in the lives of others is time well spent. It is time invested in our own legacy.

Although we are surrounded by trees in this wonderful city of Minneapolis, this is a piece of artwork from a student in Cheyenne, Wyoming. I love the beauty and symbolism of the tree — the physical legacy of the past investing in the future. Each generation cares for it, and each generation receives its gifts. There is something enduring about trees — whether they are on the plains or mountains of Wyoming or alongside a lake in Minnesota — that reminds us to hold on when the land is dry and the air is frosty. No matter how many storms or how extreme temperatures are, the tree that is still standing is anchored by strong roots that have stretched to find the nourishment needed for survival. Those same trees spread their lives through seeds that are carried by the wind to new destinations. Thank you for planting your roots and loving the beauty and symbolism of the tree. It is my beautiful kids, Bryson and Baylee. . . my most important legacy.

I would like to thank the CEL Executive Board, the NCTE staff and my CEL Conference Committee. What an amazing experience to work with truly the top in the field. Thank you to my fellow Wyomingites for working with me and supporting me through this program. I would especially like to thank my family for their willingness to make sacrifices. My husband Chad and my beautiful kids, Bryson and Baylee . . . my most important legacy.

Thanks for joining me in this conference!

Karen Delbridge
2015 Program Chair

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**CONFERENCE OFFICIALS**

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Ypsilanti, Michigan
Heather Rocco, Associate Chair
Chatham, New Jersey
Wanda Porter, Past Chair
Kailua, Hawai’i
Bill Chinn, Secretary to the Executive Committee
St. Albert, Alberta, Canada

**Members-at-Large**
Karen Delbridge, 2015
Bil Chinn, Secretary to the Executive Committee
Wanda Porter, Past Chair
Heather Rocco, Associate Chair

**CELE Executive Committee**
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Natalie at natalie.croney@bgreen.uwm.edu for information.

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**PROGRAM Chair**

Karen Delbridge
program chair

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Karen Delbridge
2015 Program Chair

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**DRAWING by Cassidy Detla from Cheyenne Central High School**

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**Twitter:**@cel_ncte/#CEL15

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Karen Delbridge
program chair
Dear CEL Members,

It is my pleasure to welcome you to the 47th annual CEL Convention in Minneapolis! CEL is committed to helping build leadership capacity among our members across their careers. This year’s convention theme, *A Leader’s Legacy*, provides a wonderful umbrella for reflection, personal interactions and networking. We will have many opportunities to learn with and from one another in a close, collegial setting. Whether you are a first-year teacher-leader or a veteran school leader or administrator, you will find many sessions, panels and keynotes in our program to excite your interests and address your needs.

CEL has been my professional home for over two decades, and regardless of my position, colleagues from CEL have been of enormous help in navigating my career. At CEL we recognize and celebrate AALA leaders from many roles — from classroom teachers to consultants to coaches to administrators — who join us from many directions — K–12, college or independent capacity. Here, you will find a welcoming environment to share your expertise while gaining insights from others.

You’ll find CEL presenters and speakers to be knowledgeable and positive in the messages they share. All offer insights that are anchored in outstanding practice within authentic classroom settings. Whether your interests currently focus on implementation of CCSS, new assessments or promoting effective technology use or leading change, you’ll find literacy experts who are exploring new possibilities and willing to share their discoveries.

I offer a special thanks to Karen DeBridge, our program chair, and her committee who have assembled a stellar collection of presenters, speakers and panelists. The program offers a wide variety of strands and sessions from which to choose as well as multiple opportunities to unpack new ideas in intimate settings that include meals, coffees and social hours that are all covered by your conference fee. Whatever sessions you choose, I know you will find practical and timely information for immediate use.

I am reminded of a young colleague from a few years back who sat beside a veteran teacher at a CEL Convention luncheon. In the friendly conversation that transpired, the veteran teacher actively engaged and listened to her younger counterpart. Toward the end of the meal, the CEL chair introduced the keynote speaker, and the veteran teacher — author of numerous books, presenter in dozens of states, and multiple award winner — rose and moved to the front of the room for her presentation. Afterward, my junior colleague confided how speechless she was that this individual whose books she had read had not only sat beside her but listened to her as well! To me, that embodies CEL. We come to our conventions to learn from and support one another.

CEL offers me the opportunity to network with literacy leaders who continue to offer me guidance, inspiration and support. Many I see only once a year, though others I connect with regularly as they have become part of my own professional network. I encourage you to take full advantage of all CEL has to offer. Consider becoming more involved in CEL! Visit our hospitality table to learn about opportunities. Consider submitting a proposal for our 2016 convention in Atlanta. Compose all CEL has to offer. Consider attending or presenting/presiding at a breakout session. A Member-at-Large represents the general membership on the CEL Executive Committee and assists in planning functions of the CEL Executive Committee. The term of the Member-at-Large is three years. Four candidates for Member-at-Large will be on the 2016 ballot. In addition, two candidates for Associate Chair will also be presented on the 2016 ballot. To be eligible for nomination as Associate Chair, an individual must have served CEL in either an elected or appointed position on the CEL Executive Committee. The Associate Chair will serve two years as Associate Chair, two years as Chair, and two years as Past Chair. Those who wish to nominate a qualified CEL member should check with the individual and affirm her/his willingness to serve prior to submitting a nomination. Nominations should include as much pertinent information as possible about the nominee as a leader and her/his involvement in CEL, as well as contact information (home mailing address, email address, phone number). Nomination forms will be available at the NCTE Annual and CEL Conventions. If you prefer, you may email your nominations to Nominations Chair, Edie Weinthal, (eweinthal@gmail.com) or Assistant Nominations Chair, Gordon Hultberg (ghultberg049@gmail.com).

President, Rebecca Sipe

**CONFEERENCE ON ENGLISH LEADERSHIP 2015**

**A Leader’s Legacy**

**ANNUAL ELECTION PROCESS**

**CEL Leadership**

At the 2014 CEL Conference, members nominated possible candidates for the 2015 Member-at-Large November election. Nominations Committee members Bill Chin, Tom Scott, Elizabeth Truesdell and Edie Weinthal (chair) reviewed letters of introduction and curriculum vitae provided by nominees; then the prospective election slate was approved by the CEL Executive Committee at its spring meeting. We are fortunate to have a remarkable slate of candidates for this year’s Member-at-Large positions; CEL members will be asked to vote for two candidates who will fill the new member-at-large positions.

The four candidates for Member-at-Large are as follows:

Matthew Morone: Teacher of English, Pasacc Valley Regional High School, New Jersey
Karen Raino: Language Arts Division Chair/EL Coordinator, Lyons Township High School, Illinois
Amanda Stearns-Piefiffer: Assistant Professor, Department of English, Oakland University, Michigan

All four candidates will be introduced at the Sunday evening CEL social and give introductory speeches on Monday morning at breakfast. Following the speeches, CEL members who have not previously voted electronically, will vote for the candidate of their choice.

In order to expand participation in the annual election, CEL members unable to attend the Convention or CEL’s Monday breakfast had an opportunity to vote via online ballots emailed to all CEL members in October. Members of the Nominating Committee will tally the votes following the election. The two newly elected Members-at-Large will be announced at the CEL Monday evening social.

**CALL FOR CANDIDATES FOR CEL 2016 ELECTION**

In the 2016 election, CEL members will choose two Members-at-Large and an Associate Chair. The Nominating Committee is now ready to accept nominees for next year’s election. Self-nominations are welcome.

To be eligible for Member-at-Large, a nominee must have attended two or more CEL conventions and volunteered in some capacity, such serving on the Hospitality Committee or presenting/presiding at a breakout session. A Member-at-Large represents the general membership on the CEL Executive Committee and assists in planning functions of the CEL Executive Committee. The term of the Member-at-Large is three years. Four candidates for Member-at-Large will be on the 2016 ballot. In addition, two candidates for Associate Chair will also be presented on the 2016 ballot. To be eligible for nomination as Associate Chair, an individual must have served CEL in either an elected or appointed position on the CEL Executive Committee. The Associate Chair will serve two years as Associate Chair, two years as Chair, and two years as Past Chair. Those who wish to nominate a qualified CEL member should check with the individual and affirm her/his willingness to serve prior to submitting a nomination. Nominations should include as much pertinent information as possible about the nominee as a leader and her/his involvement in CEL, as well as contact information (home mailing address, email address, phone number). Nomination forms will be available at the NCTE Annual and CEL Conventions. If you prefer, you may email your nominations to Nominations Chair, Edie Weinthal, (eweinthal@gmail.com) or Assistant Nominations Chair, Gordon Hultberg (ghultberg049@gmail.com).
SPECIAL TOPIC STRANDS

All sessions fall under one or more of these topic strands. Starting on page 9, you will find complete session descriptions, room numbers, presenter information and strand identification.

INSTRUCTION
A.2 Filling the Toolbox: Supporting Content-Area Writing Instruction
A.3 Improving Classroom Discussions through the Question Formulation Technique
B.3 Honoring the Imagination in an Era of Measurement and Standardization
C.5 From Senioritis to Self Startup: Growing 21st Century Skills in the Secondary ELA Classroom
C.8 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools
C.14 From Classroom to Workshop: Leading Adaptive Century Skills in the Secondary ELA Classroom
C.16 From Senioritis to Self Startup: Growing 21st Century Skills in the Secondary ELA Classroom
D.6 Depicting our Programs: Using Visual Representation for Program Coherence and Innovation
D.7 State Level Resources for Literacy Leaders
D.8 Blogging to Amplify and Empower Teacher Voice

COLLABORATION
A.4 Building a Legacy through Mentoring
A.6 Three Teachers + Common Goals = SUCCESS
A.7 A Community of Collaboration: Collaborating with Extra-disciplinary Partners
B.4 Working Collaboratively to Effectively Implement Instructional Coaches
B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration amongst Our Colleagues and Students
B.6 Using “Soft Power” to Create a Legacy of Collaborative Communicators
B.7 Rethinking Our Work as Literacy Educators: Cultivating Leadership Skills through Student-Generated Initiatives and Meaningful Collaborations
C.11 Bringing Poetry to Life!
C.15 Bringing Poetry to Life!

LEADERSHIP
A.5 Levels of Leadership: Why Your State Leader(s) Should Be Your Best Friend
B.2 Implementing and Sustaining an Independent Reading Initiative at the Secondary Level
B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration amidst Our Colleagues and Students
C.2 Beginning a Legacy of Leadership: A Conversation about Leadership for New Leaders
C.5 Men Are From Mars... Women Are From Venus: Using the Best of Both Worlds to Be a More Effective Leader
D.4 Leveraging Leadership Lessons: Harnessing Literature for Our Students and Ourselves
D.5 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools
D.6 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration
D.7 State Level Resources for Literacy Leaders

TECHNOLOGY
A.1 Leading the Digital Reading (r)Evolution
A.2 Blogging to Amplify and Empower Teacher Voice
A.3 Cultural Literacy and the Reluctant Reader (r) Evolution
C.8 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools
D.3 Just Get Out of Their Way: Student-Centered Leadership in the 21st Century Classroom

PROGRAM-AT-A-GLANCE

SUNDAY
1:30–2:00 FirstTimers’ Session
2:00–4:00 Award Presentations and Opening Session: Harvey Daniels and Sara K. Ahmed
4:20–5:25 A.1 Leading the Digital Reading (r)Evolution | Kate Baker, Troy Hicks, Jordan Schuger, Jason Singer, Kristen Hawley Turner
A.2 Filling the Toolbox: Supporting Content-Area Writing Instruction | Mark Fabijanski
A.3 Improving Classroom Discussions through the Question Formulation Technique | Matthew Purcell
A.4 Building a Legacy through Mentoring | Janine Schwartz, Joan Wilkus
A.5 Levels of Leadership: Why Your State Leader(s) Should Be Your Best Friend | Morgan Dunston, Tricia Parker
A.6 Three Teachers + Common Goals = SUCCESS | Fred Rigal, Jamie Thomlin, Amy Tiggie
A.8 Blogging to Amplify and Empower Teacher Voice | Chris Brooke
5:45–6:00 Emerging Leaders Meeting
6:00–7:00 Sunday Social, followed by Facilitated Dinners at 7:00

MONDAY
8:00–9:50 CEL Monday Continental Breakfast: Elections and Jeff Wilhelm
10:00–11:00 B.1 We Saw What You Did This Summer: Vlogging and Video Forum Use in an Online Literature Course | Keri Baranovic, Missy Phegley
B.2 Implementing and Sustaining an Independent Reading Initiative at the Secondary Level | Heather Rocco
B.3 Honoring the Imagination in an Era of Measurement & Standardization | Ryan Ebling, Kristen Kuceyeski, Paul Reiff
B.4 Working Collaboratively to Effectively Implement Instructional Coaches | Kristen Chalka, Lori Christoph, Suzanne Paul-Giffy
B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Collaboration | Joanna M. Hepck
B.6 A Legacy of Collaboration: Supporting Reflective Practitioners | Kathryn Cubano, Carolyn Ross
B.7 Rethinking Our Work as Literacy Educators: Cultivating Leadership Skills thru Student-Generated Initiatives, Collaborations | Anne Katz

C.2 Beginning a Legacy of Leadership: A Conversation about Leadership for New Leaders | Karen Reed-Nordholm, Ginn Van Nest
C.3 Listening to Each Other: Effecting Meaningful Change through Collaboration | Carol Ervin, Olga, Carol Singer
C.4 From Classroom to Workshop: Leading Adaptive Change for the Benefit of Adolescent Readers | Ed. C. M. Gringer, A. Ward
C.5 Men Are From Mars... Women Are From Venus: Using the Best of Both Worlds to Be a More Effective Leader | Tara Neino, Paul Reiff
C.6 Using “Soft Power” to Create a Legacy of Collaborative Communicators | Debbie Cohen, Marshall Harris, Athrode Skaoucis
C.7 Bringing Poetry to Life! | Carney Gray, Michelle Zwolanski

12:30–2:30 CEL Monday Luncheon: Caroline Jago
2:45–3:45 D.1 A Leader’s Legacy: Mentoring Matters | Bill Chin, Anna Roseboro
D.2 Developing Successful Collaborations regarding Reading and Writing | Mary Luckett
D.3 Just Get Out of Their Way: Student-Centered Leadership in the 21st Century Classroom | Matthew Moreno
D.4 Leveraging Leadership Lessons: Harnessing Literature for Our Students and Ourselves | David Padilla
D.5 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools | Gordon Hettig, Nicole Sieben
D.6 Depicting our Programs: Using Visual Representation for Program Coherence and Innovation | Lauren Gritt, Sarah Thomas
D.7 State Level Resources for Literacy Leaders | Maris Glauk

4:00-5:00 PANELS
E.1 How do we leave a legacy? What will your verse be? | Bill Chin, Anne Paddila, Virena Ross, Edie Weilhalter
E.2 How do we strengthen teacher education programs & mentor new teachers? | R. Buchanan, J. Gallo, S. Hermann, A. Stearns-Pfeiffer
E.3 What should be considered in promoting leadership? | Susan Cheshile, Audrey Fisch, Cheryl Horkin
E.4 How do we facilitate conversations that build capacity through professional development? | L. Dolezal, J. Malcolm, L. Richardson
E.5 What concepts should we consider in regard to social justice? | W. Jackson, E. Meiner, R. Scopp, F. Stewart, J. Wanat

5:10–6:10 Monday Social with Facilitated Events

TUESDAY
7:30–8:10 CEL Continental Breakfast: Coffee and Breads, followed by Welcome
8:10–9:10 Round Table Session 1
T1. Job Embedded Coaching | Katie Decker, Sarah Durst, Cara Knox Gutzmer, Lee Lockwood
T2. Developing Critical Literacy | Kirsten Thompson
T3. Content Literacy and the Reluctant Reader | Natalie Croney, Tamara Meigh
T4. The Gentle Hillbilly: Respecting Linguistic Legacy Students Bring to the Classroom | Debra Koutson
T5. Transformative Learning Experiences: In Search of Renewal | Brenda Hawkins
T6. Professional Development and School-wide Change | Jackie Herley, Elaine Simmons

9:10–9:20 CEL Talk

9:20–10:20 Round Table Session 2
T7. Developing Leadership through Blogging | Christine Novak
T8. Vertical Alignment | Karen Raine
T9. Stories and Monologues | Jan Buley
T10. Leadership in Writing Workshop | Elise Olan
T11. Tuning Literacy Lab Teachers into Assistant Department Chairs | David Lange, Michael Palmquist, Jill Tyk

10:25–11:00 Continuing Conversations with Chris Brooke

11:10–1:00 CEL Tuesday Luncheon: Penny Kittle
awards 11:30

sunday

CEL Best Article of the Year Award

The 2015 winner is Emily S. Meixner, of The College of New Jersey in Ewing for “Nurturing Teacher Leadership through Homegrown Professional Development,” published in October 2014.

This award is given annually to the authors of articles written and published in English Leadership Quarterly.

In discussing her ongoing work with preservice teachers, Emily Meixner shares the initial discomfort she experienced with students who advocated for direct instruction on how to teach specific texts. After fielding this request for several years, Meixner began organizing “How to Teach” seminars, in which preservice teachers and alumni collaborated. By bringing the practical and the theoretical together in these seminars, all stakeholders experienced what Meixner terms “unanticipated positive outcomes.” Meixner’s article is a prime example of how we all might listen closely to the requests of our students – especially the requests that most perplex us.

Honorable Mentions:
Limars Caraballo, Queens College, City University of New York (New York, N.Y.), and Meredith Hill, Columbia Secondary School (New York, N.Y.), for “Curriculum-in-Action: Cultivating Literacy, Community and Creativity in Urban Contexts” (August 2014)

Jessica Singer Early, Arizona State University (Tempe, Ariz.), “Imagining the Possibilities: Improving the Teaching of Writing through Teacher-Led Inquiry” (April 2014)

CEL Kent Williamson Exemplary Leader Award

The 2015 winner is Penny Kittle, of Kennett High School in North Conway, N.H.

This award is given annually to an NCTE member who is an outstanding English language arts educator and leader.

Nominator Heather Rocco said that Penny’s “contributions at the local, regional, national and international levels stand as a testament to [her] commitment to literacy leadership and its role in providing excellence in instruction to students at all levels . . . . She noted Penny’s willingness to present at professional conferences, [her] prolific contributions to professional materials in our field, all while also teaching at both the university and middle school levels. In addition, [her] interest in collaboration has led CEL leaders to describe [her] as one who epitomizes the heart of CEL – collaborating with others and sharing knowledge on a regular basis.”

Linda Rief wrote, “I learn continually from Penny because she is always learning herself, always asking what helps students, always noticing how they learn best and always reflective about why we need to think through the meaning of all we learn from our students, as well as her students.”

Meenoo Rami’s letter said, “When my colleagues have struggled to refine and reimage their practice, I have often put her books in their hands. They are forever changed by Penny’s work, and the changes they make in their classroom practice will benefit hundreds of students each year.”

Vicky Boyd said, “I know of no educator who works more tirelessly on so many levels, to move children and youth, and the teachers who teach them, toward a life filled with all the wonder that reading, writing and reflection can offer.”

Katie Wood Ray wrote, “[Penny] is that rare combination of practitioner and expert, having never left the classroom and constantly revising her practice in light of new experience. Penny taps into the art and craft of teaching, but also the spirit of it, which is why I think so many teachers who’ve realized new possibilities because of Penny’s work feel an almost spiritual connection to her.”

CEL 2015 Convention | Minneapolis

11:30–1:30 CEL SUN DAY LUNCH EON ROOM 200-CDE

1:30–2:00 FIRST TIMERS’ SESSION ROOM 200-A

2 p.m. Sunday

KEYNOTE

HARVEY DANIELS, SARA K. AHMED

Introduction: Heather Rocco, School District of the Chathams

Literacy, Empathy, and Inquiry: Raising Upstanders in a Bystander World

In the wake of the ongoing K–college reform movement, many topics have been ruled out of the official conversation: curiosity, creativity, empathy, community and justice. In this practical session, Smokey and Sara will use conversations, demonstrations and classroom visits to explore how young people can become not just graduates and consumers, but critical citizens of their communities – and of the world. Drawing on their recent book, Upstanders, the authors will share stories of classrooms around the country where teachers are doubling down on their relationships with learners, supporting them to become skillful investigators and helping these vigorous young voices to reach out in hope and take action with humanity in mind.

Sara Ahmed has taught in urban, suburban, public, independent and international schools. She is currently teaching middle school literacy and social studies. In the inquiry model at The Bishop’s School in La Jolla, Calif., Sara is co-author with Harvey “Smokey” Daniels of Upstanders: How to Engage Middle School Hearts and Minds with Inquiry. Sara’s classroom is designed to help her young adolescent students to consider their own identities and to take action in the world in socially responsible ways. Sara is a Heinemann PD consulting author and is available to do on-site PD. She also presents alongside Harvey “Smokey” Daniels and others at Heinemann Multi-Day Institutes.

Harvey “Smokey” Daniels has been a city and suburban classroom teacher and a college professor. He now works as a national consultant on literacy education. In language arts, Smokey is known for his pioneering work on student book clubs, as recounted in Literature Circles: Voice and Choice in Book Clubs and Reading Groups, and Minilessons for Literature Circles. Smokey works with teachers, offering demonstration lessons, workshops and consulting. He shows colleagues how to build students’ reading strategies, balance their reading diets and strengthen the social skills they need to become genuine lifelong readers.

Jenny Baker (English teacher, Southern Regional HS, Marshall, N.C.), “Smokey works with teachers, offering demonstration lessons, workshops and consulting. He shows colleagues how to build students’ reading strategies, balance their reading diets and strengthen the social skills they need to become genuine lifelong readers.”

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INSTRUCTION

A.2 Filling the Toolbox: Supporting Content-Area Writing Instruction

Sara Ahmed and Harvey Daniels at the 2015 NCTE Convention
Content-area teachers are looking for seamless ways to incorporate writing and reading into their curriculums to address the strong focus on literacy that is pervasive in the CCSS, and they often seek help from ELA teachers and literacy coaches to support their efforts. This session will address arguments against the rhetorically weak five-paragraph model of writing that is consistently used as a format for delivering content in subject-area classes and as a teaching model in many English language arts classes. Instead, we will examine approaches to writing organic essays that help students deliver content more effectively than the five-paragraph model. We will also examine writing-for-learning strategies that allow teachers and leaders to build a legacy through supporting others.

Jeffrey Wilhelm is Distinguished Professor of English Education at Boise State University in Boise, Idaho. He is the founding director of the Boise State Writing Project which supports over 3,000 teachers each year with over 110,000 contact hours of professional development. He is a highly-regarded author and co-author of over 34 books about literacy and literacy education. Jeffrey has devoted his professional career to helping teachers help their students. He is particularly devoted to assisting students who are considered to be reluctant, struggling or at-risk.

This keynote will review teacher research and reflective practice as professional pursuits. Jeffrey will review some of his work as a teacher researcher and his work with teacher research groups to explore the notions of teacher researchers/reflective practitioners as thinking partners, public intellectuals, knowledge makers, professionals and change agents.

Jeffrey Wilhelm is organized around creating supportive inquiry-oriented contexts for developing and performing literacy, literate behaviors and literate identities. His research demonstrates how inquiry ecosystems are powerful contexts for learning literacy and achieving deep understanding. Jeffrey is a frequently-requested speaker at state, national, and international conferences as well as providing professional development on a variety of topics to educators and administrators.
10:00 a.m. Monday

INSTRUCTION

B.3 Honoring the Imagination in an Era of Measurement and Standardization

In an educational era unprecedented in terms of policies that constrain the curriculum, measurement, standardization and accountability, how do we nurture the development of such traits as aesthetic appreciation, imaginative thinking and speculation? In this session, we will share ways to indulge creativity, develop empathy, explore life-stories and foster each student’s sense of wonder. We see this as our core mission as English teachers. Participants will engage in activities that celebrate the power of their right brains and the legitimacy of the literary landscape. At a time when so many tend to see the flames of higher test scores, we hope our legacy will be, as John Dewey said, “to keep alive the sacred spark of wonder and to fan the flame that already glows.”

Presenters are from Liberty HS, IL: Kris Baranovic (Instructional designer, kbaranovic@ltsd128.org) Kristina Karpayevsky (English teacher, kristina.karpayevsky@ltsd128.org)
Dyan Naslund (English teacher, dyan.naslund@d128.org)
Paul Rafield (English department supervisor, paul.naslund@d128.org)

Chair: Joan Willis
10:00 a.m. - Monday, room 208-CD

COLLABORATION

B.4 Working Collaboratively to Effectively Implement Instructional Coaches

Glenbrook South is in its second year of having an instructional coach program. The English department chair, assistant principal, and one of the instructional coaches will present strategies for collaborating to improve teachers and overall programming. Participants are encouraged to bring smart devices.

Presenters from Glenbrook South HS, Glen Ellyn, IL: Linette Chaloka (English department chair), lnette.chaloka@ltsd128.org
Lori Cristofaro (assistant principal, lori.chris- tofaro@ltsd128.org)
Suzanne Paul-Giffey (instructional coach, suzanne.paul-giffey@d128.org)

Chair: Jamie Thomlili
10:00 a.m. Monday, room 208-AB

LEADERSHIP

B.5 Modeling Leadership through our Mentor/Student Teacher Relationships: A Guide for Ethical Adult Community BUILDING and Maximizing our Colleagues and Students

The primary objective of this presentation is to get school leaders who work as teacher mentors, or who support teacher mentorship among their faculty, to think more deeply about their philosophy for power-imbalanced relationships between mentors and student teachers. In their book, The Students are Watching, Theodore R. and Nancy Faust Sizer remind us that both explicit and implicit messages convey our values, beliefs and positions under students’ gaze. In other words, the mentor/student teacher relationship can be collaborator and critic in quality and can therefore be fertile ground for enacting the kind of leadership model that we hope to see in our students and among our colleagues — the kind of leadership committed to contributing to the success of others. Through discussion, sharing of data and brainstorming for future action, participants are invited to be collaboratively critical about how mentor/student teacher self-assessment can enhance our classrooms and our communities.

Jeana M. Heepich (education faculty, Antioch University, Seattle, Wash., heepich@antioch.edu),@jheepich

Chair: Fred Ruybal
10:00 a.m. Monday, room 208-CD

TUESDAY

11:15 a.m.

INSTRUCTION

C.1 From Senioritis to Self Start-up: Growing 21st Century Skills in the Secondary ELA Classroom

It is projected that by 2020, over 60 million American workers will be freelancers, contractors or temp workers. How might the work we do in the ELA classroom prepare students for a workforce that will require radical autonomy, ongoing assessment and spirit of self-directed collaboration? In this workshop, I will take participants through the “instructional moves” that lead up to self-directed learning and how to make change happen; and visions/goals tips on facilitating meetings.

Karen Reed-Nordwall (English department chair, Wyly E. Groves HS, Birmingham, Mich., kr09bps@birmingham.k12.mi.us, @k09b9ps)
Greg Van Neest (English supervisor, Leonia HS, Donelli, N.J., VanNeest@schoolsnj.org)
Chair: Gordon Hubberg
11:15 a.m. Monday, room 205-CD

COLLABORATION

C.2 Listening to Each Other: Effecting Meaningful Change through Collaboration and Mentorship

In dealing with the problems of staffing courses while ensuring high standards, many departments have turned to prescriptive curricular requirements in composition to promote better teaching. In this session, three faculty members of the ENMU Language and Literature department discuss how they redesigned their freshman composition program to promote better student outcomes and faculty morale by cultivating a collaborative environment and avoiding prescriptive curricular requirements.

Chesney Myers (English teacher, ACS, N-M), cherri@enmu.edu
Linette Chaloka (English department chair, losbon@enmu.edu, @linette_chaloka)

Chair: Katie Deckler
11:15 a.m. Monday, room 205-AB

11:00 a.m. Monday

TECHNOLOGY

B.1 We Saw What You Did This Summer: Vlogging and Video Forums in an Online Literature Course

This session discusses the impact of using Google+ video tools to create a virtual discussion environment in an online graphic novel literature course. We will outline the pedagogy behind the course design, how the various technologies were integrated within the course structure, successes and failures according to the instructor, and data on student perceptions of the course structure. The presentation will close with recommendations on how to apply this discussion structure to other educational conditions. Attendees will have the option to participate with the video forum format as part of the presentation.

Presenters are from Southeast Missouri State University, Cape Girardeau, Mo: Kris Baranovic (Instructional designer, kbaranovic@semo.edu, @drmpheg)
Mislay Neven Phipley (Associate professor of English, mphelg@semo.edu, @dmmpheg)

Chair: Kathy Nelson
10:00 a.m. Monday, room 205-AB

LEADERSHIP

B.6 A Legacy of Collaboration: Supporting Reflective Practitioners through Teacher Work Groups

This presentation will examine the work and legacy of an autonomous teacher work group initiated by the presenters to facilitate collaboration with four novice teachers. Presenters will share the role of leadership and collaborative support activities. Participants will be encouraged to bring smart devices.

Presenters from Glassbord South HS, Glen Ellyn, IL: Linette Chaloka (English department chair), lnette.chaloka@ltsd128.org
Lori Cristofaro (assistant principal, lori.christo- faro@ltsd128.org)
Suzanne Paul-Giffey (instructional coach, suzanne.paul-giffey@d128.org)

Chair: Jamie Thomlili
10:00 a.m. Monday, room 208-AB

LEADERSHIP

B.7 Rethinking our Work as Literacy Educators: Cultivating Leadership Skills through Student-Generated Initiatives and Meaningful Collaborations

Adolescent literacy involves complicated issues (Cochran-Smith & Lytle, 1999). The legacy of this collaborative work will be explored at three levels: individual, community and profession. Presenters will emphasize the enhancement of individuals’ sense of professionalism and fulfill- ment, community norms of reflection and collaboration, and a larger conception of teacher leadership.

Kathryn Cubano (English teacher, Glenbard South HS, Glen Ellyn, IL, kcubano@gsd128.org),@kathy_cubano

Chair: Emily Honey
10:00 a.m. Monday, the College of New Jersey, NJ 10:00 a.m. Monday, room 211-AB

10:00 a.m. Monday

INSTRUCTION

B.8 Supporting Reflective Practitioners through Teacher Work Groups

This presentation will examine the work and legacy of a teacher work group initiated by the presenters to facilitate collaboration with four novice teachers. Presenters will share the role of leadership and collaborative support activities. Participants will be encouraged to bring smart devices.

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Lori Cristofaro (assistant principal, lori.christo- faro@ltsd128.org)
Suzanne Paul-Giffey (instructional coach, suzanne.paul-giffey@d128.org)

Chair: Jamie Thomlili
10:00 a.m. Monday, room 208-AB

LEADERSHIP

B.9 A Beginning of Leadership: Creating a Discussion about Leadership for New Leaders

In this interactive session, we will hope to offer some support for new leaders by taking up some of the issues that new leaders face, sharing our experiences with starting a new position of leadership; moving from teacher to leader within the same building/district; how to handle difficult situations with staff; how to handle time drain- ing staff; balancing time/energy between management and leadership; how to make change happen; and visions/goals tips on facilitating meetings.

Karen Reed-Nordwall (English department chair, Wyly E. Groves HS, Birmingham, Mich., kr09bps@birmingham.k12.mi.us, @k09b9ps)
Greg Van Neest (English supervisor, Leonia HS, Donelli, N.J., VanNeest@schoolsnj.org)
Chair: Gordon Hubberg
11:15 a.m. Monday, room 205-CD

11:15 a.m.
LEADERSHIP
C.5 Men Are From Mars... Women Are From Venus: Using the Best of Both Worlds to Be a More Effective Leader

What traits do men and women possess that help them run meetings, make decisions, and be supportive? In this presentation, participants will first engage in an interactive activity to identify the differences between the ways men and women lead. After identifying these attributes, participants will discuss and prioritize the most effective traits needed to be a dynamic leader. Using specific situations and scenarios, participants will practice and evaluate the most successful methods. Participants will leave with many tools to implement immediately, including templates and other ideas to adapt to their specific leadership needs.

Chair: Matt Marone
11:15 a.m. Monday, room 208-AB

INSTRUCTION
C.4 From Classroom to Work-Shop: Leading Adaptive Change for the Benefit of Adolescent Readers

In this interactive session, three leaders from a diverse suburban New York high school will share their journey-in-progress to expand and diversify the reading curriculum by putting students’ self-selected independent reading on the front burner. The high school English department chair, principal and district assistant superintendent will discuss their ongoing and collaborative work rather than the exercise of coercion or force through hierarchical “hand power.” Team leaders’ use of soft power, in which leaders negotiate legitimacy for resolving disputes and achieving goals, is vital to work in curricular alignment to standards, assessment development and curriculum backwash design. The legacy of leadership through soft power is a culture of effective communication that allows teachers to rise to challenges, take risks and engage in effective collaboration.

Participants are from Glenbrook South HS, Glenview, IL.; Debbie Cohen (English teacher, doshenifglenbrook225@gmail.com, @DebbieCohen)
Marshall Harris (English teacher, nharrish225@gmail.com)
Andi Skiba (English teacher, askauser@glenbrook225.org, @askauser)

Chair: Kathy Nelson
11:15 a.m. Monday, room 211-AB

INSTRUCTION
C.7 Bringing Poetry to Life!

A unique and dynamic experience, Poetry Alive! engages educators with an exciting exploration of poetry through a dramatic lens. Poetry Alive! presents in-theater performances and activities, focusing on specific domain content in the supporting literary coaching strand that encourages bringing poetry and poetry-related activities to the classroom. They will provide attendees with many methods of approaching the text to improve literacy, comprehension, cultural understanding, empathy and a greater appreciation for reading and writing poetry. They will also include contextual activities that enable educators and students to thoroughly understand and focus on how poetry strengthens learning across the curriculum. Poetry Alive! empowers educators to prepare 21st-century learners with critical thinking activities, in-depth analysis and communication skills. It partners with teachers to prepare students to thrive in the interconnected and diverse global world. Get your students excited about literacy and making connections across the curriculum.

Chair: Matt Riordan
11:15 a.m. Monday, room 208-CD

LEADERSHIP
C.6 Using “Soft Power” to Create a Legacy of Collaborative Communicators

In the last decade, Glenbrook South High School’s English/EELL/Broadcasting Department has utilized formal and informal teacher-led initiatives to lead at each grade level to advance department goals. The leadership moved from an “independent contractor” model to collaborative course teams, while using previous years’ informal teamwork as a foundation. The team leaders facilitated communication between teachers toward course goals by using “soft power,” a concept explored in a 2013 article by David H. Eddy-Spicer in Mind, Culture, and Activity. Soft-power Spicer says, “relies on influence… through consensual, collaborative work rather than the exercise of coercion or force through hierarchical ‘hand power.’” Team leaders’ use of soft power, in which leaders negotiate legitimacy for resolving disputes and achieving goals, is vital to work in curricular alignment to standards, assessment development and curriculum backwash design. The legacy of leadership through soft power is a culture of effective communication that allows teachers to rise to challenges, take risks and engage in effective collaboration.

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Marshall Harris (English teacher, nharrish225@gmail.com)
Andi Skiba (English teacher, askauser@glenbrook225.org, @askauser)

Chair: Matt Riordan
11:15 a.m. Monday, room 211-CD

12:30 p.m. Monday

CAROL JAGO

INVESTING IN THE REALMS OF GOLD: WHY CHILDREN DESERVE MORE LITERATURE, ART, DANCE AND MUSIC

The liberal arts are besieged on all fronts. According to the Wall Street Journal, Japan is retooling its public universities, sacrificing liberal arts programs “in collaboration with a business community eager for better-skilled graduates.” But what does it mean to be better-skilled? In this global society, students need to be able to understand the context within which they live and work and to understand how others may live and work differently. The arts offer access to other cultures, other worlds as well as insight into one’s own. Poetry helps us make sense of experience; it also allows teenagers to see that they are not alone. Carol Jago will address how CEL leaders can amplify the arts in language arts classrooms—a legacy worth working towards.
LEADERSHIP
D.1 A Leader’s Legacy: Mentoring Matters
All current, past and prospective Emerging Leaders fellows and mentors are invited to attend and participate in lively and wide-ranging discussion. Varying fellow/mentor working strategies and approaches, outcomes, insights, epiphanies and even frustration/disappointment will be shared and addressed, as well as exciting news regarding a proposed Leaders’ Legacy: Emerging Leaders Sponsorship/Donor Initiative, further enabling CEL to continue and to further diversify support for emerging leaders.
Bill Chilen (St. Albert, Alberta, bill@billionlettes-planet.net) and Anna Roseboro (Grand Rapids, Mich., ajroseboroadcosmet@) Chair: Bill Chilen 2:45 p.m. Monday, room 205-CD

TECHNOLOGY
D.3 Just Get Out of Their Way: Student-Centered Leadership in the 21st Century Classroom
Afer a lifetime of following directions, how do we get our students to lead? How can we, as educators, actually teach more by “teaching” less? In this session, I will share the steps I have taken to transform my classroom into a student-centered, risk-taking environment in which students assume authentic leadership roles, celebrate their successes, face failure head-on and learn skills that are both beneficial as current national standards and applicable to the global community. Student samples, professional reflections, unit templates and a toolkit of relevant digital resources will be provided as well, ensuring that all who attend are provided the tools necessary to “get out of their way” and encourage genuine leadership among their students. Participants are encouraged to bring an internet-connected device and a willingness to let go.
Matthew Morrison (English teacher, Pascack Valley High School, Hillsdale, N.J., mmorrison@pascack.valhalla.org or mmorrison724@gmail.com) Chair: Tracy Recine 2:45 p.m. Monday, room 206-AB

INSTRUCTION
D.5 Teaching Writing Hope: Pathways to Building Writing Competencies in Secondary Schools
This session will illustrate the mutually beneficial collaboration between a college professor and a high school English teacher/depart head who share the vision of building secondary students’ writing competencies through developmentally-appropriate and pedagogically innovative methods. The presenters will share best practices, teaching and training strategies and authentic assessment methods for delivering meaningful writing instruction to secondary students and teachers. They will also confront the difficulties of individualized writing instruction with large secondary and college classes. Through a research grant funded by the NCTE Conference on English Education, the professor and teacher have grown to provide writing training, curricular materials and online opportunities to secondary schools that provide important insights about student and teacher interactions with the newly developed “writing hope” pathways framework and curricular ideas.
David Hanger (English teacher and department head, Intermountain Christian School, UT, gdhanger049@gmail.com) and Nicole Sieben (English professor, The SUNY College at Old Westbury, N.Y., Sibien#1@edwestbury.edu.edu, @Wlaux44@) Chair: D'Arcy Lange 2:45 p.m. Monday, room 208-CD

COLLABORATION
D.7 State Level Resources for Literacy Leaders
The Wisconsin Department of Public Instruction includes a Literacy and Mathematics Team, which works to build capacity, share knowledge, develop resources and promote leadership across the state. The purpose for this session is to provide examples of how the combination of state-level data and perceived need for support informs the development of resources for English language arts educators and leaders in Wisconsin.
D.6  how do we leave a legacy?
Lauren Gattt (assistant professor, Teaching, Learning and Teacher Education, gattt2@wisc.edu), Sarah Fuchs (assistant professor, English education, sarah.fuchs@wisc.edu) Chair: Dona Alvarns 2:45 p.m. Monday, room 211-AB

TECHNOLOGY
E.1  how do we leave a legacy?
Chair: Oona Abrams 2:45 p.m. Monday, room 211-CD

LEADERSHIP
E.4  how do we facilitate conversations that build capacity through professional development?
Lori Doelezal (literacy coordinator, Barn, Vermont Agency of Education, lori.doelezal@vermont.gov) and Jalie Malcolm (Instructional coach team lead, North Carolina Department of Public Instruction, carey.j.malcolm@ncdpi.gov) Chair: Christa Bronek 4:00 p.m. Monday, room 206-AB

COLLABORATION
E.5  what concepts should we consider in regard to social justice?
Willia Jackson (English teacher, Sherwood Middle School, Columbus, Ohio, wjackson8982@olumbus.k12.oh.us) and Emily Meierer (assistant professor English, The College of New Jersey, emeierer@tcnj.edu) Chair: Rachel Scupp (English teacher, Grover Middle School, West Windsor-Plainsboro, N.J., rachel.scupp@gmail.com) 4:00 p.m. Monday, room 206-AB

TECHNOLOGY
E.6  how do we facilitate conversations that build capacity through professional development?
Lisa Richardsen (assistant professor teaching/reading specialist, University of Alaska South- east, jenjanieh@nmsu.edu) Chair: Janice Schwartz 4:00 p.m. Monday, room 208-AB

LEADERSHIP
D.2 Developing Successful Collaboration Regarding Reading and Writing
Although there is no magic formula that defines successful collaboration, we know that there are key attributes that are likely to promote success. Join me as part of a facilitated discussion on what works best to develop collaboration regarding reading and writing across curriculum and within our communities. In this session we will discuss several models of effective collaborations from our partnership with the local library to interdisciplinary presentations to utilizing common language across disciplines. Come listen and/or share your expertise on successful collaborations.
Mary Luckritz (English/Inte arts division head, District #214 Rolling Meadows HS, Rolling Meadows, IL, mary.luckritz@214.org, @Mluckritz) Chair: Rebecca Sipe 2:45 p.m. Monday, room 205-CD

INSTRUCTION
D.6  how do we leave a legacy?
Juanita Fisker @Audrey Fisch (graduate City University, afisch@njcu.edu, @audreyfisch) 2:45 p.m. Monday, room 211-AB

3:45 p.m. COFFEE AND WARM COBBLER BAR
Sponsored by Hendelmann
7:30–8:05 a.m. CEL CONTINENTAL BREAKFAST

8:05 a.m. WELCOME ROOM 200–CDE

8:10 a.m. Tuesday

ROUND TABLE SESSION 1  ROOM 200–FGH

F.1 Job Embedded Coaching
Katie Decker (English teacher, Central HS, Cheyenne, Wyo., deckerk@laramie1.org, @KatieDeckerChS)
Sarah Durst (professional learning facilitator, Center for Education in Small Urban Communities, Champaign, Ill., sdurst@illinois.edu, @coachescoaching)
Cara Knox Gutzmer (professional learning facilitator, Center for Education in Small Urban Communities, Champaign, Ill., caraknox@gmail.com, @coachescoaching)
Jo Lockwood (instructional coach, Central HS, Cheyenne, Wyo., lockwood@laramie1.org)

F.2 Developing Critical Literacy
Kierstin Thompson (English teacher, Downers Grove South, Ill., PhD candidate at University of Illinois-Chicago, kthompson@csd99.org)

F.3 Content Literacy and the Reluctant Reader
Natalie Coney (English teacher, Bowling Green High School, Ky., natalie.coney@bg.kyschools.us)
Tamara Meigh (district coordinator for language arts and foreign languages, K-12, Goose Creek Consolidated Independent School District, Baytown, Texas, booksley@evertone.net)

F.4 The Gentle Hillbilly: Respecting the Linguistic Legacy Students Bring to the Classroom
Debra Knudsen (director of composition, Department of English and Humanities, Shawnee State University, Portsmouth, Ohio, knudsdn@shawnee.edu)

F.5 Transformative Learning Experiences: In Search of Renewal
Brenda Hawkinson (assistant professor in education department, Fitchburg State University, Mass., jhawkin@fitch.edu)

F.6 Professional Development and School-wide Change
Jackie Hurley (secondary literacy coach, Pinellas County Schools, Fla., hurleyja@pcsb.org)
Elaine Simas (literacy coach, Dist. 99 Downers Grove North HS, Ill., e_simas@dcs99.org, @DGNCoaches)
Marjorie Thomas (literacy coach, Dist. 99 Downers Grove North HS, Ill., mthomas@dcs99.org, @DGNCoaches)

F.7 Developing Leadership through Blogging
Christina Nossek (K-5 literacy coach/TOSA at Palo Alto Unified School District, Calif., cnossek@pausd.org)

F.8 Vertical Alignment
Karen Raino (Language Arts Division chair, Lyons Township HS, Lyons, Ill., kraino@lths.org)

F.9 Stories and Monologues
Jan Buley (English faculty, Literacies and Drama Education, Laurentian University, Sudbury, Ontario, jbuley@laurentian.ca)

F.10 Leadership in Writing Workshop
Elsie Olan (language & literacy assistant professor, University of Central Florida, Orlando, Elsie.Olan@ucf.edu)

F.11 Turning Literacy Lab Teachers into Assistant Department Chairs
David Lange (English Department chair, Hinsdale Central HS, La Grange, Ill., dlange@hinsdale86.org, @MrLange1)
Michael Palmquist (English teacher, Naperville HS, Ill., mpalmquist@hinsdale86.org, @MrPalmquist)
Jill Tyak (English teacher, Warrenville, Ill., jtyak@hinsdale86.org)

10:25 a.m.
CHRIS BRONKE
Introduction: Edie Weinthal, Pascack Valley Regional High School District

Continuing Conversations

Christopher Bronke has been teaching English for 11 years and is in his fourth year as English Department chair at Downers Grove North High School. In this role he teaches ninth grade honors, evaluates teachers, oversees the literacy coaching program, plans and implements PD and works with other district leaders on CCSS integration/implementation. He has presented nationally on CCSS integration across all subject areas and has been featured in The Atlantic for his innovative use of social media in the classroom. Christopher is a member of the Teacher Advisory Council for the Bill and Melinda Gates Foundation and is a CEL Emerging Leader Fellow. Co-host of the #ECET2 chat and an active contributor to the #SBLChat, #OOLChat, and #NTChat, he greatly enjoys the role Twitter plays in education today.

F.10 Leadership in Writing Workshop
Elsie Olan (language & literacy assistant professor, University of Central Florida, Orlando, Elsie.Olan@ucf.edu)

F.11 Turning Literacy Lab Teachers into Assistant Department Chairs
David Lange (English Department chair, Hinsdale Central HS, La Grange, Ill., dlange@hinsdale86.org, @MrLange1)
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Aldous Huxley said, “The vast majority of human beings dislike and even actually dread all notions with which they are not familiar... Hence it comes about that at their first appearance innovators have generally been persecuted, and always derided as fools and madmen.”

We all know that change is inevitable. Changes in education, however, can be extremely demanding on teachers, administrators, students and parents alike. How can today’s literacy leaders not only bring about necessary changes but navigate changes imposed upon us? Educational policy, standards, high-stakes testing, college readiness—these constantly evolving and controversial issues create tension, chaos and concern for the future of education. How can innovators—the fools, the madmen—navigate the rough seas of change? How can we steer literacy education in the right direction? How can we fight against injustice and focus on promoting literacy? How can literacy leaders bring about change, build communities and prepare teachers for the road ahead? In what ways can innovative leaders expand literacy capacities on the local, state and national levels?

Join us for the CEL Convention in Atlanta where we will explore these questions by examining and discussing innovations in literacy leadership. We will work collaboratively, share experiences and reflect upon our practice in order to build our capacities for leadership. We encourage you to submit proposals for the 2016 CEL Conference that address the theme for this session, Innovative Leadership, including:

- Maximizing change and making it work
- Influencing productive literacy leadership
- Developing collaborations
- Supporting literacy coaching
- Enhancing curricular/instructional design
- Diversifying assessment
- Learning to run effective meetings
- Being intentional with outcomes
- Building communities with teams
- Building leadership capacity
- Contributing to the success of others

The Conference on English Leadership encourages interactive, participatory presentations. As a non-profit organization of educators, we are not able to give a stipend or reimburse expenses for this appearance.

The link to the conference proposal form can be found at http://bit.ly/CEL2016Proposal. Forms must be submitted prior to the April 15 deadline. Any questions regarding proposals should be directed to Tracy Recine at trecine@pascack.k12.nj.us.

We look forward to seeing you in Atlanta, Nov. 20–22, 2016.

Tracy Recine, 2016 Program Chair

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Independence is at the heart of the Common Core Standards and at the heart of a reading life that lasts beyond school. Adolescents must develop a reading habit that increases stamina and joy in reading, while increasing the complexity of the texts they can independently read. We can transform the culture of reading through books, time to read and time to talk with and among readers. We must create a sense of urgency, agency and responsibility in learners. Success is ensured in a classroom where effective, incremental instruction in a predictable progression of skills necessary for students to become critical, thoughtful readers, is combined with accessible and interesting books.

KEYNOTE

PENNY KITTLE

Introduction: Chris Bronke, Downers Grove North High School

Book Love: Building Reading Lives that Last

Penny Kittle teaches high school English and is a K–12 literacy coach in North Conway, N.H. Penny believes all students can be led to a passionate engagement with literacy. She is the author of Book Love and Write Beside Them, which won the James N. Britton Award from NCTE. She co-edited Children Want to Write: Donald Graves and the Revolution in Children’s Writing with Tom Newkirk and co-authored two books on writing with her mentor Don Graves. Penny teaches in the Summer Literacy Institutes at the University of New Hampshire and works with teachers throughout the United States, Canada and Asia. Penny has been honored with the 2015 Exemplary Leader Award from the Conference on English Leadership through NCTE. Penny is the founder and president of the Book Love Foundation, dedicated to donating libraries of 500 books to teachers throughout the United States and Canada. The Book Love Foundation has granted $100,000 to teachers in three years. Penny believes it is never too late to lead an adolescent to satisfying, lifelong reading.

Call for Proposals: CEL Convention 2016

Atlanta, November 20–22

Innovative Leadership: Navigating Changes in Literacy Education

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Tracy Recine, 2016 Program Chair