The Pennsylvania Council of Teachers of English and Language Arts

pctela

# Embracing Diversity

## October 16-17, 2015

The Harrisburg Hilton,

Harrisburg PA

**Embracing Diversity**
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# PCTELA Vision Statement

The Pennsylvania Council of Teachers of English and Language Arts (PCTELA), a professional organization committed to promoting literacy and lifelong learning, empowers and inspires educators through professional development and collegial communication.

# PCTELA Belief Statements

In order to realize the vision of the organization, PCTELA believes it should . . .

- Serve literacy educators at all career phases (pre~service and practicing) and levels (elementary, middle, secondary, and college).
- Provide opportunities for discussion, group study, and reflection on the teaching of English/Language Arts. Strengthen English/
  Language Arts instruction to meet students' needs.
- Communicate relevant information, ideas, and research.
- Coordinate and provide resources and support for lifelong learning.
- Recognize contributions and accomplishments in the area of literacy education and lifelong learning.
- Collaborate with other organizations and institutions in related activities.

# 2015 Conference Mission

"History, despite its wrenching pain, cannot be unlived, and if faced with courage, need not be lived again."
*- Maya Angelou, On the Pulse of the Morning*

The composition of classrooms has been changing in recent decades to include a more diverse student population. Diversity takes many forms that may include language, race, sexual orientation, ethnicity, and more. Opportunities for embracing diversity are often, unfortunately, shadowed by bullying and misunderstandings. However, we know two things. First, the curriculum has largely stayed the same in recent decades. Second, we've adopted the Common Core, and there is a "push" for standardization. This push for standards can stifle the building of community and creativity within the classroom, or can intimidate early career teachers into not taking risks in their pedagogy. We have all heard the quote, "those who do not know their history are doomed to repeat it." When it comes to inequality in our world, how do we AS TEACHERS make sure that our students are not stifled and limited to traditional texts, antiquated teaching methods, and test prep that perpetuate the status quo?

The PCTELA conference will seek to explore and question the following:

• How do we broaden curriculum to include ALL students, and what do students gain from this inclusion?
• How can we promote acceptance so that we can lesson the epidemic of bullying in our schools?
• How do we shape writing assignments to include diverse perspectives?
• What writing strategies lend themselves to building community?
• How do we prepare students to enter into, function within, and embrace the world in which we live?
• How can we use the Common Core to infuse the curriculum with diverse material and teaching methods?

**tweet about the conference with #pctela15**

10/6/2015

Jennie Brown, President
Pennsylvania Council of Teachers of English

Allison Irwin, Executive Director
Pennsylvania Council of Teachers of English

Dear Pennsylvania Council of Teachers of English:

I send you greetings from the National Council of Teachers of English to you and to all those joining you at your conference on October 16-17, 2015! NCTE applauds the efforts of the Pennsylvania Council of Teachers of English in making this conference possible as well as each participant's contribution to the event and to the profession.

Ongoing learning opportunities for teachers are vital for improving the teaching and learning of the English language arts at all grade levels. Research shows that all students can achieve at high levels when they are taught by teachers who are continuing learners, especially when teachers learn and share in teams with their colleagues across the disciplines. This conference provides a way for teachers to continue their own learning so they can share new ideas with their colleagues and work together with them to better support the learning of their students.

As the only nationwide professional organization of English and language arts teachers, NCTE works to make the teaching of English language arts more rewarding and more effective for all by providing professional learning and sharing opportunities through the National Center for Literacy Education and its Literacy in Learning Exchange; through its professional learning programs; through its books, journals, and position statements; and through its conventions and meetings. In addition, NCTE works with policymakers at all levels to insure they are aware of good teaching and learning practices and consider these in the policies they make. I invite your membership in our professional organization.

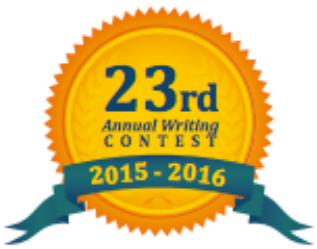
Sincerely,

Millie Davis

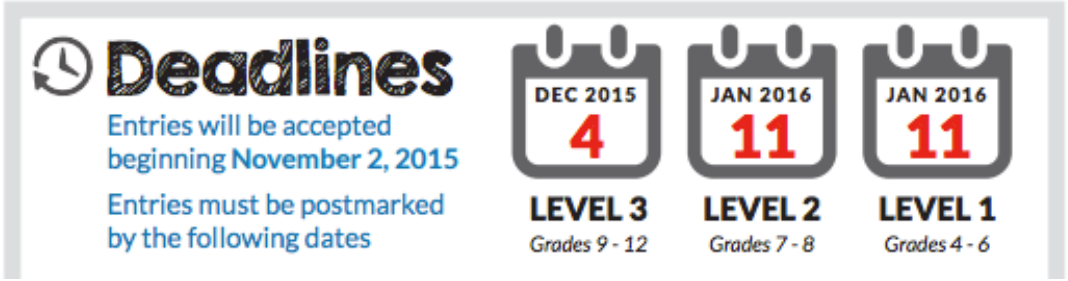
Millie Davis
Senior Developer, Affiliate
Director, Intellectual Freedom Center

## ACT 48 INFORMATION

*PCTELA is unable to directly post ACT 48 hours for teachers for this conference. However, we can and will supply you with a "Letter of Confirmation" that will affirm your participation in the conference. Your school district and/or institution may then enter the hours for you. If you are interested in receiving a letter, you must fill in the appropriate form. You must know your PDE Identification number. Forms will be available during the final session each day. We will not verify partial attendance. If you are attending both days, you may pick up your form on Saturday and turn it in at the end of that day for both days.*




*For updates on the program, please refer to the contest website, read.gov/letters.*



**Friday, October 16**

7:15—8:00 Registration / Continental Breakfast
8:00—9:15 **FEATURED SPEAKER BERNARD HALL**
9:30—10:20 Concurrent Session A
10:40—11:30 Concurrent Session B

11:30—12:30 Lunch & PCTELA Membership Meeting
12:35—1:25 Concurrent Session C
1:40—-2:40 **FEATURED SPEAKER CYNTHIA LORD**
2:45 —-3:30 ROUNDTABLE SESSIONS & Refreshments
3:30—4:30 PCEE Open Session and Meeting

**Saturday, October 17**

8:00-8:30 Registration / Continental Breakfast
AND
8:30-9:20 Concurrent Session D
OR
8:00-9:20 Authors' Breakfast (*Special Session--see note below)
9:40-10:45 **FEATURED SPEAKER TOBY EMERT**
10:55 -11:45 Concurrent Session E
11:45- 12:45 Lunch
12:345-1:30 ROUNDTABLE SESSIONS
1:15-2:30 Coffee & Dessert **FEATURED SPEAKER KWAME ALEXANDER**

**AUTHOR BREAKFAST NOTE: This special event has a full breakfast provided so, participants must register and pay for the author breakfast IN ADVANCE.*

# Greetings from PCTELA President Jennie Brown -- 2015

Greetings from PCTELA President Jennie K. Brown – 2015

I want to take a moment and welcome you all to the 2015 PCTELA conference – Embracing Diversity.

When the 2015 conference co-chairs, Laura Renzi and Pauline Schmidt, proposed the conference theme to the PCTELA board at the spring board meeting, we all were beyond thrilled. As we move forward in the 21st Century, it's more important than ever to embrace the diversity of all of our students, and even more important that we educators view our diverse student populations as important resources that enhance the learning environment.

As our conference mission states, the composition of classrooms is ever-changing, and in recent decades it's included a student population that takes many forms – diversity in language, race, sexual orientation, ethnicity, and more. Attending the concurrent sessions, participating in round-table discussions, and listening to our four AMAZING featured speakers this year should give you ideas to take back to your school districts that help promote acceptance among students, tailor curriculum to include all students, and prepare our learners to embrace the diverse world in which we live.

Embracing the diversity among our students makes us stronger. And as Stephen R. Covey so eloquently states, "Strength lies in differences, not in similarities."

With that said, I am excited for our conference this year. I am excited to see you all here today. And I am excited as we move forward embracing diversity together.

Jennie K. Brown, PCTELA president @jenniekaywrites

# Concurrent Sessions

**E=Elementary, M= Middle Level, S= Secondary, C= College, G=General, PWNP= Writing Project (see full program for further information)**

| | Brady Board Room | Governor Board Room | Penn Harris A | Penn Harris B | United States Board Room | Lochiel Room |
|---|---|---|---|---|---|---|
| **Friday 9:30** | Anne M Slanina<br>Creating a Caring Community of Learners through Literature (E) | Aileen Hower<br>Supporting the Literacy Skills of Students on the Spectrum (M) | Renee Rudolph<br>Strategies for Coping with Diverse an Controversial Language in the Classroom (S) | Amanda Morris, Kerry Hasler-Brooks, & Kristina Fennelly<br>Teaching Justice (C) | Deborah Johnson<br>The Affects f White Privilege from a Black Perspective: An Educator Chronicles Tales of Defeat, Acceptance, Tolerance and Growth (G) | Tricia Ebarvia<br>Fostering a Reading/Writing Life Using Independent Reading as Mentor Texts (PWNP) |
| **Friday 10:40** | Craig Young, Alexandra Jedlowski, Page Herto & Hanna Koenig<br>Honoring the Circle: How a Practicum *on the res* Helped Us Become Better Teachers (E) | Erin Burd & Amanda Phillips<br>Reading the "I Hate English" Student by Incorporating Cross Curricular (History) Topics into the English Classroom (M) | Allison Irwin-<br>Using Book Clubs in the Classroom: How to Break Free From the Class Novel Structure (S) | Thomas Crochunis<br>Performance Activities and Literacy: Powerful Ways to Start Small (G) | Nanci Werner-Burke, Julie Weaver, and John Hoover<br>Three Tinkers Teaching: Writing and the Way of Knowing (E) | Nicole Guzman and Justin Leigh<br>Technology by Design: Free Literacy Tools to Diversify Every Part of Your Lesson (M) |
| **Friday 12:35** | Jennie Brown<br>Finding the Teach-Write-Life Balance (E,M,S,C) | Timothy Horew<br>Building Bridges: Young Adult Literature and the Classics (M) | Tim Oldakowski<br>I Learn Differently... I'm a Digital Native (S) | Deborah Jonson<br>Fun Diverse Teaching Strategies Appealing to Learners from All Cultural Backgrounds (G) | Cynthia Minnich<br>A Novel Approach: Teaching Research Skills Through Historical Fiction (PWNP) | **FEATURED SPEAKERS AND ROUNDTABLE SESSIONS ARE IN THE YORK BALLROOM** |
| **Saturday 8:00 AM Author's Breakfast – Golden Sheaf Room – 1st floor** | | | | | | |
| **Saturday 8:30** | Michael Williams<br>Diverse Literature for Diverse Learners: Meeting the Needs of All student in the Elementary Classroom (E) | Sarah Clayville<br>Other Peoples' Shoes (S) | Michael Young<br>Lights, Camera, Diversity: Showing Changes to our Social Fabric through Classic Movies in the Classroom (C) | Shamah Elbelazi<br>Poetry in the ESL/EFL writing Classroom (G) | Cindy Minnich and Sara Kajder<br>"Re"Building Adolescent Readers (PWNP) | |
| **Saturday 10:55** | Lija Diem Stolzfus & Susan Beam<br>On the Page: We are One: erasing Boundaries and Fostering Community in the Diverse Composition Classroom (E) | Lynne Dorfman & Diane Doughtery<br>The Look of Literacy: Why Grammar Matters (PWNP) | Chantel Kapustik & Brian Kapustik<br>Gaming as Prewriting: Creating Narrative through Creativity (S) | Shannon Mortimore-Smith, B. Wood, C. Clark, R. Cooper, J Kahlbaugh & M. McDannell<br>Pre-Service Teachers: Embracing Diversity (C) | Allison Volz, Sandra Guinto, & Jessica Sharp<br>"It makes us the story. We Transform!": Active and Dramatic Approaches to Engage Diverse Learners with Complex Texts (G) | |

# FRIDAY FEATURED SPEAKERS

**FEATURED SPEAKERS AND ROUNDTABLE SESSIONS ARE IN THE YORK BALLROOM**

## Hip-Hop Education with Bernard Hall

H. Bernard Hall is an assistant professor of English education at West Chester University. He received his Ph.D. in Urban Education from Temple University in 2012. After earning undergraduate degrees in English and sociology, as well as a Master of Arts in Educational Studies from the University of Michigan, he worked as an English teacher and administrator in Metro Detroit.

As Hip-Hop Curator for Philadelphia's Art Sanctuary he facilitated state-accredited professional development workshops designed to "school" in-service educators in the theory and praxis of "Hip-Hop Based Education."

His research and teaching interests include English education, urban teacher education and development, hip-hop based approaches to literacy teaching, the relationships between teacher cultural identity and pedagogical effectiveness, and critical ethnography. He has presented his research at numerous conferences including the American Educational Research Association and National Council of Teachers of English, and has published papers in journals such as Urban Education and International Journal of Multicultural Education.

## Author & Newbery Honor Winner Cynthia Lord

When Cynthia Lord sat down to write her first children's book, she knew it would be a middle-grade novel. As she recalls, "I grew up next to a lake in New Hampshire and I remember being ten years old, lying on our pier, listening to the seagulls calling, and daydreaming about Borrowers and Chocolate Factories and Secret Gardens."

In her debut novel Rules, twelve-year-old Catherine just wants a normal life, which is near impossible with a brother with autism and a family that revolves around his disability. Filled with humor and warmth, Rules takes a candid and sensitive look at feeling different and finding acceptance—beyond the rules.In Cynthia's second novel, Touch Blue, eleven-year-old Tess is faced with a new foster brother and the threat of losing the island home that she loves. Set among the lobster boats and rocky coast of Maine, Touch Blue is a thoughtful, funny look at what it means to belong —and how lucky we feel when we do.

A former teacher and bookseller, Cynthia still enjoys lying on a pier, reading a good book. And she hears plenty of seagulls at her home near the ocean in Maine, where she lives with her husband and their two children.

## Join Us! Get Involved with PCTELA

PCTELA is always looking for members who wish to become more involved in the organization. Many areas of service exist including board positions, committees reflecting various interests of our members and projects of the council, editors of our newsletter and blog, and conference volunteers.We are especially interested in members who want to serve as annual conference chairs. The experience is demanding but highly rewarding. Members who more actively work with the council find professional fulfillment and personal satisfaction with more intensified opportunities to meet and network with educators and authors from throughout the commonwealth and nation. If you are interested in exploring any of these positions, please see President Jennie Brown, or Allison Irwin, Executive Director during the conference.

# SATURDAY FEATURED SPEAKERS

## Toby Emert

Toby Emert, Ph.D., studied English and theatre as an undergraduate at Longwood College and began his career in the classroom with Virginia Beach City Public Schools as an English and drama teacher. He later directed an award-winning high school forensics and debate team for a small private school, for which he was named Virginia's Forensics Coach of the Year and an "Outstanding Educator" by the Governor's School of Virginia. He currently holds the position of Associate Professor and Chair of the Department of Education at Agnes Scott College, a small liberal arts college for women near Atlanta, Georgia, where he teaches courses in language and literature, the arts and education, educational technology, and radical pedagogies.

His research and writing focus on issues of equity and access to quality education for groups of students who have traditionally been underserved and marginalized in schools and classrooms.

For the past several years, he has partnered with the Fugees Family Organization, a non-profit devoted to providing services to the children of refugee families now living in the U.S. He serves as a mentor for the National Urban Alliance for Effective Education, and has developed partnerships with the National Writing Project (NWP), the Carnegie Center for Literacy, Young Audiences, and the Education Department of the Shakespeare Tavern to create enrichment programs for both students and teachers.

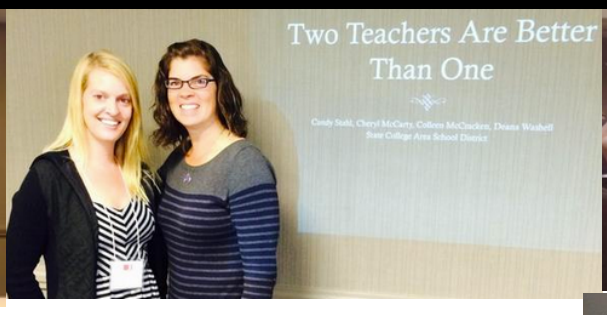
## Newbery Award Winning Author Kwame Alexander

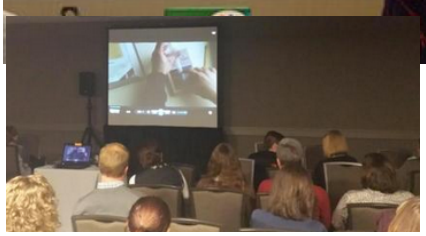
Kwame Alexander is a poet and author of eighteen books, including The Crossover, which received the 2015 John Newbery Medal for the most distinguished contribution to American literature for children. Other works include Acoustic Rooster and His Barnyard Band (The 2014 Michigan Reads One Book Selection), and the YA novel He Said, She Said (a Junior Library Guild Selection). He is the founder of Book-in-a-Day, a student-run publishing program that has created more than 3000 student authors; and LEAP for Ghana, an international literacy project that builds libraries, trains teachers, and empowers children through literature.

He visits schools and libraries, has owned several publishing companies, written for stage and television, produced jazz and book festivals, and taught in a high school. In 2015, Kwame will serve as Bank Street College of Education's first writer-in-residence. Visit him at www.kwamealexander.com.

**FEATURED SPEAKERS AND ROUNDTABLE SESSIONS ARE IN THE YORK BALLROOM**

**tweet about the conference with #pctela15**





Top left: Jennifer Ward presents at conference 2014; top middle: Candy Stahl and Cheryl McCarty before they present at 2014; top right Melissa Wager with the PCTELA 2014 poster.

Bottom left: a screening of The Perks of Being a Wallflower at the 2014 confernce. Bottom right: roundtable sessions at 2014 conference.

# CONCURRENT SESSIONS

**Key For Topics:**
E= Elementary, M= Middle, S= Secondary, C=College, G= General, R=Reading, W=Writing, ML=Media Literacy, P=Performance, PWNP= National Writing Project, CC= Common Core

## Concurrent Session A 9:30-10:20

**Strategies for Coping with Diverse and Controversial Language in the Classroom S,L,CC,SJ** *Renee Rudolph*- Waynesboro Senior High School
**Penn Harris A**
In this presentation, the presenter will be presenting research and strategies that they have found in my quest to open a classroom dialogue dealing with the diverse and oftentimes controversial language-choices author's make in their novels. Research will include personal anecdotes after having gone through a year of battling censorship of new books- Freedom Writer's Diary and The Curious Incident of the Dog in the Night-Time. There will be a discussion about a rationale for why it is important to have these open dialogues about author language choices, the implication of how to effectively overcome the boundary of "oh cool, swear words!" to get students to understand diverse language choices, and application to common core standards. Relevant article titles and quick references will also be included.

**Supporting the Literacy Skills of Students on the Spectrum M, L, ML**
*Aileen Hower* -- South Western School District
**Governor Board Room**
Students with an autism spectrum diagnosis are more frequently mainstreamed into the general education classroom. This presentation will provide attendees with understandings of why students struggle in the language arts classrooms, specific to executive functioning, central coherence, theory of mind, and nonverbal language difficulties. She will offer practical strategies for classroom teachers to use to support literacy learning (many of which are already known to the classroom teacher), as well as introduce teachers to various technologies that support this learning as well.

**Teaching Justice – C, SJ R,W**
*Amanda Morris, Kerry Hasler-Brooks & Kristina Fennelly* - Kutztown University
**Penn Harris B**
Social justice is a process and a goal; knowledge is a resource; and action can result when social justice and knowledge collide in a classroom. This panel consists of three presentations that collectively explore approaches to teaching justice in the college classroom. Discussion will follow the presentations.
Presentation 1: Teaching Native American Rhetorics to Achieve Social Justice, Amanda Morris
Presentation 2: Empathy and Justice in the Literature of the Borderlands, Kerry Hasler-Brooks
Presentation 3: Visual Arguments & Local Justice, Kristina Fennelly

**Creating a Caring Community of Learners through Literature E,R,**
*Anne Slanina* – Slippery Rock University
**Brady Boardroom**
Participants will be introduced to a variety of literature and learn how appropriately selected books can be used to promote healthy interpersonal relationships in the pre-k through fourth grade classroom.

**The Affects of White Privilege from a Black Perspective: A Educator Chronicles Tales of Defeat, Acceptance, Tolerance, and Growth - G, SJ**
*Deborah Johnson* – Kutztown University
**United States Board Room**
This session will highlight the strength and weaknesses of the life lasting affects of white privilege in the educational, personal, psychological, and emotional journey of an educator. The session includes photos, music, and personal writings from friends and foes supporting the educator's journey. This session supports teaching with tolerance, and having courageous conversations on the issues of institutional practices hindering others in the teaching profession.

**Fostering a Reading/Writing Life Using Independent Reading as Mentor Texts- PWPN** *Tricia Ebarvia* – Conestoga HS
**Lochiel Room**
Research tells us that when students have choice and opportunity, their reading and writing lives can flourish. In this session, learn how a structured independent reading approach can help secondary students (re)discover their love of reading, understand themselves as readers, and continue a "readerly" life beyond the classroom -- *and* how to do this alongside the traditional "whole-class" novel approach ingrained in many classrooms. Next, discover strategies on how to use students' independent reading choices as mentor texts. Not only is there a growing wealth of diverse, literary YA fiction, YA texts often feature characters struggling to find their own voice (thus, their appeal to adolescent readers). When students use their independent reading choices as mentor texts, writing becomes more than an academic exercise; it can inspire personal, meaningful discovery. Strategies shared will draw from the work of Penny Kittle, Kelly Gallagher, and Kylene Beers, among others.

**Jay Asher, author of *13 Reasons Why,* with Jason Griffith at conference 2014**

## Concurrent Session B10:40-11:30

**Reaching the "I Hate English" Student By Incorporating Cross-Curricular (History) Topics Into the English Classroom. – M,R,CC** *Erin Burd & Amanda Phillips* -- Wilson Middle School / Carlisle Area School District
**Governor Room**
This session will address how to incorporate material from social studies/ history to engage the "anti-English loving" student and be presented by an English teacher and a social studies teacher. The presenters will feature cross-curricular strategies from Richard and Jo Anne Vacca's text outlining how to address a diversity of students through diverse reading materials. Also, Erin and Amanda - the co-curricular teachers - will be focusing on how Common Core standards can be used seamlessly between English and social studies/history classes. Participants will have the opportunity to work with others in the audience to experiment with the standards and see how diverse they can be in regards

to cross-curricular instruction and activities.

**Three Tinkers Teaching: Writing and the Ways of Knowing – E,W**
*Nanci Werner-Burke* -- Mansfield University/Endless Mountains WP
**United States Board Room**
Do your students write with purpose and passion? How do you plan instruction to balance and sustain engagement, content and higher-order thinking for all students? Our year-long professional collaboration utilized a MakerSpace approach as the springboard for a cross-curricular venture aimed at jump-starting creativity and harnessing the power of writing for learning and composing.

**Performance Activities and Literacy: Powerful Ways to Start Small – G,L, P**
*Thomas Cruchunis*--Shippensburg University
**Penn Harris B**
This workshop will introduce teachers across grade levels to diverse ways of integrating performance-based activities influenced by drama-in-education practices into literacy and content learning lessons. The aim of the session will be to show teachers who are eager to expand their students' range of active learning experiences that "performing" need not require a prohibitive commitment of time or even space to become a valuable part of their instructional repertoire. After presenting selected strategies, the session will engage participants in conversation together how a few basic strategies could be adapted for different kinds of language arts learning from vocabulary and composition study to literary and historical knowledge development and for different grade levels of students. To conclude the session, we will discuss the larger implications of employing these kinds of active literacy learning performances for deepening student literacy development.

**Honoring the Circle: How a Practicum on the Res Helped Us Become Better Teachers –E, SJ** *Craig Young* -- Bloomsburg University of PA
**Brady Board Room**
Bloomsburg University requires all early education majors to participate in a specialized, field-based practicum in order to gain experience working with diverse populations and to develop personal and professional perspectives. This session describes the creation of and participation in a practicum focused on one historically marginalized and under-served population -- American Indian students. The beginning of the session will explain the logistics of the practicum, how it was organized, and how it was implemented. Three participants from the most recent practicum will address the different in-school, class meeting, and out-of-school activities they experienced. We will then offer a summary of how the group answered the focus questions before offering final reflections on the impact this experience has had on their identities as teachers. Time will be reserved at the end of the audience to answer questions and see artifacts brought back from the reservation.

**Using Book Clubs in the Classroom: How to Break Free From the Class Novel Structure – S,R** *Allison Irwin*
**Penn Harris A**
Moving beyond the "one book fits all" mentality, this year my students had choice in what books they can read as "class novels.". This presentation to fellow teachers will discuss how to move beyond the novel, and transform the classroom into a Book Club (modeled to replicate social book clubs that we closely associate with Oprah Winfrey), which engaged even the most reluctant reader.

**Technology by Design: Free Literacy Tools to Diversify Every Part of Your Lesson M,ML** *Nicole DeGuzman & Justin Leigh* -- Pennsylvania Leadership Charter School
**Lochiel Room**
Is your head spinning from the plethora of educational technology tools out there? Are you unsure how to best apply all those tools to teaching language arts? Presented by two cyberschool English teachers, this session explores some of the tried-and-true tech tools we use everyday. We organize these easy-to-use tools by four common parts of a lesson: activation of prior knowledge, direct instruction, collaboration, and assessment. We target how each tool can be used for literacy, demonstrating exactly how we apply it in our language arts classes. And we'll do it through an interactive "choose your own adventure" format! Participants will leave knowing over six free tools to start using in any classroom tomorrow, plus access to an online toolbox of many others.

## Concurrent Session C 12:35-1:25

**Finding the Teach-Write-Life Balance**
*Jennie K. Brown* -- Annville-Cleona School District
**Brady Board Room**
This session is geared toward teachers who also dabble in writing. In this presentation, Jennie K. Brown (president of PCTELA, freelance magazine writer, and children's book author) discusses her journey to publication and finding a teacher-author-life balance. She offers a hands-on, mini-lesson where attendees will get their own creative juices flowing (this lesson can be adapted for use in the English classroom). Also, attendees will leave the session with a "write-time" calendar of their own.

**Fun Diverse Teaching Strategies Appealing to Learners From All Cultural Backgrounds – G,CC**
*Deborah Johnson* – Kutztown University
**Penn Harris B**
This presentation appeals to the senses of all learners through the use of music, games, art, and innovative writing, poetic, and reading instruction centered-on the Common Core Standards. These brain-based strategies particularly appeal and proven successful with urban learners, African American males, ELL, minority students, special needs, and at-risk learners. This is an interactive session and you will leave with take-away samples that are useable for all curriculums.

**I learn differently...I'm a digital native – S, ML** *Tim Oldakowski* – Slippery Rock University
**Penn Harris A**
Early into the millennium Prensky (2001) coined the term "digital natives" to describe young people who were "native speakers" of "the digital language of computers, video games, and the Internet." While today's students are still considered "digital natives" and are extremely adept at exploring and using digital tools in their free time, many schools are not embracing this change and explosion of technology, but are rather limiting students' modes of expression by only assessing via the mode of language. In this session, the facilitator will share multimodal assessments in which students in English courses were able to express their thinking via multiple modes that extended beyond writing. The artifacts created by students demonstrate

that knowledge is constructed by individuals who learn in a variety of different ways (Gardner, 1993).

**Building Bridges: Young Adult Literature and the Classics – M,R,**
*Tim Horew* – Slippery Rock University
**Governor Board Room**
Classic literature is important for students to read and understand. These works encapsulate a whole time period's writing style, language, and social issues. However, this material can be difficult for students to pick up without some assistance. With the plethora of young adult literature available, building that bridge is an easy task. Plenty of these young adult books deal with social issues, including diversity, and are also really relatable to students. Starting off with young adult books is a great way to get students engaged and prepared for the classics, and it is also a great venue to discuss things that the student may be experiencing in their everyday lives, including bullying, suicide/depression, racism, relationship troubles, etc.

**A Novel Approach: Teaching Research Skills Through Writing Historical Fiction -- PWPN** *Cynthia Minnich* -- Upper Dauphin Area High School
**United States Board Room**
Cindy will share her efforts at retooling the standard research project in an effort to produce more engaged and authentic opportunities for students to have questions they needed answered and to be able to present their findings: by challenging them to create a piece of historical fiction. In the process, students not only have to determine what information they must research to create an authentic and believable narrative, but they must consider all the options available to authors as they craft their own story. Student examples will be shared; a handout will provide relevant resources for teachers and students interested in trying their hand at historical fiction.

**Mirror and Window Books: E,SJ,R,CC**
*Stacey Shubitz* – Adult and Literacy Consultant
**Brady Board Room**
A powerful way for teachers to embrace diversity is through the careful selection of mentor texts. All students deserve to read mirror books, in which they can see themselves, and window books, in which they can learn about others. This means teachers must have books that represent a variety of religions, races, and sexual orientations on classroom bookshelves during all months of the year, not just the ones with special designations (e.g., Black History Month, Women's History Month). The Common Core Standards provide us with a pathway for what to teach, but they do not tell us how to teach (Calkins, Ehrenworth, and Lehman, 2012). Therefore, all teachers, from early career to veteran teachers, can embrace diversity by selecting mentor texts that will not only lift the level of their students' writing, but will provide them with mirrors of themselves and windows into the world.

**Kate Garvick during her presentation at conference 2014**

## Friday Roundtables 2:45-3:30

Round Tables will take place in **Harrisburg Ball Room- York**

*Timothy Shea* -- Reel Connections

*Dorry Altman & Ashley Burns* -- Cyber School: What is it Good For?

*Melanie Glennon* -- Project Awesome: Building Community through Compassion and Communication

*Jennifer Novotney* -- Shared Writing Experiences: Building Community in a Diverse Classroom

*Robert Holderer & Tanya Teglo* -- The Writing Center: A Means of Teaching Diverse Perspectives

*Jamie Myers, Veronica Iacobazzo & Reann Horgas* -- Mapping the Diversity of Literacies in the Classroom

## Concurrent Session D 8:30-9:20

**Poetry in ESL/EFL Writing Classroom – G,R,W** *Samah Elbelazi* – Indiana University of PA
**Penn Harris B**
Using poetry in the second language context is considerably new. Many researchers and educators including Hanauer (2001, 2012) implemented different methodologies that enhance students' writing by using poetry in the ESL writing class. Hanauer (2012) suggested that poetry offer a great personal journey discovery in a very simple and brief way. This presentation is divided into four stages. First, the presenter will explain the method and the selected poem to the audience. Second, she will moderate audience discussion to generate ideas. Third, the audience will have an opportunity to write few paragraphs about their selected living experience. Finally, they can volunteer to share their writing. To this end, the presenter will allow some time for questions and comments.

**Diverse Literature for Diverse Learners: Meeting the Needs of all Students in the Elementary Classroom E** *Michael Williams* -- Mountain View Elementary School/ Central Dauphin School District
**Brady Board Room**

**Other Peoples' Shoes – S,W,ML,SJ**
*Sarah Clayville* -- Carlisle Area School District
**Governor Board Room**
Often in English classrooms we ask students to write from the perspectives of literary characters in simple journals or short responses, yet we these brief activities do not necessarily cause the students to have sustained empathy for those characters. By expanding the activities to incorporate diverse voices from film, public and historical figures, and of course literary characters, and asking students to include performance of their writings and interaction with others in class, more authentic experiences will occur. In other words as teachers we can actually help students to step into the shoes of others and tangibly feel what their lives and struggles are like. This workshop will provide a number of activities that go beyond basic emphatic journaling. Resources will also be presented that have worked well in the past when doing these activities in both a Creative Writing course and a general American Literature course.

**Lights, Camera, Diversity: Showing Changes to our Social Fabric through Classic Movies in the Classroom – C, ML**

*Michael Young* -- Robert Morris University

**Penn Harris A**

For a few generations, we have been using literary touchstones like some of the language and sentiments in _Huckleberry Finn_ to both spark discussion on diversity and to discuss how social norms about race or creed or gender or other issues can and often do change. But many of our students are more in tune to the visual, even the digital, that the written – so why not use the now over 100 years of movie scenes, characters, and decades of dialogue to initiate similar classroom discoveries? Entire films do not have been screened for a class. Individual scenes or a collection of keys moments can be easily brought into the classroom by use of DVDs or relying on the Internet. Since most of these films are now in the public domain, they are frequently excerpted at locations such as YouTube and Turner Classic Movies' extensive site.

**(Re) Building Adolescent Readers -- PWNP** *Cindy Minnich & Sara Kajder*

**United States Board Room**

This interactive session explores what it means to re-engage adolescent readers who for a host of reasons enter our middle and high school English classrooms as proud, self-identifying non-readers. We'll talk collaboratively and collectively about books, strategies, classroom structures, routines and digital tools that amplify our teaching and help us create entrances which help our students build or reconstruct active reading identities.

## Concurrent Session E 10:55-11:35

**Pre-Service Teachers: Embracing Diversity – C,SJ,R** *Shannon Mortimer-Smith* -- Shippensburg University

**Penn Harris B**

In this session, pre-service teachers will present lesson plans and engaging activities paired with diverse young adult novels and texts that address issues of gender and sexual orientation, disability, race and cultural ethnicity. Situated in small, thematic, round-table groups, student-leaders will present their work to attendees in 10 minute blocks. Attendees are encouraged to visit each of the student-led round tables and engage in open dialogue with the student-leaders. Attendees will have the opportunity to visit three tables and ask all presenters questions at the conclusion of the presentation.

**On the page, we are one: Erasing Boundaries and Fostering Community in the Diverse Composition Classroom – E,W** *Lija Diem Stolzfus & Susan Beam* -- Harrisburg Area Community College

**Brady Board Room**

More than ever, the global community and fields of employment thirst for members who can effectively and productively collaborate, create, and cooperate in richly diverse environments. In communication classrooms such as ours, we have an opportunity to develop our classroom communities and guide students by modeling and fine-tuning these skills through their writing process and particularly through the writer's notebook and workshops. Fueled in part by the likes of Kittle and Gallagher, these presenters will offer a fresh perspective on classroom writing communities via the free write, collaborative writing, and workshops, citing tested strategies used in their own diverse community college classrooms. Incorporating varying techniques focused on hearing every voice and learning from each other, these presenters will provide practical classroom tools that allow for differentiation, utilize vital technology, and ultimately build a trusted community of learners and writers.

**The Look of Literacy: Why Grammar Matters -- PWNP** *Lynne Dorfman & Diane Dougherty* -- Arcadia University & Educational Consultant

**Lochiel Room**

Because of the relationship between language and power- economically, socially and culturally – we owe it to our students to foster a culture of correctness in their writing and speaking. This session will focus on strategies for embedding grammar instruction within the context of writing workshop and throughout the day. Participants will discover how to use mentor texts and passages to try out new sentence patterns to reimagine possibilities for syntax and word choice. In small groups, participants will discuss opportunities to assess prior grammar knowledge and recall of students as a formative assessment measure. Together, facilitators and participants will explore how grammar conversations serve as reflection on daily practice as well as an integral layer of the foundation for building and sustaining a community of writes. Q & A will close the session as participants complete an exit slip and share questions and final reflections.

**"It makes us the story. We transform!": Active and Dramatic Approaches to Engage Diverse Learners with Complex Texts – G,P** *Allisonn Volz, Sandra Guinto, & Jessica Sharp*

**United States Board Room**

The presenters will engage participants in active, dramatic, on-your-feet strategies to explore complex texts. Strategies and dramatic approaches that have been successfully used with students of all ages (elementary-college) and of various backgrounds (ELL, urban, inclusion and rural) and will be shared by the presenters. (E,M,S,C)

## Saturday Roundtables 12:45-1:30

Round Table will take place in **Harrisburg Ball Room- York**

*Alyce Baker* Embrace, Don't Hate: How We Can Defend Students' Right to Read Diverse Materials

*Suzanne Hasenflu, Timothy Horew & Megan Egli* Minecraft :Breaking Barriers on Reluctant Readers

*Michael Anthony* Between the Lines: Reading Workshop in the Age of Common Core Standards

*Monica Boone Rice* When is it Okay to Break the Rules

*Amy Bouch* Recreational Reading in the Common Core Standards

*Deborah Lynch , Jennifer Angstadt, & Marisa Cook* The Relevancy of Sherman Alexie for International Student

**JessaLynn Barnhart with author Stephen Chbosky at conference 2014**

# WE'RE LOOKING FOR A FEW GOOD TEACHERS

## NOMINATE AN OUTSTANDING COLLEAGUE FOR AN NCTE TEACHING AWARD

PCTELA has been active and honored to recognize through NCTE outstanding educators from our organization and state. We need to do so again and we want your help in identifying educators for recognition. These awards include:

**High School Teacher of Excellence Award:** This award is given to high school teachers who are nominated by their state affiliates. All state, provincial, regional, and local affiliates can participate.

**Donald H. Graves Writing Award:** Recognizes teachers in grades K-6 who demonstrate an understanding of student improvement in the teaching of writing.

**Edwin A. Hoey Award:** This award recognizes exceptional English language arts teachers of grades 5-8 who have demonstrated excellence in teaching English language arts and inspired a spirit of inquiry and a love of learning in their students.

**Media Literacy Award:** This award showcases NCTE members who have developed innovative approaches for integrating media analysis and composition into their instruction.

**Outstanding Educator Award:** Recognizes a distinguished educator who has made major contributions to the field of elementary English language arts education.

**Richard W. Halle Award:** This award honors a junior high/middle level educator who has worked to promote understanding of the developmental needs and characteristics of young adolescents, especially in the English language arts.

If YOU could put forth a name and contact information to PCTELA President Jennie Brown at jenniekaybrown@gmail.com, we will then proceed (with your help) to see if that individual is inclined to participate in the award process. We recommend you make some sort of preliminary contact with that educator to make sure they are willing to move forward with their nomination.

In the event that we receive numerous nominees, any educator who is not chosen for an award this year will be immediately considered for future awards.There are too many outstanding educators in our state and organization for there not to be someone representing us. We hope you'll seriously consider our request.

## EXHIBITION OF PROFESSIONAL RESOURCES

Our exhibition of professional resources includes materials from our outstanding publishers and exhibitors. Please take time to visit with these supporters during breaks in the conference. Have some fun and win some prizes as you visit with our exhibitors and participate in the G*REAT PCTELA SCAVENGER HUNT!*

**Thank you so much to all our exhibitors:**

**Daedal Doodle Ink**
**Aaron's Books**
**Eduspire**
**Everbind**
**EMC Publishing**
**Perfection Learning**
**McGraw Hill Education**
**Pearson**
**West Chester University College of Education**

*Our apologies to any exhibitors or supporters we may have omitted or who reserved space after the printing of this program.*

# Author Breakfast Participants

**Kate Walton**
www.kmwalton.com
As a Pennsylvania resident, graduate of West Chester University of Pennsylvania with a degree in Elementary Education and former middle-school language arts teacher, M. K. Walton is an advocate for education and ending peer bullying. Her novels, including *Empty* and *Cracked* bring out the devastating effects of peer bullying and the journey toward the triumph of personal growth and redemption. Commenting on Walton's book Empty, Kim Sabatini, author of *Touching the Surface*states, "She writes with the intent of saving lives. Words are weapons – but as Walton has deftly illustrated in *Empty* – they are also hope." When making a list of her favorite things, Walton includes bringing out love, hope, change, risk, empathy and kindness in us.

**Tiffany Schmidt**
www.tiffanyschmidt.com
Twitter @TiffanySchmidt
TiffanySchmidtWrites.Tumblr.com
Instagram: TiffanySchmidt

A former sixth grade teacher living in Doylestown, Pennsylvania, Tiffany Schmidt's contemporary young adult novels include *Send Me a Sign, Bright Before Sunrise* and her 2015 *Once Upon a Crime Family* series with *Hold Me Like a Breath* as the first book. She's also authored a picture book: *The Adventures of Black Dog and the Beached Whale*. A reviewer on Amazon.com notes that *Send Me a Sign*, "…captures the importance of personal relationships with family and friends when facing the most challenging times of our lives." When she's not writing about superstitions, life-changing nights, sea-faring pups, or organ-trafficking crime families, she can be found chasing her impish twins around their backyard, baking, running, or watching Netflix with her saintly husband. Tiffany is always delighted to book school visits or writing workshops.

**Philip Beard**
www.philipbeard.net

Born and raised in Pittsburgh, Pennsylvania, Philip Beard graduated from Colgate University and the University of Pittsburgh School of Law and practiced law for ten years before embarking on a writing career. His first novel, *Dear Zoe*, received several accolades including being named to the American Library Association's "Booklist" as one of the Ten Best First Novels of the Year. In a commentary of*Dear Zoe* in The Press of Atlantic City, the reviewer states, "*Dear Zoe* is an almost flawless novel of self-discovery and redemption. It is the sort of book that a generation can call 'theirs,' a book that captures the trials of adolescence and the aching numbness of America in the aftermath of 9/11." *Dear Zoe*is currently in development as a feature film. In addition to his second book *Lost in the Garden*, *Swing* is Philip's latest novel. The themes of family, using our own life experiences and the interactions of family in finding unique ways to heal highlight his writing. Philip currently lives in Aspinwall, a suburb of Pittsburgh, with his wife and three children. There is nothing he enjoys more than talking with readers. If your book club can gather readers, he'd be happy to try to schedule an in-person (locally) or Skype (everywhere else) book discussion.

**Lisa Doan**
www.lisadoan.org

Receiving a master's degree in writing for children and young adults from Vermont College of Fine Arts, Lisa Doan has been a world traveler to Africa, Asia, Central America and lived on a Caribbean island for eight years. Several of her jobs included working as a scuba diving instructor, wallstreet headhunter and restaurant owner. These experiences energize Lisa to include travel, adventures, survival, excitement, humor and fun in her writings for middle grade readers. She is the author of *The Berenson Schemes* series which includes the books *Jack the Castaway*, *Jack and the Wildlife* and *Jack at the Helm*. In an editorial review from the School Library Journal by Wayne R. Cherry, Jr., First Baptist Academy Library, Houston, TX, "The story is a well-written debut novel and an introduction to a fun cast of characters and a series certain to be full of adventure. Pencil illustrations bring life to Jack and all of the craziness he and his family experience. This will likely entertain even the most reluctant of readers." On her website, Lisa encourages teachers to download teacher guides for each of the three books which are Common Core State Standards Aligned Discussion and Activity Guides.

# Author Breakfast Participants

**Jennie Brown**
www.jenniekbrown.com
http://jenniekwrites.wordpress.com
www.facebook.com/jenniekbrown
Twitter: @jenniekaywrites
www.pinterest.com/jenniekwrites/

Jennie K. Brown is a high school English teacher by day, freelance magazine writer by night, and middle-grade/young adult author by late-night and weekend. Her middle grade novel *Poppy Mayberry, The Monday* will be published in April 2016 by month9books (Tantrum Books imprint), with a sequel to follow in December of that year.

When she isn't teaching or writing, Jennie can be found reading a good book, traveling, or spending time with her awesome husband, amazing son and super-spoiled yorkie. In 2010, the National Council of Teachers of English (NCTE) named Jennie the Pennsylvania English teacher of excellence, and she currently serves as President of the Pennsylvania Council for Teachers of English and Language Arts (PCTELA). She is also an active member of SCBWI, NCTE and ALAN.

**Victor Stabin**
www.victorstabin.com

Victor Stabin was born and raised in New York City. He attended the Art Students League, The High School of Art and Design, Art Center College of Design and the School of Visual Arts. As an early-career illustrator, Victor received commissions from *Time, Newsweek, The New York Times, Rolling Stone,* Scholastic, Random House and Disney. He created an album cover for the rock band KISS, and nine U.S. postage stamps. He crafted a mural for RCA/BMG headquarters in NYC, and has multiple pieces hanging in his favorite radio station, WNYC, and in many important private and public collections.

For almost three years, wherever he went, Victor Stabin brought a dictionary along. By poring over more than 8,000 pages of multiple dictionaries, he discovered the words from which he would create Daedal Doodle. Reading "ABC" books to his young daughters, his love of words, and an inability to curb his incessant doodling inspired Victor's improbable alliterative combinations and the illustrations that form the heart of his book.

**Jennifer Novotney**
www.JenniferNovotney.com

Jennifer Novotney is the author of several books for young readers. She was a 2014 recipient of the Moonbeam Children's Book Award for her debut young adult novel, *Winter in the Soul*. *Infinite Spring*, the sequel to her debut, was released in 2015. Of her series, an Amazon.com reviewer wrote, "Jennifer obviously has a talent for literary fiction. The descriptions of the landscapes and imagery shine brightest."

Her next young adult novel, *Electrified*, will release shortly and she recently completed her first middle grade novel, *Felix and the Dream Tree*. A native of Los Angeles, California, Jennifer attended California State University and Northern Arizona University, graduating with highest honors in English. She currently lives in Pennsylvania with her husband and daughter. She has been teaching English for over ten years and loves reading stories with students. Jennifer would be happy to come visit classrooms to discuss her books or teach creative writing workshops.

***AUTHOR BREAKFAST NOTE*: This special event has a full breakfast provided so participants must register and pay for the author breakfast IN ADVANCE.**

## Are you a writer? Do you want to be published? Have ideas to share?

PCTELA is always looking for creative ways to bring the membership the information it needs through our newsletter. We hope you will consider a submission. We are looking for: teaching ideas, book reviews, website suggestions, reflective essays and commentaries about teaching and issues in education. We will also consider manuscript versions of conference presentations.

If you have any questions or need more information, contact newsletter editor, Jonathon Debor at pctelanews@gmail.com. Or send an email to our pctelanews.wordpress.com blog editor Kate Hoffman at kap17@scasd.org to submit your book review or Friday Five list (anything related to reading, teaching, or learning).

## ACKNOWLEDGEMENTS

We wish to thank the following people, organizations, schools, and companies for their help in presenting this conference and their support of our organization:

The National Council of Teachers of English
Pennsylvania Center for the Book
Ken Witmer
The West Chester College of Ed for donating the bags

## Future Conferences:

Conference 2016 will be held at the Penn Stater Conference Center Hotel, State College, PA on October 14 and 15, 2016.

***Find PCTELA online:* www.pctela.org OR**
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