

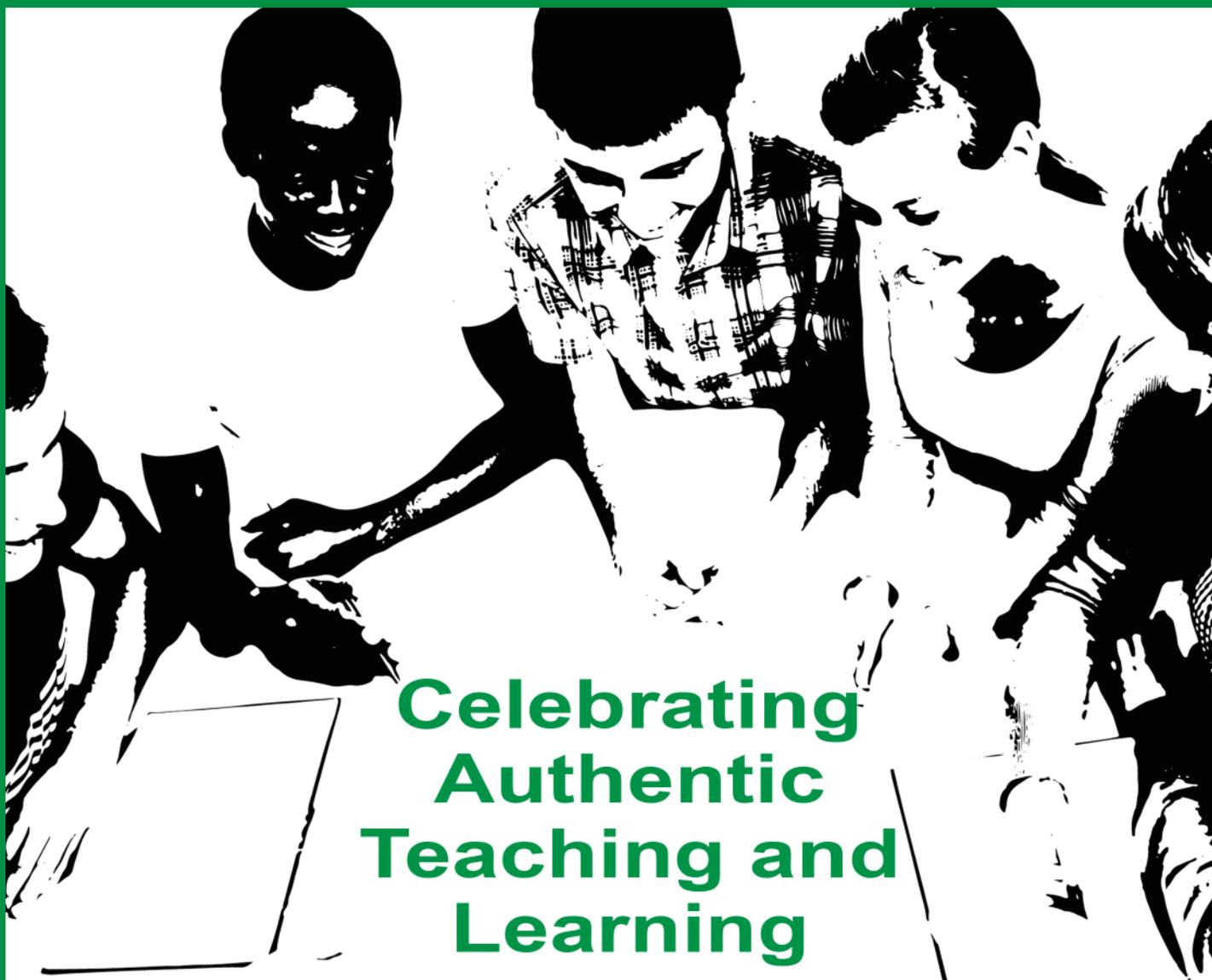


# NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH

114<sup>TH</sup> ANNUAL CONFERENCE

HOLIDAY INN, MANSFIELD, MA

OCTOBER 21-22, 2016



## Celebrating Authentic Teaching and Learning

**23 concurrent sessions, graduate credit option, poetry reading,  
free performance of *The Scarlet Letter*, prizes,  
publisher exhibits, and keynote speakers**

**Rhina P. Espallat & Penny Kittle**

# Celebrating Authentic Teaching and Learning

As educators, we aim to involve students in work that matters—work that not only captivates them, but inspires them to become lifelong learners. We engage students in work that embraces choice and interest, has real purposes and audiences, and extends beyond the classroom or school walls. This year’s conference theme, *Celebrating Authentic Teaching and Learning*, will remind us why we became teachers and celebrate the work that we do each and every day.

Please join us on October 21 and 22 for valuable, practical workshops, inspiring keynote comments, access to worthwhile resources, and many opportunities for networking with many of the best language arts professionals in New England!

—Christina Roy, Ann West, and Debbie Woelflein, NEATE Conference Chairs

## Rhina P. Espailat — Friday Keynote Speaker



Friday’s luncheon speaker, Rhina P. Espailat, is a well-known bilingual American poet and translator who has published 13 books, comprising collections of poetry, essays, short stories and translations. As a writer, she emphasizes the importance of the relationship between the poet and the invisible reader and the value of the poet’s knowledge of and attention to the craft that makes the art of poetry possible. As an experienced educator, she brings to her remarks a double perspective, blending teaching and writing.

Her keynote speech, “Poetry as the Core of a Liberal Education,” will speak to the idea that, as teachers, it is our job to let students know that poetry belongs to them; that it is, in fact, part of their inheritance as human beings, like every other art. We need to teach them—through creative writing and informed reading—that inspiration is only the beginning of creation. There’s work involved, and understanding, and all of it is part of the joy.

# Penny Kittle — Saturday Keynote Speaker

Saturday's speaker will be Penny Kittle, a K-12 literacy coach who directs new-teacher mentoring for the North Conway, N.H., School District. She also teaches writing at Conway's Kennett High School and in the Summer Literacy Institutes at the University of New Hampshire.

Penny is the author of numerous books with Heinemann including *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*; *Children Want to Write* (with Thomas Newkirk); *Write Beside Them: Risk, Voice, and Clarity in High School Writing*, which won the 2009 James N. Britton Award from NCTE; *The Greatest Catch*, and *Public Teaching*. She co-authored two books with Donald H. Graves — *Inside Writing* and *Quick Writes*. She was named the 2015 Exemplary Leader by NCTE's Conference on English Leadership.



## Enter and win!

Be sure to enter the annual **NEATE raffle** on Friday and take home a prize of your choice! NEATE members and regional businesses contribute to this raffle. Visit us in the exhibit hall—and don't forget to bring your **address labels** for the raffle tickets!

The raffle proceeds fund two **\$200 mini-grants** that NEATE awards to teachers to pursue academic work, develop units, or create classroom materials. Winners will be announced after the conference and invited to share their projects with NEATE.

## Exhibit Hall

Publishers and other vendors will share new products, assist attendees in meeting the needs of all students, and provide items to make every educator's life a bit easier. Exhibitors will be available all day Friday and will provide a variety of giveaways. **Books on the Square** will offer a great selection of current and classic titles at a 10% discount to conference attendees. Their knowledgeable staff will make available speakers' materials as well as titles recommended by workshop presenters.

## Need More Information?

**Conference:** Christina Roy at [neateconference@gmail.com](mailto:neateconference@gmail.com).  
**Registration:** Richard West at [NEATEtreasurer@gmail.com](mailto:NEATEtreasurer@gmail.com).  
**Membership:** Sarah Lefebvre at [sarah\\_lefebvre@wrsd.net](mailto:sarah_lefebvre@wrsd.net).  
**Hotel:** Holiday Inn at <http://tinyurl.com/hfhseq8> (this link has phone numbers and takes you directly to reservations).  
**Networking:** Visit [neate.org](http://neate.org) to join our online community!

# Friday Schedule

Check for schedule updates at  
[neate.org](http://neate.org)

**7:00 a.m. – 8:15 a.m.**      **Registration**

**8:15 a.m. – 9:45 a.m.**      **Session I**

**1. What is “English” Now? Seeking Love and Wisdom in the Literacy Classroom (G)** *Bruce M. Penniman*

Using chapters from Jeffrey D. Wilhelm and Bruce Novak’s book *Teaching Literacy for Love and Wisdom* (2011) as a guide, this session will explore the origins and development of “English” as a discipline and raise questions about what it is—and should be—in 21<sup>st</sup>-century classrooms. Participants will read and discuss excerpts from the book in jigsaw fashion, reflect on their values and desires as teachers of English, and work collectively to create new understandings of authentic teaching and learning of literacy and culture. Copies of the Wilhelm and Novak book will be available for \$7. Participants who wish to receive the book early should e-mail the presenter: [penniman@english.umass.edu](mailto:penniman@english.umass.edu). *NOTE: This is Part 1 of a Friday-Saturday workshop with optional University of Massachusetts Amherst graduate credit extension but is open to Friday-only attendees.*

**2. Reclaiming the Core: Critical Inquiry Units (G)** *Meg Petersen and Megan Birch*

Today, more than ever, we need a curriculum which honors both teachers and students as social beings and idea creators. Participants will learn how to design critical, integrated instructional units which allow for in-depth exploration of issues that matter from various disciplinary perspectives. Instead of rushing to cover a large body of information in a curriculum, we can investigate a topic like this in depth, dwelling on it in order to approach it from various perspectives. In so doing, we can begin to provide access to higher level skills for all students. Presenters will share classroom applications from various grade levels and teaching contexts.

**3. Telling the Story of America: Digital Storytelling in American Studies (H)** *Dana Huff*

As our abilities to combine image and text become more sophisticated and ubiquitous, digital storytelling is a powerful means for telling the stories that we all have. Participants in this session will learn how one teacher designed a high school American literature curriculum with the theme of storytelling at the center of student learning, culminating with student creation of a digital storytelling project. This session includes discussion of Backward Design and use of essential questions in curriculum development, as well as samples of student digital storytelling projects. Participants will leave with resources, models, and ideas for implementing digital storytelling in a humanities curriculum.

**4. Planning, Implementing, and Assessing Classroom Discussions (MH)** *Michael Harten and Kelly Danielson*

The CCSS Speaking and Listening standards can be challenging for teachers to incorporate into their instruction. Presenters will share instructional practices for planning, teaching, and assessing discussion in 7-12 classrooms. Participants will receive materials showing how to prepare students to mark text; create effective discussion questions; plan and run student-led discussions; create effective, evidence-based responses; and self-assess with rubrics and checklists. Socratic seminars, book clubs, poetry clubs, fishbowls, whole-class discussions, and final exam discussions will be explored. Participants will also play the roles of both participant and evaluator in mock discussions.

**5. Poet-of-the-Year Presentation and Workshop (G)** *Barbara Wahlberg*

In this two-part workshop, poets who were chosen as finalists for NEATE’s Poet-of-the-Year Award will share some of their work. Participants will then take part in a discussion about teaching poetry, why reading and writing poetry are essential to lifelong learning, and how poetry intrinsically ties to the Common Core State Standards. Current research has shown that teaching and writing poetry enhances creative thinking skills similar to music and art, thus further supporting the need to develop poets in our classrooms. Get ready for a lively discussion and come away with ideas to use in your classroom the next day!

**9:45 a.m. – 10:00 a.m.**      **Conference Welcome and Poet-of-the-Year Presentation**

**9:45 a.m. – 10:45 a.m.**      **Exhibits and Networking**

**10:45 a.m. – 12:15 p.m.**      **Session II**

**1. Authentic Learning in Action (MH)** *Brenda LeBlanc, Marie Levey-Pabst, and Carrie Salvato*

Students are more engaged in school when they are working on tasks that make them feel what they are learning is relevant, can be used beyond the classroom walls, allows them to have choice, and mimics skills adults use in the workplace. In this session, participants will gain an understanding of authentic learning through successful, authentic learning practices three teachers currently use in their classrooms. In addition, modifications will be presented so all practices and projects can meet the needs of diverse learners. Additionally, participants will have time to begin working on their own ideas for bringing authentic learning into their classrooms.

**2. Sharing the Ordinary, Extraordinary Work of Teachers (G)** *Anne Lutz Fernandez*

Using *Schooled: Hearing Teacher’s Voices on Education in America Today* (Teacher’s College Press, 2015), to guide conversation, co-author Fernandez will share her experience researching and writing this book, which profiles nine teachers working in diverse contexts across the country. Much of the session will be devoted to an interactive workshop focused on how educators can use their written, communication, and media skills to support their profession and inspire their students by celebrating their work and the work of their fellow teachers.

**3. How Do We Cultivate Social Learning within a Vital Learning Community? (G)** *Annie O’Shaughnessy*

Many authentic learning activities succeed in explicitly linking their unit plans to “real-world problems that mimic the work of profes-

sionals,” one of Dr. Audrey Rule’s themes. Teachers struggle, however, to integrate her third theme that supports authentic learning: “students engage in discourse and social learning in a community of learners.” During this workshop participants will look at research, reflect on their own practices, explore a series of units, and experiment with activities in order to tease out a clearer understanding of how to weave this third theme into curriculum in a meaningful and enduring way.

4. **Authentic Tasks that Empower Learners to Think and Communicate Effectively (G)** *Marianne True and Stacie Curdy*  
Students of all ages are more engaged in their learning when provided with opportunities to participate in authentic learning tasks. From first graders saving a historical building, to university business students creating and marketing ice cream for local restaurants, the *New Hampshire Journal of Education* showcases promising teaching practices that require students to think critically, listen intently, and communicate effectively both orally and in writing. In this workshop, co-editors of the practitioner’s journal will provide six successful authentic learning projects. Participants will share ideas and collaboratively brainstorm ways to incorporate strategies into their own classrooms.
5. **S.T.O.R.Y.: Spreading the Truth of Real Youth through Authentic (and Fun!) Assessments (G)** *Lisa Iaccarino*  
Eighth-grade English students answer year-long essential questions “Why tell stories?” and “What is Your Story?” by examining literature through a real-world lens, creating public blogs, writing six-word and full-length memoirs, and participating in S.T.O.R.Y. (Spreading the Truth of Real Youth) speeches based on the TED model. Each authentic activity allows students to find and share their voices with public audiences, while building critical thinking, reading, writing, and speaking skills. Students are intrinsically motivated and have a better understanding of how the curriculum relates to the world and their personal lives. This workshop will allow participants to see examples of creative and authentic assessments that connect directly to adolescent development. By giving them opportunities to share their own stories and ideas with a public audience, they are more motivated to do the work, which is stronger and of higher quality.

**12:15 p.m. – 2:00 p.m.**      **Lunch, Keynote Speaker Rhina Espailat, and Awards**

**2:00 p.m. – 2:30 p.m.**      **Exhibits, Networking, and Book-Signing by Rhina Espailat**

**2:30 p.m. – 4:00 p.m.**      **Session III**

1. **Authentic Self-Improvement: Fostering a Growth Mindset (H)** *Stephanie Raudonis*  
In this workshop, participants will learn how one teacher transformed a popular interpersonal communication elective into a required course that will transform students, making them not only “college and career ready” but passionate about the ongoing journey of being a better person. Experience the process of self-assessment, peer feedback, and research leading to a useful, authentic plan that develops and improves important skills in communication, collaboration, and self-direction. In addition to having time to reflect and participate, attendees will take away an adaptable QPA.
2. **Beyond the Heroic Journey: Alternate Approaches to Teaching Fantasy Literature (MH)** *Mark Fabrizi*  
Odysseus, King Arthur, Bilbo, Harry—it is easy to default to Joseph Campbell’s Heroic Journey framework to examine the lives of these literary characters. In this workshop, participants will discuss other viable approaches to studying fantasy literature, helping to make these timeless works and others more applicable to our students’ lives. From middle to high school and beyond, fantasy literature is an effective vehicle for exploring philosophical questions, moral dilemmas, historical influence, and issues of social justice. Participants can expect to leave the workshop with a variety of useful approaches to help students analyze fantasy literature.
3. **Practicing Authenticity in Writing: Personal, Professional, Political, Published (G)** *Lori Ayotte*  
We tell students that writing can make a difference in their lives and in their societies, but do they practice it? Do teachers practice it? This session will focus on reclaiming authenticity in writing with a four-pronged approach. Personal: beginning with this no-fear approach allows student buy-in and encourages writing practice and expression. Professional: teaching students to create resumés, cover letters, and other forms of writing for the business world allows them to hone word choice, concision, and grammar. Political: connecting a literary topic to a modern-day issue enhances meaning. Published: sharing writing with an audience. This approach allows students, and teachers, to practice more meaningful forms of writing and encourages them to share creations, creating a true community of writers within the classroom itself.
4. **Teacher Action Research: Purposeful Professional Development (G)** *Joanne Leisk and Leslie Means*  
Due to limited time and financial resources, schools have been forced to provide “one-size-fits-all” professional development. This session will provide an overview of a new opportunity, Teacher Action Research, which enables teachers and administrators to shape their own professional development with the support and structure of traditional professional development. Participants will leave with materials to implement this protocol, as well as have an opportunity to conduct their own teacher action research project. Grounded in scholarly research and practical application, Teacher Action Research empowers teachers to take charge of improving their craft.
5. **Flash Fiction in the Classroom (G)** *Michelle Barkson and Alex Lonardo*  
Flash fiction offers a unique opportunity for teenage students to access both the reading and writing of fiction. In this session, participants will learn what flash fiction is, will be given the opportunity to write some of their own flash fiction, and learn about writing exercises to take back to the classroom. This workshop will also discuss authentic possibilities for students to publish their work to broader audiences beyond teachers and peers, while accounting for the complicated issues of student privacy.

**4:00 p.m. – 6:00 p.m.**      **NEATE Social, followed at 4:30 by Free Performance of Nathaniel Hawthorne’s *The Scarlet Letter* by New Rep Theater**

# Saturday Schedule

7:30 a.m. – 8:30 a.m.

Registration

7:30 a.m. – 8:30 a.m.

Continental Breakfast (pastry, coffee, and tea)

8:30 a.m. – 10:00 a.m.

Keynote Speaker Penny Kittle, Followed by Book-Signing

10:15 a.m. – 11:45 a.m.

Session IV

**1. Teaching Literature to Career-Minded Students (G) Dav Cranmer**

In this workshop, participants will be acquainted with what the presenter calls a “case-study” approach to teaching short stories. By approaching short stories as case studies, readers are asked to look at what the story tells about how the story event is handled. This case-study approach is designed to help students look for ways to apply what they learn from the story to their own lives.

**2. Strengthen Your Writer’s Workshop (G) Leslie Laud**

Want to stir your students’ instinctive desire to use their voices to communicate via writing? Invite students to write about topics that matter, such as social justice causes, and then to share their writing with audiences that can help them further their causes so that writing feels deeply purposeful? Ease their task of writing through teaching the self-regulation skills and tools needed to direct their own writing lives? In this interactive session, participants will watch and discuss videos of best practices for teaching writing, then collaboratively adapt strategies for building self-regulation in writers. The session will be primarily discussion and interactive.

**3. Authentic Learning for All: How Teachers Can Bring Authentic Learning into the Classroom by Being Authentic Learners in Their Own Lives (G) Marie Levey-Pabst**

Participants will explore their experiences as authentic learners and plan time to nurture their authentic interests. They will use those experiences to create authentic learning in their classrooms, even within the constraints of traditional settings. Participants will leave with examples of authentic learning outside the classroom, plans for nurturing their interests in the service of both themselves and their students, and concrete tools to transfer their experiences into the classroom. Through this work participants will see how focus on their learning process strengthens their teaching and helps them bring authentic learning to the classroom and their own lives.

**4. Making It Real by Teaching for Transfer (M) Jacqueline Leathers**

One way to raise our level of teaching is to ask ourselves, “How can students transfer this knowledge, skill, or strategy to other situations in their lives?” By adding a transfer step to our instruction, we can help students understand that we are learners all day long, not just in school. We will consider how we can transform teaching and learning by adding a transfer step to planning and instruction.

12:00 p.m. – 1:30 p.m.

Session V

**1. What is “English” Now? Seeking Love and Wisdom in the Literacy Classroom (G) Bruce M. Penniman**

Building on Friday’s Part 1 session, participants will reflect on and synthesize learnings from other workshops in the conference about what “English” is now. They will read and discuss additional excerpts from *Teaching Literacy for Love and Wisdom* and develop new approaches to try in their classrooms. This session will also outline post-conference requirements for completing the one-credit extension.

**2. “The Soul of Lively Action”: Teaching Literature through Performance (MH) Christen Walters**

This interactive workshop is for any English teacher who wants to create a more engaging classroom in which students use performance techniques as analytical tools to interpret a text. Participants will be guided through experiential techniques directly from the rehearsal room of Shakespeare’s Globe and will leave this session with engaging, fun exercises that they can immediately implement in their own classroom. Each strategy ensures that all students, even the most reticent readers and performers, are actively engaged in making creative choices to explore language. This variety of interpretations leads to rich discussions and deeper textual analysis.

**3. Creating Reading Lives that Last: Balancing Independent Reading, Book Clubs, and Core Texts (G) Penny Kittle**

Reading habits do not emerge by accident, but through careful and purposeful modeling and instruction. We must meet children’s social and learning needs as we support their lives as readers. These needs are intertwined and interdependent and have more to do with reading success than school-centered standards do. We will consider classroom conditions grounded in the key principles for motivation: relevance, engagement, and success. I will show how I help readers construct identities of power and opportunity, to challenge themselves as readers, and to act with agency in my classroom through meaningful talk and writing in book clubs and in core texts.

**4. Literacy Strategies that Deepen Understanding and Enhance Inquiry (HC) Gerard Buteau**

Participants will learn strategies and approaches that empower students to appreciate the skills of reading, writing, speaking and listening through a classroom debate model. They will see how information gleaned from fiction and nonfiction can be used to develop a deeper understanding of course core ideas and issues relevant to literacy (i.e., banning books). The presenter will explain how Formulated Formal Protocols help students develop the dual roles of active listener and contributor during class discussion.

## NEATE Conference Scholarships

NEATE is offering conference scholarships to early career teachers whose districts cannot afford to support their attendance. Successful applicants must join NEATE but will have their conference fees waived.

**Download the application:**

<http://neate.org/page/conference-scholarship>

**Deadline:** September 18.

## NEATE FALL CONFERENCE OCTOBER 21-22, 2016 REGISTRATION FORM

Name: \_\_\_\_\_ Phone: ( \_\_\_\_\_ ) \_\_\_\_\_

Home Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School: \_\_\_\_\_ School Address: \_\_\_\_\_

E-mail address: \_\_\_\_\_

# of NEATE conferences attended: \_\_\_\_\_ # of years as a NEATE member: \_\_\_\_\_

**Check all that apply:** Urban , Suburban , Rural , Independent , Charter , College , State , Community , Private , Parochial , Elementary , Middle , High .

**Registration confirmation (speed pass) will be e-mailed before the conference begins. NOTE: If you register by October 2, 2016, subtract \$15 from your conference fee. Excludes Student Special Rate.**

CONFERENCE FEES:	(circle one)	
	Member	Non-member
Friday only	\$110	\$140*
Saturday only	\$100	\$130*
Friday & Saturday	\$160	\$190*
Student Special		\$ 30*@

Presenters may take a \$25 discount on any registration fee.  
\*includes membership 10/1/16-9/30/17  
\*@=undergraduate student without full-time teaching experience

MEAL TICKETS:	(check one)
_____ Friday Luncheon	\$29
_____ Friday Vegetarian	\$29

**GRADUATE CREDIT (see Session I, 1):**  
\_\_\_\_\_ I am interested in UMass graduate credit.

AMOUNT DUE:	
Conference Fee	\$ _____
Early Registration (by 10/2)	- \$ 15.00
Presenter Discount	- \$ 25.00
Sub-Total	= \$ _____
Meals	+ \$ _____
Membership Fee	+ \$ _____
TOTAL	= \$ _____

MEMBERSHIP:	(circle one)	
	1 YEAR	2 YEARS
Regular	\$20	\$35
Full-time Student	\$10	\$20
Retired Teacher	\$10	\$20

Purchase Order # \_\_\_\_\_ NEATE's Tax ID #23-7025784.  
Your purchase order **MUST** arrive prior to the conference or you will need to pay by check or credit card.  
NEATE accepts Visa, MasterCard, Discover, and Diners Club. To pay by credit card, fill in the information below:

\_\_\_\_\_ Signature  
Card Number and Type (Visa/MC/Discover/Diners) Expiration Date

**Cancellation Policy:** Participants unable to attend may send a substitute without penalty as long as you notify registration. Full refund is available on or before 9/23/16; a \$25 handling fee will be charged for cancellation between 9/24/16 and 10/7/16; no refund after 10/7/16.

Send the registration form above,  
along with your payment, to:  
Richard West  
NEATE Treasurer  
843 Gould Hill Road  
Contoocook, NH 03229-2816  
E-mail: NEATEtreasurer@gmail.com; Fax: 888-371-3166



**Hotel information:**  
The NEATE conference rate for rooms at the Holiday Inn Mansfield is **\$116** plus tax for **up to four people**. The cutoff date is **October 10, 2016**. Make reservations directly with the hotel at <http://tinyurl.com/hfhseq8>. The discount code NET will be entered automatically.

The New England Association of Teachers of English  
21 Young Road  
Ashburnham, MA 01430

ADDRESS SERVICE REQUESTED

## 2016 Fall Conference: Register today!



See you in Mansfield at  
the conference!

# Celebrating Authentic Teaching and Learning

OCTOBER 21-22, 2016

Join colleagues in Mansfield/Foxboro, Mass.,  
for the NEATE fall conference!

- 23 concurrent sessions, credit option
- Poetry reading, free play performance
- Prizes, awards, mini-grants, and social
- Scholarships for early-career teachers



**Rhina P. Espaillat**  
Friday Keynote



**Penny Kittle**  
Saturday Keynote

Speaker profiles, session/workshop descriptions, hotel rates, registration form  
inside. **Please circulate this brochure to your colleagues!**

**The New England Association of Teachers of English**  
**A Professional Organization since 1901**