

# THURSDAY, NOVEMBER 17

## WORKSHOPS — 11:30 A.M.–3:30 P.M.

### W.1 #WriteNow: Getting Real with Literacy in the Classroom

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**ROOM 258-A**



Is writing something you love to teach or dread? Love it or hate it, writing is a necessity in education, regardless of the subject area. This workshop will explore how writing can be taught effectively through a number of venues including rap music, post it notes, commercials, peacock feathers, props, sports programming, and social media. Learn how to effectively teach writing and have fun too!

**Presenter:** Rebecca Harper, Augusta University

### W.2 Anaheim Writing Marathon

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**ROOM 204-B**

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*Sponsored by the National Writing Project*



After hearing a brief introduction from the facilitator, who founded the New Orleans Writing Marathon and has led Writing Marathons across the country, participants take part in a three-hour Writing Marathon, writing and sharing their work in small groups around Anaheim before returning to the meeting room to reflect on the process as a community of teachers/writers.

**Presenter:** Richard Louth, Southeastern Louisiana University

### W.3 Critical Hip Hop and Spoken Word Literacies in the 6–12 Classroom: A Generative Poetry Writing Workshop #HipHopEd

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**ROOM 262-A**

During this half-day interactive poetry writing workshop, participants will read and write poems that cultivate critical Hip Hop and spoken word literacies. The workshop will demonstrate practical Hip-Hop-Based Education strategies for teachers who want to learn about using Hip Hop and spoken word poetry in the 6–12 classroom. #HipHopEd

**Presenters:** Brian Mooney, Teachers College, Columbia University  
Otto Vock, Jersey City Art Exchange

### W.4 Critical Media Literacy as a Beacon: Empowering Young People to Light the World

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**ROOM 253-A**

As social media deepens divides and the stories we tell become more important than ever, young people need to be empowered to take action. Critical media literacy enables students to understand the dangers of fake news, see representation in a new light, and expose the media's political economy—then to use their new skills to create their own lighthouses to guide and protect their communities.

**Presenters:** Ben Boyington, White River Valley High School

Allison Butler, University of Massachusetts Amherst  
Nolan Higdon, California State University East Bay

### W.5 Decolonizing the English Classroom: Applying the Principles of Decolonization in Your Own Work

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**ROOM 261-A**

*Sponsored by NCTE Standing Committee on Global Citizenship*

In this collaborative workshop you will review/revise the principles (developed by past workshop participants) for decreasing the impact of colonization on students and countering the racism and inequity inherent in English education. You will apply the principles discussed and developed to samples of your own work: lessons, materials, curricular projects, and professional development activities.

**Presenters:** Kevin DePew, Old Dominion University  
Kylowna Moton, LA City College  
Rex Ovalle, University of Illinois at Chicago  
Michael Seward, Minneapolis College  
Robyn Waters, Brooklyn School of Inquiry

**W.6 Digital Literacies As a Beacon of Hope: Thinking, Writing, and Doing in a Digital Age**

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**ROOM 256-A**

*Sponsored by the Assembly on Computers in English (ACE)*

In this Bring Your Own Device (BYOD) workshop, participants will engage in digital literacy practices that encourage meaningful thinking, writing, and doing in a digital age. Attendees will be led through activities centered on digital storytelling, source evaluation, accessibility, critical media literacy, and mindful technology integration.

**Presenters:** Johnny Allred, Brigham Young University  
Katherin Garland, Santa Fe College  
Troy Hicks, Central Michigan University  
Devan MacKenzie, North Carolina State University  
Mary Rice, University of New Mexico

**W.7 Do You Know Who You Are? An Exploration of Personal Stories through Ancestry.com**

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**ROOM 262-B**

We often work with students on the basics of character development and other elements of story in creative writing, but what about telling a personal story? Many students struggle with writing personal essays, so a full-blown narrative can be overwhelming. In this workshop, we will explore the personal narrative from a different perspective—researching our family history using Ancestry Classroom.

**Presenter:** Love Foy, Half Hollow Hills CSD

**W.8 Illuminating Our Stories for Liberation and Learning: Inviting Students' Lived Experiences to Co-Create Radiant, Restorative Classrooms for Students of Color**

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**ROOM 205-B**

In this interactive workshop, presenters will guide teachers through narrative inquiry to identify connections between their lived experience and teaching practice. Teachers will gain instructional practices and methods to illuminate their students' dreams and strategies for co-creating learning communities where all dreams can be seen, nurtured, and protected. We welcome educators of any age group.

**Presenters:** Arlene Casimir, Reveye, LLC  
Kisha Howell, The Thought Partner  
Anastazia Neely, Convent of the Sacred Heart  
Islah Tauheed, NYC Dept of Education

**W.9 Investigative Literacy: Using Inquiry to Foster Engagement, Empowerment, and Activism**

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**ROOM 251-B**

In this workshop, participants will explore the practice of investigative literacy, that is, the practice of using texts to create investigative, problem-solving units that not only expose students to a multitude of varied texts, but also engage them in big questions around social justice, human behavior and psychology, and world affairs.

**Presenter:** Emily Creveling, High School South

**W.10 It Begins with Us: Driving Out Darkness with Poetry, Reflection, and Writing**

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**ROOM 304-B**

Antibias and antiracist work requires a personal uncovering of bias. This half-day workshop will be an engaging and interactive process for learning about ourselves and finding our inner light. Through spoken word poetry, independent writing prompts, small-group discussions, and whole-group processing, participants will leave with practical classroom strategies.

**Presenters:** Lorena Germán, Multicultural Classroom  
Roberto Germán, Multicultural Classroom  
Tiffany Jewell

**W.11 Keep Your Light Shining with the Gift of Time**

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**ROOM 252-A**

This work session is designed around determining how we may consider how our time is spent so that we may keep our light on and stay rejuvenated in our teaching. When asked what educators need, the most common response is more time. While we can't add more time in a day, we can look at better ways to spend our time and continue to support our students.

**Presenters:** Erin King, Fulton County Schools  
David Tarnoff, Internation

## WORKSHOPS — 11:30 A.M.–3:30 P.M.

### W.12 Lead by Example: Holistic Learning as an Equitable School Improvement Strategy



**ROOM 251-A**

Everyone has the ability to lead! Participants will develop the techniques to strengthen their learning environment through holistic, social emotional learning, and equitable practices. Participants will explore what leadership is and be given strategic tools to improve their leadership capabilities, along with a comprehensive guide to schoolwide improvement and overall education reform.

**Presenters:** Hal Eisenberg, The Eisenberg Leadership Academy  
Allison Teicher-Fahrbach, New York City Department of Education

### W.13 Learning How to Integrate Literacy and Science in Elementary School with Inquiry, Ecological Justice, and Citizen Science with *Butterflies Belong Here*



**ROOM 261-B**

Participants will learn through hands-on experiences about a research project in which elementary school teachers learned about integrating science and literacy through student-centered instruction with insects through inquiry, ecological justice, and citizen science with *Butterflies Belong Here*, written by Deborah Hopkinson. Deborah will be joining us for this workshop.

**Presenters:** Maricela Almaraz, Golden Feather Union School District  
Jennifer Diaz, Golden Feather Union School District  
Cristina Hawkins, Golden Feather Union School District  
Char Moffit, California State University, Chico  
JD Olsen, California State University, Chico  
Lexi Southam, Golden Feather Union School District  
**Tradebook Author/Illustrator:** Deborah Hopkinson, Scholastic

### W.14 Liberate the Human Potential through Critical Literacy: Amplifying Their Light to Rebuild a Better Future



**ROOM 304-C**

Coconstructing inquiry units that break down white supremacy culture in literature by highlighting the brilliance of communities of

color and focus on collective action and care. By first decolonizing our ideology through self and interpersonal work, we will develop an awareness to identify marginalized voices in texts and work to cocreate collective action projects to address these issues.

**Presenters:** Sovandara Chhin, Birch Lane Montessori  
Ashley Person, New Roads School

### W.17 Shining a Light on School Culture and Climate



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**ROOM 252-C**

In this half-day workshop, educators will plan to implement Culture and Climate strategies from Learning for Justice's *Critical Practices for Social Justice Education* publication. Through an interactive and collaborative workshop, educators will map Critical Practices onto their existing evaluations and make a plan for how to create safer spaces for their students and colleagues.

**Presenters:** Sarah-SoonLing Blackburn, Southern Poverty Law Center/Learning for Justice  
Jaci Jones, Southern Poverty Law Center/Learning for Justice  
Jonathan Tobin, Southern Poverty Law Center/Learning for Justice  
Courtney Wai, Southern Poverty Law Center/Learning for Justice

### W.18 Shining a Light on the Crosswalk: Joining the NCTE Literacy for a Digital Age Definition and the Standards for the Initial Preparation of Teachers of ELA



**ROOM 258-B**

**Sponsored by the NCTE Literacy for a Digital Age Framework Committee from 2019**

Participants will be involved in creating a crosswalk of the new Literacy for a Digital Age framework with the new *Standards for ELA Teacher Preparation*, creating an online repository of exemplar curricular approaches as well as potential online publication opportunities for reflection on implementation of the crosswalks in their work as teacher educators.

**Presenters:** Bryan Ripley Crandall, Fairfield University  
Jennifer Dail, Kennesaw State University  
Christian Z. Goering, University of Arkansas  
Raúl Alberto Mora, Universidad Pontificia Bolivariana

Ian O'Byrne, College of Charleston  
 Detra Price-Dennis, The Ohio State University  
 Shelbie Witte, Oklahoma State University

**W.19 Soul Sustenance 365: The Power of Radical Black Love Praxis in English Language Arts Classrooms**



**ROOM 252-B**

This workshop illustrates how radical Black Love Praxis can be utilized to nurture liberation and affirm Black lives and the Black Literary Heritage. The workshop will be grounded in the following questions: (1) How can ELA educators reconceptualize love?; (2) Why is it necessary for ELA educators to recommit to a love praxis as we work for equity, justice, and antiracist education?

**Presenters:** Janice Baines, Bradley Elementary School  
 Kenesha Johnson, Claflin University  
 Tristan Evans Richardson, Tristan Michelle, LLC  
 Tori Simmons, AC Flora High School  
 Dywana Smith, Claflin University

**W.20 Speak Up Students: Infusing Podcasting Into Your Curriculum**



**ROOM 256-B**

During this workshop you will learn how to create a podcast with your students from beginning to end, with free editing tools, content curriculum, and ways of funding a classroom podcast studio. Attendees will hear from NPR Student Podcast winners before discussing example podcasts and the implementation process. Join us, and expect to walk away as a part of a collaborative podcasting community!

**Presenters:** Andrea Marsh, Dalton High School, GA  
 Amanda Triplett, Dalton Junior High School, GA

**W.21 Teaching Shakespeare with Video Games: Shedding New Light on Social Justice Themes in the Tragedies**



**ROOM 251-C**

In this hands-on, interactive workshop, participants learn to use digital gaming and physical theatre activities to teach Shakespeare's tragedies and to connect the plays to social justice issues. The workshop is led by a Shakespeare scholar who is one of the creators of Play the Knave (<https://www.playtheknave.org>), the mixed reality Shakespeare video game this workshop explores.

**Presenter:** Gina Bloom, University of California, Davis

**W.23 Using Digital, Multiliteracies Tools to Support Place-Based Storytelling within and beyond Language Arts Classrooms**



**ROOM 205-A**

In this workshop, presenters share digital tools that can support place-based storytelling in language arts classrooms. Attendees will interact with student produced data stories focused on family migration histories and try out different approaches that support the inquiry-based activities we used to scaffold students' learning (such as data visualization, oral histories, and community mapping).

**Presenters:** Daryl Axelrod, Florida International University  
 Matthew Deroo, University of Miami  
 Jennifer Kahn, University of Miami

**W.24 Using Shakespeare to Activate Social-Emotional Learning for English as a New Language Learners**



**ROOM 204-C**

Participants will learn about and then engage in a hands-on exercise that models how to engage ENLs in active learning with Shakespeare. This exercise ties directly to ELA content standards and is designed to promote SEL development, and it can be applied to any play or novel.

**Presenters:** Kellie Schmidt, NWEA  
 Margaret Stead, North Rockland High School