

IATE Conference Program

Friday, October 21, 2016

7:00 a.m. Registration Opens

7:00 a.m. - 9:00 a.m. Coffee / Tea / Juice (Hallway)

Breakout Session A: Friday 8:00 a.m. – 8:50 a.m.

Anna Jenkins jenkinsa@msd19.org Nicole Heard heardn@msd19.org	Mascoutah High School	A1	Fell A <i>General</i>
How to Succeed with a Co-Teacher So you've just found out that you will have a co-teacher. What does this mean? How do you get along with each other? Share responsibilities? Learn how to effectively work with another adult while putting the needs of your students first.			
Meghan Senjanin mesenjanin@cps.edu	Back of the Yards College Prep High School	A2	Fell B <i>High School</i>
The Power of Place By incorporating <i>Catcher in the Rye</i> by JD Salinger and <i>Looking for Alaska</i> by John Green, this unit takes a critical look into how important a “sense of place” is for the students of today’s classrooms. While using two tales of young adults and their search for identity and independence, students can connect with the characters and explore the importance of setting and character development in literature.			
Cheryl Staley	Carbondale Community High School	A3	Fell C <i>High School</i>
Fatal Fathers in <i>Romeo and Juliet</i> and <i>Hamlet</i> Shakespeare’s plays often feature rocky relationships between parents and children, sometimes turning deadly when fathers view their children as extensions of themselves. This session will focus on fatal fathers in two of the plays most commonly taught in high schools. Come for a lively discussion and leave with teaching notes,			

scholarly articles, a mock trial unit, debate and seminar topics, and role-playing activities.

Tamara Jaffe-Notier
Carol Friedman

Niles West HS
Evanston Township
HS

A4

Redbird E
High School

The Case for Reparations

Carol Friedman and Tamara Jaffe-Notier will demonstrate interactive lesson materials to use with Ta Nahisi-Coates' research essay, "The Case for Reparations," <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Angelo Bonadonna
Norman Boyer
Carol Medrano

Saint Xavier University

A5

Redbird C
*High School /
General*

Assignments v. Pages: Putting the WRITER Back in Writer's Workshop

This presentation explores an approach to writing workshop that does away with teacher-chosen assignments. Instead, the workshop cultivates authorial decision-making, voice, and capacity through the workshop's commitment to three principal components: 1. a rigorous SSW ("silent sustained writing") program; 2. each writer's participation on an editorial team, and 3. the periodic submission of polished pages throughout the term. Genre awareness, style, and rhetorical skill are taught by the teacher in mini, small-group, and individual lessons—but particularly in response to writers' projects rather than the teacher's curriculum.

Marcy Newbold
marcy.newbold@gmail.com

Auburn High School

A6

Beaufort
*Middle/High
School*

Writing Portfolios in ELA Classrooms

A brief argument for writing portfolios will be presented. This information is based upon research done for ISU's English 409.03 "Writing Assessment in High School/Middle School." Examples from my own classroom will be shared. An outline and options for starting your own process will be shared with all.

Zach Kuhn zkuhn@csd99.org	Downers Grove South High School	A7	Redbird F <i>High School</i>
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Composed in Voices

This is a discussion regarding how A.P. Literature teachers can incorporate Russian literature (specifically *The Brothers Karamazov*) into a diverse curriculum.

9:00 a.m. - Continental Breakfast, Business Meeting, Featured Speakers

Steve Zemelman and Katy Smith: Reading, Writing, and Action –Yes, College and Career Ready But Also Citizen Ready

When students explore issues that matter to them, reading, writing, and researching become highly meaningful. When they plan and participate in social action now, rather than just talking about it, when they know inquiry leads to improving their school or community, it becomes organic and powerful. Realizing their voices can be heard, they develop a sense of efficacy and a strong commitment to learning. Preparing students to become engaged, active citizens is an essential purpose for public education, something our society needs now, and something we can address in English and language arts, as well as other subjects. Steve Zemelman will share classroom stories and strategies, and Katy Smith will describe research to help teachers bring this vital work to life in their classrooms.

Workshop Session 1: Friday, 10:30 a.m. - 11:55 a.m.

Steve Zemelman Katy Smith	National Louis University - Illinois Writing Project	W 1	Redbird D <i>General</i>
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Reading, Writing, and Action – Some Strategies for Getting Started

Launching an inquiry project with social action involves a careful balance of teacher-guided structure with student choice and decision-making. Good teachers are often tempted to plan out every step in a complex classroom project – which can be an overwhelming job. However, student choice of issues, research strategies, and action plans not only increases engagement but enables students to learn the challenges and processes they'll need to understand as active citizens on their own. This work goes

beyond traditional “service learning.” We’ll help teachers with ways to get started and to use instruction strategically to help students begin to take charge, guide their own learning, problem-solve, and develop meaningful actions in their school or community.

Carolyn Walter Elizabeth Kahn Tom McCann	Northern Illinois University	W 2	Redbird C <i>Middle / High School</i>
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Real Issues, Real Interest

The session will engage participants in discussions about contemporary issues and compare their interchanges with those of high school students. The session discussion parallels work with teachers and students at several schools (urban, rural, suburban) to learn first-hand about the issues that deeply concerned learners and engaged their discussion, writing, and research.

Breakout Session B: Friday, 10:30 a.m. - 11:20 a.m.

Marcy Newbold Jenna Grites Cassie Hulett-Graham Paul Krogmeier Bob Broad bob.broad@ilstu.edu	Auburn High School Westville High School Illinois State University High School Normal Community High School Illinois State University	B1	Redbird E <i>General</i>
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WritingWATCH: An Online Resource for Teachers of Writing

Six writing teachers created a new online resource: "WritingWATCH." (WATCH stands for "Writing Assessment Teachers' Clearinghouse.") This blog helps teachers of writing promote and defend assessment practices that support the best teaching and learning. Presenters will demonstrate the blog and discuss the process of working together to create it.

Lauren Collen lauren.collen@harlem122.org	Machesney Elementary	B2	Beaufort <i>Elementary</i>
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Beyond Multicultural: Looking at Books for Elementary Students through a Lens of Accuracy and Authenticity

Could there be books in your elementary classroom that present an inaccurate, biased, stereotyped, or prejudicial view of persons of color, ethnicity, disability, etc.? How would you identify those books? What should you do with them? Utilizing many examples and a myriad of resources, we will look deeply and thoughtfully into this important topic.

Rick De Leon
rdeleon@lths.org

Lockport Township
High School

B3

Redbird F
High School

Online Close Reading and Authentic Discussion using Google Docs

In this interactive session, participants learn to actively close read literature/informational text for comprehension and analysis, building upon each others' thinking through threaded questioning/discussion. The presenter will model online feedback strategies for learning and techniques to improve students' analysis skills as students read, write, and discuss authentically for learning.

Rachel Shore
rshore@coalcityschools.org
Josh Piper

Coal City Middle School

Farmington Central
Junior High School

B4

Fell A
*Middle / High
School*

Shakespeare to Social Media, and Beyond

Meeting students where they are while retaining the classics is always difficult unless you marry the two together. Using Twitter, Facebook, and Instagram, students will recreate classic text into a meaningful and relevant medium, all while developing analytic skills and bridging the gap between complex texts and modern communication methods.

Betsy Geiselman
Betsy.geiselman@cchs165.com
Jessie Anderson

Carbondale
Community High
School

B5

Fell B
High School

Leave Me at Lenox Avenue: Contextualizing Poetry of the Harlem Renaissance
 Poetry from the Harlem Renaissance is rich, not only in its language, or in its discussion of racism and discrimination, but also in its treatment of class, gender, and art. This presentation will offer resources and activities to help teachers situate the Harlem Renaissance in its historical, artistic, and physical context.

Breakout Session C: Friday, 11:30 a.m. - 12:20 a.m.

Beth Schurman Angie Kanak	Olivet Nazarene University Kankakee High School	C1	Fell A <i>High School</i>
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Shrink the Ratio and Increase Reading: Using University-High School Collaborations to Enhance the Effectiveness of Lit Circles

This session will discuss a collaborative project between English education students at Olivet Nazarene University and students in a high school English class at Kankakee High School where university students planned and led novel discussion groups. The presentation will focus on the details of the project including benefits and challenges for both sets of students.

Amanda Cardenas mudandinktpt@gmail.com Kyle Etheridge	Community High School	C2	Fell B <i>High School</i>
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Evolving the SCOPE of Literacy

In the traditional classroom, we have only 50 minutes to work through content. As all teachers know, this is never enough time. Some schools have gone to the "flipped classroom" model, but that can take a lot of effort and time to craft and film lessons for students to watch at home. Enter: PERISCOPE. A brand new app from the engineers at Twitter. Periscope is a live broadcasting app that allows the broadcaster to capture live video and share it with a "room" full of viewers. Some people will "periscope" their musical talents, "periscope" their travel stories around the world, but for us, "periscope" is now a verb that means - EXTEND our classrooms.

Bethany Costello-Stebelton costello-stebeltonb@dls.org Jessica Lafontaine	De La Salle Institute	C3	Fell C <i>High School</i>
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lafontainej@dls.org			
<p>Finding Authenticity in Standardization Students see writing for the ACT and SAT as authentic writing experiences; therefore, preparing them to write for these is important. Struggling writers, in particular, need assistance interpreting writing prompts, structuring essays, and synthesizing ideas. This session will show teachers how to create writing assignments that genuinely engage students in literature and communication but also explicitly prepare them to write on standardized tests.</p>			

Deborah Will will@zbths.org Ruth Gheyson	Zion-Benton Township High School	C4	Redbird E <i>Middle / High School</i>
<p>Accept the Challenge! Young adult literature has gained popularity, but selecting texts that can not only be read for enjoyment but also studied as literature can be difficult. We present a selection of texts that have literary value and may be incorporated into English classrooms. We include books both students and teachers will love!</p>			

12:30 p.m. Friday Lunch with the Author of the Year, Melanie Benjamin - Redbird D

IATE’s 2016 Illinois Author of the Year Melanie Benjamin is a well-decorated historical novelist whose books include *The Aviator’s Wife*, *Alice I Have Been*, and *The Autobiography of Mrs. Tom Thumb*. These prize-winning novels capture a spirit of women wonderfully. Melanie currently lives in Chicago. In addition to writing, she puts her theatrical training to good use by being a member of the Penguin Random House Speakers Bureau.

Breakout Session D: Friday, 2:00 p.m. - 2:50 p.m.

Rebecca Holdsworth rholdsworth@unit6.org	Fieldcrest High School	D1	Fell A <i>High School</i>
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Mentored by the Greats: Using Novels to Raise the Next Generation of Writers

What if we read novels to enhance our own? Often, after dissecting the pieces (literary analysis), we stop discussing the texts. This doesn't have to be the end. This presentation conveys how to apply the genre studies approach to the class novel in order for students to write their own narratives and memoirs.

April Davenport albehre3@ilstu.edu Andy Goveia	Thomas Metcalf Laboratory School	D2	Fell B <i>Middle / High School</i>
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Using Podcasts to Conduct Social Analysis

Teens love to debate and argue issues they care about. Come hear how our English Language Arts and Social Studies interdisciplinary unit allows students to challenge themselves and others by utilizing the "Serial" podcast to develop social analysis, research, and critical reading and thinking skills.

Melissa Cunningham mcunningham@district146.org	Central Middle School	D3	Fell C <i>Middle School</i>
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Grammar Reasons: 5 Ways to Make Grammar Meaningful

Learn 5 ways to motivate students to form grammar habits that they will take with them the rest of their lives! 1. Show Me the Right Way! Using Mentor Texts 2. Why Do I Need to Know This? Real-Life Writing 3. I Already Know This! Differentiating Grammar Lessons 4. What's the Point of This? Targets and Goals 5. This is Boring! Grammar Tech

Roni Facen Norman Boyer Angelo Bonadonna	Proviso Evening School Saint Xavier University	D4	Redbird E <i>High School</i>
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The Real Problem with "At Risk" Students

What defines youth as "at risk"? Who are they? What are their struggles? What are they "at risk" of doing? Or not doing? Roni will work to define that term and will offer some candid insight into the world of alternative education, followed by conversation with former Saint Xavier University teachers Angelo and Norm, and with the audience.

Laura Brown lbrown@d125.org Carly Lacombe clacombe@d125.org	Adlai E. Stevenson High School	D5	Redbird F <i>High School</i>
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Writing for College

We collaborate to provide high-school seniors with experiences that will prepare them for the cross-curricular writing challenges of college. We will share learning targets, units of study, and assessments that allow for enough student choice to be relevant while still maintaining clear objectives that meet the rigorous standards of CCSS.

Kristen Strom
kstrom@ilstu.edu

Illinois State
University

D6

Beaufort
Middle/High School

Redefining Borders in the English Language Arts Classroom Through the Use of Text Sets

Using texts that “talk” to each other, teachers can establish ‘third spaces’ that allow students to explore the borders of history, identity, and power. This presentation will introduce 'third space' to help teachers and students challenge borders by using various text sets in conjunction with main texts typically studied.

Jeannette Gagliardi
jegagliardi@leyden212.org

East Leyden High School

D7

Redbird C
Middle / High School

Empowering Writers with Strategies to Increase Elaboration

Inexperienced authors struggle to incorporate background knowledge and content knowledge into their creative, analytic and argumentative writing. This presentation will detail teaching strategies such as analyzing mentor texts, teacher modeling, discussing revisions in partners, evaluating student work, conferencing and direct instruction that have been successful in my classroom. This presentation will also describe reflection activities students completed to help them think about which teaching strategies most effectively improved their elaboration.

3:00 p.m. Featured Speaker Bill Curtin - Redbird D (Coffee & Cookies served)

Let's Go Dave: Service Learning in Action

In 1999, Kankakee was named the "least livable city in America," and David Letterman gag-gifted two gazebos to "brighten the spirits" of its residents. Fifteen years later, 35 juniors at Kankakee High School learned how the now-familiar gazebos came to their city, and decided to re-gift them to Letterman for his retirement. In the process they showed everyone that a small group of committed individuals can make a difference--and learned plenty of real-world lessons in Language Arts. Teacher Bill Curtin shares the lessons he learned as he guided them through this process, and offers ideas for how anyone can help their students use the power of words to make a difference.

Workshop Session 2: Friday, 4:00 p.m. - 5:25 p.m.

Bill Curtin	Carbondale Community High School	W3	Redbird D <i>Middle / High School</i>
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Bringing Service Learning Home

From finding an idea, to mentoring and guiding students, to managing problems that can arise, this workshop will guide participants through the planning process to implement a service-based learning project in their own community. Presenter Bill Curtin draws on more than two decades of leadership experience in the Boy Scouts, as well as his experiences in the classroom, to offer planning tips to empower young people to take the lead and give them a voice in their community.

Dianne Chambers Tom McCann	Elmhurst College Northern Illinois University	W4	Redbird C <i>All Levels</i>
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Let's Talk: The Larry Johannessen New Teacher Forum

Thomas McCann, Professor of English at Northern Illinois University, and Dianne Chambers, Professor of English at Elmhurst College, will facilitate this open discussion session to share fears, hopes, and strategies for success in teaching. Student teachers and other early career teachers are invited to talk about challenges and triumphs. Experienced teachers and others who care about the struggles of novice teachers are encouraged to attend and share their ideas.

Breakout Session E: Friday, 4:30 p.m. - 5:20 p.m.

Jennifer Jones jonesj@woodland5.net April Davenport albehre3@ilstu.edu	Central Catholic HS Woodland High School Thomas Metcalf Laboratory School	E1	Fell A <i>Middle / High School</i>
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Technology Tool Kit

A demonstration of technological classroom resources which can be used to engage students in authentic reading, writing, discussion, and assessment. We will explore Kahoot, TodaysMeet, Pear Deck, Padlet, Buzzfeed, and more!

Kimberly Gwizdala kimberly_gwizdala@glendbard.org Jessica Noble Jennifer Shackleton Beth Fleming	Glenbard West High School York Community High School	E2	Fell B <i>High School</i>
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Rhetoric for All: Teaching Rhetorical Analysis in the High School Classroom

With an increasing demand for more nonfiction in every English classroom and a redesigned SAT writing exam, teaching rhetorical analysis has never been more vital. Join four AP Language teachers for ways that all teachers can introduce and reinforce rhetorical analysis through the use of visual arguments such as commercials and images.

Kristy Ingram kingram@olivet.edu	Olivet Nazarene University	E3	Fell C <i>Middle/High School</i>
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The Narrative of Difference: Being Invited into the Story

Diverse classrooms explore stories that expand beyond the circles of two-dimensional Venn Diagrams so teachers can help culturally and linguistically diverse students participate in writing today's cultural narrative. This session provides writing strategies that encourage narratives of difference, cultural identity, and becoming living texts that invite others into the story.

Les Stevens lesstevens@timetoteach.com		E4	Beaufort <i>General</i>
<p>Keeping the Teaching Train Rolling by Eliminating Distracting Behavior Teachers are hungry for practical, proven strategies that will allow them to reclaim their time-to-teach. I can deliver Time-to-Teach®strategies, including self-control, Unconditional Positive Regard, Teach-To'®, classroom ecology and ReFOCUS®. The strategies are proven to eliminate multiple warnings and repeated requests that rob teachers of their time to teach.</p>			

Carol Medrano	J. Sterling Morton East High School	E5	Redbird F <i>Middle / High School</i>
<p>Using Instructional Frameworks to Guide Student-Centered Coaching Conversations Discover how instructional frameworks can be used to focus coaching conversations on student learning outcomes. I will share how I have used the Project CRISS Framework for Teaching and Learning to focus coaching conversations on desired learning outcomes, rigor, and assessment.</p>			

5:30 p.m. - 6:30 p.m. - Cocktails & Hors d'Oeuvres (Hallway)
6:30 p.m. - 7:30 p.m. - Dinner and Entertainment (Redbird D)
7:30 p.m. - 8:00 p.m. - After Dinner Entertainment (Redbird D)

IATE Conference Program

Saturday, October 22, 2016

8:00 a.m. Registration Opens

8:00 a.m. - 9:00 a.m. Continental Breakfast (Hallway)

9:00 a.m. IATE Executive Board Meeting (Redbird B)

Breakout Session F: Saturday, 9:00 a.m. - 9:50 a.m.

Meghan Kerr Jeanne Deichmueller	Yorkville Middle School	F1	Fell C <i>Middle School</i>
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Theorizing in the Middle

In this era of increasing rigor, middle schoolers are challenged to engage with texts at a deeper level, but how do we make that engagement more meaningful? Learn how we introduced literary theory to middle schoolers, who analyzed a chosen film, connected it to other texts, and related their analysis to their world.

Dawn Forde Nicole Boudreau-Smith Andrew Bouque Stephen Heller	Adlai E Stevenson High School	F2	Redbird F <i>High School</i>
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Authentic Curricular Design: Giving Voice to the Voiceless

In this session, the panelists will demonstrate how teachers can build dialogic classrooms that authorize students to become advocates by devising curriculum that develops students' problems solving capabilities through argumentation and by using students' feedback throughout curricular design to ensure that their voices inspire changes in curriculum.

Alisha White Jessica Burke Jeramie Okoh, Alexis Phares Maggie Wallace	Western Illinois University	F3	Redbird E <i>High School</i>
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Connecting to Home through Artifactual Literacies Projects

Students' identities are embedded within their everyday experiences and their drawings, talk, writing, and objects of significance. Pahl and Rowsell's theory of Artifactual Literacies aims to bridge students' home and school literacy practices through object stories. This presentation shares Artifactual Literacy Projects created by secondary English teacher candidates.

Michael Aye MAYE@d131.org	East Aurora High School	F4	Fell A <i>Middle / High School</i>
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"Is this Real Life?" Framing Writing Assignments to Engage "Life" Skills and Create Lifelong Learners

The question "when will I ever use this in my life?" deserves an answer. A curriculum that stresses rigorous academic growth while challenging students to practice skills that are also useful outside of school (such as meta-cognitive thinking) addresses the needs of an adolescent as a person, not simply a student.

Richard Martin martinr@unit11.org Becky Holdsworth rholdsworth@unit6.org	El Paso-Gridley Junior High Fieldcrest High School	F5	Fell B <i>Middle / High School</i>
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Promoting a School-wide Writing Environment through Writing Centers

Student-led writing centers (where student tutors help peers with writing) present students with authentic situations in which to test ideas and expression. A high school and junior high teacher, along with their student tutors, will describe how their writing centers operate and how these centers promote a school-wide writing environment.

Breakout Session G: Saturday, 10:00 a.m. - 10:50 a.m.

Paul Krogmeier	Normal Community High School	G1	Fell A <i>Middle / High School</i>
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New Strategies for Close Reading

Too often we can get caught up in the latest technology craze when it doesn't truly improve student learning. See why getting back to the basics should be a priority, then learn how to infuse exciting new strategies and mediums into your practice.

Shannon McMullen Patricia Maxwell Laura O'Brien	Northern Illinois University	G2	Fell B <i>Middle / High School</i>
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Deliberate Dialogues: Converting Classroom Conversation to Composition

When structured carefully, conversation can function as an important classroom tool, empowering students to read deeply while practicing the procedures necessary to generate effective writing. In this session, panelists will present Common Core-aligned activities, demonstrating how to plan, facilitate, and sustain conversation that equips students to construct interpretive insight and interact meaningfully with one another, converting their dialogues into thoughtful written arguments.

Janice Neuleib	Illinois State University	G3	Fell C <i>General</i>
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What Do You Mean By “Revision”?

College students often enter my classes thinking that revision means fixing a text and that peer review means copy editing a text. Rather, to revise is to re-see a text with fresh eyes and to give the author new information or a new take on the topic. Revising a text means to consider where that text might go or might have gone. The author can and should ask leading questions for the revising reader to move toward a new vision.

Claire Lamonica	Illinois State University	G4	Redbird E <i>High School</i>
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What College Professors Expect from Student Writers and Why Authentic Writing Assignments Can Help

College professors in every discipline share some basic expectations for student writers. Unfortunately, even good students don't always meet those expectations, resulting in frustration for professors and students alike. Find out what college professors expect and how providing authentic writing opportunities for your students can help them meet those expectations.

Bryan Dunn	Carbondale Community High School	G5	Redbird F <i>High School</i>
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Their Words, Their World

Lost in the litany of character analysis, research papers, and short stories is perhaps the most authentic writing a student can do: personal writing. Using their own personally-created websites, students develop, critique, and ultimately publish their own pieces of writing in this project that could be adapted to different grades levels for a variety of purposes.

Breakout Session H: Saturday, 11:00 a.m. - 11:50 a.m.

Lisa Thetard lltheta@ilstu.edu	Illinois State University	H1	Redbird E <i>High School</i>
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Illinois State ELA Pre-Service Teachers			
<p>“Real Reading and Authentic Writing:” Pre-Service Teachers Designing Lessons for Student Engagement</p> <p>Sense + meaning = personal relevance. Without making the personal connection that yields a “why” and “what,” adolescent learners struggle to master and transfer knowledge and skills to new contexts. Pre-service teachers will share lesson plans for reading and writing skill development with specific methods and strategies for motivating and engaging students.</p>			

James Trottier Derek Laughlin	Round Lake High School	H2	Redbird B <i>High School</i>
<p>Contemporary English: Texts and Reading Selections of the 21st Century</p> <p>Students no longer care to read texts that take place in the past, they want to read about the present to understand the present better. This presentation is about modern text selection, the presence of quality non-fiction articles, and all of which is built around Common Core.</p>			

Jenna Grites jennagrites@gmail.com	Westville High School	H3	Fell C <i>Middle / High School</i>
<p>Dissecting Dystopias: A Critical Analysis of Values in the Secondary English Classroom</p> <p>Young adults everywhere are captivated by dystopian literature and film. This session introduces a technique for teaching dystopian lit to 6-12 students that allows for critical connections between the students' lives and the literature in the classroom. These connections lead to even deeper understanding of this genre and the text itself. This technique is applicable to any dystopian study, be it a multi-text project, a novel, or a single short story.</p>			

Jennifer Smith - smije@sages.us	Monticello Middle School	H4	Fell B <i>Middle School / General</i>
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Addressing Literacy Standards in Science

Illinois' adoption of the Next Generation Science Standards provides an excellent opportunity for science teachers to address CCSS in literacy and math while maintaining focus on science content and lays the groundwork for interdisciplinary activities at the middle school level. During this session, participants will examine the similarities in the language used in the NGSS and literacy portions of CCSS. From there, classroom-tested lesson plans for incorporating the use of close reading with an eye toward NGSS will be reviewed and practiced. Suggestions for implementing the Claim, Evidence, Reasoning framework for writing and ideas for integrated cross curricular lessons will be discussed.

Jennifer Hudson JAHudson@dps61.org	MacArthur High School	H5	Fell A <i>High School</i>
Library Programs for High School Students: Beyond Dewey and "Shhh!" Too often, high school students see their school library only as place to get reading materials, do research, or find books for class projects. Our school libraries are so much more than that today. Come see what library programs you can implement in your school to get kids involved, to see the library as a community space, and to support literacy skills.			
Jennifer Mitchell jennifer_mitchell@glenbard.org Alison Witt alison_witt@glenbard.org	Glenbard West High School	H6	Beaufort <i>High School</i>
Using Audio Feedback to Improve Student Writing Have you struggled with getting your students to effectively revise their writing? We have, too! Audio feedback allows a teacher to provide more detailed revision suggestions to students. It increases student ownership, engagement, and performance.			
Ryan Smith smith.ryan0506@gmail.com	Naperville North High School	H7	Redbird F <i>General</i>

Revisiting the Christensen Method: Teach Reading and Writing through Syntax

Francis Christensen's Notes Toward a New Rhetoric transformed the way I think about writing. The author, a former composition professor at USC, argues that students should learn writing through analyzing and writing one specific syntactic construction: the cumulative sentence. This presentation will include my lecture that I present to my classes as well as sample sentences that are used as formative and summative assessments.

12:00 noon - President's Lunch with Keynote Speaker Naomi Davis



Ms. Davis is the founder and president of BIG: Blacks in Green™ whose vision is to create self-sustaining black communities everywhere, achieving world peace through home economics. She will discuss the transformation of neighborhoods into green, self-sustaining, mixed-income villages, which is of benefit to our entire communities, for “what’s good for the African diaspora is good for everyone; and what’s bad for the African diaspora is bad for everyone.” BIG believes we must “conserve or collapse; help is not on the way; nothing trumps self-help; only a whole-system solution can transform a whole- system problem.” BIG is a member of the the Illinois Smart Solar Alliance, a group which seeks to grow solar energy in Illinois, bringing it into neighborhoods responsibly to ensure that the growth of this important resource benefits all

communities. Committed to education, community engagement and solar policies that benefit all of us, the Alliance seeks to grow Illinois’ clean energy future and ensure the path to a greener tomorrow. Sponsored by ComEd.



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Workshop Session 3: Saturday, 1:30 p.m. - 2:55 p.m.

Naomi Davis naomidavis@blacksingreen.org Barb Chidley barb.chidley@rps205.com	Blacks in Green Blacksingreen.org Rockford Guilford High School	W5	Redbird F <i>General</i>
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Close to Home - Literally!

Ms. Davis, along with with English teacher Barb Chidley, will help teachers brainstorm and develop unit plans that engage their students in real-world problem solving that connects directly to their communities and incorporates elements of STEM (now STEAM) into their research. "What is good for the African diaspora is good for everyone; and what's bad for the African diaspora is bad for everyone." Thus, all teachers can gain inspiration from BIG's Eight Principles of Green Village Building to develop projects of their own. Teachers will receive an example PBL unit plan focused on the greater use of solar power in our communities.

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Hasham Bhatti Michael Smith	Hinsdale Central High School	W6	Fell A <i>High School</i>
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Listen Up and Speak Out: Serial Injustice

This presentation focuses on Sarah Koenig's Serial. Students identify rhetorical devices while listening to the podcast and also engage with issues of race, the justice system, and fair reporting. Students find nuances within language by analyzing connotative and denotative meanings to characterize individuals, delineate logic, and evaluate bias.

Stephanie Gates	Lionel Hampton Fine and Performing Arts	W7	Fell B <i>General</i>
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The Role of Gender and Sexual Identity in the Classroom

The world as we know it is changing, and school is a microcosm of the larger society. Educators need to understand the impact of sexual and gender identity in the classroom. In this 90 minute interactive workshop, we will discuss strategies for dealing with this sensitive subject matter.

Robin Murray Donna Binns Amber Laquet	Eastern Illinois University	W8	Fell C <i>Middle / High School</i>
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Authentic Digital Writing Contexts on the Homefront

This session will reveal useful ways to engage students in authentic digital writing across grade levels, such as blogging, digital portfolios, Google tools, websites, and podcasts. As digital writing expert Troy Hicks declares, “digital writing is perhaps the best way to help [students] realize their potential in academic, social, political, and community contexts.”

James Walter Doyle	Donors Choose	W9	Redbird E <i>All Levels</i>
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Get Your Students What They Need!

Connect to a thriving community of donors that is eager to fund your classroom projects. Learn how to post your project (the books, technology, field trips—anything you’ve been dreaming of for your students) on Donors Choose. After the conference, a panel of judges will determine which project is most valuable and that teacher will be *fully funded!!* **Bring your laptop.**

Breakout Session I: Saturday, 3:00 p.m. - 3:50 p.m.

LeRoy King leroy.c.king3@gmail.com	St Joseph County Bridges Out of Poverty	I1	Fell A <i>General</i>
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You’ve Got to Be Kidding! Time to Teach?

You will learn 5 proven strategies that raise academic scores while dramatically reducing referrals by 80%. Increase job satisfaction by re-igniting the passion to teach. Grow your influence; create positive learning experiences; and enjoy.

Sean Hackney shackney@mchs.net	Minooka High School	I2	Fell B <i>High School</i>
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The Composition Classroom: Assessing Academic Writing and Webtexts in a Way That Honors the Process of Writing

Writing for authentic audiences prepares students to be reflective and successful writers. The presenter will share the process that students undertake when writing academic essays and webtexts. Also, the presenter will share his experiences with turning over evaluation to students so that this dynamic process of writing is not obstructed.

Janice Neuleib

Illinois State University

13

Fell C
General

You DO Have Time to Write!

Teachers need to write to be effective writing teachers/coaches, yet time often seems to slip away. This session provides both prompts and activities for being a teacher writer. Imagine a piano teacher who doesn't play a piece for her students. We need to "play" along with our students: this session will provide ways to engage in text production and revision without cutting into time demands.

Carrie Thomas
Jamie Zarnstorff

Warren Township High
School

14

Redbird E
General

25 Strategies in 50 Minutes

In a fast-paced format inspired by *Too Much Light Makes the Baby Go Blind*, Jamie and Carrie will present twenty-five strategies to help you improve, streamline, simplify, and enjoy instruction and evaluation. Prepare yourself for a wealth of information that can be put into practice instantly with any text or topic.

Alisha White
Cynthia Karabush

Western Illinois Univ.
Grayslake North High
School

15

Beaufort
High School

Close to Our Hearts: 10 New Authors who Engage Students in Reading

Book talks from our "Top 10 Authors to Watch" lists including exciting up and coming authors and under-recognized authors who write about issues relevant to teen lives, and get their readers involved. We will include multiple themes and genres (and formats) with high YA appeal.