

**IATE Conference Program**

Friday, October 16, 2015

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

<b>Dr. Michael Cook</b> <b>Ryle Frey</b> Milikin University	<b>A1</b>	<b>Walnut I</b> <i>Middle School / High School</i>
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**Batman and The Hero Complex: Learning by Conducting Psychoanalysis of Literature and Life**  
Taking on the role of psychologist, ELA students conduct psychoanalyses of characters. Beginning with Batman, students keep medical logs to diagnose “The Hero Complex.” Students transfer this analytical skill to literary heroes (e.g., Odysseus and Beowulf) before proceeding to contemporary heroes. Learning culminates in a psychoanalytical, multimodal project.

<b>Callie Sears</b> Pittsfield High School	<b>A2</b>	<b>Walnut II</b> <i>Middle School / High School</i>
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**Google Classroom: Teaching to Today's Students**  
Google Classroom is the newest creation from Google Apps for Education to help students and teachers turn in assignments, communicate effectively, and share feedback. What is it? How do you use it? Do students like it? Find answers to these questions and more!

<b>Cheryl Staley</b> <b>Jessie Anderson</b> <b>Natalie McLean</b> Carbondale Community High School	<b>A3</b>	<b>Walnut III</b> <i>General</i>
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**E Is for Epistolary**  
Over 100 letters appear as stage properties in Shakespeare’s plays. When viewed through an historical-cultural lens, they are much more than convenient plot devices. Join us for a lively discussion filled with “what ifs” and leave with teaching notes, lesson plans, and new ideas of your own for the plays you teach (Ham, JC, Mac, Oth, and RJ).

<b>JoAnn Galluzzi</b> Grayslake North High School	<b>A4</b>	<b>Acorn I</b> <i>Middle School / High School</i>
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**Marketing Good Writing To Students: Build a Promotional Website**  
Our students love technology, and we love good writing. Teach students how to differentiate writing purpose, tailor a message to an audience, add interest with sentence variety, and produce an error-free product - all while using technology. How? Build a website! Learn how our students successfully crafted a promotional mix (including a brochure, advertisement, pitch letter, etc.) for one of our social justice clubs and created great websites!

<b>Sara Syed</b> James B. Conant High School	<b>A5</b>	<b>Acorn II</b> <i>Middle School / High School</i>
<b>Positive Digital Citizenship and Authentic Learning Experiences Through Online Discussions</b> Students conduct online discussions about nonfiction, literature, and current events while writing for an audience of peers instead of solely teachers. They share with peers their writing and self-created digital presentations (with various emerging digital resources), providing constructive peer feedback. This authentic learning utilizes social media skills for meaningful writing.		

<b>Alison Mercer-Curtis</b> Rochelle Township High School	<b>A6</b>	<b>Acorn III</b> <i>High School</i>
<b>Teaching ELLs to Write in the Age of Common Standards</b> Teaching English Language Learners to write is daunting, especially in the age of common standards and advanced technology. This presentation focuses on the intersection of research in the teaching of writing and teaching ELLs. The presentation will outline six principles that combine affective and cognitive approaches to help all ELLs learn how to write, as well as application in the classroom.		

<b>Featured Speaker, Friday, 9:00 AM-10:00 AM (Plenary Session 1)</b> <b>Business Meeting</b> <b>Birch/Maple/Willow</b>		

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

<b>Tim Duggan</b> Northeastern Illinois University	<b>B1</b>	<b>Walnut I</b> <i>General</i>
<b>Teaching Interpretive Tools through Song</b> Students can learn literary elements through the accessibility of lyrical and narrative songs. We will examine how sound makes sense, how music creates images, and how a story song illuminates tools for interpretation. Be prepared to argue for your interpretation of a tragic ballad.		

<b>Tamara Jaffe-Notier</b> Niles West High School <b>Carol Friedman</b> Evanston Township High School	<b>B2</b>	<b>Walnut II</b> <i>General</i>
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**The Student: A Complex Text**  
Each life is a complex text in process, difficult to read and write. Students and teachers often conflict in our approaches to these tasks. This session addresses two practices that help teachers and students read one another more accurately: the “No Technology Challenge” and Descriptive Reading of a Text.

<b>E. Alex Escareno</b> Spring Wood Middle School	<b>B3</b>	<b>Walnut III</b> <i>General</i>
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**Speaking to Open Your World: Socratic Seminars in the Classroom**  
The Ancient Greeks, under the tutelage of Socrates, believed that conversation was one of the most important ways to educate yourself. Socratic Seminars build upon this idea: complying with Common Core State Standards, Socratic Seminars build autonomy in the classroom, allowing our students to discuss issues within their literature and dig deeper into the meaning of the text. Using the novel A Long Walk to Water by Linda Sue Park, I will demonstrate how Socratic Seminars enrich the learning experience while teaching students how to have an in-depth, meaningful, conversation within the classroom.

<b>Marjorie Hillocks</b> <b>Laurel Serleth</b> Evanston School District 65	<b>B4</b>	<b>Acorn I</b> <i>High School</i>
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**Drama Strategies: Bring Literature to Life**  
Participants in this presentation will experience a variety of creative drama activities that will enhance students’ inferential skills. These short activities can be easily used in the classroom to further discussions and aid in comprehension. The activities will focus on classic and contemporary short stories used in the middle and high school classroom.

<b>Barb Chidley</b> Auburn High School	<b>B5</b>	<b>Acorn II</b> <i>Middle School, High School</i>
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**Beyond the Classroom Walls: embracing real world, project-based leaning**  
Designing a cohesive curriculum focused on authentic essential questions can motivate and inspire students at all levels, while also engaging them in learning the skills outlined in the common core. Through backwards design, goal setting & reflection, peer collaboration, and

writing both formally and informally, we can boost our students' success.

<b>Alisha White</b> Western Illinois University	<b>B6</b>	<b>Acorn III</b> <i>High School</i>
<b>Disrupting the ability binary: Interpreting YA Literature with Disability Studies</b> Disability studies are an important framework for teaching critical literary theories in the high school classroom. This presentation provides teachers with an introduction to disability studies, reviews suggested young adult titles with disability themes, and shares differentiated lessons and discussion questions.		

**Luncheon, Friday, 11:30 AM-12:30 PM (Plenary Session 2)**  
**Author of the Year**  
**Birch/Maple/Willow**

**Workshop I: Friday, 12:45 p.m. – 2:00 p.m.**

<b>Thomas McCann</b> <b>Elizabeth Kahn</b> Northern Illinois University <b>Carolyn Walter</b> University of Chicago Laboratory Schools	<b>W1</b>	<b>Walnut I</b> <i>Middle School / High School</i>
<b>Instruct and Delight: Making Exhilaration a Standard for English Teaching and Learning</b> Hillocks (1974) envisioned the English teacher as “curriculum maker.” The empowerment to “make curriculum” requires teacher to honor the needs, interests, and dignity of learners by creating curriculum that instructs and delights. Panelists will demonstrate an inquiry approach that prompts exhilarating dialogue in support of deep reading and elaborated writing.		

<b>Melanie Kleimola</b> <b>Jessica Bergmann</b> <b>Andrew Hermann</b>	<b>Laura Olson</b> <b>Fran Manzella</b> <b>Chris Hayes</b>	<b>W2</b>	<b>Walnut II</b> <i>High School</i>
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<b>Amanda Guidice</b> East Aurora High School		
<b>What is our Story?: How to Engage Students in World Literature to Ignite Creativity, Build Responsibility, and Embrace the Arts of Language</b> Seven panelists share ways to engage a highly diverse student population in the study of world literature through inquiry into the perennial human issues that unite connected texts. The panelists will model structured-process writing instruction, authentic assessment, and research related to <i>Things Fall Apart</i> , <i>The Kite Runner</i> , and <i>Norwegian Wood</i> .		

<b>Audrey Fisch</b> New Jersey City University	<b>W3</b>	<b>Walnut III</b> <i>Middle School / High School</i>
<b>Susan Chenelle</b> University Academy Charter High School		
<b>Using Informational Text to Connect Curriculum to the World</b> Putting literary and informational texts into dialogue helps students engage with past- and present-day reality. We offer suggestions for 1) finding informational texts, 2) preparing informational texts for the classroom, 3) using media and vocabulary to support student success, and 4) creating writing activities to cement connections between texts.		

**Breakout Session C: 1:00 p.m. – 1:50 p.m.**

<b>Rebecca Holdsworth</b> Fieldcrest High School	<b>C1</b>	<b>Acorn I</b> <i>General</i>
<b>Teaching that “Sticks”:</b> Using the Think Aloud Teaching Strategy for Skill Transfer Our students must master skills without constant re-teaching. This CCSS-aligned presentation suggests how using the Think Aloud strategy assists students to write lead paragraphs in essays. Fundamentally, this practice holds the belief that making thinking visible to our students helps them transfer problem-solving strategies across writing assignments and classes.		

<b>Deborah Will</b> Zion-Benton Township H.S.	<b>C2</b>	<b>Acorn II</b> <i>Middle School / High School</i>
<b>Ruth Gheysen</b> Frederick School		
<b>No More Dead Dogs: Humorous Young Adult Literature</b> Are you tired of teaching books in which all the good characters die? Would you like to see a pet live through the end of a book? Would you like some wit and charm instead of jokes about flatulence? This session is for you. We’ve found young adult titles that will bring some joy to those students who have cried enough tears.		

<b>Cynthia Karabush</b> <b>Cheryl Schwartz</b> Grayslake North High School	<b>C3</b>	<b>Acorn III</b> <i>Middle School / High School</i>
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**Heroes for all Times - Tearing Down Resistance**  
Tear down the walls between classic literature and your students' experience with heroes. A panel of teachers will give examples of new ways to engage our learners through heroes in text, from the Bible to graphic novels to gamification.

**Featured Speaker, Friday, 2:00 PM-3:00 PM (Plenary Session 3)**  
**Birch/Maple/Willow**

**New Teacher Session: Friday, 3:30 p.m. - 4:50 p.m.**

<b>Thomas McCann</b> Northern Illinois University <b>Dianne Chambers</b> Elmhurst College	<b>W4</b>	<b>Walnut I</b> <i>Middle School / High School</i>
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**New Teacher Forum**  
Thomas McCann, Associate Professor at Northern Illinois University, and Dianne Chambers, Coordinator of English Education at Elmhurst College, will facilitate this open discussion session to talk about concerns, hopes, and strategies for success in teaching. Student teachers and 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.

**Workshop II: Friday, 3:30 p.m. – 4:50 p.m.**

<b>Lisha Pauli</b> East Aurora High School	<b>W5</b>	<b>Walnut II</b> <i>Middle School / High School</i>
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**Dialectical Discourse: Analysis of Text through Authentic Discussion**  
While happily immersed in the world of E.E. Cummings-like discourse, students ironically gravitate to the machinations of a good convoluted argument. This interactive workshop will address student-driven discussion formats of Socratic seminar and

fishbowls to develop higher level thinking skills of argument, analysis, and synthesis, and cover methods for grading.

<b>Ryan Dooley</b> <b>Christina O'Leary</b> <b>Julie Gaster</b> Carver Military Academy	<b>W6</b>	<b>Walnut III</b> <i>Middle School / High School</i>
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**Inquiring Minds Want to Know...More!**

What are the qualities of a true friend? Every student has experience with friendship, and from the first day of this inquiry unit, they will have opinions they want to share. Build on their foundation through reading, discussion and debate, then evaluate friendships in literature using iPads and Google Docs.

**Breakout Session D: Friday, 4:00 p.m. – 4:50 p.m.**

<b>Shama Jacover</b> Latino Youth Alternative High School	<b>D1</b>	<b>Acorn I</b> <i>Middle School / High School</i>
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**Edugaminventification: And Other Made Up Things That Yield Real Results**

Technology-based games have given educators the opportunity to enhance writing, revising, and publishing, but what happens at schools that lack resources such as computers, SmartBoards, or even a reliable internet connection? The answer is simple: Go Analog. This session will introduce simple game mechanics that can be used at every grade level to improve writing, creativity, revision, and most importantly, enthusiasm -- without having to rely on anything except pencil and paper.

<b>Chanelle Savich</b> <b>Kristen Linnenburger</b> Twin Groves Middle School	<b>D2</b>	<b>Acorn II</b> <i>General</i>
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**Grading Genius -- using peer review to teach targets and provide feedback**

This session will walk you through how to set up an anonymous and structured peer-grading activity where every student reads every essay in your class, and each student essay ends up with four comments on every target. When essays are returned, students use the comments to guide their revisions BEFORE you grade the essays. Unlike teacher-generated comments, students cannot WAIT to read what their peers have to say about their essays, and they want to fix what they now recognize as poor quality work. Sonia J., a 6th grader, described her experience with this peer review activity: "I think it was pretty cool, especially because it was a

huge group activity where everyone had their own part, and it made me feel important. Besides this, I also understand the rubric a whole lot better, after having to look at it for grading. I liked the fact that we had to give our real opinion, because if we didn't, the person would think they were a good writer, even if they were the worst writer on earth."

<b>Veronica Popp</b> Elmhurst College	<b>D3</b>	<b>Acorn III</b> <i>General</i>
<b>“OMG, Look at her butt” Song and Music Video Analysis to Challenge and Motivate the Freshman Composition Writer</b>		
Instead of traditional analysis of text/images, this presentation will focus on the rhetorical analysis of a song and music video. The in-class examples have varied including Eminem and Rihanna’s collaboration on partner violence, “I Love the Way You Lie,” to the Nicki Minaj song, “Anaconda,” and Blaxploitation in society.		

**Social Hour, Friday, 5:00 PM-6:00 PM**  
**Birch/Maple/Willow**

Join your fellow IATE members in Birch/Maple/Willow for cocktails and socializing. A cash bar will be available. This will be your opportunity to purchase additional tickets for the raffle (winners will be drawn) between the evening featured speaker and our evening entertainment. Don’t miss this opportunity to relax, connect with colleagues from around the state, and chat about the day’s sessions.

**Dinner, Friday, 6:00 PM-8:00 PM**  
(Plenary Session 4)  
**Birch/Maple/Willow**

**Friday, 8:00 PM – 9:30 PM**

**After Dinner Entertainment**

**Birch/Maple/Willow**

**Saturday, October 17, 2015**

**Breakout E: Saturday, 8:00 a.m. – 8:50 a.m.**

<b>Thomas Herman</b> Northridge Prep	<b>E1</b>	<b>Walnut I</b> <i>Middle School/High School</i>
<b>Most Admirable Ancestor</b> As we began to work on The Fellowship of the Ring, students in my freshman English class chose their most admirable ancestor. Once the process of choosing was finished, they explored with the help of their parents what made that ancestor so extraordinary. This assignment hits students with a composition which helps them appreciate the past, present and future.		

<b>Laura Dabezic</b> Neuqua Valley High School	<b>E2</b>	<b>Walnut II</b> <i>Middle School/High School</i>
<b>Engaging Students in the Abraham Lincoln Book Program</b> This session will provide everything you need to start, maintain, and rejuvenate the Abraham Lincoln Book Award Program (or any independent reading program) in your school. Last year, we had over 700 students voluntarily participate in our Abe Program; we'll share our secrets to success, including QAR codes, Google+, writing assignments, common core connections, and Socratic seminars. We will also share our materials and resources for the 2014-15 Abe Program year so you can "link in" right away.		

<b>Marilyn J. Hollman</b> Literacy Perspectives	<b>E3</b>	<b>Walnut III</b> <i>General</i>
<b>The Dislocated Voice: Thoughts on Post-Colonial African Literature.</b> Does your vision of teaching English include 21st c. novels written in English by African writers under 40? This session introduces several of those novels and their writers, one with strong Illinois connections) with ideas for their place in our curriculum and the worlds we all inhabit these days.		

<b>Kim Kotty</b> Fenwick High School	<b>E4</b>	<b>Acorn I</b> <i>Middle School/High School</i>
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<b>Georgia Schulte</b> William Howard Taft High School		
<b>Connecting Literature to Life: Interdisciplinary Approaches in the English Classroom</b> Though schools subjects are neatly stratified into discreet subjects, the world is not. English teachers have a unique opportunity to capitalize on the inherently interdisciplinary nature of our field to meaningfully engage our students. This session will offer ideas for how to authentically make connections between the literature we teach, the historical context from which it is derived, and the modern world in which we live.		

<b>Bill Curtin</b> Kankakee High School	<b>E6</b>	<b>Acorn III</b> <i>High School</i>
<b>The Way the World Should Be</b> Learn how the dystopian fiction so popular among teens can be paired with 17th-century philosophy to give students a deeper understanding of the individual's role in society. Attendees will take home a ready-to-teach unit using both fiction and nonfiction texts to explore an important essential question, with lit circles for enrichment.		

**Breakout F: Saturday, 9:00 a.m. – 9:50 a.m.**

<b>David Narter</b> Leyden High Schools	<b>F1</b>	<b>Walnut I</b> <i>High School</i>
<b>Using 1:1 Video Tools to Improve Writing Instruction and Assessment</b> Using 1:1 tools, I have found efficient and effective means of providing feedback for student essays. I am also able to have students create video portfolios that they share with me at the ends of units. My presentation provides the pedagogical rationale for these practices and shows attendees how to use these tools for themselves.		

<b>Mike Aye</b> East Aurora High School	<b>F2</b>	<b>Walnut II</b> <i>Middle School / High School</i>
<b>"Is This Real Life?" Creating Authentic Assessments in a Standards-Driven Culture</b> Students often feel assessments don't impact or influence their lives outside of school, and sometimes they're right. By anchoring assessments in life skills in addition to academic skills, we can provide the tools young people need to grow as citizens of the world as well as readers and writers.		

<b>Faisal Mohyuddin</b> Highland Park High School	<b>F3</b>	<b>Walnut III</b> <i>Middle School / High School</i>
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**The Story Exchange: Using Narrative to Build Empathy**

Experience the power of the Story Exchange firsthand—and learn how to help your students walk in another person’s shoes. This workshop showcases Narrative 4, an international not-for-profit organization led by renowned authors and educators, who use story exchanges to build empathic connections between young people.

**Alisha White**  
**Ashley Grady**  
**Meghan Haupers**  
**Sarah Lambach**  
 Western Illinois University

**F4**

**Acorn I**  
*High School*

**Exploring Diversity with Aristotle and Dante Discover the Secrets of the Universe**

This panel presents ideas for differentiated teaching of *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Sáenz, a beautifully written coming of age story with captivating characters that weaves discussion of family dynamics, gender and cultural identity, and sexual orientation.

**Janice Witherspoon Neuleib**  
 Illinois State University

**F5**

**Acorn II**  
*High School*

**AP English Language 2015**

My work with the AP English Language Exam dates to 1985. This coming summer I will serve as a Table Leader at the exam. This first-hand experience will be the main content of my presentation since I will be able to talk about what students did well on this 2015 exam and where they needed more work.

**Heather Munao**  
 Conant High School

**F5**

**Acorn III**  
*High School*

**Freudian Slips: Literary Theory in the High School Classroom**

What would Freud conjecture about Hamlet’s hatred of Claudius? What does a feminist reading of Ophelia’s madness look like? What about an archetypal reading of “The Yellow Wallpaper”? In this presentation, I will share how I introduce and practice literary theory, including a fresh take on a literary analysis research paper.

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

<b>Katelyn Ziolkowski</b> <b>Parker Gadbois</b> East Aurora High School	<b>G1</b>	<b>Walnut I</b> <i>General</i>
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**Tailor-Made Education: Using Technology to Individualize the Curriculum**  
 Making the curriculum work for every student can be challenging. In this presentation, we will be demonstrating how technology can be a powerful tool in tailoring the curriculum to meet the needs of every student. We will be featuring ready-to-use lessons from The Odyssey, Oedipus, Romeo and Juliet, and To Kill a Mockingbird.

<b>Stephanie Sukow</b> <b>Ryan Ludwig</b> Cary-Grove High School	<b>G2</b>	<b>Walnut II</b> <i>General</i>
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**Co-Teaching and Collaborating Using Google Apps for Education**  
 In a 21st-century world, collaboration can be enhanced using Google Apps for Education, web tools, and technology. With Google Calendar, Drive, Folders, and Gmail, teachers can foster professional relationships, create and share curriculum, increase engagement, and enrich the learning environment for students.

<b>Julianna Cucci</b> <b>Shirley Morikuni</b> Lake Park	<b>G3</b>	<b>Walnut III</b> <i>High School</i>
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**Exercises in Empathy: The Importance of Teaching Spoken Word Poetry in our Classrooms**  
 Spoken word poetry is a powerful way to not only allow students to share their heart in healthy ways, but also help them to learn empathy and become citizens with a heart for change. This presentation is designed for educators wanting to reinvent the way they teach poetry.

<b>Bill Curtin</b> Kankakee High School	<b>G4</b>	<b>Acorn I</b> <i>Middle School / High School</i>
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**Let's Go Dave: How one English Class Built Skills--and Civic Pride**  
 Two teachers and 35 students took a stand for their community that garnered national attention. In the process, students learned to write and speak with purpose and developed a bond with their community. Learn how those teachers supported and guided their students, and how you can do the same.

<b>Sumayya Qudrat</b>	<b>G5</b>	<b>Acorn II</b>
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<b>Cole Stalter</b> Bradley University		<i>General</i>
<p><b>Viewing Posts: Making Film an Essential Part of a Classroom</b></p> <p>This presentation will describe how to teach close “reading” strategies while watching film. Adapting Probst and Beers’ reading signposts, Sumayya and Cole have created “Viewing Posts” that mark checkpoints and provide supports for reading comprehension skills. Participants in this session will practice generative ways to approach viewing movies in class.</p>		

<b>Sarah Nordstrom</b> <b>Jenna Lohr</b> Belvidere High School	<b>G5</b>	<b>Acorn III</b> <i>High School</i>
<p><b>Murder, Mystery, Intrigue - Using Podcasts to Teach CCSS</b></p> <p>Serial Podcast - engage your students by incorporating non-traditional nonfiction texts and teach the CCSS! Explore the murder of a high school student, subsequent arrest of her ex-boyfriend and the current controversy surrounding his 1999 conviction all while evaluating evidence and writing and analyzing arguments with real-world applications.</p>		

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

<b>Ryan Dooley</b> <b>Julie Gaster</b> Carver Military Academy <b>Sergio Santillan</b> William Howard Taft High School <b>Adam Lored</b> Ogden International School <b>Sam Rasch</b> Voise High School <b>Deidre Habetler</b> Dever Elementary School	<b>H1</b>	<b>Walnut I</b> <i>Middle School / High School</i>
<p><b>Text and the City</b></p> <p>This is a presentation about our cross-curricular, collaborative unit of study encompassing the work of our students in all 5 schools. Students will be engaged in collaborative study, crossing neighborhoods to investigate and analyze how perspective and personal experience influences the text around us and how we are influenced by the text.</p>		

<b>Susan Szafranski</b> <b>Sandra Henderson</b> Lemont High School	<b>H2</b>	<b>Walnut II</b> <i>High School</i>
<b>The Writing is on the Wall: Teaching Students to See Meaningful Text Everywhere</b> This session will explore ways to teach high school students to be critical of text and use skills to see beyond the face value of multiple forms of information. Skills-based strategies for teaching students how to accurately interpret and evaluate traditional and non-traditional text will be shared.		

<b>Joshua Piper</b> Farmington Central High School	<b>H3</b>	<b>Walnut III</b> <i>Middle School / High School</i>
<b>Annotation in the Digital Classroom</b> Students are asked to comprehend and analyze like never before. The task of annotating a text can be cumbersome and hard to grade. Yet, 21st century classroom allows students to use digital tools to show understanding and analysis meaningfully. This session focuses on using the Educreations app to annotate texts.		

<b>Joseph M. Flanagan</b> <b>Andrew Bouque</b> <b>Dawn Forde</b> <b>Lisa Whitmer</b> Adlai E. Stevenson High School	<b>H4</b>	<b>Acorn I</b> <i>Middle School / High School</i>
<b>Using Classroom Conversations As Texts: Authorizing Students to Build, Maintain, and Learn from Dialogic Communities</b> In this session, panelists will demonstrate how teams of teachers can build, support, and maintain dialogic classrooms not only by designing activities that require students to collaboratively problem solve but also by giving students the social responsibility to generate and refine the argumentative speaking and listening skills necessary to do so.		

<b>Kristina Dostalova</b> Hyde Park Academy	<b>H5</b>	<b>Acorn II</b> <i>Middle School / High School</i>
<b>Making Research Meaningful: How Will Your Career Positively Affect the World?</b> Breaking down the walls of assessment in a low income urban high school can be challenging; however, when the product has meaning for the students, interacting with research and writing becomes organic. The final assessment ends with students meeting professionals in their perspective careers, completing a personal and academic growth research project, and servicing the community.		

<b>Kristen Strom</b>	<b>H6</b>	<b>Acorn III</b>
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Illinois State University		<i>General</i>
<p><b>Strategies for Reflective Practice</b>          With the implementation of edTPA, teacher candidates may fear or resent the one-shot reflective practices mandated by this assessment. This workshop addresses the complex nature and function of reflective practice and addresses strategies for reflection-over-time that this university supervisor used across a single semester.</p>		

**President’s Lunch and Keynote: 12:00 p.m. – 1:30 p.m.**

<p>President’s Lunch and Keynote (Plenary Session 6)          Birch/Maple/Willow</p>

**Saturday, 1:30 p.m.**

<p>Executive Board Meeting - Lakeview Room</p>
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