



**Argue, Research, Analyze & Create:**  
*Building Global Awareness in ELA*

**October 22 – 24, 2014**

**The Albany Marriott**  
**Albany, NY**

**New York State English Council**  
**64<sup>rd</sup> Annual Conference**

# EXHIBITORS

<b>Achieve 3000</b>	Chris Scott
<b>Amplify</b>	Michael Stasack
<b>Bedford/St. Martin's Publishers (visit their workshop in Session C-1!)</b>	Courtney Lyons and Lisa Erdely
<b>BMI Educational Services</b>	Jerry Wagner
<b>Castle Learning Online</b>	Jason Arnold and Meghan Farrelly
<b>Continental Press</b>	Jay Fabrizi
<b>Corwin Press</b>	Dusty Leigh
<b>The DBQ Project (visit their workshop in Session A!)</b>	Molly Winter
<b>EMC Publishing</b>	Nick Persico
<b>The Edna St. Vincent Millay Society</b>	Martha Raftery
<b>Everbind</b>	Jerry Miller
<b>Heinemann Publishing</b>	Susan Reynell
<b>Houghton Mifflin Harcourt (visit their workshop in Session D!)</b>	Tom Rozzi, Angela Gitto, and Matt Yagley
<b>McGraw Hill (visit their workshop in Session E!)</b>	Tim Hodkinson
<b>National Geographic Learning / Cengage</b>	Dave Ceriotti
<b>Norton</b>	Sarah Wolf
<b>Pearson</b>	Collette Molloy
<b>Perfection Learning</b>	Jeffrey Wendell
<b>Perma-Bound Books</b>	Harry Startup, Linda Startup, and Stephen Rozzi
<b>Rally! Educational Group</b>	Pat Donnelly
<b>Sadlier School</b>	Lea Nicolosi
<b>Scholastic</b>	Scott Hymowech, Bob Webber, Vince Albanese, and Colleen Murphy
<b>Triumph Learning (visit their workshop in Session C-2!)</b>	Philip Bohman, Linda Furey, John DeAngelis, and Ryan Carpenter
<b>Zaner-Bloser (visit their workshop in Session B!)</b>	Kate Carey

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# NYSEC

550 Victory Circle  
Ballston Spa, NY 12020

NYSEC REGIONAL MAP



## Executive Board

<b>President:</b> Michelle G. Bulla	<b>2014 Conference Chair:</b> Susan Chappell
<b>President-Elect:</b> Christine Zandstra	<b>Membership Chair:</b> Michelle Kaprinski
<b>Past-President:</b> Michelle Peterson	<b>Coordinator of Awards:</b> Susan P. Kelly
<b>VP College:</b> Louisa Kramer-Vida	<b>NYSEC Web Site:</b>
<b>VP Secondary:</b> Lawrence Butti	<b>NYSEC News Editors:</b> Michelle Kaprinski and John Harmon
<b>VP Middle:</b> Open	<b>Friends of Excellence Chair:</b> Janet Matthews
<b>VP Elementary:</b> Michelle Peterson	<b>NCTE Liaison:</b> Victor Jaccarino
<b>VP Administrators/Supervisors</b> Victor Jaccarino	<b>Business Secretary:</b> Patricia Rand
<b>Treasurer:</b> Stephanie DelValle	<b>The English Record:</b> Kjersti VanSlyke-Briggs

## Regional Directors

<b>Western Region:</b>	Maria Baldassarre-Hopkins
<b>Central Region:</b>	Ella Briand, John Harmon, Kjersti VanSlyke-Briggs, Julene Waffle
<b>North Country Region:</b>	Donna Bates, Joanne Stiles
<b>Hudson Valley Region:</b>	Michelle G. Bulla, Susan Corlew, Chris DiLeo, Dorothy Grecco, Michelle Kaprinski, Janet Matthews, Marilyn Norton, Paul O'Brien, Chereith Vincent, Christine Zandstra
<b>New York City Region:</b>	Stephanie DelValle
<b>Long Island Region:</b>	Lawrence Butti, Victor Jaccarino, Susan Kelly, Louisa Kramer-Vida, Michelle Peterson

## ***Greetings from the President***

*“What’ll we do with ourselves this afternoon?” cried Daisy, “and the day after that, and the next thirty years? “Don’t be morbid,” Jordan said. “Life starts all over again when it gets crisp in the fall.”*

*The Great Gatsby, by F. Scott Fitzgerald*

Each year we work hard as teachers and administrators to bring the very best practices and protocols and texts and resources to our students, renewing each September our vow to be the best educators we can be. And as I welcome you to the 64<sup>th</sup> annual NYSEC Conference, I realize that this will be my last column as President of NYSEC, and I am reminded that in education we are constantly – and often simultaneously – beginning and ending; and so here we are, at the beginning of another year and another conference. Happily beginning, again.

You know, because you’re here (or someone really smart ensured that you grow aware), that coming to the NYSEC Conference is one of the very best moves you can make to be motivated to be the best, be surrounded by the best, and be challenged to share your best.

If this is your first NYSEC Conference, **welcome**. You are a special part of our profession, and we could not be happier to host you at what we hope will become a foregone conclusion in your commitment to professional development and growth throughout your career. If you’re a veteran of NYSEC, welcome too, and **congratulations**. You know how valuable the next two days will be for your career, your students / colleagues, and your professional growth. We thank you for taking precious time away from your districts to grow and learn.

This 2014 conference: Argue, Research, Analyze, & Create: Building Global Awareness in ELA, was conceived because we know that we’re always working on multiple goals as educators; we know that there isn’t time to take things one objective at a time. We multi-task, and our lessons and units and assessments do so as well. We know that you’re not just teaching kids to write arguments, conduct research, analyze great stories, and create original masterpieces; we know you’re doing these things with other globally expansive goals in mind.

In the spirit of expanding, please continue to network and grow with NYSEC by remaining connected through social media:

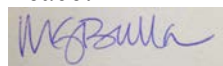
- “Like” us on Facebook at [www.facebook.com/nysecteach](http://www.facebook.com/nysecteach)
- Follow / Join us on Twitter @nysec\_tweets and use the hashtag #nysec14
- Check out our website at [www.nysecteach.org](http://www.nysecteach.org), and look for conference materials in the Members Only section.

And, if you’re ready for a bigger commitment, approach one of your Executive Board members to find out how to play a bigger role in the only state organization dedicated to ELA.

It’s been a tremendous challenge and great fun to work on this conference, and I’m particularly grateful to Susan Chappell, my conference chair and colleague, as well as the many members of the board, who worked hard to make this conference a success and my time at the helm incredibly rewarding.

I hope you have a blast, meet incredible people, learn too much to process in one day, walk away with at least one thing you can implement on Monday, and stay connected to NYSEC. Congratulations on a fabulous start to the 2014-15 school year!

Peace!



michelle g. bulla  
NYSEC 2013-14 President



## *Greetings from the Conference Chair*

*"That's the thing about books. They let you travel without moving your feet."*

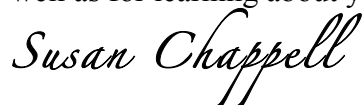
*The Namesake, by Jhumpa Lahiri*

Welcome to the New York State English Conference at the Albany Marriott! A new venue, big, bright airy spaces, teachers, administrators, authors, and readers... a plethora of fresh faces ready to engage and inspire. Are you ready for this? ☺ I know I am. I have been attending this New York State English Conference for over ten years now and I have never been disappointed. I have met new people, shared new ways of teaching and learning, and built new collegial relationships that I know will last forever. This year I had the pleasure of working closely with the NYSEC President, Michelle Bulla, to bring this conference together. This experience was taught me how we, as educators, are committed to our students and education as a whole. There are many changes going on in New York State with regards to education, and I know that we are all up for the challenge.



There are so many talented people here today. You have the opportunity to be inspired by authors, poets, educators and philosophers who are here to give you their gift of knowledge. Take it! Use it in your classroom! Knowledge is power! We are all here to support one another and learn something new that we haven't thought of before today.

I hope that you walk away from here with a smile on your face and a new love for teaching, as well as for learning about yourself and each other. Enjoy!



2014 Conference Chairperson



A Professional Association of Educators in English Studies, Literacy, and Language Arts

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**National Council of Teachers of English**

1111 W. Kenyon Road, Urbana, Illinois 61801-1096

Phone: 217-328-3870 Fax: 217-328-0977

Dear New York State English Council:

I send you greetings from the National Council of Teachers of English to you and to all those joining you at your conference on October 22-24, 2014. NCTE applauds the efforts of the New York State English Council in making this conference possible as well as each participant's contribution to the event and to the profession.

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

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

Sincerely,

A handwritten signature in cursive script that reads "Millie Davis".

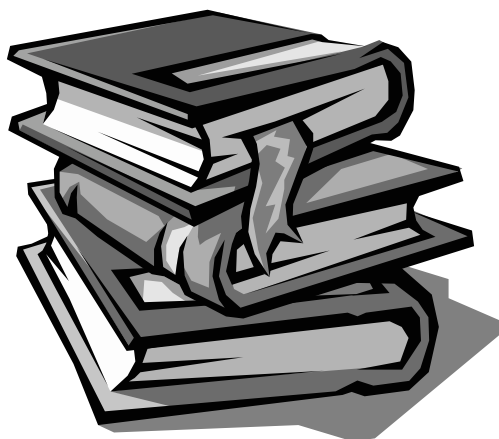
Millie Davis

Senior Developer, Affiliate Groups and Public Outreach



## 2014 CONFERENCE COMMITTEE

Committee: Michelle G. Bulla, Stephanie Del Valle, Carol Durkin, Mark Filie, John Harmon, Patricia Iannacone, Victor Jaccarino, Susan Kelly, Maryalice Lee-Bout, Marilyn Norton, Patti Rand, Michelle Peterson, Chereith Vincent, Christine Zandstra, and **Susan Chappell, Conference Chair.**



A special thanks is extended by the conference committee to:  
 Kristina Gillmore at **Ricmar Publishing** for her work on the program,  
 and to Donna LaRocca (sales) and Jennifer Rexius (catering) for all of their  
 assistance at **The Albany Marriott.**

# **Argue, Research, Analyze & Create:** ***Building Global Awareness in ELA***

## ***Conference Overview***

### **Wednesday**

<b>4:00 – 8:00 p.m.</b>	Early Registration	<b>Board Room</b>
<b>4:30 – 6:00 p.m.</b>	Administrator / Supervisor Networking Session <i>Victor Jaccarino, Facilitator</i>	<b>State Room</b>

### **Thursday**

<b>7:00 – 1:00 p.m.</b>	Registration	<b>Board Room</b>
<b>7:30 – 8:30 a.m.</b>	Publisher Exhibits, Continental Breakfast	<b>Grand Hallways</b>
<b>8:30 – 9:00 a.m.</b>	Welcome and Opening Remarks <i>Michelle G. Bulla, NYSEC President</i>	<b>Salons EFGH</b>
<b>9:00 – 10:00 a.m.</b>	<b>Keynote Address – Jeffrey Wilhelm</b> <i>Sponsored by Scholastic</i>	<b>Salons EFGH</b>
<b>10:15 – 11:15 a.m.</b>	<b>Session A</b> Publisher Exhibits	
<b>11:30 – 12:30 p.m.</b>	<b>Session B</b> Publisher Exhibits	
<b>12:30 – 1:00 p.m.</b>	<b>Publisher Exhibits Session</b>	<b>Grand Hallways</b>
<b>1:00 – 2:00 p.m.</b>	<b>Luncheon</b>	<b>Salons EFGH</b>
<b>2:00 – 3:00 p.m.</b>	<b>Keynote Address – Maria Mazziotti Gillan</b>	<b>Salons EFGH</b>
<b>3:15 – 4:15 p.m.</b>	<b>Session C</b> Publisher Exhibits	
<b>4:30 – 5:30 p.m.</b>	<b>Keynote Address – Lyn Miller-Lachmann</b>	<b>Salons DE</b>
<b>5:30 – 6:30 p.m.</b>	<b>Cocktails and Conversation / Raffle Drawing</b> <i>Sponsored by Bedford/St. Martin's</i>	<b>Empire Room</b>

# Friday

<b>7:00 – 1:00 p.m.</b>	<b>Registration</b>	<b>Board Room</b>
<b>7:30 – 8:30 a.m.</b>	<b>NYSEC Annual Breakfast</b> <i>Sponsored by Pearson</i>	<b>Salons DE</b>
<b>7:45 – 8:30 a.m.</b>	<b>Business Meeting</b> Presiding: Michelle G. Bulla, <i>NYSEC President</i>	<b>Salons DE</b>
<b>8:30 – 9:30 a.m.</b>	<b>Keynote Address – Jim Burke</b>	<b>Salons DE</b>
<b>9:45 – 10:45 a.m.</b>	<b>Session D</b> Publisher Exhibits	
<b>11:00 – 12:00 p.m.</b>	<b>Session E</b> Publisher Exhibits	
<b>12:15 – 3:00 p.m.</b>	<b>Annual Awards Luncheon</b> <i>Fellow Award</i> <i>Mini-Grant Winners</i> <i>Programs of Excellence Awards</i> <i>Educators of Excellence Awards</i> <i>Closing Remarks: Michelle G. Bulla, 2014 NYSEC President</i> <i>Christine Zandstra, 2015 NYSEC President</i>	<b>Empire Room</b>

***\*\*\*Please note: Speakers and times are subject to change\*\*\****



*Please wear your conference badge at all sessions and meals*

***New for 2014!***

**“Building Literacy Skills Across the Disciplines” Strand**

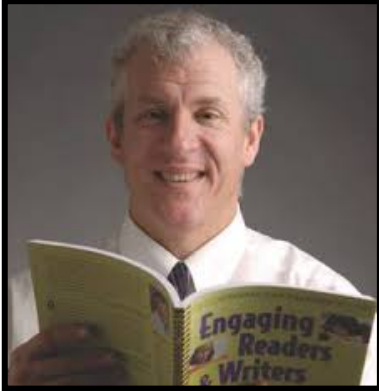
*While ELA is at the center, these workshops invite participation from our colleagues in the content areas.  
Finally...let’s get our buildings working smarter, not harder.*

<b>Session A</b>	“Do Something!” Taking Action on Global Issues while Developing Global Awareness and Literacy Skills	<i>Empire Room</i>
<b>Session B</b>	Making Inquiry “Beautiful”: Engaging Students in Inquiry Research	<i>Salon C</i>
	Digital Humanities: Writing Analytically Across Disciplines	<i>State Room</i>
<b>Session C</b>	ELA and Global Travel: Creating literature courses that allow for student planned, organized, and implemented Global Expeditions	<i>Colonie Room</i>
	Digital Workshops: Increasing the Collaboration, Decreasing the Clutter	<i>State Room</i>
<b>Session D</b>	Taking a Stand – Engaging Students in Current and Historical Protest Movements	<i>Salon G</i>
	Teaching Historical Literature in AP US History and AP English Language and Composition	<i>Salon H</i>
	Too Much Information? Not with Infographics!	<i>Schenectady Room</i>
<b>Session E</b>	Altered Art, Altered Lives	<i>Salon F</i>
	Teaching Towards Transference: Using Literacy Skills to Support Research Reading & Writing in the Content Areas	<i>Salon C</i>
	Human Rights in the ELA / Social Studies Classroom: Strategies for Promoting Global Awareness & Student Activism	<i>Salon A</i>

*Do you work with a non-ELA colleague in some way to promote literacy skill development? Consider proposing a workshop for next year’s conference and be highlighted in the 2015 “Building Literacy Skills Across the Disciplines” Strand. Haven't yet? Start churning the wheels for the 2015 conference: collaborate with a colleague to work on improving student performance and then propose a workshop to come back and share!*

# Thursday Opening Session

## *Salons EFGH*



Keynote Speaker:

## Jeffrey Wilhelm

**“Let Them Read Trash/Reading Unbound:  
The power of marginalized texts to promote pleasure,  
imagination, satisfaction, and social action”**

Jeffrey Wilhelm is Professor of English Education at Boise State University in Boise, Idaho.

He is also the founding director of the Boise State Writing Project which supports over a thousand teachers each year with over 30,000 contact hours of professional development. He is a highly regarded author or co-author of 24 books about literacy and literacy education.

Jeff has devoted his professional career to helping teachers help their students. He is particularly devoted to assisting students who are considered to be reluctant, struggling or at-risk.

His research agenda is organized around creating supportive inquiry-oriented contexts for developing and performing literacy, literate behaviors and literate identities. Wilhelm’s research demonstrates how inquiry environments are powerful contexts for learning literacy and achieving deep understanding.

*NYSEC is pleased that Jeffrey Wilhelm is able to join us, and we are grateful to Scholastic Education for sponsoring his keynote address, workshop, and book signing. Be sure to visit Scholastic to thank them and to purchase Jeff’s books!*

# THURSDAY

## OPENING SESSION

<b>8:30 – 9:00 a.m.</b>	Welcome and Remarks Michelle G. Bulla, <i>NYSEC President</i> Susan Chappell, <i>Conference Chair</i>	<b>Salons EFGH</b>
<b>9:00 – 10:00 a.m.</b>	<b>Keynote Speaker</b> <b>Jeffrey Wilhelm</b>	<b>Salons EFGH</b>

### DON'T MISS THESE BOOK SIGNINGS!

**Jeffrey Wilhelm – Thursday a.m.**

Workshop 10:15-11:15 Salon E

*Book Signing 11:30 Grand Hallway*
**Maria Mazziotti Gillan – Thursday Lunch**

Workshop 11:30-12:30 Salon E

*Book Signing 3:15 Grand Hallway*
**Lyn Miller-Lachmann – Thursday p.m.**
*Book Signing 5:30 Grand Hallway*

Workshop (Friday) 11:00-12:00 Salon D

**Jim Burke – Friday a.m.**

Workshop 9:45-10:45 Empire Room

*Book Signing 11:00 Outside of the Empire Room*

## SESSION A

**10:15 a.m. – 11:15 a.m.**

### Featured Author and Keynote:

*General Inquiring Minds Learn to Read, Write, and Meet the Next Generation Standards*

**Jeffrey Wilhelm**
**Salon E**

This workshop will explore how inquiry is **the** model of instruction for developing deep conceptual and procedural understanding that leads to transfer and application of learning in the real world. It will also explore how inquiry is uniquely suited to assist students to meet the Common Core State Standards and upcoming assessments modeled on the NAEP and PISA assessments of student knowledge and expertise. Participants will be led through a process to reframe what they already teach as an inquiry-oriented, problem-solving pursuit.

**\*\*VENDOR WORKSHOP\*\***

**4 – 12     *Analysis and Argument: Using DBQs in Literature to Prepare for the New Regents Exam in English***

**Molly Winter**  
**The DBQ Project**

**Troy Room**

DBQs in Literature can sharpen students' critical thinking, reading, and evidence based writing skills. Molly Winter taught English at Brooklyn Friends School for 15 years, and has created DBQs that guide students at all skill levels, from grades 4-12, through the process of writing argument-based literary essays. Her “Mini-Qs in Literature” are used in schools around the country, but align particularly well with the new English Regents Exam in New York. In her hands-on presentation, teachers will experience—from the students’ perspective—lessons that support the development of key skills within the discipline of English.

**6 – 12             *Flipping the Classroom with Blogs***

**Brian Sztabnik**  
**Miller Place High School**

**Albany Room**

So much has been made of flipping math and science classrooms, yet little has been considered for English teachers. In this workshop Brian Sztabnik will show you how he flipped his AP Literature classroom to great success. The unit incorporates independent reading, blogging, and digital citizenship, all of which combined to make the best unit of the year in the students’ eyes. It also might have been the most significant factor in his AP scores improving by 15%. Find out what he does, how he does it, and why it can transform reluctant readers into engaged students.

**General             *Trick or Treat***

**Sandi Jennison**  
**Marathon Central School**

**Colonie Room**

These days teachers can sometimes feel like someone is trying to pull a trick over on them, so it's time for us to band together, have some fun, and trick or treat to collect some quality strategies (Google Drive to flip your classroom, S.T.E.P for paragraphs, Digital grading...) to help our students read, write, and think better. (Please note, whether you use a script from a module or not, no costume is needed for this workshop.)

**9 – 12   *Do Something! Taking Action on Global Issues while Developing Global Awareness and Literacy Skills***

**Tricia C. Clarke**  
**Hyde Leadership Charter School**

**Empire Room**

What creative and innovative solutions can be designed to address global problems? Developing students’ argumentative and research writing skills, in a vacuum, leaves them uninspired and unengaged at best, and void of vital creative and critical thinking skills at worst. The Global Issues and Human Rights unit was designed for the dual purpose of having students propose and create solutions to global issues, while developing literary skills. In this workshop, participants will encounter a novel way of building global awareness in their students, ideas for addressing the pitfalls along the way, and leave inspired to take action with their students.

<p><b>Follow us on Twitter during the conference using the hashtag: #nysec14</b></p>
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**College**      ***“This edTPA was More Work Than I Expected”: The Impact of edTPA and Common Core Alignment on Teacher Preparation Courses and Student Teachers’ Learning***

**Matt McConn and Mary Sawyer**  
**Binghamton University and SUNY New Paltz**

**Salon A**

Education Teacher Performance Assessment (edTPA) is now a requirement for initial certification in the state of New York. In addition, New York is implementing the Common Core Learning Standards, and has provided resources to help teachers re-align instruction. How are these initiatives and resources impacting teacher preparation? During this hour, university-based faculty will address these questions: (a) How are teacher educators (re)shaping English methods courses and student teaching seminars in response to the demands of edTPA? (b) How have the EngageNY modules impacted student teachers’ edTPA performance and the development of their planning, teaching, and assessing skills?

**9 – 12**      ***Teachers for Global Classrooms: An International Fellowship Opportunity through IREX & the US Department of State***

**Sarah L. Smith-Shutt**  
**Campbell-Savona CSD**

**Salon B**

Do you have a passion for travel and dream about the opportunity to visit international cultural sites but cannot afford an extended trip on your teacher salary? Teachers for Global Classrooms (TGC), a fully-funded fellowship through IREX and the US Department of State, provides a year-long professional development opportunity for MS and HS teachers to learn how to integrate crucial global competencies and perspectives into their curriculum. This fellowship includes a Global Education symposium in Washington, DC as well as two-three week international field experience in one of a possible six countries: Russia, Morocco, India, the Philippines, Ghana, or Columbia. Find out how to apply for this incredible opportunity and hear from a current TGC fellow, Sarah L. Smith, a HS English teacher from Steuben County who spent part of the summer of 2014 in Columbia, SA.

**General**      ***Creating Authentic Assessment: Moving Beyond the Rubric***

**Bonnie L. Kaplan and Jack Zangerle**  
**Hudson Valley Writing Project and**  
**Dover Middle School**

**Salon C**

As teachers, we craft assignments to allow our students to “become themselves,” as makers, producers, editors, and more. We develop ways for them to connect their learning, to each other, to experts, to the field. What are some ways we look at these compositions, not to judge or grade them, but to see the student’s strengths in the work? How can we leverage digital spaces to look at multimodal compositions? What is the point of all this looking anyway? During the summer of 2013, a group of seven National Writing Project teachers met virtually on many Sunday nights with Troy Hicks, Director of the Chippewa River Writing Project and well-respected author of several tech education books. Each teacher shared student work with the rest of the group, using a variation of the National Writing Project’s protocol for examining student work. Recently, this project was accepted by Teachers College Press and this group of teachers are busily writing drafts of their chapters for a Spring 2015 deadline. Bonnie Kaplan, Co-Director of the Hudson Valley Writing Project, will share a piece of student and facilitate a discussion the work using the same NWP protocol.



**6 – 12**      *Core Creativity: Lessons Using Nonfiction for Imaginative Writing and Thinking (For Teachers Who Crave Authentic Teaching and Learning Beyond Tests)*

**Cathy Greenwood, Ruth Townsend Story, and  
Louisa Polos  
Dunedin Historical Museum,  
University of Southern Maine, and  
Rippowam Cisqua School**

**Salon D**

Stories can be told in many ways and through many lenses, from nonfiction to poetry to fiction. We'll share strategies, sources, and handouts that support reading, writing, and thinking critically in multiple genres while engaging students to connect creatively and authentically to their own and others' stories. We'll model matching students' developmental interests with a focus on structure, use of detail, and narrative appeal to the reader. Use nonfiction to inspire and guide students to write in a variety of genres, including essays, narratives, poems, and postings for publication in traditional print resources, videos, blogs, Googledocs, Twitter, and social media.

**9 – 12**      *Just My (Arche)Type of Class!: The Hero's Journey in Lit & Life*

**Matt Pasca  
Bay Shore High School**

**Salon F**

Award-winning author and teacher Matt Pasca will take workshop participants behind the scenes of his popular Senior Elective in World Mythology, focusing primarily on the ways by which studying the HERO'S JOURNEY in popular films and myths from all over the world can foster global awareness, literary acumen and personal well-being. Pasca will provide participants with engaging prompts, materials and a few activities to test drive. If you are a high school or college level teacher looking to juxtapose rigor and literary criticism with fun and psychological enlightenment, this workshop is a must!

**STAY CONNECTED WITH NYSEC:**

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WWW.NYSECTEACH.ORG**

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WWW.FACEBOOK.COM/NYSECTEACH**

**FOLLOW US ON TWITTER: @NYSEC\_TWEETS  
\*\* SHARE YOUR THOUGHTS ABOUT THE  
CONFERENCE USING #NYSEC14**

**9 – 12      *Rethinking Professional Development: Peer Observation and Reflection***

**Kelli Krieger and  
Michelle Reed  
Union-Endicott High School**

**Salon G**

Peer Observations offer teachers valuable professional development without an evaluation rubric. Using non-evaluative feedback with short intervals of observation followed by a reflection process can connect educators through collegial dialogue. Our presentation will provide educators with strategies to engage their colleagues through peer rounds. We will share our experiences and challenges with peer observation as well as a variety of activities to get conversations with peers generated.

**General      *Get it in Print: Publishing with The English Record***

**Kjersti VanSlyke-Briggs  
SUNY Oneonta**

**Schenectady Room**

Everyone has a story to tell, a fabulous unit to share or an excellent teaching practice that could benefit others. This session will discuss how to get published in NYSEC's journal *The English Record*. We will look at past issues, discuss the submission process and brainstorm the article you have waiting to be written. Participants will receive guidelines and a copy of a past issue (while supplies last).

**General      *Reluctant Readers: Reestablishing Confidence and Motivation - Overcoming Shame***

**Justin M. Stygles  
MSAD #17 Oxford, ME**

**Salon H**

With little sense of reading identity, reading for some students is fraught with anxiety, guilt, and depression. Reading shame is created in circumstances that confine readers to meet predetermined reading profiles, limit/restrict reading choices, or assign readers to teacher/school-centered intervention services. Intermediate readers have come to believe they are flawed; consequently, they have internalized a negative self-perception around reading. Despite good instructional intentions, i.e. leveled reading instruction, and data-based RtI, students are inadvertently reminded of their deficits, stunting development of a student's reading life. As Gallagher (2009) relates, "the practices we, as educators, are employing to make students better reader are often killing them." In the context of boys, Smith & Wilhelm (2002) worry, "If we address boys as a group defined by averages, then we will not meet the needs of many of our boys." Educators must support students acquire a reading identity and the confidence to utilize text to argue, analyze, and research, in order to build awareness and define their place in the global environment.



## SESSION B

### 11:30 a.m. – 12:30 p.m.

#### Featured Author and Keynote:

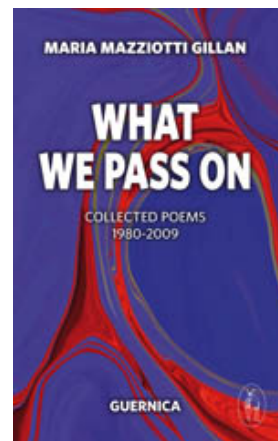
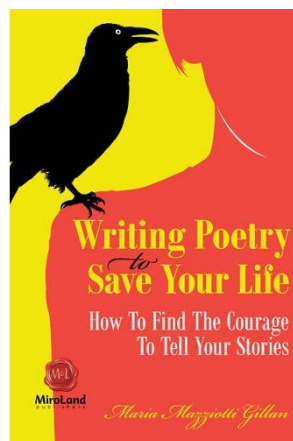
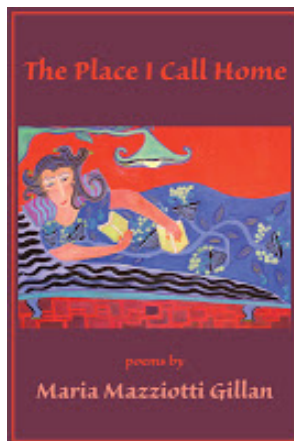
*General*

*Writing Poetry to Save Your Life:  
How to Find the Courage to Tell Your Stories*

**Maria Mazziotti Gillan**  
SUNY Binghamton / Passaic Community College

**Salon E**

This workshop is based on the belief that finding the courage to explore memories will unlock the source for evocative writing. In the process, participants will unearth the stories they have to tell, jumpstart their creativity, and learn how to silence the critical voice of the being Gillan calls, “The Crow.”



#### \*\*VENDOR WORKSHOP\*\*

**K – 12**      *Write Away! Voice Across the Curriculum*

**Anne O'Mara**  
**Zaner-Bloser**

**Troy Room**

Learn strategies to use with students to improve Sentence Fluency and Voice through hands-on activities. Help guide students, whether math, science, social studies or language arts, to choose highly relevant arguments and present them in a way to show the reader how he or she would benefit. “Analyze This.” “Persuasive Power.” Lead them to stronger and more effective writing across the curriculum.

Anne O'Mara has been a Classroom Teacher, an Elementary Principal, an Assistant Superintendent and Superintendent of Schools. Currently, as a National Literacy Consultant for O'Mara Educational Consulting, she customizes workshops for countless districts throughout the country. Anne's presentations are action packed with a learner friendly style, leaving participants with a deeper knowledge of the topic and ready to try something new.

**General**      ***Four Birds with One Stone: Close Reading, Vocabulary, Content, and Collaboration***

**Victor Jaccarino**  
Educational Consultant

**Empire Room**

During this hands on workshop, multiple Common Core learning standards and shifts will be addressed. The presenter will use one of the protocols on EngageNY, applying the protocol to vocabulary acquisition, content knowledge and close reading. This will be a hands on workshop in which participants will explore various ways of addressing vocabulary and close reading by shifting responsibility for learning to the student.

*Please wear your conference badge  
at all sessions and meals*

**K – 4**      ***Common Core and Writing Workshop: A Dynamic Duo***

**Dr. Susan Kelly,  
Dr. Louisa Kramer-Vida, and Dr. Roberta Levitt**  
Briarcliff College, LIU Post, and LIU Post

**Colonie Room**

How do you encourage teachers to sustain writing workshop in the era of CCLS? We will describe a five year district / university professional development partnership based on Common Core Standards. The program started with students in kindergarten and scaffolded through fourth grade, a year at a time. The presenters include a Network Team Trainer, an SED CCLS writing work group member, and a literacy professor. We will share methods and resources used monthly with our K-4 teachers and students.

**9 – 12**      ***Making Inquiry “Beautiful”: Engaging Students in Inquiry Research***

**Ashley Schebesta and Kathryn Wilhelm**  
Cornwall Central High School

**Salon C**

Questioning societal norms and the American media; studying the significance of historical architecture; analyzing research which identifies how the brain responds to music, art, and other “beautiful” life experiences. Engaging students in meaningful research is no easy task, and yet when these are the questions and topics students choose to explore, as teachers we can be sure we’re on the right track. Through this assignment which meets many standards of the CCSS, as well as directly aligning with the inquiry research method, students not only become involved with their research, they become vested in it.

**General**      ***Creative Connections: Finding Inspiration in a Mission of Storytelling***

**Linda Jenkins-Costanzo and  
Mary Sorrels**  
Erie Community College  
Clarence Central Schools

**Salon A**

In an era of APPR, RTI, SLOs, PARCC, and Common Core compliance, educators may struggle to find inspiration and define meaningful missions. Please join teacher and author Linda Jenkins-Costanzo as she shares her journey to document and tell the stories of America’s Gold Star Mothers of Vietnam. Linda and Mary will provide innovative strategies for utilizing nonfiction texts and evidence-based writing in the ELA classroom. Creative connections through storytelling, interviews, and real world resiliency will illustrate our common mission to teach – not to the Core – but to the core need for students to explore and communicate human truths.

**6 – 8                    *Digital Humanities: Writing Analytically Across Disciplines***

**Mercer Hall, Patricia Russac, and  
Gina Sipley  
Nassau Community College  
Buckely County Day School**

**Salon B**

Improve the depth, clarity and precision of student writing across disciplines through the development of a Digital Humanities Program. Teacher leaders will share multimedia projects that drive the analytical writing process through tech tool integration. Learn how to create your own teacher-led Digital Humanities Program and foster a global community of writers. *Sponsored by Nassau Community College and Hofstra University.*

**9 – 12                    *The Hamlet in Harry: Exploring Similarities between Shakespeare's Hamlet and the Harry Potter Series***

**Samantha Gifford  
SUNY Oneonta**

**Salon G**

Looking for a new way to help students enjoy one of Shakespeare's most classic (and the most difficult) works? This session will explore the similarities between the story of Hamlet and the experiences of Harry Potter and friends in the beloved *Harry Potter* children's series. By examining similarities between these renowned pieces of literature, teachers will be able to make *Hamlet* more relevant and enjoyable for students. Students will engage in deep analysis of both texts and create frequent text-to-text connections that will allow them to appreciate the timelessness of both literary works.

**6 – 12                    *Once Upon a Year Two: From Survive to Thrive***

**Heather Rutkowski  
Lake Havasu Unified School District**

**Schenectady Room**

For pre-service and early-service teachers, the first years as educators can be a whirlwind of successes, failures, learning experiences, teachable moments, tired steps, and unexpected joys. Aristotle has told us, "The roots of education are bitter, but the fruit is sweet." The aim of this presentation is to examine, with honesty, my own roots as a First Year Teacher, including classroom management struggles and meeting curriculum with creativity. I also look forward to sharing openly about the much sweeter fruits of my second and third years, to share the joy and triumph that comes with growing into being a teacher.

**9 – 12                    *Outside of the Analysis Box: Integrating Voice and Sourcing in Argument and Debate***

**Mark Filie, Carol Durkin,  
and MaryAlice Lee-Bout  
Monroe-Woodbury High School**

**Salon D**

This interactive workshop encompasses the scope of argument and persuasion. Utilizing visual persuasion such as print advertisements and commercials, we will discuss the basics of argument development. Products ranging from essays to debates as well as utilization of refutations and documentation of reference materials will be explored. Moving students from the objective traditional approach and voice of analysis essays to establishing a voice that is effective for a particular audience and purpose will be among the goals. This continuum is designed to span the levels of instruction from 9th through 12<sup>th</sup> grades.

**9 – 12**                    ***Keeping Literature at the Core of the English Classroom:  
Using literature to teach rhetorical analysis and argumentation***

**Adeline Atkins  
Bellmore-Merrick CSD**

**Albany Room**

Teachers do not have to abandon literature in order to address the CCLS standards. Literature can be the impetus to teach rhetorical analysis and argumentation. Various argumentative strategies can be used to enliven classroom discussion centered around debates inspired by the events of a novel and/or a thematically linked social issue, ultimately culminate in summative writing assignments. Specific strategies, activities and assignments will be explored and shared through various classroom texts, both fiction and non-fiction alike.

**9 – 12**                    ***Five Easy Pieces: An International Approach to Challenging Students in the English Classroom***

**Julie Hamilton  
Greenville High School**

**Salon H**

This workshop will focus on the transformative aspects of the IB English HL course at Greenville High School, a small rural school near Albany, N.Y., and the five basic components of the course that can be easily adapted to any ELA classroom. Workshop participants will learn about the required projects –the Individual Oral Presentation, the Individual Oral Commentary, the Written Commentary, the Works in Translation Paper, and the Extended Essay – in detail. Samples of assignments, student work, and suggested literature lists will be available to workshop participants.

**K – 12**                    ***\*\*Program of Excellence Winner\* \* TJJ Word of the Day Program***

**Florence Tuzzi, Denise Bowles, Melissa Mancuso,  
Lisa Mastrantonio, Donna Robson**

**State Room**

In an effort to enhance the on-going development of student vocabulary and drench our students with words, the reading department at Thomas J. Lahey Elementary School launched a voluntary, building-wide vocabulary enrichment program called the Word of the Day. After six years, the Word of the Day program has become a vital part of our school's culture. The development and components of this easy-to-implement program will be presented by the educators who have invested their time in its creation. Come hear how this program can be adapted to meet the needs of any school at any level.

**1:00 – 2:00 p.m.**

**Luncheon**

**Salons EFGH**

**2:00 – 3:00 p.m.**

**Keynote Address  
Maria Mazziotti Gillan**

**Salons EFGH**



# Thursday Mid-Afternoon Session

*Salons EFGH*

Keynote Speaker:

## Maria Mazziotti Gillan



Maria Mazziotti Gillan is a recipient of the 2011 Barnes & Noble Writers for Writers Award from *Poets & Writers*, and the 2008 American Book Award for her book, *All That Lies Between Us* (Guernica Editions). She is the Founder / Executive Director of the Poetry Center at Passaic County Community College in Paterson, NJ, and editor of the *Paterson Literary Review*. In her spare time, she has published

eighteen books, most recently *Ancestors' Song* (Bordighera Press), *The Place I Call Home* (NYQ Books), and *Writing Poetry to Save Your Life: How to Find the Courage to Tell Your Stories* (MiroLand, Guernica). She is co-editor with her daughter, Jennifer, of four anthologies: *Unsettling America*, *Identity Lessons*, *Growing Up Ethnic in America* (Penguin/Putnam), and *Italian-American Writers on New Jersey* (Rutgers). Her work has appeared in *Prairie Schooner*, *New Letters*, *The New York Times*, *Poetry Ireland*, *Connecticut Review*, *The Los Angeles Review*, *The Christian Science Monitor*, *LIPS*, and *Rattle*, as well as numerous other journals and anthologies. Maria is also the subject of the 2012 documentary, *All That Lies Between Us*.

*We are extremely fortunate to have author Maria Mazziotti Gillan as one of the keynote speakers for the 2014 NYSEC Annual Conference.*

## SESSION C

### 3:15 p.m. – 4:15 p.m.

#### **\*\*VENDOR WORKSHOP\*\*** **3:15-3:45**

**General**      ***Innovative textbooks, eBooks, and Instructor Resources for your English/Language Arts classroom***

**Courtney Lyons and Lisa Erdely**  
**Bedford/St. Martin's**

**Troy Room**

This informational session will be presented by a representative of BFW Publishing (Bedford/St. Martin's) and will walk participants through our many offerings for AP, on-level, and Common Core English classes. We will discuss our current print and electronic resources as well as our teacher supplements. Attendees are welcome to come with questions pertaining to any products or resources offered by BFW.

#### **\*\*VENDOR WORKSHOP\*\*** **3:45-4:15**

**General**      ***How "Suite" It Is***

**Philip Bohman and Linda Furey**  
**Triumph Learning**

**Troy Room**

Introducing the **Common Core Suite** of products for the 21<sup>st</sup> Century Learner. These Coach resources are specifically built for the Common Core Standards and provide all you need for student success. Join this session to experience how the 21<sup>st</sup> Century skills of Creativity, Collaboration, Communication, and Critical Thinking are exposed in our brand new resources! Students gain explicit instruction of CCSS, remediation for tiered learning is provided, and the practice and review for the state assessment with the new digital and print item types at your fingertips! Sample bags available and a "Suite" experience for all!

**General**      ***Determining Text Complexity: Quantitative Measures and Qualitative Evaluation***

**David Abel, Fellow, and**  
**Rosemary Heinegg, PhD**  
**NYSED Office of State Assessment**

**Salon D**

This session will explore text complexity with a focus on understanding the quantitative and qualitative measures used for selecting texts for the Regents Examination in English Language Arts (Common Core) and the implications for high school text choices. The differences between various quantitative measures of text complexity will be discussed and the qualitative tools used by NYSED Office of State Assessment and the Office of Curriculum and Instruction will be presented, including the PARCC Literary and Informational Complexity Analysis rubrics. Participants will gain a greater understanding of what comprises a complex text, including knowledge demands, language features, text structures and explicit/implicit meaning.



**7 – 12      *Raise the Curtain: Bringing Text to Life through Performance***

**Kjersti VanSlyke-Briggs,  
Samantha Griffith, and  
Catherine Eisele  
SUNY Oneonta**

**Salon B**

Engaging students through performance makes the work of reading and writing come to life. This collection of strategies showcases a variety of ways to involve students in the meaning making process. Weaving together interactions with a published author, poetry recitation and kinesthetic responses such as dance performances, these presenters highlight the benefits of exploring the inspiration to be found in literature and the world of ELA. The session presenters will discuss the theory of this work as emotive literacy events and will share three fabulous ways to connect to the classroom.

**9 – 12      *The Great Gatsby 2.0: Vocabulary, Common Core, Flipped Classrooms, and Daisy Buchanan***

**Garth Wolkoff  
NYC Department of Education**

**Salon A**

In order for teachers to include more complex Common Core-recommended texts, we have immersed students in a rich vocabulary that matches complex texts. By including vocabulary instruction in a flipped classroom model, students can prepare for and engage in discussion and vocabulary acquisition online before they get to class, where teachers can then focus on close reading, writing tasks, and differentiated instruction. Using Common Core text exemplar *The Great Gatsby*, participants will visit websites that make vocabulary acquisition fun, engage students in independent text-based discussions, and differentiate instruction for lower third, ELL, and IEP students.

**General      *Odd Angles into the Text: Combining Art, Argument, and Analysis***

**Kelly Krieger and  
Michelle Reed  
Union-Endicott CSD**

**Albany Room**

Learn new ways to help students enter into conversation with difficult texts. With our students' attention being pulled in so many directions today, it can be difficult getting them to focus on complicated literary works. This workshop will feature techniques that will help you and your students "enter" texts from non-traditional angles. Time will be split equally between artistic approaches to texts and written approaches to texts. While the sample texts for this workshop will feature *To Kill a Mockingbird*, *The Book Thief*, and *Great Expectations*, all methods can be easily adapted to any major work. Committee members: The artistic approaches will include a look at using altered texts and blackout poems in the classroom. The art is a preparatory step toward writing meaningfully about the text. The written approaches will be rooted in the techniques developed at the Institute for Writing and Thinking at Bard College. The workshop will be largely interactive.

*Please wear your conference badge  
at all sessions and meals.*

**9 – 12      *\*\*Program of Excellence Winner\* \*      Getting to the Core of Humanities***

**Jeanne Kant, David Mayo  
and Heather Niedzwiecki  
Bay Shore High School**

**Salon E**

It is in the nature of man to create and preserve a legacy of himself and his society through historical writings, works of literature, and the arts. All of these elements can be examined through the lens of the Common Core while bringing us closer to the core of what it means to be human and to the root of what binds us all together. Our Humanities approach fosters a sense of belonging and acceptance within the larger global community through the study of ELA, Global Studies and Art.

**3 – 8      *Enhancing Best Teaching Practices: Looking Closely at Explicit Instruction and Learning Objectives***

**Deanna Catapano and  
Ryan Aliperti  
Massapequa Public Schools**

**Salon C**

This workshop will empower with new and exciting ideas to bring back to your literacy classrooms! We will begin by looking closely at the standards in grades 3-8 and how to develop a learning objective (ex. creating a summary of informational text for a 5th grade class) to help achieve proficiency through explicit instruction (I can recount the key details of informational text BY determining the 5W's of the text; sentence #1: who, when, where; sentence #2: what; sentence #3: why). We will then discuss strategies for improving student stamina for reading and writing such as tracking time and empowering students with choice. We will create a Google Document that we can share with our participants to use beyond the presentation and hopefully create an ongoing conversation and professional learning community with this topic as a focus.

**Follow us on Twitter during the  
conference using the hashtag:  
#nysec14**

**9 – 12      *Horror in the Classroom***

**Christopher DiLeo and  
James Rogulski  
Marlboro High School and  
Hendrick Hudson High School**

**Salon H**

Uniquely qualified in the horror entertainment field and well-read in the genre, DiLeo and Rogulski use their combined 20 years of High School classroom experience to engage students in literary analysis, discussion, and creative expression through the study of horror. There's no reason to be afraid: every teacher can use horror to captivate and engage students. Tapping into our most atavistic fears that unite all of us despite different backgrounds and cultural stock, horror is relatable and understandable, and yet it reveals the complexity of the human condition and demands close examination and introspection.

**College**      ***“Do You Have Suggestions for How I can Decide on my Central Focus?”  
Examining the edTPA Experience and what it means for  
Learning to Teach English Language Arts***

**Mary Sawyer, Matt McConn, Trace Schillinger,  
Jack Zangerle, Amy Salamone, Jordan White,  
Annmarie Arsanious, and Nicole Mauro  
SUNY New Paltz**

**Salon F**

Passing the Education Teacher Performance Assessment became required for an initial teaching credential in New York State beginning in spring 2014. Panelists are involved in the edTPA process as student teachers, cooperating teachers, or teacher educators. Panelists will share critical insights gleaned from their experiences, presented as a pastiche of critical moments as we engage the audience in examining how learning to teach English is reflected in these student teachers' experience. What is lost from what we value as English educators? What is gained? We look forward to engaging the audience in a provocative conversation.

**6 – 8**      ***Taking a Stand for the Past and in the Present: a Multi-Genre Approach for Student Engagement***

**Elizabeth Weiden Philipbar  
Yorktown CSD, Mildred E. Strang MS**

**Schenectady Room**

Can the research, argument, and analysis demands of the Common Core be met while nurturing student engagement with their learning? If you apply the suggestions of Tom Romano in *Blending Genre, Altering Style*, yes, you can! In this two-part workshop, participants will explore how multi-genre work can infuse life into research projects that take a stand on social issues that affect our students' lives. In addition, writing and research can help students make sense of the social issues of the past, particularly the Holocaust, as students read, research, and analyze diverse texts and media in order to “explain the unexplainable.”

**9 – 12**      ***ELA and Global Travel: Creating literature courses that allow for student planned,  
organized, and implemented Global Expeditions***

**Stephen Tomb  
Johnsburg CSD**

**Colonie Room**

This workshop will explore the integration of an ELA upper level literature course (Irish Literature and Culture) with a student planned Global Expedition. Expedition planning will be presented as well as the use of student planning, organization, and implementation. Photos of past expeditions will be shared. Discussion of international travel with students will conclude the workshop.

**9 – 12**      ***Discovering Real Life Heroes through Inquiry***

**Susan Vatalaro and  
Ashley Ten Eyck  
Barbara Brown  
South Colonie High School**

**Salon G**

Most students are used to interacting with technology in a purely social manner. We have successfully created a project that teaches students how to utilize technology to participate in inquiry based research topics that truly interest them. We challenged students to make connections between classic literature and the modern world as they searched to find modern-day heroes reminiscent of Atticus Finch. This presentation focuses on how one research project can combine classic literature, student-led research, and technology in a way that fully engages even the most reluctant readers.

## 6 – 12 *Digital Workshops: Increasing the Collaboration, Decreasing the Clutter*

**Jessica Hunger**  
West Seneca Central Schools

**State Room**

Manage the paper monster and increase student engagement with digital tools for writing workshops. Explore how students can collaborate without having to find a common meeting place and harness the power of digital feedback from multiple teachers and peers. Learn how to create digital research and analysis projects that allow multiple teachers to be involved in the writing process. It's the perfect opportunity to develop interdisciplinary projects that increase global awareness and take advantage of support from teachers of other subject areas, reading teachers, and more without having to worry about students losing their drafts.

## 6 – 12 *Connecting the Common Core to Service Learning*

**Mike Morelli**  
Greenville CSD

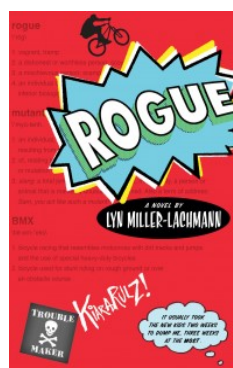
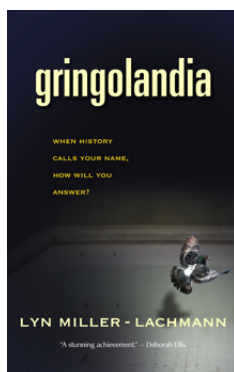
**Empire Room**

This session will focus on how the Common Core Learning Standards can be used to create student projects that contain service learning, help students develop community connections, and increase students' global awareness. This session will have specific examples of student videos and infomercials documenting their work. The project ideas and samples in this session are from high school classrooms, but this session may also be relevant for middle school students.

## LATE-AFTERNOON EVENTS

**4:30 – 5:30 p.m. Keynote Address**  
**Lyn Miller-Lachmann**

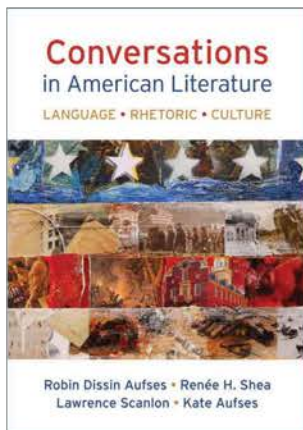
**Salons DE**



**5:30 – 6:30 p.m. Cocktails & Conversation / Raffle Drawing**  
*Sponsored by Bedford/St. Martin's*

**Empire Room**

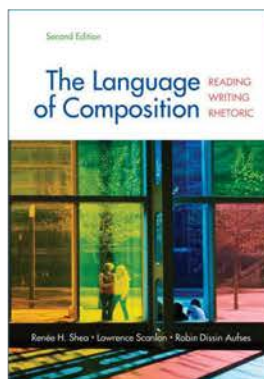




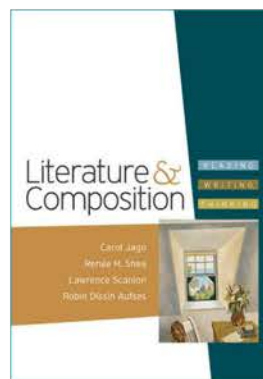
**Conversations in American Literature**  
(AP® English Language)

### A revolution in American literature.

For years, many teachers have struggled to balance the competing demands of American Literature and AP® English Language. Now, with the advent of the Common Core, the inclusion of non-fiction readings and foundational documents is becoming an essential component of all American literature courses. In response to these challenges, we've developed *Conversations in American Literature: Language · Rhetoric · Culture*, a new kind of anthology—that puts nonfiction on equal footing with fiction and poetry, and emphasizes the skills of close reading, rhetoric, argument, and synthesis. Whether you're teaching AP® English Language, or gearing up for the Common Core, *Conversations in American Literature* will help you revolutionize the way American literature is taught.

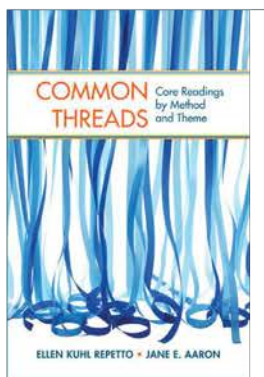


**The Language of Composition**  
(AP® English Language)

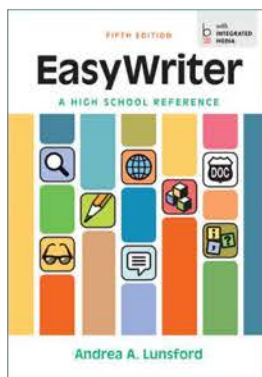


**Literature & Composition**  
(AP® English Literature)

### Superior resources to meet Common Core requirements



**Common Threads**



**EasyWriter**

For more information contact  
[highschool@bfpwpub.com](mailto:highschool@bfpwpub.com)

**Join us Thursday, October 23<sup>rd</sup> from 5:30 – 6:30 p.m. for a reception.  
Stop by the Bedford, Freeman & Worth booth to receive a drink ticket!**

# Thursday Late-Afternoon Session

## *Salons DE*



### Keynote Speaker: **Lyn Miller-Lachmann**

***Author of *Gringolandia*, *Rogue*, *Once Upon a Cuento*, and others***

“I love teaching as much as writing and have taught both middle and high school English, social studies, and Jewish studies. I currently teach American Jewish History to seventh graders at Congregation Gates of Heaven in Schenectady, New York and run a playwriting elective for fourth to seventh graders.

I have lots of different hobbies because I love trying new things. In 2007 I became the assistant host of “Los Vientos del Pueblo” a bilingual program of Latin American and Spanish music, poetry, and history that currently airs on WRPI-FM, the official radio station of Rensselaer Polytechnic Institute, on Sundays from 2-6 pm ET. I also DJ parties, which I really like because I’m kind of awkward at parties (if you see me dancing next to you, watch out for your feet!), but DJ’ing gives me something to do and I can make sure everyone has a good time. I have also built a LEGO town, Little Brick Township, and create stories with my minifigures that I photograph and post on Instagram and my blog.

My husband and I enjoying traveling around the world. If I put a pin on a map for every place I’ve been, the map would have lots of pins. I’ve always wondered what it would be like to live in another place and time, and that’s one of the reasons I write historical fiction.”

*With pleasure, we welcome Lyn Miller-Lachmann to our 2014 Annual Conference.*

## Friends of Excellence Raffle Drawing

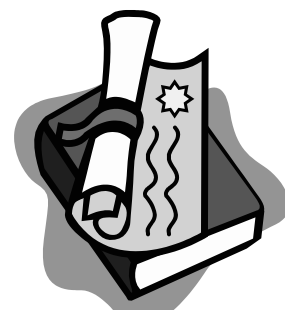
Tickets will be available all day and the drawing will be held during our *Cocktails and Conversation* session. Please visit the registration area to see the selection of prizes and enter for your chance to win. All proceeds are used to fund the scholarships, mini-grants, and awards for excellence in English Language Arts.

### *Friends of Excellence*

NYSEC would like to thank the following individuals and organizations for their contributions:

Ella Briand	Skaneateles CSD
Michelle G. Bulla	Monroe-Woodbury High School
Lawrence Butti	Mineola High School
Susan Corlew	Glens Falls High School
Stephanie DelValle	MS 223-Bronx, NY
John Harmon	Skaneateles Central School
Michelle Kaprinski	Linden Ave Middle School
Dr. Susan P. Kelley	Briarcliff College
LILAC	Long Island Language Arts Council
Janet Matthews	Westlake High School, Mount Pleasant CSD
Marilyn Norton	Wappingers CSD
Paul O'Brien	Notre Dame-Bishop Gibbons School
Michelle Peterson	Park Avenue School
Rosalie Rafter	Hofstra University
Patricia Rand	SUNY Oneonta
Joanne Stiles	SUNY Potsdam
Dr. Kjersti VanSlyke-Briggs	SUNY Oneonta
Christine Zandstra	Roy C. Ketcham High School, Wappingers CSD

Would you like to join the Friends of Excellence and support NYSEC programs?  
You can learn more at [www.nysecteach.org](http://www.nysecteach.org)





## FRIDAY SESSIONS

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### NYSEC Annual Business Meeting

**October 24, 2014**

**Salons DE**

**7:45 – 8:30 a.m.**

### Agenda

Call to Order	Michelle G. Bulla
Minutes of October 2013 Annual Meeting	Ella Briand
Introduction of the Executive Board	Michelle G. Bulla
Treasurer's Report	Stephanie DelValle
Presentation of Slate of Officers	Michelle Peterson

#### Slate of Officers for 2014-2015:

President:	Christine Zandstra
Secretary:	Ella Briand
VP Middle:	Paul O'Brien (one year term)
VP Administration:	Victor Jaccarino

Publications	John Harmon Michelle Kaprinski Kjersti VanSlyke Briggs
Website	Michelle G. Bulla
2015 Conference Announcements	Christine Zandstra, President 2015
Presentations and Recognition	Susan Kelly
Open Forum: comments and questions presented by membership	
Motion to adjourn	Michelle G. Bulla

*According to NYSEC's constitution, a slate of officers is recommended to the Executive Board by a Nominating Committee chaired by the Past President. The slate is voted on by the NYSEC membership at the annual October business meeting. Newly elected officers begin their terms immediately following the conference.*

**Reminder: Exhibitors will be in the  
Grand Hallways until 12:00 p.m.**



# Friday Opening Session

## *Salons DE*



Keynote Speaker:

# Jim Burke

## “Orientation—Again”

Every year we return to our work only to find it--and ourselves--changed in one sense or another. In this keynote, Jim Burke will discuss his model of ODO and explain how it relates to our personal and professional lives, and how we might use it as an instructional tool in our classes. It seems the right time for us to reorient ourselves as we face a whole new range of changes and challenges in the year ahead.

In complicated and challenging times in the world of education, there are those individuals who give us hope and direction; they share in our journey and serve as our guides. Whether it be a Nancy Atwell, a Neil Postman, a Donald Graves, a Kelly Gallagher, that person helps us to see more clearly the pathways before us. Jim Burke is that guide and partner: a dynamic teacher, prolific writer, ardent speaker, and fountain of inspiration. Jim Burke is indeed a game changer. Jim’s presence at the 2014 NYSEC Conference is one of the many reasons the conference will once again serve to energize and inspire the language arts community.

In his introduction to *The Common Core Companion: The Standards Decoded*, Jim Burke speaks of his own evolution as a teacher. As a young teacher, he was given a simple list of titles and wished good luck by his department chair. Years of teaching brought huge, thick binders of standards, so heavy “that they were all but ignored.” Now we have the Common Core State Standards, leaving “a large group of new teachers feeling a bit up the river without a paddle.” Burke sees his book as “that oar, or map” teachers can use to guide their way through the curriculum.

Two other oars or maps that have helped to guide educators’ journeys are *The English Teacher’s Companion*, now in its fourth edition, and the *English Companion Ning*, the amazing internet community that Burke created for teachers. The Teacher’s *Companion* text was not a simple updating of the previous edition. Burke says, “To offer you anything less would suggest that I had not grown, changed, or evolved these past fifteen years. I am not the same teacher I was when I wrote the first edition.” The Ning is an online platform where teachers can discuss and share a myriad of ideas, described on the site as “a cafe without walls or coffee: just friends.”

Like a young Ulysses, Jim Burke knows that there is always time “to seek a newer world.” And he knows that we must continue “To strive, to seek, to find, and not to yield.”

# FRIDAY

## OPENING SESSION

7:45 – 8:30 a.m.      **NYSEC Annual Business Meeting**      **Salons DE**

8:30 – 9:30 a.m.      **Keynote Speaker:**      **Salons DE**  
**Jim Burke**

*Book signing immediately following his workshop in Session D*

## SESSION D

**9:45 a.m. – 10:45 a.m.**

### Featured Author and Keynote:

**8 – 12      *Teaching by Design: Creating Powerful Performances***

**Jim Burke**

**Empire Room**

Participants in this session will learn about different tools and techniques Jim Burke uses to design strong lessons and larger units. We will not only on what kids learn but how we can design more effective documents to aid their learning and improve our teaching.

### **\*\*VENDOR WORKSHOP\*\***

**General      *Close Reading in the Digital Literacy Classroom!***

**Tom Rozzi, Angela Gitto,  
and Matt Yagley  
Houghton Mifflin Harcourt**

**Troy Room**

This sessions will focus on new tools and strategies to engage today's students with close reading of literary, informational, and media texts. We will explore how technology can facilitate new literacies as well as fostering the traditional language arts skills.

**General      *Writing as a Pathway for Meaning***

**Sean O'Brien (Chair),  
Ann Hovey, Laura Yerou, and  
Liz Philipbar**

**State Room**

Hudson Valley Writing Project & Tech Valley High School,  
Newburgh Enlarged Central School District,  
Capital District Writing Project & S. Colonie Central School District,  
Hudson Valley Writing Project & Yorktown Central School District

Many of us became English teachers because we love to write, and we know that our own writing practice provides authenticity to our teaching of writing. Yet finding time for our own writing practice can be difficult. In this session, participants will be given photographs and mentor texts that we use in our own classrooms as prompts for literary nonfiction/memoir and for appropriating/transforming complex texts. Together we will write, share, and reflect on writing as a pathway for enriching the meaning of our own lives as well as untangling the meaning of complex texts. Session facilitators are practicing teacher-writers and consultants from the Empire State Writing Project Network (ESWPN). A foundational belief of the National Writing Project is that we are better teachers of writing when we ourselves write.

**General      *Update on the NYSED English Language Arts P-12 Curriculum Modules***

**Erik Sweet, Kristen Sikora, and  
Amy Rudat  
NYSED**

**Salon D**

Erik Sweet, Kristen Sikora, and Amy Rudat from the NYSED Office of Curriculum & Instruction will provide an update on the NYSED ELA P-12 Curriculum Modules and other resources from the New York State Education Department. During the session, there will be time for a Q/A. All curriculum modules are available at <http://www.engageny.org/english-language-arts>.

**9 – 12      *Teaching World and Multicultural Literature in High School: Understanding Global Perspectives***

**Christa V. Calkins  
Campbell-Savona CSD**

**Salon E**

Twenty-first century learners are expected to participate and contribute to the global community even though they may have little or no experience. Through world and multicultural literature, students can understand diverse social, cultural, economic, and political perspectives and make connections between these and their own communities. By paring this literature with informational texts, students can understand their impact on the global community and be able to communicate as literate, compassionate global citizens. Emphasis in this session is on multicultural literature from the US, Latin American literature in translation; Anglophone African, Caribbean, and Indian literature.

**9 – 12      *The Complete Guide to the Research Paper***

**Susan Corlew, Donna Bates, and  
Cheryl Nolin  
Glens Falls High School**

**Salon B**

This workshop explores the Common Core emphasis on research and its process. We will suggest research paper guidelines for a full unit and share handouts that focus on all of the elements of the process, from topic selection to finished products, including the final paper, a final presentation, and a final portfolio which organizes the paper trail.

**General**      ***Close Reading & Critical Literary: Song Lyrics - The Ultimate Teachable Moment***

**Justin M. Stygles**  
**MSAD #17 Oxford, ME**

**Colonie Room**

Session members will learn one classroom approach to integrating song lyrics to promote critical literacy, authentic reading experiences, tapping student's natural interest in music and various learning modalities. After learning the rationale for lyrics instructional and reciprocal teaching, session participants will engage as students in a sample two-day social studies-based reading workshop connecting classic rock songs to primary documents, teaching teachers how students read lyrics immerse in critical literacy to reveal potential meanings, interpretations.

**6 – 8**      ***Taking a Stand: Engaging Students in Current and Historical Protest Movements***

**Matthew Warren and**  
**Jennifer Giambruno**  
**Peru Jr/Sr High School**

**Salon G**

Using Joan Bauer's *Peeled* as a core text, students explore current and historical protest movements and the role journalism plays in how people connect to the world. The presenters will provide effective teaching protocols that engage students in viewing past and present media from various protest movements. In this unit students learn how to incorporate reliable research into their writing. At a time when students are inundated with information, it is important that they learn how to validate their sources. Students will see the value of networking between the microcosm of their small town and the macrocosm of global affairs.

**General**      ***From Pups to Paint: Tips on Taming Stress in Your Classroom and in Life***

**Kjersti VanSlyke-Briggs, Chereith Vincent,**  
**Therapy Dogs International,**  
**and Tail Wagging Tutors**  
**SUNY Oneonta**

**Salon F**

Feeling a little stressed? Wanting to crawl under your sheets after a long day of teaching? Explore ways to manage both healthy and unhealthy stress within your classroom and in life. This session will also include ideas to tame stress by introducing a variety of stress management techniques and curriculum ideas for you and your students such as, visualization, art therapy and reading/dog therapy. Dogs will be presenting with us, woof!

**9 – 12**      ***Teaching Historical Literature in AP US History and AP English Language and Composition***

**Tonya Frickey and Mark Lant**  
**Taconic Hills Jr./Sr. High School**

**Salon H**

Studying common literature in AP US History and AP English Language and Composition provides students an enriching opportunity to value the complexity of historical events. In addition, students are able to discern the cultural, historical, and societal aspects in which literary texts are situated. Students will grow as they develop a sophisticated and critical understanding of American history and culture and also learn how to become a skilled reader as well as use written language in effective and powerful ways. We will be working with the recent summer reading assignments, Harriet Beecher Stowe's *Uncle Tom's Cabin* and Rachel Carson's *Silent Spring*.

**6 – college**      ***I Assigned It: How Should We Read It?***

**Joe Bellacero**  
**The Empire State Writing Project Network,**  
**New York City Writing Project**

**Albany Room**

One of the “go-to” methods of having students read texts is to have the teacher read it aloud stopping strategically to ask questions or explain concepts. This is common, but does it help students gain the reading skills needed in the Common Core era? And more importantly, is it really effective in accomplishing our purposes? After taking a brief survey of a number of techniques we used to have students read texts in class, we will experience, discuss, and evaluate six different approaches; consider a number of others; and share variations we find effective.

**General**      ***Building Global Awareness through Children’s Literature***

**Dr. Jennifer M. King, Ph.D.**  
**SUNY Geneseo,**  
**Ella Cline Shear School of Education**

**Salon A**

Our world is becoming increasingly internationalized through migration, digitization, and globalization. Consequently, current conversations in education include issues about global competence and internationalizing the curriculum (Mansilla & Jackson, 2011; West, 2012; Zeicher, 2010). This presentation shares how pre-service teachers are building global awareness by using “Notable Books for a Global Society” (<http://clrsig.org.nbgs.php>) to build curricular units that have elementary students engaging in the four elements of the Global Competence Matrix (i.e. investigate the world, recognize perspectives, communicate ideas, and take action) (CCSSO, 2010). This presentation will also include ideas for how this work can be adapted for secondary classrooms.

**6 – college**      ***Too Much Information? Not with Infographics!***

**Ken Lindblom and**  
**Victoria Alessi**  
**Stonybrook University Department of English**  
**Smithtown CSD**

**Schenectady Room**

Can we improve students’ reading and writing of informational texts without sacrificing attention to literature? Yes, with infographics. An emerging Internet genre that employs visuals and text to inform and persuade, infographics excite students’ interests while helping them to present claims and evidence to real audiences. We’ll discuss the growing use of infographics in business, science and other fields, and show literature-related, informational text examples created by our middle school and college students. We’ll demonstrate how teachers can use free software to incorporate infographics assignments into their classes, and share rubrics for assessing them in ways that align with CCSS.

**6 – 8**      ***Exploring Character Development with Charles Dickens and the Common Core:***  
***A Christmas Carol and Great Expectations***

**Lori Pellegrino,**  
**Eric Shapiro and Leslie Skolnik**  
**Manhassat MS**

**Salon C**

This curriculum represents our highest vision for our students’ success; it reflects the Common Core Standards for Grade 8, and a continuum for rich and rewarding critical thinking activities. Using William Kamkwamba’s memoir, *The Boy Who Harnessed the Wind*, *A Christmas Carol*, and *Great Expectations*, students begin to assimilate a deep understanding of how character is formed in both literature and life. The world does not present itself as a multiple choice test, but as a series of challenges and problems to solve. We believe that this curriculum prepares our students for the demands of the world beyond secondary school and helps them to discover unlimited possibilities in themselves and the world.

## SESSION E

### 11:00 a.m. – 12:00 p.m.

#### Featured Author and Keynote:

**6 - 12**    *Putting the Story in Hi-Story: Incorporating Historical Fiction in the Secondary Classroom*

**Lyn Miller-Lachmann**

**Salon D**

Historical fiction frequently offers a perspective on historical events “from the bottom up” rather than focusing on elites and their decisions. What are the best books to present these alternate perspectives? How do teachers and students evaluate the authenticity of a story set in the past and within a community about which there is little textbook coverage? How do teachers handle controversial material—including popular language, attitudes, and beliefs from a different time and place? How can activities drawn from these books help students experience life in another time and place while making connections to their lives today?

#### \*\*VENDOR WORKSHOP\*\*

**11:00-11:30**

**6 - 12**            *StudySync*

**Leah Osterman**  
**McGraw-Hill**

**Troy Room**

Come learn how to transform your ELA classroom with StudySync, the premier core literacy curriculum for grades 6 – 12. Honored two years in a row with a coveted Revere Award from the Association of American Publishers, StudySync is the only core ELA curriculum that deeply engages students and inspires them to advance their skills in reading, writing, listening, and speaking. With inviting thematic units, hundreds of literary and informational texts, and award-winning video lessons, StudySync is the premier ELA solution for students in grades 6 through 12.

**9 – college**        *“Blowin’ Up the (Insta)Gram”: Engaging The Great Gatsby in the Digital Now*

**Heidie J. Caraway, Jevon D. Hunter,**  
**Micaïla Herd, Anna DeBalski and Alanna Letson**

**Salon B**

**Health Sciences Charter School and**  
**SUNY Buffalo State**

During this uniquely designed session, attendees learn how Instagram, as part of a multimodal ELA lesson on *The Great Gatsby*, engages high school students in argumentation, research, and analysis. Our session has two parts. First, during a fishbowl activity, high school students and their ELA teacher model a representative lesson, while literacy specialist candidates and their professor illustrate their support of the classroom teaching and learning. Second, during a modified panel discussion, we share our learning experiences and respond to questions. Attendees will witness innovative ELA-based literacy practices that encourage students’ use of textual evidence and analysis in writing.

**3 – 8                      *Teaching Towards Transference: Using Literacy Skills to Support Research Reading & Writing in the Content Areas***

**Tracy Zambelli  
Oyster Bay-East Norwich CSD**

**Salon C**

The Social Studies classroom is the perfect place for students to practice, strengthen, and apply essential research skills. The ability to gather reliable sources of information, analyze complex texts, and synthesize information is necessary when embarking on any research project. This workshop will help teachers apply the practices of effective literacy instruction to foster research reading and writing in the Social Studies classroom. Attendees will learn how to set literacy and content goals while varying their teaching methods to allow students to access content and become “experts” in an area of study. Students will soon see how literacy habits transcend the realms of reading and writing workshop and can be transferred and applied in the content areas as well.

**9 – 12                      *Elves, Wizards, Zombies, and Vampires: Teaching Fantasy and Dystopian Literature to Engage High School Seniors***

**Jenifer Frasca, NBCT  
Janet Schuellein, NBCT  
Oceanside Public Schools**

**Albany Room**

Mrs. Frasca and Ms. Schuellein currently teach the paired Senior Seminar Fairy Tales and Fantasy and Utopian and Dystopian Literature. They will present the rationale behind the course offerings as well as the texts each course studies. The Fairy Tales and Fantasy course begins with *Beowulf* and the fairy tale standards and continues through Collodi’s original *Pinocchio*, Tolkien’s *The Hobbit*, and Beagle’s *The Last Unicorn*. The Utopian and Dystopian course begins with the Biblical Seers, Plato’s *Republic*, More’s *Utopia*, Marx’s *Communist Manifesto*, and continues through Wells’ *The Time Machine*, Huxley’s *Brave New World*, Matheson’s *I am Legend*, Kirkman’s *The Walking Dead*, and Collins’ *Hunger Games*. Both courses explore how the hopes and fears of humanity are illustrated in very different literary worlds. The students examine all of these texts while thoroughly reflecting Common Core shifts. The courses are chockfull of rich nonfiction, examination of nonprint texts and media, and of course, research and writing.

**6 – 12                      *Altered Art: Altered Lives***

**Julene Waffle, Julie Koster, and  
Lexi Bookhout  
Morris Central School**

**Salon F**

"Cut up these hardcover books; paint them, break them, do what you like to them!" the ELA teacher declares sacrilegiously to her class. The students gasp in disbelief in unison. As a culminating project for a poetry unit, students create a piece of altered art. Taking original poems students wrote from "draft to craft", from "brainstorming to polished final draft," students will create art from merging their poems with hardcover books. The projects are creative, cross-curricular, liberating, and breath-taking. Class materials to use immediately in your home district will be provided as well as scholarly articles boasting of the process.

**9 – 12                      *English / Theatre Teachers***

**Danielle Lally and  
Sari Schulman  
Paul D. Schreiber High School  
Port Washington Schools**

**Salon G**

Whether it's *Romeo and Juliet* or *A Raisin in the Sun*, we have all encountered the challenges of teaching drama in our classrooms. In this session, two English/ Theatre teachers will share secrets of how to bring a play to life. They will present strategies for teaching classical and modern plays and share engaging hands-on activities that go beyond the read aloud to include argument, research, creative writing, classroom performance, technology, props, costume and set design.

*Please wear your conference badge  
at all sessions and meals*

**9 – 12                      *Human Rights in the ELA/Social Studies Classroom: Strategies for Promoting Global Awareness and Student Activism***

**Thea MacFawn and  
Dan Weaver  
North Colonie Central School District  
Shaker HS**

**Salon A**

Learn strategies to motivate students to research, develop, and pose solutions to world issues. This workshop will focus on using the "Universal Declaration of Human Rights," and the history that led to its creation, as a springboard for teaching students about human rights today. Participants will learn how to use news articles and online media sources to supplement class texts and build background knowledge. Presenters will discuss how to lead students in developing human rights focused outreach projects that increase community awareness of global issues.

**9 – 12                      *Teaching Austen: Making the connection Between Young Adult Literature and the Classics***

**Margo Paine  
SUNY Potsdam**

**Schenectady Room**

This session focuses on using Jane Austen's classic novel *Pride and Prejudice*, in collaboration with contemporary young adult novels (von Ziegesar's *Gossip Girl* and Rennison's *Angus, Thongs, and Full-Frontal Snogging*), to outline strategies for teaching classic Literature in a modern setting within the parameters of the Common Core Curriculum. The presentation will focus primarily on issues surrounding adolescent self-esteem in the 21st century classroom and teaching tolerance through Literature.



9 – 12

***Bold Ideas for Close Reading***

**Brian Sztabnik**  
**Miller Place High School**

**Colonie Room**

A key component of the Common Core is deep reading of complex texts. This hands-on workshop will present three ways to promote close reading of a text in a fun and interactive way. The three practices - literary musical chairs, speed dating, and analytical timelines - achieve higher levels of critical thinking in entertaining ways.

6 – 12

***Program of Excellence: Massapequa High School's Trilogy of Charity***

**Kevin Harrington, ELA Curriculum Associate,**  
**Mr. Hempel, Mrs. Starr, teachers,**  
**Natalie Gramegna, Brandon Lawrence, and**  
**Ryan Schulte, students**  
**Massapequa Public Schools**

**Salon E**

The genesis of this project began as a way for Massapequa High School students and teachers to reach out to serve the needs of the local community, integrating service with the ELA curriculum. The charity that was targeted for this project was the Pediatric Cancer Center at Winthrop Hospital on Long Island. The trilogy of projects; Storybook Project, Pitches, Pics and Poems and Catch a Wave at Winthrop integrated writing, art, music, and community service with the goal of giving back to the community and experiencing a real world application of the skills they are learning in the classroom. Participants will witness the various aspects of the project and learn how to implement a similar project in their schools.

9 – 12

***The Right to Write Right: Implementing and Running Your own Writing Lab***

**Karen McCarthy and**  
**Thomas Durkin**  
**Briarcliff HS**

**Salon H**

This workshop addresses how to advocate for and implement a successful Writing Lab in your school. Similar to Writing Labs offered across the United States in colleges and universities, Briarcliff High School is a forerunner in implementing a writing lab within the high school setting that is staffed by a full-time English teacher. Other topics include resources for writing in multiple academic disciplines, tips for conducting one-on-one writing conferences, and how to create your own writing guide.

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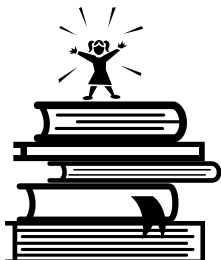
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**CONFERENCE USING #NYSEC14**

# NYSEC Annual Awards Luncheon

12:15 – 3:00 p.m.

Empire Room

## Luncheon Menu



**Baby Wedge Salad**

*Entrée*

**Chicken Mediterranean**

*boneless breast of grilled chicken, sun-dried tomato pesto, roasted red and yellow peppers and fresh mozzarella cheese*



**(Vegetarian Option available)**

*Dessert*

**Tiramisu torte with Kahlua cream**

## *Presentation of Awards*

NYSEC announces the programs and awards to the membership in a winter awards mailing. As a member, you will receive nomination forms and applications. We encourage everyone to help us celebrate the outstanding teachers, students, mentors, and programs that we have across the state.

### **Programs of Excellence:**

Each year NYSEC recognizes exemplary ELA programs that support creative instruction and learning.

### **Educators of Excellence:**

Colleagues nominate educators who inspire excellence in students as well as teachers.

### **Mini-grants:**

\$500 grants are awarded to members who are willing to create, explore, or enrich instruction in English Language Arts at each level: elementary, middle, high school, college, and administration/supervision.

### **Dr. Ruth E. Everett Award:**

Named after a former NYSEC President and Executive Board member, this award honors one or more cooperating teachers who have mentored future English Language Arts teachers in their student teaching or intern programs.

### **Natalie Robisch Memorial Scholarship Award:**

Named after a long-time member of NYSEC, this award honors a graduate student working toward a degree in English Education.

## **NYSEC Awards**

Every year NYSEC holds an event at the Annual Conference to honor the work and professionalism of English Language Arts educators. Award winners show a commitment to excellence, innovation, and creativity in teaching, mentoring, and learning. The Awards Ceremony is one way NYSEC shows its appreciation for the award winners and how they inspire excellence in everyone, students and teachers alike.

### **Programs of Excellence**

#### *Humanities*

Bay Shore High School, Bay Shore CSD

#### *Writing Lab*

Briarcliff High School, Briarcliff CSD

#### *Exploring Character Development with Charles Dickens and The Common Core:*

A Christmas Carol and Great Expectations

Manhasset Middle School, Manhasset SD

#### *Massapequa High School's Trilogy of Charity*

Massapequa High School, Massapequa CSD

#### *Essay Writing for College*

Oyster Bay High School, Oyster Bay-East Norwich CSD

#### *TJL Word of the Day Program*

Thomas J. Lahey Elementary School

Harborfields CSD

### **Mini-Grant**

#### **Secondary**

Marie Netto

W.C. Mephram High School,

Bellmore-Merrick CSD

### **English Record Article of the Year Award**

Dawn Riolo

Stokes Elementary School

“Closing the Gender Literacy Gap: Engaging Boys in Reading”

## EDUCATORS OF EXCELLENCE

Colleagues nominated educators from all levels who inspire excellence in students as well as teachers.

### Administrator/Supervisor

**Theresa Donohue**  
Commack Middle School

**Marlene Feinberg**  
Massapequa Public Schools

**Karen Meier**  
Herricks High School

**Elsie Rodriguez**  
Monroe-Woodbury Central School  
District

### Elementary

**Denise Bowles**  
Thomas J. Lahey Elementary  
School, Harborfields CSD

**Paul Gronau**  
Wood Road Elementary School,  
Ballston Spa CSD

**Tracy Zambelli**  
James H. Vernon School,  
Oyster Bay-East Norwich CSD

**Courtney Mackey**  
Morris Central School

### Middle

**Diana Aiello**  
East Northport Middle School

**Kathleen Crimmins**  
Sewanhaka Jr/ Sr High School

**Julie Koster**  
Unadilla Valley Central School

**Stephen Haglich**  
H. Frank Carey Jr/ Sr High School

**Elisa Pepe**  
Schalmont Middle School

### Secondary

**Maria Bagneschi**  
Ticonderoga High School

**Eileen Burke**  
Mineola High School

**Anna Caruso**  
New Hyde Parke Memorial HS

**Robert Feinstein**  
Northport High School

**Jessica Freese**  
Marlboro High School

**Julie Hamilton**  
Greenville High School

**Nicole Maresca**  
W. C. Mepham High School

**Linda Neidl**  
Notre-Dame-Bishop Gibbons HS

**Steve Tomb**  
Johnsburg CSD

**Laura R. Wilson**  
Westfield Academy

### College

**Dr. Peter Lynch**  
Molloy College

**Dr. Kelly Wissman**  
University at Albany

*New York State English Council proudly presents the*

## 2014 FELLOW AWARD

# Dr. Kjersti VanSlyke-Briggs



SUNY Oneonta

*Each year, the Executive Board of the New York State English Council recognizes a member of the council for giving unconditionally to the membership and the students of New York State. This year, the Board's choice for its Fellow Award is Dr. Kjersti VanSlyke-Briggs, professor at SUNY Oneonta.*

We are pleased to announce that NYSEC has chosen Kjersti VanSlyke-Briggs for our 2014 Fellow award. Kjersti began her career as an English teacher in Broome County, where she quickly realized she could have an impact outside of the classroom; she became a mentor teacher. Kjersti then moved onward to SUNY Oneonta where she first began as an assistant professor and then to her current position as an associate professor. It is at SUNY Oneonta where she has successfully guided nearly ten cohorts of pre-service teachers through the education program so that they could set out to do the one thing that Kjersti is so passionate about—teaching and empowering teachers.

While working at SUNY Oneonta, Kjersti also became an executive board member for the New York State English Council where she has served many different positions, including president. Currently, Kjersti is the editor of *The English Record*, a position she has held for over three years. Kjersti has published over a dozen peer-reviewed articles and book chapters. One might argue that her most rewarding accomplishment in the publishing realm is her first book entitled, *The Nurturing Teacher: Managing the Stress of Caring*. Kjersti is now diligently working on her second book with an expected publication date of 2015.


In addition to Kjersti's publications, she has also given nearly fifty presentations, with a range in topics that touch upon all areas of education. Kjersti has always made a great effort to include not only her colleagues in her presentations, but also her students.

Last May, Kjersti and one of her former students traveled to Santa Fe Darien, Panama to volunteer their services to this rain forest community. During her time in Panama, Kjersti spent a week educating students at a local school. While volunteering at the school, she also spent time collaborating with the

teachers—providing them with vignettes from the states about our education system and practices. Kjersti also generously left behind a vast amount of donated materials and resources to the school in order to assist both the teachers and students.

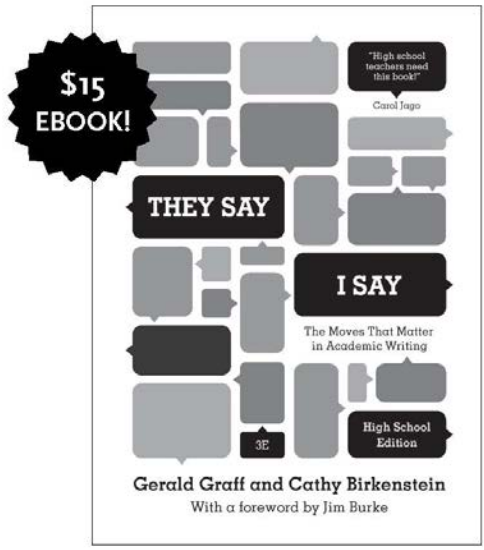
Despite her ten page resume, which speaks volumes to her dedication to the field, what it doesn't express is her equally exceptional character—signified by her commitment to those around her. Kjersti has touched more than lives than she will ever begin to recognize. She has empowered teachers near and far, giving them the confidence to succeed in and out of the classroom.

Due to Kjersti's impact on others, she has been awarded the NCTE Leadership award, the Academic Excellence Award for the Use of Instructional Technology and the Educator of Excellence Award. The NYSEC Board is pleased to bestow this new honor on Kjersti—this year's Fellow Award.



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## Past Fellows of the Council

2013	Paul O'Brien	1988	Joanne Wallace	1970	Ruth E. Everett
2012	Lawrence Butti	1986	John Andola		Robert Squires
2011	Patti Rand	1985	Charles R. Chew	1969	Rev. John V. Curry
2010	Donna Meister	1984	Carol Jamieson		Jane Borst
2009	Susan P. Kelly		Robert Spencer Johnson		Robert Carruthers
2008	John Harmon	1983	C. J. Calitri	1968	Mary Dedie
2007	Donna Kemp	1981	Grace Larkin		M. L'Amoreaux
2006	Lillian Turner	1980	Anita Dore		Erwin Palmer
2005	Barbara Searle	1979	Ouida Clapp	1967	David Manly
2004	Judith Rothstein		Elouise Courter		E. Mitchell
2003	Jill Vickers		M. Drabkin	1966	Mary Foley
2002	Susan Goldberg	1978	Jerome Green		Milacent G. Ocvirk
2001	Victor Jaccarino	1977	Sally Ann Milgrim		Robert Rounds
2000	Jacqueline Marino		Alan Nelson	1965	Hans Gottschalk
1999	Natalie Robisch	1976	Anthony Mangione		James Lanz
1998	Jane Richards	1975	Martha Hatch	1964	Marguerite Driscoll
1997	Nancy Zuwiyya	1974	Morris Finder		Margaret Dwyer
1996	Rosalie Rafter		Patrick Kilburn		Rosemary Wagner
1995	Roseanne DaFabio		J.S. Sherwin	1963	Richard Corbin
1994	Kenneth Gambone	1973	Daniel Casy		Earl Harlon
1993	Frank Hodge		Sheila Schwartz		Genevieve Heffron
1992	Cecelia Kingston	1972	Margaret Early	1962	Elizabeth Drake
1991	Ruth Townsend		Emmanuel Raff		Strang Lawson
1990	Jerome Greenbe	1971	John C. Flahwe		Joseph E. Mersand
	Ann Gebhard		Dennis Hannan		
1989	Barbara Aitken				

## Past Presidents of NYSEC

2013	Michelle Peterson	1992	Brenda Perrotta-Morra	1971	Emanuel Raff
2012	Louisa Kramer-Vida	1991	Marianna Lawler	1970	Dennis Hannan
2011	Lucille Ogden	1990	Charles R. Chew	1969	Hans Gottschalk
2010	Lawrence Butti	1989	Jerome Greenberg	1968	Jane Borst
2009	Terry Tiernan	1988	Linda Welles	1967	Margaret Early
2008	Danielle Brain	1987	Ann Gebhard	1966	Margaret Ryan
2007	Kjersti VanSlyke-Briggs	1986	Joanne Wallace	1965	Elizabeth Mitchell
2006	Susan Kitson-Grisewood	1985	Geradyne McCray	1964	Erwin Palmer
2005	Linda McDowell	1984	Grace Larkin	1963	James Lanz
2004	Susan P. Kelly	1983	Naomi Katcher	1962	Marguerite Driscoll
2003	John Harmon	1982	Carol Jamieson	1961	Rev. John V. Curry, S.J.
2002	Donna Smith Kemp	1981	Robert Spencer Johnson	1960	Ruth E. Everett
2001	Lillian Turner	1980	Anthony Mangione	1959	Rosemary Wagner
2000	Susan Goldberg	1979	Ouida Clapp	1958	Earl Harlan
1999	Barbara Searle	1978	Josephine Kehoe	1957	Genevieve Heffron
1998	Victor Jaccarino	1977	David R. Wood	1956	Milacent G. Ocvirk
1997	Judith K. Rothstein	1976	Jerome Green	1955	Richard Corbin
1996	Jill Vickers	1975	John Fisher	1954	Sister M. Sylvia, S.S.J.
1995	Ruth Townsend	1974	Sheila Schwartz	1953	Joseph E. Mersand
1994	Joseph A. Morra	1973	Robert Squires	1952	Strang Lawson
1993	Rosalie Rafter	1972	Robert Blake	1951	Elizabeth Drake

## NYSEC Publications

The New York State English Council understands that educators involved with professional organizations are more informed about current information on national and local programs and initiatives. This is the heart of our mission for the membership. To this end, NYSEC provides publications that explore current critical issues affecting ELA education, facilitate dialogue among educators with common curricula and interests, and increase awareness of the issues that affect educators directly. The programs and awards supported by NYSEC provide opportunities for professional leadership, promote excellence in English education, and foster collegiality and camaraderie among ELA educators throughout New York State. These publications, programs and awards help keep NYSEC educators informed, enthusiastic, and unified.

### **Publications:**

#### **NYSEC News**

Four issues per year of the *NYSEC News* provide reports from NYSEC's President, Vice Presidents, and regional directors. Editors Michelle Kaprinski and John Harmon include forms for membership, annual conference bulletins, and pertinent State Education Department information, as well as NCTE updates.

#### ***The English Record***

NYSEC's journal provides articles of practical application for teachers of English and Language Arts at all levels. Scholarly essays on recent educational issues as well as short classroom-related articles make this an interesting read and a useful tool for all. *The English Record* welcomes creative works including poetry, memoirs, book reviews, and student writing, which are featured in each of the two issues per year.

#### **NYSEC Website**

Keeping up with technology, NYSEC has developed an interactive Internet website that provides current information, conference forms, links to NCTE, NYSED, and reports from NYSEC leadership. This site is a work in progress as technology changes, and we welcome suggestions that would help make the website more useful. Please see [www.nysecteach.org](http://www.nysecteach.org).

All publications welcome submissions from the whole membership. If you are interested in writing or submitting work, contact the editor of the publication for more information.

***Wondering how you might publish with NYSEC? Attend this year's Fellow Award winner and NYSEC's Executive Board member / Editor of The English Record's workshop, "Get it in Print: Publishing with The Record" during Session A in the Schenectady Room!***





## Certificate of Participation

The New York State English Council  
64<sup>rd</sup> Annual Conference

**ARGUE, RESEARCH, ANALYZE,  
AND CREATE:  
BUILDING GLOBAL AWARENESS IN ELA**

---

***(Name of Participant)***

attended the Annual Conference held at The Albany Marriott  
on October 22-24, 2014

*Susan Chappell*

---

Susan Chappell  
NYSEC Conference Chair

*Michelle G. Bulla*

---

Michelle G. Bulla  
NYSEC President



## **Become a Membership Ambassador!**

Become an advocate for the work you believe in, for the organization you rely on to stimulate your teaching, your students' learning, and the overall health and well-being of your profession.

Invite a colleague / friend / fellow ELA educator to join you in your pursuit of incredible professional development, collegiality, quality publications and publishing opportunities, and to stay connected to the state of English / Language Arts education in NYS.

**Pay it Forward! Tear this page out and nudge a friend to join you in NYSEC!**

Member's name: \_\_\_\_\_

Colleague / Friend: \_\_\_\_\_

School / Institution: \_\_\_\_\_

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

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Email: \_\_\_\_\_

County: \_\_\_\_\_

***New to NYSEC? Postmark this form by November 30, 2014 and you will receive a one-time, \$5 discount on regular membership. Not applicable to student, retiree, or institutional rates.***

***(Renewals will be at the regular membership rate).***

***Your introductory rate is \$40 - \$5 = \$35!***

*Mail to: NYSEC, 550 Victory Circle, Ballston Spa, NY 12020*

## Reading is the Core: Building Skill and Nurturing Will

October 14 – 16, 2015  
*The Albany Marriott Hotel*  
Albany, New York

### Program Proposal

All presenters for NYSEC must register and pay for the NYSEC conference. NYSEC cannot pay presenters. Accepted proposals will be based on the decision of the NYSEC Conference Committee. ***Please note: all sessions are one hour.***

Title of Proposal: \_\_\_\_\_

Name of Presenter(s): \_\_\_\_\_

School District/Organization name: \_\_\_\_\_

School Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

County: \_\_\_\_\_ Business Phone: \_\_\_\_\_ E-Mail address: \_\_\_\_\_

Summer/Non-business address and phone where Presenter(s) can be reached: (please include ALL appropriate zip codes)

**Write a brief program description (100 words) as it would appear in the conference program booklet. You may attach up to one page of additional information for the committee to consider in planning the conference.**

Audience for session (please circle one): K-2    3-5    6-8    9-12    College    General    Other: \_\_\_\_\_

Internet access may be available but is not guaranteed. All other audio-visual materials **must be** supplied by the presenter.

Return this form no later than April 30, 2015 to:

Marilyn Norton  
50 Forest Drive  
Poughquag, NY 12570

Check the NYSEC website: [www.nysecteach.org](http://www.nysecteach.org) for more information.

Any questions or concerns please e-mail: [ela.norton@gmail.com](mailto:ela.norton@gmail.com) (please include NYSEC in subject).

# Save the Date:

65<sup>th</sup> Annual NYSEC Conference

**Reading is the Core: Building Skill  
and Nurturing Will**

**October 14 – 16, 2015**

***The Albany Marriott Hotel*  
Albany, New York**



# NOTES

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