

# New York State English Council



*Literacy:*

*At the Intersection*

*of Story*

*and information*

*October 19 – 21, 2016*







**Literacy:**

*At the Intersection of  
Story and Information*

**October 19 –21, 2016**

**The Albany Marriott  
Albany, NY**

**New York State English Council  
66<sup>th</sup> Annual Conference**

## EXHIBITORS

<b>Adams Book Company</b>	Glenn Schattner
<b>Bedford, Freeman &amp; Worth</b>	Jeremy Tescher, Jessica Cipperly, Nicole Sheppard
<b>BMI Educational Services</b>	Jerry Wagner
<b>Book Revue</b>	Alyssa Axelrod
<b>Cengage Learning/National Geographic</b>	Dave Ceriotti
<b>The Chapters Group</b>	Marty Vainder
<b>Crayola</b>	Wanda Gray
<b>The DBQ Project</b>	Molly Winter
<b>EMC School/EMC Publishing</b>	Tracey Maxwell
<b>Everbind</b>	Steve Bauer, Norman Cohen
<b>Grammar Flip</b>	Anthony Risko
<b>Heinemann Publishing</b>	Susan Reynell, Beth Ann Walck
<b>Houghton Mifflin Harcourt</b>	Tom Rozzi, Angela Gitto
<b>McGraw Hill</b>	John Crotty
<b>The New Book Press (WordPlay Shakespeare)</b>	Alexander Parker
<b>Oblong Books</b>	Suzanna Hermans
<b>Pearson</b>	Tina Stryker
<b>Perfection Learning</b>	Mike Stasack
<b>Perma-Bound Books</b>	Harry Startup, Linda Startup, Stephen Rozzi
<b>Rally! Education</b>	Pat Donnelly, Marcus Ferrara
<b>Scholastic</b>	Bob Webber, Agatha Lorenzo, Ben Woodworth
<b>Teacher's College Press</b>	Michael McGann, David Stauss
<b>Vocabulary.com</b>	Bill Walsh

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**NYSEC**  
 18 Hidden Drive  
 Monroe, NY 10950



## NYSEC Executive Board

<b>President:</b> Louisa Kramer-Vida	<b>2016 Conference Chair:</b> Michelle Peterson
<b>President-Elect:</b> Michelle Kaprinski	<b>Membership Chair:</b> Joann Hili-Carbone
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<b>VP Administrators/Supervisors</b> Victor Jaccarino	<b>Business Secretary:</b> Rachel Murray
<b>Treasurer:</b> Stephanie DelValle	<b>The English Record:</b> Kjersti VanSlyke-Briggs
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<b>NYSED Liaison/Historian:</b> John Harmon	<b>Affiliate Liaison</b> Chereith Vincent

## Regional Directors

<b>Western Region:</b>	Lou Ventura, Sally Ventura
<b>Central Region:</b>	John Harmon, Kjersti VanSlyke-Briggs
<b>North Country Region:</b>	
<b>Hudson Valley Region:</b>	Michelle G. Bulla, Michelle Kaprinski, Janet Matthews, Marilyn Norton, Paul O'Brien, Sara Taveniere, Chereith Vincent, Christine Zandstra
<b>New York City Region:</b>	Stephanie DelValle
<b>Long Island Region:</b>	Lawrence Butti, Joann Hili-Carbone, Victor Jaccarino, Louisa Kramer-Vida, Michelle Peterson

## *Greetings from the President*

October 2016

Dear Conference Attendees,

Thank you so much for choosing NYSEC as your source of professional development. And a special thank you to those of you who so generously prearranged huge amounts of your time to be members of the conference committee and/or to prepare the outstanding presentations that your colleagues will both profit from and enjoy. Thank you also to our vendors, many of whom have supported our conference over numerous years when we know that there are always so many options for you to attend other venues during the month of October. And last, but certainly not least, thank you sooo much to my conference chair, Michelle Peterson. Without her time, effort, knowledge, and creativity this endeavor would never have been accomplished.



I am looking forward to an outstanding experience for all of our conference –goers. We will start with our teacher leaders interacting with NYSED Commissioner MaryEllen Elia, and, throughout the next few days, everyone will continue to learn from and be entertained by our well known keynote speakers. We will be updated on what is happening at NYSED by Erik Sweet and Kristin Sikora, and conference attendees can choose from over 50 presentations on such diverse topics as writing, character study, and ebooks, which were developed by over 100 teachers, professors and consultants, who represent many geographical areas in New York State -- some urban, some suburban, and some rural settings. We hope there is something to meet everyone's needs.

Congratulations in advance to our Educators, Collaborators, and Programs of Excellence, and our other special award and mini-grant winners! If you are not already sharing your wonderful ideas with our attendees at this conference, we look forward to your future articles and presentations, but, mostly, we wish for your continued active participation in NYSEC activities. Maybe you would love to write for our newsletter or our journal. Maybe you prefer the person-to-person interaction of a workshop experience. Maybe you would like to share your expertise with other NYS ELA educators as a member of our Board. Whatever works for you, please stay involved! We know that your enthusiasm throughout the conference will be contagious and, by Friday afternoon on your ride home, you will be discussing and reliving what you experienced these past few days. But, once you are back home, don't forget us! Stay active and involved and we will all profit from your expertise and your energy as we continue to serve students from Pre-K through the doctoral level.

It was a pleasure to greet you on paper and to help prepare this wonderful conference for you. Please stop by and say hello. I'd love to meet you in person.

Have a great conference,

*Louisa Kramer-Vida*

Louisa Kramer-Vida, Ed. D.  
2016 NYSEC President



## Greetings from the Conference Chairperson

**Welcome to the 66<sup>th</sup> Annual NYSEC Conference – *Literacy: At the Intersection of Story and Information*.** The conference committee has spent the last year planning a conference that we hope will empower and inspire you. Teaching is a community, and we hope that as you attended the workshop sessions, listen to the keynote speakers, and interact with conference attendees you will be enriched by the experience and ready to try or transform your classroom practice.



The inspiration for this conference theme came from the NCTE presentation in Washington D.C. of one of our keynotes, Lester Laminack. For this presentation Lester and Reba Wadsworth talked about the how we can use literature to teach empathy and transform our students as they asked us to “Meet me at the Intersection of Story and Information.” I loved the idea of how English Language Arts educators struggle with that very intersection. We hold fast to fiction because we know that characters can teach us about times, places and people that we may never have the chance to experience first-hand. However, we also face the pressure to address the information, true stories, and facts about the world our students have to face. Laminack and Wadsworth share a variety of beautiful stories that teachers could use to help students not only learn about the facts of the civil rights movement, but also the consciousness of the people that lived through that time.

As teachers our job has shifted from giving information to teaching students how to access, apply, compare and contrast knowledge. So what does that mean for us? It may mean that as we navigate this intersection of story and information we develop a new educational story for our classrooms. One where we think about how we use literature to bring our communities together or give our students the tools they need to make the future a better place. Where we create safe classroom spaces that enable students to question the world around them, learn from one another, and teach them to be their best selves.

We hope that you enjoy our 2016 conference. Please share your experiences with us through our Facebook page and on Twitter (@nysec\_tweets) using the hashtag - #nysec16. We are honored to bring you the wisdom of Lester Laminack, Alice Hoffman, Kylene Beers, and Ernest Morrell. Thank you to our vendors, especially Scholastic, Pearson, and Houghton Mifflin, Harcourt for sponsoring keynote speakers. Thank you to the conference committee for your hard work and dedication. Thank you to our conference attendees/NYSEC members; we hope that we’ve provided an energizing and informative conference for you!

Sincerely,  
*Michelle*  
 Michelle Peterson  
 NYSEC Conference Chairperson 2016

# **Insert 2016 NCTE Letter**

## 2016 CONFERENCE COMMITTEE

Michelle Bulla, Lawrence Butti, Stephanie Del Valle, Joann Hili-Carbone, Victor Jaccarino, Michelle Kaprinski, Roberta Levitt, Karen Meier, Rachel Murray, Sara Taveniere, Chereith Vincent, and Michelle Peterson, 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 Kristy Bryant (catering) for all of their  
 assistance at **The Albany Marriott**.

# Literacy: *At the Intersection of Story and Information* Conference Overview

## Wednesday

<b>4:00 – 7:00 p.m.</b>	Early Registration	<b>Board Room</b>
<b>4:45 – 6:00 p.m.</b>	Literacy Leaders Networking Session Featuring <b>NYS Education Commissioner MaryEllen Elia</b> <i>Victor Jaccarino, Facilitator</i> <i>Sponsored by Pearson</i>	<b>Empire Room</b>

## Thursday

<b>7:00 – 1:00 p.m.</b>	Registration	<b>Board Room</b>
<b>7:30 – 4:00 p.m.</b>	Publisher Exhibits	<b>Grand Hallways</b>
<b>7:30 – 8:00 a.m.</b>	Continental Breakfast	<b>Grand Hallways</b>
<b>8:00 – 8:30 a.m.</b>	Welcome and Opening Remarks Dr. Louisa Kramer-Vida, <i>NYSEC President</i>	<b>Salons DE</b>
<b>8:30 – 9:30 a.m.</b>	<b>Keynote Address – Lester Laminack</b> <i>Sponsored by Scholastic</i>	<b>Salons DE</b>
<b>9:45 – 10:45 a.m.</b>	<b>Workshop Session A</b>	
<b>11:00 – 12:00 noon</b>	<b>Keynote Address – Kylene Beers</b> <i>Sponsored by Houghton, Mifflin, Harcourt</i>	<b>Salons DE</b>
<b>12:00 – 12:30 p.m.</b>	<b>Publisher Exhibits Session</b>	<b>Grand Hallways</b>
<b>12:30 – 1:15 p.m.</b>	<b>Luncheon</b>	<b>Salons DE</b>
<b>1:15 – 2:15 p.m.</b>	<b>Keynote Address – Alice Hoffman</b>	<b>Salons DE</b>
<b>2:30 – 3:30 p.m.</b>	<b>Workshop Session B</b>	
<b>3:45 – 4:45 p.m.</b>	<b>Workshop Session C</b>	
<b>5:00 – 6:00 p.m.</b>	<b>Cocktails and Conversation / Raffle Drawing</b> <i>Sponsored by Bedford, Freeman &amp; Worth</i>	<b>Empire Room</b>

# Friday

7:00 – 1:00 p.m.	<b>Registration</b>	<b>Board Room</b>
7:30 – 8:30 a.m.	<b>NYSEC Annual Breakfast</b>	<b>Salons DE</b>
7:45 – 8:30 a.m.	<b>Business Meeting</b> Presiding: Dr. Louisa Kramer-Vida, <i>NYSEC President</i>	<b>Salons DE</b>
8:30 – 9:30 a.m.	<b>Keynote Address – Ernest Morrell</b> <i>Sponsored by Pearson</i>	<b>Salons DE</b>
9:45 – 10:45 a.m.	<b>Workshop Session D</b> Publisher Exhibits	
11:00 – 12:00 p.m.	<b>Workshop Session E</b> Publisher Exhibits	
12:15 – 3:00 p.m.	<b>Annual Awards Luncheon</b> <i>Fellow Award</i> <i>Mini-Grant Winners</i> <i>The English Record Award</i> <i>Programs of Excellence Awards</i> <i>Educators of Excellence Awards</i> <i>Closing Remarks: Louisa Kramer-Vida, 2016 NYSEC President</i> <i>Michelle Kaprinski, 2017 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*



Love **WRITING** or want to improve writing instruction with students?  
Then follow our **EMPIRE STATE WRITING PROJECT NETWORK** Strand ...

Session A –

- *Taking the Growth Mindset to the Writing Conference: Questions That Promote Revision* by the Hudson Valley Writing Project
- *On the Ground with the College Ready Writing Program* by the Capital District Writing Project

Session B –

- *All in the Same Boat: Moving Beyond the Literal to the Figurative* by the Hudson Valley Writing Project
- *Taking on Argument* by the Capital District Writing Project

Session C –

- *Building a Writing Identity Through Blogging* by the Long Island Writing Project
- *Writing Toward Authentic Civic Participation* by the Hudson Valley Writing Project

Session D –

- *LETTERS TO THE NEXT PRESIDENT 2.0: Exploring Authentic Civic Engagement Through Digital Media Creation* by the Hudson Valley Writing Project

Session E –

- *Where Do You Get Your Ideas? Releasing Students from Writer's Block* by the New York State Writing Project & Empire State Writing Project Network

### **Empire State Writing Project Network**

#### **Who we are**

**We are a network of eight NY State sites affiliated with the National Writing Project. Each NWP site is a partnership of college or university and pre-K – 12 teachers in all disciplines devoted to the improvement of teaching and learning in schools and districts. Because our sites link educators at all levels of the system, we are uniquely positioned to create and provide teachers and schools with clinically rich, research-based, and timely professional learning.**

# Wednesday Afternoon Session

4:45-6:00

State Room

## *A Conversation With The Commissioner*

*Victor Jaccarino, Facilitator*

*Sponsored by*

Join the Board of NYSEC along with ELA administrators and teacher leaders from around the state in a conversation with Commissioner MaryEllen Elia. The commissioner will be with us for our preconference networking meeting to bring us up to date on her vision for our state and to answer your questions. You will be able to converse and network with ELA leaders and the NYSEC Board.



**MaryEllen Elia is the New York State Commissioner of Education and President of the University of the State of New York (USNY).** A native New Yorker, Commissioner Elia has 45 years of experience as an educator. She oversees the work of more than 700 school districts with 3.2 million students; 7,000 libraries; 900 museums; and 52 professions encompassing more than 850,000 licensees. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, Florida, for 10 years, where she was honored as the 2015 Florida Superintendent of the Year. She is the a recipient of the 2015 AASA Women in School Leadership Award from the School Superintendents Association, and was one of four finalists for the 2015 National Superintendent of the Year award. Commissioner Elia earned her Bachelor of Arts degree in history from Daeman College in Buffalo, a Master of Education from the University of Buffalo, and a Master of

Professional Studies from SUNY Buffalo. In 1970, she began her career in education as a social studies teacher in Buffalo's Sweet Home Central School District and taught for 19 years before moving on to administrative positions. In her first year as New York's Education Commissioner, Ms. Elia has logged more than 35,000 miles in her car traveling across the entire State, visiting more than 30 counties, dozens of school districts, and well over 100 different schools in an effort to learn how New York's schools can be improved and how the State can help drive and support those improvements.

**Follow us on Twitter during the conference  
using the hashtag: #nysec16**

## Thursday Opening Session

8:30-9:30

*Salons DE*



### Keynote Speaker: **Lester Laminack**

**Story Matters: We are the story**

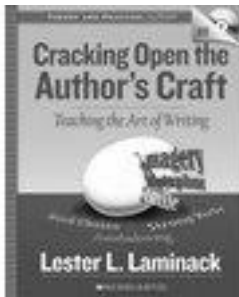
*Story is how we make sense of our past, navigate the present, and imagine the future. Lester will explore the power of story in our classrooms.*

Lester L. Laminack, Ph.D., is professor emeritus of Western Carolina University in Cullowhee, North Carolina, where he received two awards for excellence in teaching. Laminack is now a full-time writer and consultant working with schools throughout the United States.

His academic publications include *Learning Under the Influence of Language and Literature*, *Reading Aloud Across the Curriculum*, *Climb Inside a Poem*, *Cracking Open the Author's Craft*, *Unwrapping the Read Aloud*, *Bullying Hurts: Teaching Kindness Through Read Aloud and Guided Conversations*, and *The Writing Teacher's Troubleshooting Guide*.

Laminack is also the author of six children's books: *The Sunsets of Miss Olivia Wiggins*, *Trevor's Wiggly-Wobbly Tooth*, *Saturdays and Tea Cakes*, *Jake's 100th Day of School*, *Snow Day!*, and *Three Hens and a Peacock* (2012 Children's Choice K-2 Book of the Year Award).

He is a frequent presenter at state, regional, and national conferences.



***NYSEC is pleased that Lester Laminack 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!***



## THURSDAY OPENING SESSION

<b>8:00 – 8:30 a.m.</b>	Welcome and Remarks Dr. Louisa Kramer-Vida, <i>NYSEC President</i> Michelle Peterson <i>Conference Chair</i>	<b>Salons DE</b>
<b>8:30 – 9:30 a.m.</b>	<b>Keynote Speaker</b> <b>Lester Laminack</b> “Story Matters: We are the story”	<b>Salons DE</b>

### SESSION A 9:45 a.m. – 10:45 a.m.

#### Featured Authors and Keynotes:

<i>General</i>	<i>When Books Become Best Friends: One Book/Many Visits</i>	
<b>Lester Laminack</b>		<b>Salon D</b>
<p>Explore the potential of revisiting a small collection of carefully selected books through focused read aloud experiences across time. Imagine slowing down to explore a small set of books in layers, one layer at a time with a clear focus for each read aloud experience. Lester will take you through the potential of a few picture books to demonstrate what can be done with numerous well-loved best friend books.</p>		

<i>General</i>	<i>Engagement: How to Move from Interest to Relevance</i>	
<b>Kylene Beers</b>		<b>Salon E</b>
<p>In this workshop, we’ll look at strategies that help all readers, but especially struggling readers, become engaged, attentive, close readers. Kylene will share strategies appropriate for both fiction and nonfiction.</p>		

**K-5**                    ***Taking the Growth Mindset to the Writing Conference: Questions That Promote Revision***

**Janine Garrison**  
**Hudson Valley Writing Project & Pawling Central School District**

**Albany Room**

One of the most challenging components of the workshop model tends to be conferring. How can teachers find time to conduct writing conferences that are meaningful for both student and teacher? Together we will explore student writing samples and discuss some noticings. We will also explore some teacher-created conference forms and language and have some time to “role play” our new understandings. Session facilitator is a practicing Hudson Valley Writing Project consultant.

**6–12**                    ***Character Study: A Funds of Knowledge Approach to Teaching for Social Justice***

**Deborah Kelsh & Tonya Russell**  
**The College of Saint Rose**

**Colonie Room**

In recent years, social justice researchers have encouraged teachers to discover and use students' "funds of knowledge," the experiential rather than school-based knowledge "essential for household or individual functioning and well-being" (Moll et al., 1992, p. 133). We advocate using "funds of knowledge" as a lens to study dimensions of characters in, for example, Cisneros' *House on Mango Street*, Walker's "The Flowers," and Steinbeck's *Of Mice and Men*. Focusing attention on knowledge developed from characters' lived experiences enables deep exploration of historical and cultural differences and similarities and their connections to character motivation, conflict, and development.

**9-12**                    ***Better Together: Strategies to Challenge, Engage and Support All Learners through Collaboration***

**Kristen Petersen & Jennifer Rabie**  
**Massapequa School District**

**Salon A**

Complex texts, rigorous standards and high stakes testing can make the task of teaching students on all learning levels a challenge. This workshop focuses on relevant, easy-to-implement strategies that will establish a comfortable environment for all to take risks and reach their individual potential. Providing research-based, teacher-tested methods, that are usable, relatable and practical, this workshop will demonstrate how to keep engagement and meaning at the focus of your classroom while preparing your students for real-world, 21st century learning. Learn how to transform your classroom into a haven that promotes student success through the use of differentiation and collaboration. We are all better together!

**9–12, College**    ***Integrating eBooks into Classroom Practice - Where Stories Meet Information***

**Lori Christensen & Claudia Connor, Island Trees HS;**  
**Alexander Parker, WordPlay Shakespeare**  
**Island Trees Union Free District and The New Book Press**

**Salon B**

eBooks are no longer an unusual part of the education landscape. In this presentation, we take the next step and look at how eBooks can be used effectively in and out of the classroom to improve student engagement and comprehension. We use The New Book Press' WordPlay Shakespeare series as the test case for this investigation, with a focus on story, and the available information that can be attached to the Shakespearean narrative.

**6-12**                    ***On the Ground with the College Ready Writing Program***

**Christopher Mazura**  
**Capital District Writing Project**

**Salon C**

The National Writing Project's College Ready Writing Program has just released its exceptionally successful results. Four local school districts have worked with a team from the Capital District Writing Project for the last three years on high level literacy practices, especially around argument. In this study of over 25,000 students, those who worked with CRWP teachers and materials did significantly better on all areas of argument writing. In this workshop, several teachers from these schools, with facilitator Christopher Mazura and other CDWP team members, will demonstrate how they have integrated strategies, processes, and materials from the College Ready Writing Program into their curriculum – and how these materials and strategies have worked with their students.

**K-12**                    ***Big Ideas for Little Kids***

**Mitchell Bickman**  
**Oceanside High School**

**Salon F**

This workshop will introduce participants to "Big Ideas for Little Kids" a unique program where Oceanside High School students visit elementary classrooms and facilitate discussions, using picture books, to tap into children's natural abstract thinking and begin to provide a framework for helping students to develop reasoning skills. The goal is for students to build a framework to think about things more critically by asking questions to better understand their world.

**9-12**                    ***Chromebooks, Technology, and Interdisciplinary Practices in the Language Arts/Social Studies Classroom***

**Molly Fanning & Colleen Sittig**  
**Guilderland CSD**

**Salon G**

A social studies and language arts teacher will share their collaboration on lessons, projects, and student work to demonstrate how they have incorporated Google apps and Chromebooks in their classrooms. The session will include a look at how students demonstrate their learning through digital portfolios, video creation, and other online tools. Participants will be able to imagine how to engage students using 21st-century skills.

**6-12**                    ***Balancing External Pressures with Internal Needs: The Multifaceted Role of a 21st Century Secondary ELA Teacher***

**Tara Xanthopoulos & Jessica Burack**  
**Harrison Central School District**

**Salon H**

Secondary English teachers grapple with the challenge of embedding the necessary Common Core State Standards into curriculum, while continuing to stay true to the in-depth study of literature. How does one balance the top-down requirement of including rich and engaging non-fiction texts, combine the principles of differentiated instruction in a tech savvy world, and reach an audience of diverse learners? This interactive presentation will demonstrate how teachers in the secondary English classroom can really do it all in an appropriate, rigorous manner whether new to the Google Chrome/Classroom world, or already using emerging technologies in the classroom on a daily basis, to prepare all students for college, the workforce, and beyond!

**6-12**      *Choose to Explore More: International Fellowships for Teachers***Sarah Shutt**  
**Campbell-Savona Jr./Sr. High School****Schenectady Room**

Have you dreamed of being an explorer and visiting the remote regions of the world? Do you have a passion for sharing the world with students? Come meet a 2016 Grosvenor Teacher Fellow and find out about her expedition with National Geographic and how National Geographic Education can help teachers explore more of our world!

**General**      *Time Bandits in the Classroom***Graham Landgraff**  
**NYS Community Educator****Troy Room**

So much of a teacher's time can become focused on the handful of students who are continuously being disruptive, interrupting the learning process for the whole class. Whether you are a new teacher excited to take on the world or a seasoned veteran who has experienced every type of student, you can benefit from strategies for dealing with difficult students. This workshop presents research-based, results-driven strategies to improve student performance and reduce challenging behaviors.

**9-12**      *Chromebooks-to-Go: Extending High School ELA Learning Opportunities with Google Chromebooks***Jevon D. Hunter, Jessica Forgette, Lindsay Neadow, & Ashley Weselak**  
**SUNY, Buffalo State and Health Sciences Charter School****Empire Room**

As schools continue to integrate Google Chromebooks into high school curricula, there is an increasing need for teachers to learn teaching practices that maximize the advantages of this technology. In our session, we share the benefits and challenges with a new ELA initiative called Chromebooks-to-Go, where high school students use Chromebooks to extend ELA learning opportunities outside of the schooling environment. Attendees will learn about this initiative's implementation and the Google-based applications and extensions that enhanced ELA learning. Attendees will view samples of student work and receive supporting materials and resources for implementing Chromebook-based teaching practices in ELA classrooms.

**DON'T MISS THESE BOOK SIGNINGS!****Lester Laminack – Thursday a.m.**

Keynote 8:30-9:30 Salon DE  
Workshop 9:45-10:45 Salon D  
*Book Signing 12:00-12:30 - Grand Hallway*

**Alice Hoffman – Thursday p.m.**

Keynote 1:15-2:15 Salon DE  
*Book Signing 2:30-3:00 - Grand Hallway*

**Kylene Beers – Thursday p.m.**

Workshop 9:45-10:45 Salon E  
Keynote 11:00 – 12:00 Salon DE  
*Book Signing 12:00-12:30 - Grand Hallway*

**Ernest Morrell – Friday a.m.**

Keynote 8:30-9:30 Salon DE  
Workshop 11:00-12:00 Salon D  
*Book Signing 9:45 - Grand Hallway*

# Thursday Late Morning Session

11:00 a.m. – 12:00 p.m.

*Salons DE*

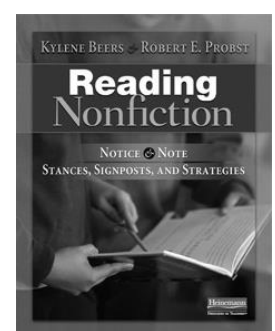
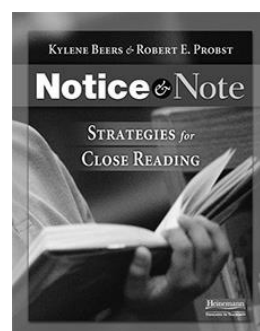
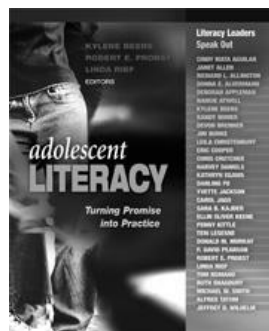
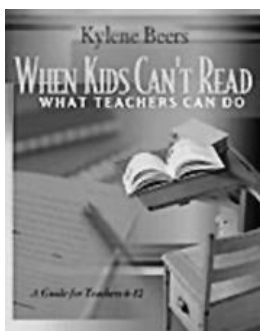


Keynote Speaker:  
**Kyrene Beers**

**Reading Nonfiction:  
What Matters Most**

Kyrene Beers is an award-winning educator and is the author of *When Kids Can't Read/What Teachers Can Do*; *Notice and Note: Strategies for Close Reading*; *Adolescent Literacy: Turning Promise into Practice*; and *Elements of Literature*, the literature textbook read by the majority of middle school and high school students across the US. She began her teaching career in 1979 in the Alief School District, outside of Houston, Texas. Since then, she has become an internationally-known and respected authority in literacy education. Beers works tirelessly to help parents, teachers, and national policy makers understand how to best help struggling readers.

In 2008-2009, she served as President of the National Council of Teachers of English and in 2011 she received an NCTE Leadership Award. She has served as a consultant to the National Governor's Association Education Committee, was the editor of the national literacy journal *Voices from the Middle*, taught in the College of Education at the University of Houston, held a reading research position in the Comer School Development Program at Yale University School of Medicine, and has most recently served as the Senior Reading Advisor to the Reading and Writing Project at Teachers College, Columbia University.



*NYSEC is pleased that Kyrene Beers is able to join us, and we are grateful to Houghton Mifflin Harcourt for sponsoring her keynote address and book signing. Be sure to visit Houghton Mifflin Harcourt to thank them!*

# THURSDAY

<b>11:00 – 12:00</b>	<b>Keynote Address</b> <b>Kylene Beers</b> “Reading Nonfiction: What Matters Most”	<b>Salons DE</b>
<b>12:30 – 1:15 p.m.</b>	<b>Luncheon</b>	<b>Salons DE</b>
<b>1:15 – 2:15 p.m.</b>	<b>Keynote Address</b> <b>Alice Hoffman</b>	<b>Salons DE</b>
<b>2:30 – 3:30 p.m.</b>	<b>Workshop Session B</b>	
<b>3:45 – 4:45 p.m.</b>	<b>Workshop Session C</b>	
<b>5:00 – 6:00 p.m.</b>	<b>Cocktails and Conversation / Raffle Drawing</b> <i>Sponsored by Bedford, Freeman &amp; Worth</i>	<b>Empire Room</b>

*Join us Thursday, October 20th from 5:00 – 6:00 p.m.  
for a cocktail reception.  
Stop by the Bedford, Freeman & Worth booth  
to receive a drink ticket!*

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at all sessions and meals.*

# Thursday Afternoon Session

1:15-2:15 p.m.

*Salons DE*

Keynote Speaker:

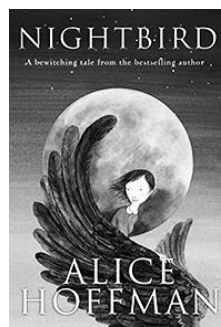
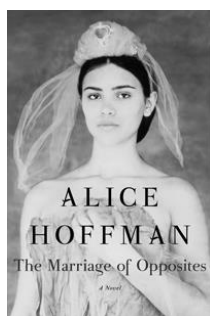
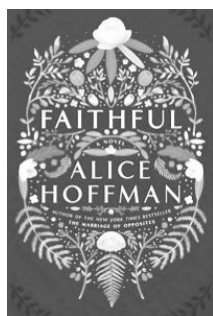
## Alice Hoffman



Alice Hoffman is a New York Times bestselling author of twenty-three novels, three books of short fiction, and eight books for children and young adults. Hoffman was born in New York City and grew up on Long Island. She attended Adelphi University and went on to get a Masters in Creative Writing from Stanford University, where she was also the recipient of a Mirrelles Fellowship.

Some of Hoffman's beloved titles include, *Here On Earth* – a modern reworking of some of the themes in Emily Brontë's masterpiece *Wuthering Heights*—which was an Oprah Book Club selection in 1998 –and *Practical Magic*, which was made into a feature film starring Sandra Bullock and Nicole Kidman. Often drawn to the stories of the outcast, the lonely oddball, Hoffman explains, “My theory is that everyone, at one time or another, has been at the fringe of society in some way: an outcast in high school, a stranger in a foreign country, the best at something, the worst at something, the one who's different. Looking at it this way, being an outsider is the one thing we all have in common.” While she explores life's common struggles – the stories of people living in small towns in Massachusetts or Long Island puzzling through essential questions about relationships and intimacy, family and identity, love and survival – she sets her tales in a world that is at once wholly recognizable and at times fantastic. Her protagonists inhabit a universe in which everyday objects – necklaces, river pebbles, birds, old overcoats, roses – become talismans that haunt and guide them as they navigate their way to a deeper understanding of themselves.

Hoffman's novels have been recognized as notable books of the year by *The New York Times*, *Entertainment Weekly*, *The Los Angeles Times*, *Library Journal* and *People Magazine*. Her books have been translated into more than 20 different languages and her short fiction and nonfiction have appeared in *The New York Times*, *The Boston Globe Magazine*, *Kenyon Review*, and many other magazines. In her lectures Hoffman discusses the art of storytelling, her influences and inspirations and the experience of being a writer.



## SESSION B

### 2:30 p.m. – 3:30 p.m.

#### 3-5 *The Return of the Read Aloud: Fiction & Nonfiction*

**Maureen Morriss & Suzanne Rayson**  
**M.M.C.G. (Consultant)**

**Albany Room**

Engaging readers through read alouds has re-emerging significance when we consider the fast changing styles of text. This session will demonstrate and share read aloud texts that are unique and innovative as well as ideal for close reads. There will be an emphasis on the relationships between texts that foster higher order thinking and lead to the deepening of questioning and wondering by students. Maureen and Suzanne will share their experiences with such texts and have them on hand for participants to not only hear, but also consider the ways in which they can be used in close reading situations.

#### 6–12 *“I Become a Transparent Eye-Ball”: The Poetry Walk*

**Mary Sawyer & Zanyell Garmon (SUNY New Paltz);**  
**Elizabeth Philipbar (Mildred Strang Middle School)**

**Colonie Room**

What happens when teenagers are briefly instructed in the art of poetry, sketching, the concept of Ralph Waldo Emerson’s “transparent eye-ball,” and are then invited to venture outside in the park-like grounds of a college campus to sketch and write? This presentation considers the field of nature writing and shares adaptations of a method developed by Ron Padgett called “The Walk Poem.” Participants will engage in an abbreviated version of the experience, examine examples of middle and high school students’ poems, and consider ways to adapt and build on this experience in their own classrooms.

#### 4-12 *Best Practices for DBQs: An Interdisciplinary, Inquiry Approach to Working with Literary Texts and Primary Source Documents*

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

**Empire Room**

The DBQ Project is an argument-writing program that strives to equitably bring DBQs to students who are both on and off the “AP track.” This will be a hands-on presentation during which teachers will experience – from the students’ perspective – lessons that support the development of key skills within the disciplines of English and History, and which align with the Common Core Standards in Literacy and the C3 Framework. Using a model unit, participants will engage in The DBQ Project 6-step method, a scaffolded approach which allows students at all skill levels, grades 4-12, to excel in the sophisticated DBQ experience.



**General**      ***STEAMing Up Your Classroom: A Sustainable Approach***

**Kjersti VanSlyke-Briggs, Abigail Casale, & Dakota Inman**  
**SUNY College at Oneonta**

**Salon A**

English doesn't have to be left out of STEM. Through STEAM (adding the arts and humanities), problem based learning pedagogy, and a partnership between SUNY Oneonta and Sidney School District, students P-16 engaged in environmental education and sustainable practices. From Dr. Seuss to Rachel Carson, classes used literature to explore our impact on the world and students applied concepts to fuel possible green solutions, while getting their hands dirty. This workshop style session will highlight strategies that can be used in the classroom. Hot topics include: Service Learning, Farm To Table, Schoolwide Composting, and Zero Waste.

**General**      ***Writing to Explore: Low-Stakes Writing Strategies to Engage Students and Teachers***

**Darshna Katwala (Nassau Community College),**  
**Christine Dawson (Skidmore College), & Mary Sawyer (SUNY New Paltz)**  
**Empire State Writing Project**

**Salon B**

Participants will be introduced to Shared Reading /Writing, which inspires students to write in response to a provocative text. Shared Reading/Writing involves low-stakes writing strategies to generate thinking and often yields a wide range of responses. We will write, share, and reflect on writing as a pathway for untangling the meaning of complex texts and enriching the meaning of our own lives. 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.

**9-12**      ***Reading Short Fiction as Argument and Using it as Evidence***

**Robin Aufses**  
**Lycée Français de New York**

**Salon C**

English teachers are encouraged to teach texts that make an argument and to use those texts as evidence in their own writing. It's a touchy issue; English teachers are, for good reason, attached to literature and are sometimes turned off by the informational texts, which can seem dry. Fortunately, fiction and poetry can be read rhetorically: poems, short stories, and novels can be studied as argument and analyzed for the ways writers make choices to help them achieve their purpose. They can be used as evidence in an original argument and as sources in a synthesis essay. This session will focus specifically on ways to read, analyze, and write about short fiction as argument. Participants will look at examples of short fiction, analyze their claims and evidence, consider ways to help students use them as evidence in their own writing, and develop materials to integrate literary and informational texts in their English classes.

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**General, ENL/ESL*****All in the Same Boat: Moving Beyond the Literal to the Figurative*****Rebecca Quackenbush & Dianna Cornman  
Chester Union Free School District/Hudson Valley Writing Project****Salon E**

As educators, we go “out on a limb” every day to bring our students to a higher understanding of what we are trying to teach them. In this workshop, participants will use poetry as a means for building recognition and knowledge of idiomatic language. We will also consider the specific implications that this practice has for ENL teachers and students. Session facilitators are consultants from the Empire State Writing Project Network (ESWPN) and/or practicing teacher-writers. A foundational belief of the National Writing Project is that we become better teachers of writing when we ourselves engage in the act of writing.

**6–12**      ***Taking on Argument*****Capital District Writing Project team  
Capital District Writing Project****Salon F**

The National Writing Project received a federal i3 grant to develop the College Ready Writers Program. The central goal of the CRWP is to help students become skilled at writing arguments. Students in the program, ideally, are able to recognize a public conversation, read and understand the various positions taken in that conversation, and enter into it themselves. In the course of this practice, students learn about new social and academic conversations and consider their own stances. These practices are iterative and complex and require teachers' guidance. About 20 regional teachers with extensive experience with the NWP and its local site, the Capital District Writing Project, are participating in a year long advanced study of how the practices and materials of the CRWP work in their own classrooms with their own students. In this workshop, several of these teachers will provide an interactive sharing of their work with their NYS colleagues.

**6–12**      ***What Makes You Say That? Establishing Thinking Cultures in the Secondary English Classroom*****Louisa Vecchione  
Massapequa School District****Salon H**

There are a quarter of a million words in the English language. “Think” is the 125th most frequently used word. “To think” is the 12th most frequently used verb. This workshop introduces thinking routines and practices for deeper understanding in the secondary English class. These research-based learning routines encourage students to think beyond what is most evident, pushing them to be more critical and creative learners. The thinking routines and activities that teachers could incorporate into their next lesson or unit include: Notice and Wonder, Zoom In, Color-Symbol-Image, Word-Phrase-Sentence, Headlines, and Chalk Talks. Students could participate in these routines independently, in partnerships, or in small groups. Based on Ron Richart's Making Thinking Visible and research conducted through Harvard's Project Zero.

**K-12**      *Now THAT'S a Good Question! Questioning for Cognitive Rigor*

**Erik Francis**  
**Maverik Education LLC**

**Schenectady Room**

Learn how to develop good questions that address the cognitive rigor of the English Language Arts and Literacy Common Core State Standards by challenging and engaging students to demonstrate higher order thinking and communicate depth of knowledge.

**General, Administrators**      *Navigating the Modern Political Climate with Mentors:  
Politics in our Midst and Beyond*

**Michelle Kaprinski & Dr. Sonya Abbye Taylor**  
**Van Wyck JHS (Wappingers); Mount Saint Mary College**

**Troy Room**

This session will allow participants to reflect on the role that mentorship has played in their careers, and how mentors have helped them to negotiate the political climate all educators face today. Research will be shared, along with an in-depth look at six types of mentors and their direct effect on success. What are the essential human relations and communication skills necessary for educators to be effective at their jobs? This workshop will offer skills and strategies for continuing advocacy, understanding emotional competency, as well as the importance of building bridges and setting goals.

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## SESSION C

### 3:45 p.m. – 4:45 p.m.

3-5 *Building a Writing Identity Through Blogging*

**Kathleen Sokolowski**  
**Long Island Writing Project**

**Colonie Room**

How can you help students to live like writers? Blogging is one way students can find their voice and be part of an authentic writing community. In this workshop, participants will learn how to launch blogs, present minilessons to teach bloggers, and how a blogging challenge encourages students to become passionate writers. As co-director of the Long Island Writing Project and one of the co-authors of the Two Writing Teachers blog ([www.twowritingteachers.org](http://www.twowritingteachers.org)), I will share how blogging has been transformational for me and for my students and share many resources for how participants can get started.

**9–12**                    ***Quality Questioning--Four Practices: The Heart of Thoughtful Discussion***

**Dr. Rebecca Chowske & Dan Holtzman**  
**Shoreham-Wading River CSD**

**Salon A**

Interested in moving from questioning in recitation (Initiate, Response, Evaluate—IRE) to a deeper, more divergent approach that encourages students to entertain multiple interpretations and conclusions? This workshop offers not only four practices leading to deeper discussion, it also offers tips for coaches and supervisors who want to deepen this practice in their departments.

**6–12, College**                    ***Writing Hope: A Strengths-Based Approach to Teaching Writing***

**Nicole Sieben**  
**SUNY College at Old Westbury**

**Salon B**

This session will provide strategies for teaching writing to middle school, high school, and college students through strengths-based approaches to writing instruction within a writing hope (Sieben, 2013) framework. In this interactive session, participants will learn classroom-tested, research-based methods for building secondary students' writing competencies through developmentally-appropriate and pedagogically innovative strategies. The presenter will share best practices, teaching and training strategies, and authentic assessment methods for delivering meaningful writing instruction to secondary school and college students and teachers. Through a research grant funded by the NCTE Conference on English Education, the presenter has been able to provide onsite training, curricular materials, and online opportunities to secondary schools that provide important insights about student and teacher interactions with the newly developed “writing hope” pathways framework and curricular ideas.

**6–12**                    ***Integrated Studies: Methods and Tips For Success***

**Tara Halliday, Denna Hughes, & Autumn Wallace**  
**Rotterdam-Mohonasen Central School District**

**Salon C**

Recent educational studies have shown that students who participate in an Integrated Studies or Interdisciplinary Classroom leave high school with more real-world skills for how to work collaboratively and interpersonally. In this presentation, learn how to align the English and social studies curricula through an Integrated Studies program. Presenters explore parallels between the NYS Global Studies and NYS Common Core English exams, as well as the parallels in standards and methods for success in the interdisciplinary classroom.

**General**                    ***Meaning in Motion: On Teaching Writing and Dancing***

**Jesse Katen**  
**SUNY Broome Community College**

**Salon D**

Convinced that the act of writing (composition) shares fundamental similarities with the creative processes of studio arts, this presentation seeks to explore the ways in which our composition pedagogies can be informed by the pedagogical traditions of dance. If dance can be understood as a mode of personal expression that, like writing, is comprised of elements both technical and artistic, we can pose interesting and informative questions and draw fascinating parallels. Led by a presenter who both teaches first-year composition in the English department at SUNY Broome and also professionally teaches dance and judges national dance competitions, this session will speak to any educator with interests in writing and the arts.

**9–12**                    *Living Our Stories: Urban Youth & Students of Color English ELA Learning*

**Jevon D. Hunter, Tiffany M. Nyachae, Toni Mixon,  
Roseanna Spencer, & Malcolm I. Hunter  
The State University of New York, Buffalo State**

**Salon E**

Critical English language arts (ELA) educators regularly call for meaningful, social justice-oriented ways to engage urban youth and students of color in intellectually rigorous, literacy-based, and literarily-rich curricular activities. In response to this call-to-action, we share our efforts blending informational texts, literature, and youth-action research to provide adolescents with an enriching learning experience. During our interactive workshop, attendees will participate in a series of activities that illustrate our attempt to connect ELA with the social realities of high school students. Attendees will leave our workshop with turnkey materials, resources, and activities to implement in ELA classrooms for successful learning outcomes.

**6-12**                    *Writing toward Authentic Civic Participation*

**Tom Meyer (SUNY New Paltz) &  
Steve Masson (Highland Central School District)  
Hudson Valley Writing Project**

**Salon F**

We will examine issue-oriented videos written and produced by high school students; in doing so, we will explore exciting and perplexing questions that emerge when students find a civic issue they care about, research it, argue for it, and then present it in writing and other digital formats. During the session we will also discuss learning opportunities and curricular resources from the National Writing Project's "Letters to the Next President 2.0" campaign designed for teachers who want to encourage 13-18 year-olds' civic participation.

**General**                    *In the Garden of Hearts: The Hero's Journey and the English Teacher*

**Pete Reilly  
Irimi Horizons**

**Salon G**

Join author Pete Reilly as he explores the classroom garden and the art of teaching. Based on his soon to be published, "In the Garden of Hearts", Pete invites us to undertake the Hero's Journey and awaken ourselves and our students to the innate power and wisdom that resides within us. Answering our calling to teach and grow takes us to the threshold of a new conversation, a frontier where we realize that the skills and attributes that brought us this far are not the ones we'll need to carry us forward. To continue we must find a new way to travel. This is the Hero's Journey.

**General**                    *Teaching with Tiny Texts: A Collection of Ready-to-Use and Common Core-Aligned Strategies*

**Deborah Kelsh, Marina Ferreri, Zackary Petker, & Jason Zobre  
The College of Saint Rose**

**Salon H**

Tiny texts - quotations and short stand-alone excerpts - can be used in a multitude of ways to develop student competency in close reading and writing from sources in a low-stress high-interest environment. Because the texts are tiny, students and teachers can focus intensively on many skills such as teasing out shades of meaning and tone, or analyzing different accounts of a subject. Tiny texts on the same topic provide an opportunity for students to experiment with ways to handle textual evidence and to build a broad knowledge base. Presenters will share and attendees will practice with many such strategies.

*College Creative Storytelling: iPad apps and Web-based Programs for Publishing*

**Marina Gair**  
**St. Francis College**

**Schenectady Room**

This workshop showcases a capstone writing project in a teacher preparation program that requires candidates to write, illustrate, and publish a children's book, wherein inspiration is drawn from the notion of opening one's maleta - a Spanish term for suitcase - to reinforce the idea of meaning-centeredness in the learning process. Demonstrations of a number of iPad and web-based applications with teacher dashboards designed for formative assessment are featured. A descriptive account of the capstone project constructed from anecdotal data and student feedback on course evaluations is peppered across the workshop with the intent of contributing to the repertoire of instructional practices in the language arts classroom.

*6-12, ELL The Power of Language: Let All Voices be Heard*

**Dr. Roberta Levitt**  
**LIU Post**

**Troy Room**

Do you want to empower English Language Learners (ELLs) in building vocabulary to foster meaning making? Come and investigate instructional strategies that promote language acquisition, content inquiry, and facilitate critical thinking in the digital age to more readily achieve the Common Core State Standards and lessen the current academic achievement gap. Explore some links to video clips, e-books, and on-line games to enhance ELLs' vocabulary and comprehension skills. How about art activities or off-line games? Through the intersection of purposeful conversations and interactive literature read alouds, ELLs will learn how to discuss and think together. Come and discuss with your peers. What can others suggest? Empower your ELL students; let their voices be heard!

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## 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	NYSEC/Friends of Excellence
Michelle Bulla	Monroe-Woodbury HS
Lawrence Butti	Mineola High School
Stephanie DelValle	East Bronx Academy for the Future
John Harmon	Consultant
Joann Hili-Carbone	South Huntington UFSD
Victor Jaccarino	Ed. Consultant/Hofstra University
Michelle Kaprinski	Pleasantville Middle School
Dr. Susan P. Kelly	Nassau Community College
Michael Laterza	Westlake High School, Mount Pleasant CSD
Janet Matthews	Westlake High School, Mount Pleasant CSD
Marilyn Norton	Wappingers CSD
Paul O'Brien	Notre Dame-Bishop Gibbons School
Michelle Peterson	Baldwin UFSD
Patricia Rand	Clarkson University
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# FRIDAY SESSIONS

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## NYSEC Annual Business Meeting Friday, October 21, 2016

### Salons DE

7:45 – 8:30 a.m.

### Agenda

Call to Order	Louisa Kramer-Vida
Minutes of October 2015 Annual Meeting	John Harmon
Introduction of the Executive Board	Louisa Kramer-Vida
Treasurer's Report	Stephanie DelValle
Presentation of Slate of Officers	Christine Zandstra

#### Slate of Officers for 2016-2017

President:-elect:	Sally Ventura
Secretary:	John Harmon
VP Administration:	Victor Jaccarino
VP Secondary:	CJ Vincent
VP Middle:	Sara Taveniere

Publications	Michelle Kaprinski Kjersti VanSlyke Briggs
Website	Michelle G. Bulla
2017 Conference Announcements	Michelle Kaprinski, President 2017
Constitutional Amendment	John Harmon
Presentations and Recognition	
Open Forum: comments and questions presented by membership	
Motion to adjourn	Louisa Kramer-Vida

*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.*

# Friday Opening Session

## *Salons DE*



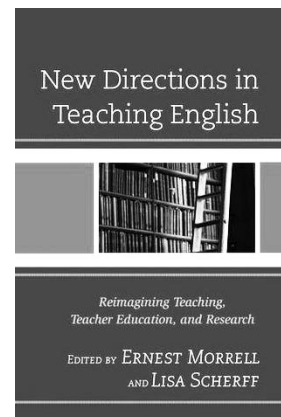
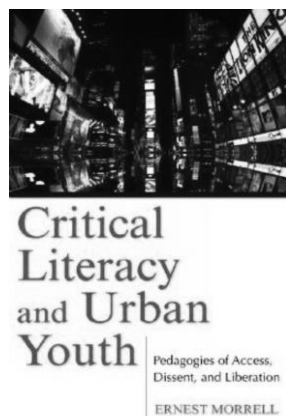
### Keynote Speaker:

# Ernest Morrell

**"New Directions in Teaching English:  
Inspiring Readers and Writers in 21st Century Classrooms"**

Ernest Morrell, Ph.D., is the Director of the Institute for Urban and Minority Education (IUME) and Professor of English Education at Teachers College, Columbia University. He served as the President of the National Council of Teachers of English (NCTE) in 2013. For nearly twenty years Dr. Morrell's research has focused on drawing upon youth's interest in popular culture and participatory media technologies to increase motivation and to promote academic literacy development, civic engagement and college access. He is also recognized nationally for developing powerful models of teaching and learning in classrooms and non-school environments and for engaging youth and communities in the project of educational reform.

Morrell has written more than 50 articles that have appeared in journals such as *Teachers College Record*, the *Journal of Teacher Education*, *Reading Research Quarterly*, *English Education*, the *English Journal*, the *Journal of Adolescent and Adult Literacy*, *Action in Teacher Education*, and the *Annual Yearbook of the National Reading Conference*. He has written numerous book chapters and four books including *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools* (with Jeff Duncan-Andrade) and *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*. Morrell has also received several commendations for his teaching including being recognized five times by Who's Who Among America's High School teachers and receiving UCLA's Department of Education's Distinguished Teaching Award. Morrell received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley and was the recipient of the Outstanding Dissertation Award.



***NYSEC is pleased that Ernest Morrell is able to join us, and we are grateful to Pearson for sponsoring his keynote address and book signing. Be sure to visit Pearson to thank them!***

# 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**  
**Ernest Morrell**  
"New Directions in Teaching English: Inspiring  
Readers and Writers in 21st Century Classrooms"

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

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**SESSION D**  
**9:45 a.m. – 10:45 a.m.**

**Featured Workshop:**

*General      An Update from the NYSED Office of Curriculum & Instruction*

**Erik Sweet & Michelle Bulla**  
**NYSED/ Monroe-Woodbury School District**

**Empire Room**

During this presentation, Erik Sweet, from the NYSED Office of Curriculum and Instruction, and NYSEC Executive Board member Michelle Bulla, a member of the NYSED Content Advisory Panel, will share English Language Arts and curriculum resources from EngageNY, plus an update on the Common Core State Standards review process. There will be time for a question/answer as well.

**3-8      *Revision & Editing - Going Beyond "I'm Done"***

**Ryan Aliperti**  
**Massapequa Public Schools**

**Albany Room**

Revision and editing is a difficult part of the writing process to engage students in. Typically, the disengaged student will rely on technology or us to revise and edit their work. This workshop will dive into strategies that will help reignite both of these writing processes in our classrooms, as well as help students to see the distinct differences between them. In order to further bridge reading and writing, this workshop will use texts from your current grade level that will serve as mentor texts for both revision and editing.

*General      Keeping the Home Fires Burning*

**Sally and Lou Ventura**  
**English Record, Olean High School**

**Colonie Room**

Many ELA teachers who spend their days delivering instruction built around great writing, also find time to write creatively themselves. This session will provide all of you who write poetry, fiction or creative non-fiction with an opportunity to share your work with colleagues and fellow wordsmiths. Bring polished pieces or a draft you composed at breakfast! Use this hour to network, to nurture your creative spirit, or simply to relax and indulge your passion for language. The workshop will be conducted by the associate editors of *The English Record*, Lou and Sally Ventura, like an “open mic” without the microphone.

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at all sessions and meals.*

**9-12**                    *Reading is the Core: Fishbowl Synthesis Curriculum*

**Marissa Rantinella & Ricki Mazzella**  
**Marlboro School District**

**Salon A**

This full year course is designed based on the Common Core standards for eleventh grade students. Instructors model the tasks, which include writing source based arguments and text analysis responses, for students to emulate. Using Shakespeare's *Macbeth* as the core and chosen pieces of mythology, fiction and nonfiction seminal American works, students establish a clear understanding of expectations. Then, foundational American Literature texts are used by students who read independently, prepare journals, roles sheets, and peer study activities. Finally, students teach their peers through "Fishbowl Literature Circles." This exciting course encourages close reading, collaboration through Google Classroom, and self-guided study. All resources and models will be available at the presentation.

**9-12**                    *Using WeVideo to Enhance the Performance Based Assessment*

**Maureen Gegerson, Angela Gallucci, & Maria Bonavoglia**  
**Massapequa High School**

**Salon B**

Learn how to motivate students of all ability levels and modalities using WeVideo, a cloud based, video creation program, to bring traditional performance based assessments to life. Presenting information is an important skill for students to master, and is required by New York State's Standards for Speaking and Listening, but traditional methods of presentation have lost their luster. Bring this skill into the 21st century by empowering students to create unique, professional-grade videos with a program that is user friendly and fun to work with. Students will be proud of their final products and eager to present their work to their peers!

**6-12, College**                    *Passion Filled Writers*

**Denice Martin**  
**Passages Academy - Bronx Hope**

**Salon C**

This workshop explores ways to set up a safe space in which writers can craft and share their stories, receiving helpful feedback. At the center of this work is the creation of a small community of creative, empowered, passion-filled writers dedicated to self-expression and the use of a Writer's Notebook. This may be especially important for students who face barriers caused by systemic gender, race and economic inequity.

**6-12**                    *Bringing the Real World In*

**Elisa Pepe, Sebastian Maroundit, & Ted Avgerinos**  
**Schalmont CSD – Retired**

**Salon D**

Somewhere between story and information is the real world for students. Bringing the real world in for my students has been the highlight of my career. From *Night* to *A Long Walk to Water* and poetry in between, my students have connected with authors through authentic writing and student-led initiatives. Most recently, we hosted two of the Lost Boys of South Sudan! They are ready and willing to visit and share their stories. Come to the workshop and find out how to bring this cross-curricular and project-based experience to your school.

**General**      ***LGBTQ Voices in English Language Arts Education***

**Nicole Sieben**  
**SUNY College at Old Westbury**

**Salon E**

This interactive session will provide participants with curricular ideas that focus on diverse approaches to integrating LGBTQ voices into the dominant narratives of K-12 school curricula. Through an interactive workshop structure, a variety of student-centered strategies will be shared for teaching reading and writing in the ELA classroom through a “queer theory youth lens” in order to build positive educational and social conditions for all students in K-12 schools. The session will emphasize creating inclusive curricula that integrates LGBTQ voices through themes of resilience, struggle, hope, success, helpfulness, kindness, happiness, compassion, safety, and leadership, providing empowering narratives and strategies for all students, staff, and faculty to consider and learn.

**6–12**      ***Break Down The Walls: Interdisciplinary Teaching***

**Sara Pinsker & Melissa Childs**  
**Norwood-Norfolk Central School**

**Salon F**

Interdisciplinary teaching enhances student engagement and achievement. When teachers are able to break down the walls between subject areas, students are more likely to make the connections necessary to learn. With recent changes in the social studies C3 framework, English language arts and social studies teachers have much more freedom to break down the barriers between subject areas. This presentation will explore the overlap in social studies and English language arts standards, as well as potential interdisciplinary unit plans. Additionally, this presenter will discuss strategies to use with high needs learners.

**6-12**      ***The Regents Through the Lens of Collections***

**Alicia Rodman**  
**English Language Arts Content Specialist, Houghton Mifflin Harcourt**

**Salon G**

Much is being demanded of our New York State students of the 21st century who enter into the world of college and career. What does it mean to be college and career ready? The NY State Regents has answered that question by shifting its focus to that of the Common Core. College and Career Readiness means students are able to read a text deeply, write from sources, and analyze text. Collections 2017 has answered the call of test preparation for the Regents Exam. Through rich and thoughtfully selected texts, Collections serves as a daily resource for 21st century learners in the classroom and beyond. Its user-friendly Teacher and Student Editions will be the road map with the Regents Exams as the destination.

**6-12**      ***LETTERS TO THE NEXT PRESIDENT 2.0: Exploring Authentic Civic Engagement Through Digital Media Creation***

**Steve Masson**  
**Hudson Valley Writing Project/Highland High School**

**Salon H**

By examining issue-oriented videos written and produced by high school students, we will first explore issues surrounding research, argument, voice, and audience, and then explore resources for implementing similar learning opportunities in conjunction with the National Writing Project's "Letters to the Next President 2.0" campaign.

***K-12, College                      Social Studies Literacy***

**Casey Jakubowski  
SUNY Albany/CASDA**

**Schenectady Room**

In this time of CCLS and the changing Social Studies requirements in New York State, this session is designed to facilitate dialogue between ELA and Social Studies teachers. Instruction in reading and writing like a historian is vital to collaboration in preparation for the Regents exams and the ELA 3-8 tests.

***9–12                      Adirondack Literacy: Tall Tales Meet History***

**Daniel Mosny  
Mount Markham CSD**

**Troy Room**

The Adirondack Park is a valuable resource to the people of New York State and also the classroom teacher. The Adirondacks abound with the stories and histories of hermits, industrialists, preservationist, recreationalists and all the people who call it home. Through fictional and non-fictional historical resources from sources like the Blue Mountain Lake Museum and SUNY Cortland's National Historic Landmark, Camp Huntington on Raquette Lake, the Adirondacks as source subject matter in the English Language Arts classroom is shared and discussed.

## **SESSION E**

### **11:00 a.m. – 12:00 p.m.**

### **Featured Author and Keynote:**

***General                      Critical Media Pedagogy: Transforming Middle & Secondary Literacy Instruction***

**Ernest Morrell**

**Salon D**

Ernest Morrell will examine how the critical teaching of media across the disciplines can increase engagement, achievement, and commitment to social change among adolescents. *Critical Media Pedagogy: Transforming Early Adolescent Literacy Instruction* makes the rationale for why such an approach is essential in today's 7-12 classrooms and presents the growing research base that explores how schools, classrooms, and after school programs are successfully incorporating critical media education into powerful lessons, units, and community-based projects. Participants will have the opportunity to imagine using media powerfully in their own classrooms and schools.

**K-8**                    ***Finding the “Write” Balance: Looking at the CCLS and Writing Workshop***

**Sarah Cordova & Debra Wachtler**  
**Distinctive Educator’s Institute**

**Albany Room**

How closely have you read and explored the writing standards in the CCLS? This session will look at what the standards really say about writing instruction, types of writing in which students should be engaged, and the resources teachers really need in order to be the most effective writing teacher they can be. Participants will leave with multiple ideas that can be implemented into classroom instruction immediately. Student samples, anchor charts, and other resources will be shared.

**3-12**                    ***Where Do You Get Your Ideas? Releasing Students from Writer’s Block***

**Joe Bellacero & Alison Koffler-Wise**  
**New York City Writing Project and Empire State Writing Project Network**

**Colonic Room**

Believe it or not, finding writing topics can be fun. We will explore two interactive techniques - memory chain and illustrated timeline - that help students gather ideas suitable for personal narrative, memoir writing, poetry, and many other genres.

**9–12**                    ***Truth is Stranger than Fiction: Examining Our Storied Lives Through the Use of Current Events in the English Classroom***

**Patricia Rand**  
**Clarkson University**

**Salon A**

Art imitates life: we use this saying to introduce, illustrate, and analyze fiction, but we often overlook the use of current events in the ELA classroom. These nonfiction gems, rife with possibility and opportunity, offer insight into our contemporary social, political, and cultural landscape. Using current events from 2016, we can address issues related to character, tolerance, and perception while connecting these stories to works of fiction we use in the classroom. Throughout this session, we will explore ways to examine current events in the English class, focusing on nonfiction as a mirror for the story of our lives.

**9–12**                    ***Have you Heard? Podcasts as Innovative 21st Century Texts for the CCSS English Classroom***

**Caitlin Colwell & Heather Flood**  
**Schodack Central School District, Maple Hill High School**

**Salon B**

As Common Core continues to ingratiate itself into curriculum, a new and innovative way to reach students is through the high-interest medium of podcasts and their unique brand of storytelling. Through fiction and nonfiction, namely Serial and Limetown, students actively participate by listening to a podcast, which requires more imagination than simply reading aloud and more engagement than watching a movie. Research has also shown that listening to podcasts helps students build decoding skills. Participants will learn strategies for helping students gain CCSS skills including verbal and written argumentation and critical thinking skills as they theorize along the way.



**9–12**      *Massapequa High School Media Studies Program*

**Elyn Coyle, Laura Martingano, Brian Merges, & Nicole Schnabel**  
**Massapequa High School**

**Salon C**

Join us to learn how to implement an interactive, engaging, and meaningful "Media Studies" program in your district! Our program is comprised of Broadcasting I, Broadcasting II, Journalism, and Broadcast Journalism courses and is enhanced with an in-house radio station and newspaper studio within our building. After students examine mentor texts, conduct research and develop scripts or articles (depending on the course), they create authentic products that are broadcast live to the school building on WMHS and/or published to school newspaper, The Chief. We will share our rigorous curriculum, impressive student exemplars, and practical strategies on how you can strengthen the literacy skills of your students while also serving the school community. This program can be implemented using resources that many of your students have at their fingertips.

**3–12**      *Achieving Reading Fitness: Helping All Students Read Complex Text*

**Victor Jaccarino**  
**Hofstra University/Consultant**

**Salon E**

During this hands-on workshop, teachers of English, as well as content area teachers, will explore some issues surrounding complex text in our schools. It is no secret that students are required to deconstruct difficult text in all subject areas in classrooms and on State Examinations, both those in place now and the ones that are coming. The workshop will explore characteristics of complex text, some approaches to determining appropriateness of text for students, shifts in practice around complex text, scaffolding, prior knowledge, and the importance of vocabulary instruction.

**6-8**      *It Takes AIR to Grow: Growing Readers through Accountable Independent Reading*

**Rebecca Rosas (MS Library Media Specialist), Ruth Smith (ELA 6 teacher),**  
**Maggie Dorsey (ELA 8 teacher), & Kathleen Hansen (MS Principal)**  
**Oxford Academy Middle School**

**Salon F**

A critical component of building literacy is overlooked in many districts: Accountable Independent Reading. Presenters from Oxford Academy Middle School will share how they remained committed to "growing readers" and its profound effect on student achievement as the district fully adopted the NYS ELA modules. The presenters will highlight the critical role of teacher/librarian collaboration and recommend a variety of resources to successfully build a community of readers; participants will gain experience using forms, models, and protocols as they plan for implementation of their own independent reading program.

**Follow us on Twitter and Instagram**  
**during the conference**  
**using the hashtag: #nysec16**

**3-12**      *An Innovative Blend of ELA & Social Studies***Dan Tusa, & Jen Hesseltine**  
**Malone Central School District****Salon G**

Join Dan Tusa (NYS ELA Teacher) and Jen Hesseltine (NYS Social Studies Teacher) in an inspiring look at investigating the authentic crossover in skills between literature, history, and the Social Studies Framework. Anchoring learning with a narrow skill focus, Immigration to the U.S. in the early 1900's, WWII, and Lai's *Inside Out and Back Again* form the foundation by which students make connections across content areas. With an innovative approach to providing interdisciplinary learning experiences, Dan and Jen have designed an environment for student learning that combines thoughtful questioning techniques, inquiry, an interactive investigation of content, and collaborative standards for student work. Throughout the workshop, Dan and Jen will demonstrate the philosophy that by acting on the natural connection between skill and curriculum, student learning is natural, fluid, and ongoing. Digital and print resources used by the presenters will also be provided.

**6-12**      *Writing for an Authentic Audience: Student Writing for the Outside World***Jordan White**  
**Shenendehowa High School****Troy Room**

When students have the opportunity to write for an audience beyond their teacher, it opens the opportunity to motivate them and gives them a purpose for writing beyond a dull assignment. This workshop will outline successful teacher implementation in asking students to write for an authentic audience, which pushes them to engage with their writing in terms of crafting voice and rhetoric to write argumentatively and informatively.



# NYSEC Annual Awards Luncheon

12:15 – 3:00 p.m.

Empire Room

## Luncheon Menu



Romaine Salad

*Entrée*

Harvest Chicken

*Grilled Chicken with caramelized Onion and a cranberry demi glaze*



(Vegetarian Option available)

*Dessert*

Chocolate Decadence Cake

## *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.

## **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**

**The Canterbury Tale Parody** - *Skaneateles Central School District*

**Massapequa High School Media Studies Program** - *Massapequa Public Schools*

**Writing and Filmmaking** - *City School District of New Rochelle*

**Speak Truth to the Power Research Film Unit** - *Skaneateles Central School District*

### **Mini-Grants**

**Kjersti Vanslyke-Briggs & Marissa Orezza** - *Sydney Central School District*

**Ellen Brooks** - *Hunter College-CUNY*

**Reinaldo Latorre** - *Amityville Union Free School District*

**Stephen Sorensen** - *Olean City School District*

### **Ruth Everett Award**

**Beth Schneider**

*The City College Academy of the Arts*

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

**Michelle Bulla**

“Seven Years in the Making: *Living INK* --The Evolution of Monroe-Woodbury High School's festival in honor of NCTE's National Day on Writing”

*Monroe-Woodbury Central School District*

# EDUCATORS OF EXCELLENCE

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

## Administrator/Supervisor

<b>Steven Gilhuley</b> - Malverne Union Free School District
<b>Lucille Iconis</b> – Massapequa Public Schools
<b>Valarie Karas</b> - Ballston Spa School District
<b>Dr. Cynthia Seniuk</b> – North Merrick School District
<b>Beth Ziropgiannis</b> - Oceanside School District

## Elementary

<b>Maryann Cockerill</b> - Massapequa Public Schools
<b>Kelly Mackay</b> - Baldwin School District
<b>Kathleen Sokolowski</b> - Farmingdale Public Schools

## Middle

<b>Anna DeMartino</b> - Sewanhaka Central High School District
<b>Kathryn Dodd</b> - Amityville Union Free School District
<b>Kathleen Fenn</b> - Pine Plains Central School District
<b>Kendra Fingerhut</b> - Notre Dame-Bishop Gibbons School
<b>Janine Katsigiorgis</b> - Amityville Union Free School District
<b>Brett Schwartz</b> - Bellmore-Merrick Central High School District
<b>Tabatha Stillwell</b> - Malone Central School District
<b>Debra Villano</b> - Island Trees School District

## Secondary

<b>Lianne Bellinger</b> - Sewanhaka Central High School District
<b>Danielle Benner</b> - Guilderland Central School District
<b>Anastasia Caputo</b> - Malverne Union Free School District
<b>Susan Chappell</b> - Monroe-Woodbury Central School District
<b>Brooke Dickson</b> - New Lebanon Central School District
<b>Samantha Fishman</b> - Briarcliff Manor School District
<b>Rebecca Fiske</b> - Malone Central School District
<b>Sarah Fleming</b> - Westhill School District
<b>Jennifer Levin</b> - Northport-East Northport Schools
<b>Andrew Maycock</b> - Guilderland Central School District
<b>Ricki Mazzella</b> - Marlboro Central School District
<b>Cheryl Meany</b> - Baldwinsville Central School District
<b>Jolene Morielli-Russo</b> - New Rochelle Public Schools
<b>Laura Sheridan-Carbone</b> - Bellmore-Merrick Central High School District
<b>Louis Ventura</b> - Olean City School District

## Collaborators of Excellence

<b>Amy Scognamillo and Amy Nardone</b>	Bay Shore Schools
<b>Tom Durkin and Michelle McNeight</b>	Briarcliff Manor School District
<b>Kristin Petersen and Jennifer Rabie</b>	Massapequa Public Schools
<b>Jennifer Frasca and Laura Trongard</b>	Oceanside School District

*New York State English Council proudly presents the*  
**2016 FELLOW AWARD**

# Erik Sweet



New York State Education Department

*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 Erik Sweet, Associate in English Language Arts at the New York State Education Department.*

We are pleased to announce that NYSEC has chosen **Erik Sweet** for our 2016 Fellow award. Erik began his career teaching high school and middle school English in the alternative high school at Capital Region BOCES. In 2006, he brought his talents to the New York State Education Department, working in the Curriculum and Instruction department. His current title is Associate in English Language Arts.

In this position, Erik provides assistance to school districts, educators, and parents regarding guidance materials and regulations related to teaching and learning. His current work also includes leadership in the review of the State's ELA Learning Standards. Teachers, parents, and educational leaders all appreciate Erik's clear understanding and well-reasoned approach to standards and instruction.

At NYSEC, we are very pleased that Erik's duties include serving as liaison to our organization. Erik gives up several Saturday mornings a year to attend our Board meetings in order to keep us up-to-the minute on current events and trends at SED. He also relays our questions to the proper sources in the Education Department. And quite often, he listens with patience and empathy as we vent our frustrations about the challenges we often face due to bureaucratic decision making. Of these meetings, Erik says that "Our Saturday morning NYSEC Executive Board meetings are always exciting and informative. I have worked with the leadership of the New York State English Council for the past ten years and value our relationship and the work we do together. Ongoing dialogues like that help us identify areas of need and put our best ideas together. It is a pleasure to work with NYSEC." Erik also presents a highly informative workshop at our October conferences. These workshops are always well attended and well received.

Erik lives in Albany with his wife and two elementary age children. He states that "Our family loves books and we are fortunate to have a wonderful library at the end of our street. We also enjoy visiting museums, going on hikes, and visiting the ocean."

Due to Erik's positive impact on our board, our organization, and teachers statewide, the NYSEC Board is pleased to bestow this honor on Erik—this year's Fellow Award.

## Past Fellows of the Council

2015	Janet Matthews	1989	Barbara Aitken	1970	Ruth E. Everett
2014	Dr. Kjersti VanSlyke-Briggs	1988	Joanne Wallace		Robert Squires
2013	Paul O'Brien	1986	John Andola	1969	Rev. John V. Curry
2012	Lawrence Butti	1985	Charles R. Chew		Jane Borst
2011	Patti Rand	1984	Carol Jamieson		Robert Carruthers
2010	Donna Meister		Robert Spencer Johnson	1968	Mary Dedie
2009	Susan P. Kelly	1983	C. J. Calitri		M. L'Amoreaux
2008	John Harmon	1981	Grace Larkin		Erwin Palmer
2007	Donna Kemp	1980	Anita Dore	1967	David Manly
2006	Lillian Turner	1979	Ouida Clapp		E. Mitchell
2005	Barbara Searle		Elouise Courter	1966	Mary Foley
2004	Judith Rothstein		M. Drabkin		Milacent G. Ocvirk
2003	Jill Vickers	1978	Jerome Green		Robert Rounds
2002	Susan Goldberg	1977	Sally Ann Milgrim	1965	Hans Gottschalk
2001	Victor Jaccarino		Alan Nelson		James Lanz
2000	Jacqueline Marino	1976	Anthony Mangione	1964	Marguerite Driscoll
1999	Natalie Robisch	1975	Martha Hatch		Margaret Dwyer
1998	Jane Richards	1974	Morris Finder		Rosemary Wagner
1997	Nancy Zuwiyya		Patrick Kilburn	1963	Richard Corbin
1996	Rosalie Rafter		J.S. Sherwin		Earl Harlon
1995	Roseanne DaFabio	1973	Daniel Casy		Genevieve Heffron
1994	Kenneth Gambone		Sheila Schwartz	1962	Elizabeth Drake
1993	Frank Hodge	1972	Margaret Early		Strang Lawson
1992	Cecelia Kingston		Emmanuel Raff		Joseph E. Mersand
1991	Ruth Townsend	1971	John C. Flahwe		
1990	Jerome Greenbe Ann Gebhard		Dennis Hannan		

## Past Presidents of NYSEC

2015	Christine Zandstra	1993	Rosalie Rafter	1971	Emanuel Raff
2014	Michelle G. Bulla	1992	Brenda Perrotta-Morra	1970	Dennis Hannan
2013	Michelle Peterson	1991	Marianna Lawler	1969	Hans Gottschalk
2012	Louisa Kramer-Vida	1990	Charles R. Chew	1968	Jane Borst
2011	Lucille Ogden	1989	Jerome Greenberg	1967	Margaret Early
2010	Lawrence Butti	1988	Linda Welles	1966	Margaret Ryan
2009	Terry Tiernan	1987	Ann Gebhard	1965	Elizabeth Mitchell
2008	Danielle Brain	1986	Joanne Wallace	1964	Erwin Palmer
2007	Kjersti VanSlyke-Briggs	1985	Geradyne McCray	1963	James Lanz
2006	Susan Kitson-Grisewood	1984	Grace Larkin	1962	Marguerite Driscoll
2005	Linda McDowell	1983	Naomi Katcher	1961	Rev. John V. Curry, S.J.
2004	Susan P. Kelly	1982	Carol Jamieson	1960	Ruth E. Everett
2003	John Harmon	1981	Robert Spencer Johnson	1959	Rosemary Wagner
2002	Donna Smith Kemp	1980	Anthony Mangione	1958	Earl Harlan
2001	Lillian Turner	1979	Ouida Clapp	1957	Genevieve Heffron
2000	Susan Goldberg	1978	Josephine Kehoe	1956	Milacent G. Ocvirk
1999	Barbara Searle	1977	David R. Wood	1955	Richard Corbin
1998	Victor Jaccarino	1976	Jerome Green	1954	Sister M. Sylvia, S.S.J.
1997	Judith K. Rothstein	1975	John Fisher	1953	Joseph E. Mersand
1996	Jill Vickers	1974	Sheila Schwartz	1952	Strang Lawson
1995	Ruth Townsend	1973	Robert Squires	1951	Elizabeth Drake
1994	Joseph A. Morra	1972	Robert Blake		



## **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.



**Certificate of Participation**

The New York State English Council  
66<sup>th</sup> Annual Conference

**LITERACY: AT THE INTERSECTION OF STORY  
AND INFORMATION**

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***(Name of Participant)***

attended the Annual Conference held at The Albany Marriott  
on October 19-21, 2016

*Michelle Peterson*

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Michelle Peterson  
NYSEC Conference Chair

*Dr. Louisa Kramer-Vida*

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Dr. Louisa Kramer-Vida  
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: \_\_\_\_\_

\_\_\_\_\_

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

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

***New to NYSEC? Postmark this form by November 30, 2016 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, 18 Hidden Drive, Monroe, NY 10950*

**Developing the College/Career-Ready Citizen  
through Language, Literacy and the Arts**

October 25-27, 2017  
*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: \_\_\_\_\_

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, 2017 to: Sara Taveniere, Conference Chair  
60 Market Lane  
Clinton Corners, NY 12514

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

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

Save the Date:

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

**Developing the College/Career-Ready Citizen  
through Language, Literacy and the Arts**

**October 25 - 27, 2017**

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



Keynote Speakers

Kwame Alexander

Elfrieda "Freddy" Hiebert

More to come . . .

# NOTES

# NOTES