



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

October 25-27, 2017
The Albany Marriott

New York State English Council
67th Annual Conference

EXHIBITORS

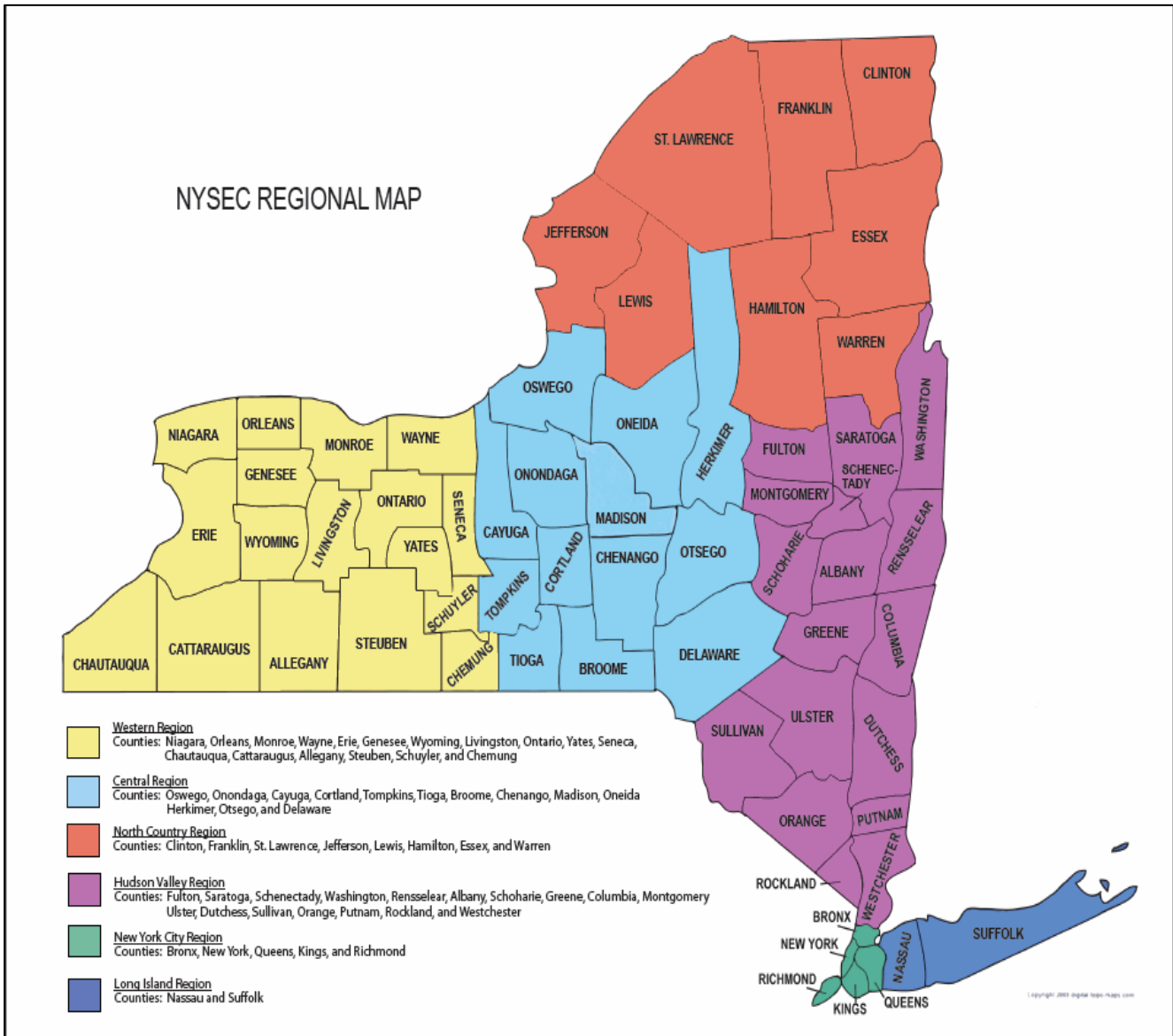
Achieve 3000	Anne Shamim
Bedford, Freeman, and Worth	Jess Cipperly, Jeremy Tescher
BMI Educational Services	Jerry Wagner
Castle Learning	Scott Fischer, Meghan Ricketts
Cengage Learning/National Geographic	Dave Ceriotti
The Chapters Group	Marty Vainder
The DBQ Project	Molly Winter
EMC School	Ohilda Holguin
Forester's Financial	Drake Sichak, Daniel Hart
Great Minds	Tanika J. Majette
Heinemann Publishing	Susan Reynell
Houghton Mifflin Harcourt	Tom Rozzi
Membean	Kelly Mason
Oblong Books	Suzanna Hermans
Pearson	Colette Molloy, Megan Burdick, Dana Furyanic
Perfection Learning	Mike Stasack
Perma-Bound Books	Harry Startup, Linda Startup, Stephen Rozzi
Sadlier	Ed Rupp
Shared Space Professional Development	Nicole and Izzy Galante
Scholastic	Liz Oakes-Lani
Word Play Shakespeare	Alexander Parker
Vocabulary.com	Bill Walsh

Table of Contents

Exhibitors	2
NYSEC Regional Map	4
Executive Board and Regional Directors	5
President’s Message	6
Conference Chair Greeting	7
Letter from NCTE	8
Conference Committee	9
Conference Overview	10-11
Wednesday Afternoon Literacy Leaders Session	12
Elfrieda Hiebert Keynote Address	14
Session A	15-18
Session B	19-21
Gae Polisner Keynote Address	24
Session C	25-28
Constance Hale Keynote Address	30
Friends of Excellence	31
Annual Business Meeting Agenda	33
Kwame Alexander Keynote Address	34
Session D	36-39
Session E	40-43
NYSEC Annual Awards Luncheon	44
NYSEC Awards	45
Educators of Excellence	47-48
Fellow Award	49
Fellows of the Council	50
Past-Presidents of NYSEC	51
Publications	52
Certificate of Participation	53
Membership Ambassador Form	54
2017 Program Proposal Form/Conference Information	55
Save the Date	56

NYSEC

**18 Hidden Drive
Monroe, NY 10950**



NYSEC Executive Board

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New York City Region:	Stephanie DelValle
Long Island Region:	Lawrence Butti, Joann Hili-Carbone, Victor Jaccarino, Louisa Kramer-Vida, Michelle Peterson

Greetings from the President

Dear Colleagues,

Welcome to the 67th Annual NYSEC Conference! Our chosen theme this year is “Developing the College/ Career-Ready Citizen through Language, Literacy, and the Arts.” Collectively, we have felt that this theme is timely. Much change is taking place in our world right now, far outside of the confines of the classroom. Inevitably, so many questions surrounding such change make their way *into* the classroom.



Language is powerful. It is my intention that this conference opens our eyes to literature and lessons that will give our students the opportunity to learn from and understand one another, the end result channeling hope for a better tomorrow. Some students may want to turn to a book for inspiration, while others might need it as a companion, or even a lifeline.

Our keynotes, Kwame Alexander, Constance Hale, Elfrieda Hiebert, and Gae Polisner will address the themes of hope and social responsibility and how we can best ignite the spark of better literacy for our students.

Many thanks to an outstanding Executive Board who has worked tirelessly for the past year to ensure the success of this conference. I have highlighted their service to our organization in this conference program booklet, and I’m so grateful for the wealth of experience that they bring to the table.

Thank you to our exhibitors and presenters, for being so generous with your time and for volunteering to share your expertise with educators throughout the state. You make this incredible learning experience possible for your peers.

I hope that this conference not only meets your Professional Development needs, but that it energizes you to become involved on a grander scale, should you so desire.

Happy networking! Make new connections and enjoy.

With Appreciation,

Michelle Kaprinski
2017 NYSEC President

Greetings from the Conference Chairperson



Welcome to the 67th Annual NYSEC Conference, *“Developing the College/Career-Ready Citizen Through Language, Literacy, and the Arts.”* The conference committee has spent the last year planning a conference that we are confident will both inspire you and enhance your teaching practices. As you spend time over the next couple of days attending workshops, listening to our keynote speakers, and networking with colleagues, we hope that you are able to take valuable information back to your school districts to implement into your schools and classrooms.

This year’s keynote speakers bring a wide variety of expertise that they will share with you throughout the duration of our conference.

The conference theme came from many conversations that took place discussing the needs of both students and educators throughout our state. We are all working thoroughly at all grade levels to help to develop a college and career ready citizen to send out into the world filled with as much knowledge as possible. Throughout our careers we have worked diligently to help our students develop the necessary skills and work habits while simultaneously implementing a wide variety of information in order to make our students successful. Our workshops will provide you with a diverse selection of topics and ideas that will help you to develop the college and career-ready individual!

It is my hope that you immerse yourself in all that our conference has to offer. I encourage you to listen intently to our keynote speakers as they do their best to positively influence your teaching practices. Take some of their insight with you when you leave our conference. I also suggest spending time connecting with colleagues to learn more about what they are doing in their own classrooms. Have enriching and honest conversations with each other about what you are doing to promote student learning and growth. Most importantly, I hope you can connect with something at our conference that reminds you why you got into this field in the first place. It can be easy to lose sight of what is important sometimes because of the nature of our jobs. Slow down, make time for yourself here, and find a way to reignite the passion you have for the work you do.

On behalf of the NYSEC Executive Board, I want to thank you for taking the time away from your students this week to attend our conference. Please share your experiences with us through our Facebook page, our Instagram account, and on Twitter (@nysec_tweets) using the hashtag - #nysec17. We are honored to bring you the wisdom of Kwame Alexander, Gae Polisner, Constance Hale, and Elfrieda Hiebert. Thank you to our vendors, especially Scholastic, Pearson, and St. Martin’s Press for sponsoring keynote speakers. I want to also express my deepest gratitude to the conference committee for your diligence, passion and dedication in making this conference as enriching as possible. Lastly, I hope that we have provided a motivating, invigorating and enlightening conference experience for you!

Sincerely,

Sara A. Taveniere,
NYSEC Conference Chairperson 2017



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October 4, 2017
Michelle Kaprinski, President
New York State English Council

Sara A. Taveniere, Conference Chair
New York State English Council

Dear New York State English Council:

We send greetings from the National Council of Teachers of English to you and to all conference attendees on October 25-27, 2017! NCTE affirms the creation and offering of this Conference by New York State English Council. Equally, we applaud each participant's contribution to the event and to the profession.

Teachers benefit from ongoing learning opportunities as they improve teaching of English, English language arts, and literacy at all grade levels. Research shows that all students can achieve at high levels when their teachers are continuing learners, especially in teams with colleagues across disciplines. At this conference teachers can share new ideas and work together with colleagues to better support their students' learning.

NCTE provides professional learning in multiple ways through professional learning programs; books, journals, and position statements; conventions and meetings; and participation in the National Center for Literacy Education. In addition, NCTE alerts policymakers at the local, state, and national level about effective teaching and learning practices to consider as they institute new policies.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, access to colleagues across the country, and love for your profession. We invite you to join us.

A handwritten signature in black ink that reads "Emily Kirkpatrick".

Sincerely,

A handwritten signature in black ink that reads "Millie Davis".

Emily Kirkpatrick
NCTE Executive Director

Millie Davis
Senior Developer, NCTE Affiliates
Director, Intellectual Freedom Center

2017 CONFERENCE COMMITTEE

President Michelle Kaprinski, Christine Furnia, Michelle Peterson-Davis, Sally Ventura, Lou Ventura, Michelle Bulla, Stephanie Del Valle, Victor Jaccarino, Marilyn Norton, Christine Zandstra, Rachel Murray, John Harmon, Chereith Vincent, and Sara A. Taveniere, 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**.

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

Conference Overview

Wednesday

4:00 – 8:00 p.m.	Early Registration	Board Room
4:45 – 6:15 p.m.	Literacy Leaders Networking Session <i>Victor Jaccarino, Facilitator</i>	State Room

Thursday

7:00 – 12:30 p.m.	Registration	Board Room
7:30 – 4:00 p.m.	Publisher Exhibits	Grand Hallways
7:30 – 8:30 a.m.	Continental Breakfast	Grand Hallways
8:30 – 9:00 a.m.	Welcome and Opening Remarks <i>Michelle Kaprinski, NYSEC President</i>	Salons DE
9:00 – 10:00 a.m.	Keynote Address – Elfrieda Hiebert <i>Sponsored by Pearson</i>	Salons DE
10:15 – 11:15 a.m.	Workshop Session A	
11:30 – 12:30 p.m.	Workshop Session B	
1:00 – 2:00 p.m.	Luncheon	Salons DE
2:00 – 3:00 p.m.	Keynote Address – Gae Polisner <i>Sponsored by St. Martin's Press/Macmillan</i>	Salons DE
2:00 – 4:00 p.m.	Registration	Board Room
3:15 – 4:15 p.m.	Workshop Session C	
4:30 – 5:30 p.m.	Keynote Address – Constance Hale	Salons DE
5:30 – 6:30 p.m.	Cocktails and Conversation / Raffle Drawing <i>Sponsored by Bedford, Freeman, & Worth</i> Dinner on your own	Empire Room

Friday

7:00 a.m. – 1:00 p.m.	Registration	Board Room
7:30 – 8:30 a.m.	NYSEC Annual Breakfast	Salons DE
7:45 – 8:30 a.m.	Business Meeting Presiding: Michelle Kaprinski, <i>NYSEC President</i>	Salons DE
8:30 – 9:30 a.m.	Keynote Address – Kwame Alexander <i>Sponsored by Scholastic</i>	Salons DE
9:45 – 10:45 a.m.	Workshop Session D Publisher Exhibits	
11:00 – 12:00 p.m.	Workshop Session E Publisher Exhibits	
12:30 – 3:00 p.m.	Annual Awards Luncheon <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: Michelle Kaprinski, 2017 NYSEC President</i> <i>Sally Ventura, 2018 NYSEC President</i>	Empire Room

*****PLEASE NOTE: Speakers and times are subject to change!*****



Please wear your conference badge at all sessions and meals.

Literacy Leaders Networking Session

4:45-6:15

Empire Room

Victor Jaccarino, Facilitator

Sponsored by Pearson



Networking Session for Team Leaders, Teacher Coaches, Lead Teachers, Department Chairs, Curriculum Coordinators, School Administrators, and all others concerned with issues in the ELA classroom!

Come join colleagues from all areas of the state to discuss, present questions, and share your concerns and interests regarding ELA issues in New York State. Board Members from NYSEC who worked on the review and revision of the New York State Standards, a curriculum leader from State Education, and a NYSEC board member on the SCDN team that also reviewed and contributed to the revision of the standards will be present to address issues.

**Follow us on Twitter during the conference
using the hashtag: #nysec17**

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Thursday Opening Session

9:00-10:00

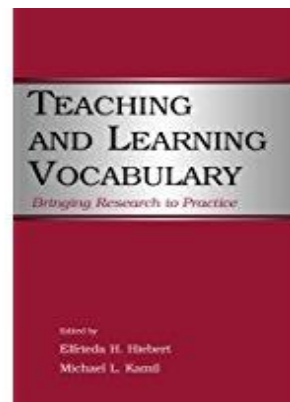
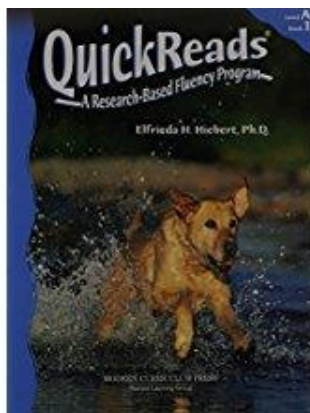
Salons DE

Keynote Speaker:

Elfrieda Hiebert



Elfrieda “Freddy” Hiebert (Ph.D., University of Wisconsin) has had a long career as a literacy educator, first as a teacher’s aide and teacher of primary-level students in California and, subsequently, as a teacher educator and researcher at the universities of Kentucky, Colorado-Boulder, Michigan, and California-Berkeley. Her research, which addresses how fluency, vocabulary, and knowledge can be fostered through appropriate texts, has been published in numerous scholarly journals and books. Through documents such as *Becoming a Nation of Readers* (Center for the Study of Reading, 1985) and *Every Child a Reader* (Center for the Improvement of Early Reading Achievement, 1999), she has contributed to making research accessible to educators. Hiebert’s contributions to research and practice have been recognized through awards such as the American Educational Research Association’s Research to Practice award (2013).



NYSEC is pleased that Elfrieda Hiebert is able to join us, and we are grateful to Pearson Publishing for sponsoring her keynote address and workshop!

THURSDAY OPENING SESSION

8:30 – 9:00 a.m.	Welcome and Remarks <i>Michelle Kaprinski, NYSEC President</i>	Salons DE
9:00 – 10:00 a.m.	Keynote Speaker <i>Elfrieda Hiebert</i>	Salons DE

SESSION A 10:15 a.m. – 11:15 a.m.

6-8 *Teaching Argument Writing in the Middle School Science Classroom*

Laura Bryant
New Paltz Central School District/Hudson Valley Writing Project **State Room**

The National Writing Project's College - Ready Writer's Program (CRWP) is designed to support teachers as they help their students develop the skill of argumentative writing by using text sets. In this workshop, we will look at how we can incorporate argument based writing in any classroom, specifically a middle school science classroom. Together we will look at a nonfiction science text set, develop our own claims and look at what happens when students do the same.

General *Visual Thinking Strategies: Weaving Art and Literacy Instruction to Build Student Voice*

Christine Dawson & Ginger Ertz
Skidmore College **Albany Room**

Visual Thinking Strategies (VTS) is an engaging, inquiry-based pedagogical approach used in many art museums, through which students practice using visual evidence to explore and interpret artwork. Join us to participate in VTS and explore ways to weave VTS into literacy instruction, both as a method for reading multimodal texts and as a guide in workshops, where students compose artwork and writing that emulate and expand upon the techniques and inspiration from mentor texts.

9–12, College **Wiki/Digital Media. A Modern Parody: The Canterbury Tales Today****Aisha McConochy**
Skaneateles High School**Colonie Room**

If the “Prologue” to *The Canterbury Tales* reflects the values of society in Medieval England, what would a modern parody of society look like? Come find out. When students are challenged to create a modern parody of Chaucer’s “Prologue” to *The Canterbury Tales* using digital media, they excel. In this workshop, participants will be introduced to a wiki project that enhances student engagement and achievement. Find out how you can encourage students to use their knowledge and analysis of Chaucer’s literary devices to create a modern day parody in wiki format.

9-12 **Mosaics English - Student Voice and Student Choice****Sally Brothers**
Greece Arcadia High School**Salon B**

Mosaics is a 12th grade English class, school club, and district-wide club designed by students. The course was implemented by the district as a result of a student proposal. The class is a fluid, philosophical approach to teaching in the classroom and beyond. The focus is on cultural literacy, global and community awareness, current events, community service. The cornerstones of the course are student voice and student choice, community awareness, community service, and college and career readiness through our Common Core standards. The course/club was designed in 2015 and has continued to spread throughout our district and to other districts throughout our greater Rochester area. Currently, we offer classes in two of our schools, and have clubs in all of our high schools. The idea continues to spread through the example of our students.

DON'T MISS THESE BOOK SIGNINGS!**Gae Polisner**Keynote: 2:00 – 3:00, Salon DEWorkshop: Session CBook Signing: 4:15p.m - Grand Hallway**Constance Hale**Keynote: 4:30-5:30, Salon DEWorkshop: Session DBook Signing: 5:30 p.m. - Empire Room**3-12, College****Teaching Nonfiction Writing: An Arts Approach****Ellen J. Brooks**
Purchase College, Hunter College**Salon C**

As writers, we draw on our observed experience in the world. Like visual artists, we are engaged in the process of envisioning possibility and using our observations and imagination to create meaning on the page. This presentation outlines an instructional approach for weaving the arts into the teaching of nonfiction writing. Participants will explore strategies for guiding students to look, to see, and to describe a work of art. We will link this experience to teaching nonfiction writing. Participants will look at sample mini-lessons and samples of student work drawn from research on the pedagogy of this approach.

6–12 *Creating Global Citizens through Community Research Projects*

Tammy Catalfamo & Julianne Marra
Three Village Central School District

Salon F

Learn how to create socially-aware critical thinkers through the implementation of a student-centered community research project. Use real-world community involvement as the centerpiece of a unit that encompasses innovation as well as curriculum standards such as argumentative writing, presentation skills, and visual literacy. Encourage empathetic learners while challenging them to incorporate popular technologies such as documentary-creation software. By modeling our project, teachers can easily implement this style of learning in their own districts, and take the first steps in establishing visually literate global citizens.

9-12, College *Creating a Shared Learning Experience: Diversity in the YA Graphic Novel*

Nicole Galante, Sharon Anthony, and Thomas Mangano
Stony Brook University/ Ward Melville High School

Salon G

For three weeks over July and August of 2017, Stony Brook University students and professors paired with local high school teachers and students to read and discuss diversity in Gene Luen Yang’s *American Born Chinese*. The theme and graphic novel were chosen as the focus of the first summer workshop in what we hope to be a continuing (growing) series, highlighting social justice in our students’ communities. This workshop will show participants how to create and participate in a collaborative, community literacy project, will showcase student work and teacher reflection, and will provide materials for the study of graphic novels.

6-8 *Throwing Down Some Rhymes in the Library*

Carolyn Pedersen & Alexandra Gentile
Plainview-Old Bethpage Central School District

Schenectady Room

This interactive poetry workshop is designed to motivate your inner, middle school poet! Our objective is to show how at the Plainview-Old Bethpage Middle School our library led a school-wide celebration of National Poetry Month. Our students enjoyed poetry and explored their creativity by creating poems in various unique ways (blackout poetry, push-pin poetry, book spine poetry, storybird poetry, free-verse poetry). During this workshop all of our “adult” participants will become kids again and start to create poetry, too. To keep the fun going, each participant will fill out an Emoji Response ticket that will track how participants (students) think they will enjoy the experience prior to starting the workshop and how they actually feel about it after the fact.

6-12 *Classroom Video to Big Screen: Showcasing Student Video Compositions*

**Sally Ventura, Stephen Sorenson, Brendan Heaney,
David Bruce, and Michelle Grillo
Olean City Schools and Cuba-Rushford CSD**

Troy Room

A group of teachers who met at a digital literacy workshop became so enthusiastic about their work that they continued to collaborate throughout the school year, and ultimately organized a film festival to showcase their students' work. This session will feature three of those teachers who will share examples of the different projects they undertook to incorporate video composition skills into writing instruction and discuss the process of organizing a local film festival. They will be joined by one of the instructors of the digital literacy workshop.

9-12 *Writing Arguments to Enter into Civic Discourse:
Insights from the National Writing Project's "Letters to the Next President" -- and Beyond*

**Heather Flood & Christopher Mazura
Schodack Central School District/ Guilderland Central School District/
Capital District Writing Project Teacher Consultants**

Salon H

How can teachers co-create learning communities with students where writing is enacted as a tool for individual expression and for making arguments for broader social change? What writing invitations engage students to draw on their local knowledge, to extend their inquiries with source materials, and to engage in meaningful dialogue with multiple audiences? Secondary English teachers will share teaching practices and student writing in response to the "Letters to the Next President" project. Together, we will consider how to adapt this approach for students to deepen critical argument writing skills, audience awareness, and civic purpose when writing for real-world audiences.

6-12 *Readers/Writers Workshop at the Secondary Level*

**Christine Zandstra
Wappingers CSD/Roy C. Ketcham High School**

Salon A

Want to increase your students' stamina and volume of reading and writing? The readers/writers workshop model is an effective teaching method where teachers act as coaches and guides, teaching reading and writing strategies and differentiating learning for all students. The model promotes independent reading, choice in writing assignments and the use of class time as a "workshop" where teachers and students collaborate and conference. This model creates a culture of reading and writing and students and teachers form a literacy community. Come and learn how elements of the readers/writers workshop model can be implemented into middle and high school classrooms.

SESSION B
11:30 a.m. – 12:30 a.m.

Featured Workshop Session
by Keynote Freddy Hiebert
State Room

General Understanding the Role of Knowledge and Vocabulary in Text Complexity

This presentation addresses how knowledge and vocabulary influence the complexity of texts for students. The ways in which knowledge and vocabulary are represented in current ways of measuring text complexity (e.g., Lexiles, guided reading levels) will be discussed, as will ways in which teachers and students can use knowledge and vocabulary in selecting appropriate texts.

4–12 Do You DBQ? Best Practices for Democratizing the Document Based Question

Molly Winter
The DBQ Project

Colonie Room

In this workshop, participants will see how to structure Document Based Questions for use in the ELA classroom. Probing questions are used to guide students through literary and nonfiction texts as they develop a thesis and write well-constructed, evidence-based argument essays. This will be a hands-on presentation in which teachers will experience—from the students' perspective—DBQ-based lesson ideas they can readily implement in their own classrooms. Time will also be dedicated to a discussion of the pedagogy behind this approach and a look at student writing samples. All participants will receive a sample unit from The DBQ Project library.

General Meet the Writing Monsters: A Thematic Approach for Supporting Reluctant Writers

Marina Gair & Chereith Vincent
St. Francis College/Broadalbin-Perth Central Schools

Albany Room

This workshop offers a thematic approach for supporting reluctant writers. It features a group of furry fiends known as the Writing Monsters who represent unique, witty, and sometimes mischievous profiles as writers drawn from the presenters' collective classroom experiences. With the encouragement of their teachers, the Writing Monsters have become a beloved group of class pets in many classrooms, sharing their hairy writing experiences while supporting other reluctant writers in slaying their fears. The workshop is organized around the authenticity of the writing process and serves as an illustrative purpose to encourage conversations about honing our craft as writing teachers. The workshop is applicable across grade levels.

6-12 *Neither Juxtaposition Nor Irony: Numeracy in Your English Class*

Patricia Rand Clarkson University

Salon A

We can all agree that literacy skills should be taught across all content areas, but what about numeracy? Wait—before you say “I’m an English person, not a math person,” I’ll let you in on a little secret: you’re already having your students develop numerate skills in your English class, and may not even know it. We’re not talking about that third “R” (‘rithmetic), we’re talking about numeracy. Numeracy is embedded within the curriculum in other parts of the world, but not in our country. We’ll talk about how you are already weaving in numerate skills, and learn more ways to support your students’ numeracy through reading, writing, speaking, and listening.

General *The Hero’s Journey and the English Teacher*

**Pete Reilly
Author**

Salon B

Join author and educator Pete Reilly as he explores the Hero’s Journey that every great English teacher travels during his or her career. Based on his book *In the Garden of Hearts*, Pete invites us awaken ourselves and our students to the innate power and wisdom that resides within each of us. This dynamic workshop calls on us to cultivate our gifts more fully and surface habits and long held patterns of behavior that may be holding us back from our full potential. Self-reflection, self discovery, and new action is the essence of our Hero’s Journey.

General *Motivating Students to “Write Like Writers”*

**Sonya Abbye Taylor, Nancy Benfer, and Marie-Therese Sulit
Mount Saint Mary College & Bishop Dunn Memorial School**

Salon C

The ability to write cohesively is an essential skill that many young adults don’t have. What factors motivate students to write, rethink, and rewrite their work; in other words, what motivates them to write like true writers? What influences children’s willingness to write? Are there instructional strategies that increase students’ ability to write and will improved skill increase motivation to write? During this workshop presenters will share research regarding motivation and results of a research study that provides some answers to these questions. Join us for a highly interactive and informative session.

3-12 *Writing as a Thinking Tool to Build Civic Engagement:
Utilizing Technologies to Amplify Student Voice Beyond the Classroom*

**Nicole French & Christopher Mazura
North Colonie CSD, Guilderland CSD, The Capital District Writing Project**

Salon F

How can we promote civic engagement in the classroom across a variety of grade levels and contexts? In different stations facilitated by the Capital District Writing Project teacher leaders, participants will engage in an interactive student experience exploring activism. The stations will provide insights into how to begin and develop a civic engagement unit of study. Teachers will also share pedagogical decisions, writing opportunities, student examples (PSAs, digital magazines, websites, etc.), and ideas for differentiation. ELA and World Language 6-12 teachers will share journeys and bumps in the road of using writing as a thinking tool to build civic engagement.

6–12, College***Collaboration: The Key to Student Success*****Victor Jaccarino Hofstra University****Salon G**

The research is clear: Discussion and Collaboration are keys to student success. However, with 25 to 30 heterogeneous students in the room for 40 minutes, the teacher may ask: How can this be done? During this interactive workshop, the facilitator will present a few methods in which classrooms can efficiently promote collaboration that encourages 100% participation, includes formative assessment, and addresses complex text and close reading.

K-12***Diversity Begins at Home: Text Talk for Building Global Citizens*****Michelle Peterson-Davis and Michelle Bulla
NYSEC****Salon H**

Are you looking for ways to increase the diversity of the texts you use in your classroom? As we prepare students for the 21st century, teachers should include texts that not only mirror experiences students have in their own lives, but also provide a window to the larger world around them. In this workshop, the presenters will define “Global and Diverse Literature” and look at ways teachers can expand the canon to include a variety of voices and perspectives.

6–8***Now Boarding for STEAM Centric Learning*****Robera Levitt & Hiba Saleh
LIU - CW Post****Schenectady Room**

How can we create college and career ready citizens, while aligning instruction with the Next Generation English Language Arts, Science, Mathematics, and Social Studies Standards? The presenters will provide the audience with the tools necessary to tackle this noble task through STEAM centric multicultural lessons. STEAM lessons enable students to make authentic connections with Next Generation Standards, while preparing them to compete in a constantly expanding globalized economy. The approach presented will focus on the inclusion of the arts from a selected culture, which can be utilized to target struggling readers and ENL learners.

General***How to Teach More Meaningful Narrative Writing*****Elizabeth Bailey
Wit and Wisdom****Troy Room**

When it comes to illuminating the creativity of budding writers, there is no spark more powerful than narrative writing...in theory. In practice, when we tell our students to “write what they know,” why do their narratives often fail to impress? This workshop spotlights the potential of content-based narrative writing to promote true success and equity through a powerful union of knowledge building and craft. Medieval historical fiction serves as our fruitful example. Join us as we explore transferable practices for planning meaningful writing instruction that empowers students to create rich, lively, truly inspired narratives.

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In order to provide the best Language Arts Education for our students, The New York State English Council promotes and delivers exceptional professional development to educators in New York State. By advocating for both students and teachers, NYSEC supports collaboration and the development of best practices among English Language Arts educators as well as content area teachers. By encouraging Pre-K to college articulation, The English Council supports its membership through workshops, publications, and digital communication. In addition, NYSEC maintains communication with national and local affiliates and highlights the contributions of teachers, pre-service candidates, and administrators at the elementary, secondary, and collegiate levels.

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THURSDAY

MIDDAY AND AFTERNOON

1:00 – 2:00 p.m.	Luncheon	Salons DE
2:00 – 3:00 p.m.	Keynote Address Gae Polisner	Salons DE
3:15 – 4:15 p.m.	Workshop Session C	
4:30 – 5:30 p.m.	Keynote Address Constance Hale	Salons DE
5:30 – 6:30 p.m.	Cocktails and Conversations	Empire Room

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Thursday Afternoon

2:00 – 3:00 p.m.

Salons DE

Keynote Speaker:

Gae Polisner

The Memory of Things



Gae's most recent young adult novel, *The Memory of Things*, has been a hit in middle and high school classrooms across the country since its publication last fall. *The Memory of Things* is set on 9/11/01 in New York City; it follows a sixteen year-old high school student named Kyle, who is evacuated from Stuyvesant High School after the Twin Towers are hit. During his trek home across the Brooklyn Bridge and in the midst of chaos, he finds a girl his age who is disoriented and covered in ash. Although she is a complete stranger and he is trying to escape the frantic scene around him, Kyle decides to take her into his home and tries to help her reunite with her family. While trying to assist this girl in finding her family, Kyle is also anxiously awaiting a reunion with his own family

because his mother and sister are in California and his father is an NYPD detective who is on the scene at Ground Zero. *The Memory of Things* is a coming-of-age story about the formation of an unlikely friendship between Kyle and this mysterious girl that unfolds during a national tragedy. These two young strangers must support one another in order to persevere through this immeasurable tragedy. Ultimately, *The Memory of Things* focuses on maintaining hope, finding unity and resilience in times of unimaginable tragedy, and social responsibility to strangers, family, and the community.

In addition to writing *The Memory of Things*, Gae is also the author of several other young adult titles, including *The Summer of Letting Go*, and *The Pull of Gravity*. Gae is very well-connected in the world of higher education, and she even co-hosts Teachers Write!, a virtual writers' camp for teachers and educators. She has been enthusiastically received by middle and high school English and Social Studies teachers. She has even done speaking engagements and classroom Skype sessions with middle schools and high schools across the country. Some of the topics that Gae frequently speaks on are the importance of memory, and how students can gain empathy through literacy (including through reading historical fiction). She believes that empathy is key to being a good citizen.



SESSION C

3:15 p.m. – 4:15 p.m.

Featured Workshop Session

by Keynote Gae Polisner State Room

General

The Memory of Things

More than ever, research is essential to our students' accurate understanding of their world. Yet, when students think of research, they likely think of dry, boring work. While research is essential to get the cold, hard facts of any story correct, authors also use research to create authentic, believable characters. This level of research creates empathy by allowing the writer the freedom and opportunity to "step into the shoes" of another. In this workshop, Gae Polisner will share examples of how this happens, and will engage participants in their own brief research exercise which will then be incorporated into a story. Gae will share additional ways for you to bring this research to your students, thereby expanding their creativity, empathy, and global understanding of their world.

7-12, ENL

Collaboration and Scaffolding for ELL Success

Sandy Strock
Questar III

Colonie Room

ESOL teachers are the gateway to improved literacy for all students. This session will model processes of co-planning and collaboration between an English and ESOL teacher using field-tested resources that make literacy accessible to struggling learners of all backgrounds. We will show how ESOL strategies offer content teachers the missing piece to the literacy puzzle for all students. Specific scaffold choices will be highlighted. Participants will leave with sample collaboration templates and a co-planning framework for implementing their own plan for increasing literacy in their classroom, as well as suggestions for additional resources and related research.

General

Transforming Learning to Produce Empathetic, Capable, Global Citizens

Tara Morrissey Xanthopoulos & Judith Ford
Harrison Central School District

Salon A

Secondary teachers grapple with the challenge of preparing **all** students to be empathetic, competent citizens prepared for college and beyond. This interactive presentation will demonstrate how teachers do it all. By combining the principles of PBL, technology, and an empathy based curriculum, all goals can be met with unparalleled success. In the right proportion, these popular strategies will help educators build a balanced literacy framework that gets results. This course is critical for today's educators who are facing the task of modifying curriculum daily in a landscape of ever changing expectations.

9–12 *“Media Maker”: Digital-Writing, Blended Learning, and a Teacher’s Quest for Best Practice***Keith Pedzich**
Canandaigua City Schools**Salon B**

For two years, I’ve offered an elective course known as “Media Maker,” an ELA high school elective where the curriculum focuses on writing and content creation for the web. Students maintain, write and create media for their own blogs, writing for real-world audiences and authentic purposes. It was one teacher’s effort to use best practice and approaches in ELA instruction: blogging, flipped classroom, blended learning, student-centered classrooms based on choice and autonomy. In this session, I’ll discuss my hybrid-course design, talk about the highs and lows of using these practices, share student work, and discuss the evolution of this class.

6–12 *Breaking Boundaries: Interdisciplinary Planning in English Language Arts and Social Studies***Sara Pinsker & Melissa Childs**
Norwood-Norfolk Central School District
Pelham Middle School**Salon C**

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 connections necessary to learn. While designing the 9th grade, Norwood-Norfolk, interdisciplinary program titled “Fusion,” English teacher Sara Pinsker and Global History teacher Melisa Childs analyzed the new C3 framework for social studies, along with the English language arts standards, and developed a class that blends the courses, providing students with an opportunity and environment that supports the ultimate constructivism and the growth mindset. Additionally, Ms. Pinsker and Ms. Childs, during the “Fusion” course, focus on differentiation daily in order to meet the needs of all learners in the class, strictly following the Universal Design for Learning (UDL). This course is infused with state assessment preparation, in order to guide students in their success on future Regents exams. Ultimately, this course provides students a safe environment that allows for educational risk-taking and character education, preparing students for their future lives as citizens.

6 -12 *Enhancing College Readiness through G Suite Apps***Tziri Lamm**
Yeshivah of Flatbush Joel Braverman High School**Salon F**

The use of G Suite apps in education is revolutionizing classrooms across the world. This workshop will introduce teachers to Google Classroom, Drive, Docs, Sheets, and Forms and empower teachers to use these tools in their classrooms. Educators and administrators will leave with practical skills that can be used immediately to deepen and extend learning on the world’s most powerful platform. Though these tools can be used by students of all ages, the bulk of the examples will be geared towards secondary students.

3-12 ***Scaffolding Research: How to Make Research Skills More Accessible for our Students***

Jennifer Benson
DCMO BOCES

Salon G

This workshop is based on a book that I have written which organizes research skills into a three-step framework of: pre-research, during and after research skills. My goal is to support and transform teachers in their quest to help students become active, independent, knowledgeable researchers. When I first created this framework, I asked myself the following: What do students need to accomplish before, during and after they conduct research? I then broke those skills up into the three-step framework. Within each of the steps, I describe the skills needed in order for students to conduct research effectively.

6-12 ***Building Independence through Tech Tools:
 Using Apps and Assistive Technologies to Achieve College and Career Readiness for All***

Danielle Rivellese & Kali Heft
New Visions Charter High School for Advanced Math & Science

Salon H

How can we harness the potential of the technology we have in our schools in order to support students in developing real-world skills? As teachers, we often see students' use of technology as a hindrance to learning. Although we know that technology tools have a wide range of educational uses, we may be hesitant to incorporate them into our daily practice. In this workshop, educators will be inspired to use apps and assistive technologies to support students with diverse needs and learning styles as they gain the independence and skills required for college and career readiness.

3-5 ***Poetry, Power, and the Suspension of Certainty***

Lynn Olsen
JFK Elementary School, Brewster/ Hudson Valley Writing Project

Schenectady Room

How can the suspension of certainty foster fearless writers? In this interactive workshop, participants will work with (and write from) poems written by elementary students as we discuss how acknowledging our own uncertainty can help us preserve the power of young writers. Among other poetry elements, we'll explore how the simple act of breaking a line can be powerful.

General ***Mentor Session: Resume and Cover Letter Review***

Michelle Kaprinski
Wappingers Central School District

Salon D/E

Are you are a student applying for your very first teaching job? Or an English teacher looking to take on a new position in your building or elsewhere? Even if your plan is just to update your experience, let us guide you in the right direction. During this session, NYSEC Board members will use their expertise and experience to work with you either one-on-one or in a small group setting, to format and enhance the quality of your resume and cover letter, and to highlight that attributes that will allow you to stand out from all the rest!

General “Tell Me Why”: Re-Awakening Questioning as a Tool for College- and Career-Readiness**Tricia Clarke, Perla Rodriguez, and Stephanie Anyaeche
The City University of New York - K-16 Initiatives****Troy Room**

In childhood, children engaged with the world by asking, “Why?” This common refrain often elicited chagrin. Children were oblivious to these reactions--until they imbibed messages that asking questions was anathema to the norm. Later experiences, however, usually turns this message on its head leaving students unprepared for the expectation to question and challenge. In this workshop teachers will participate in a research-based, teacher-vetted, novel approach to questioning with a structure that teaches “the how” and releases students into “the why.” immediately with the resources provided.

General***Big Ideas for Little Kids*****Mitch Bickman, Jennifer Frasca, and Laura Trongard
Oceanside School District****Albany Room**

Big Ideas for Little Kids is a unique program where Oceanside High School students visit elementary classrooms using picture books to tap into children’s natural abstract thinking and begin to provide a framework for helping students to develop reasoning skills. Picture books provide a natural point of entry into which to begin to dissect, wrestle with, and discuss big ideas and questions that surround students in their lives. The goal is for students to build a framework for questioning and thinking about things more critically by asking questions to better understand their world. This session will take participants through entire process of training high school students to lead philosophical discussion with elementary students. We will share insights and videos from our experiences, model a philosophical discussion using a picture book, and discuss what students on both ends of the K-12 spectrum take from this unique and valuable experience.

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Thursday Afternoon Session

4:30 – 5:30 p.m.

Salons DE

Keynote Speaker:

Constance Hale



The Accidental Grammarian

(or how a girl from the beach in Hawaii ended up as “the sassy Safire”)

Constance Hale recounts her bizarre experience of growing up on the beach in Hawaii (where she says she was “bilingual—in English!”). She recounts some odd and unexpected lessons from her experiences at Princeton and Berkeley, and, finally, recounts her real education as a journalist at newspapers like the *SF Examiner* and magazines like *Wired*. After a comical biographical introduction that

includes the telling of “Little Red Riding Hood” in Hawaiian creole, she reviews the adventures she took in researching her books, which have taken her through evolutionary biology, the evolution of English, the evolution of grammar, and the revolutions of writers as diverse as Shakespeare, Twain, Didion, and Díaz. For good measure she throws in a Bob Marley song and a Jo Ann Beard short story. She ends on a few secrets for wicked prose, culled from *Vex*, *Hex*, *Smash*, *Smooch* and her bestseller, *Sin and Syntax*.

Constance writes:

“A few things about me... I have written five books altogether, with three of them on writing (the first is *Wired Style*, the second is *Sin and Syntax*, and the third is *Vex*, *Hex*, *Smash*, *Smooch*). The latter is intended as a romp through the history of language and, in particular, English. It is filled with ideas to play with in your writing. *Sin and Syntax* is a subversive guide to grammar and good writing and contains “catechisms”—quirky grammar quizzes and writing prompts. *Wired Style* was intended to fill gaps back in the early days of the Web. The books have gotten me dubbed “Marion the Librarian on a Harley, or E. B. White on acid.” That works.

“I grew up in Hawaii, speaking “proper” English at home and Hawaiian creole (or “Pidgin”) with friends. This weird bilingualism explains my fascination with language, which didn’t stop there. I left the islands to get a Bachelor’s degree in English Literature from Princeton, after which I spent a few years writing short stories and performing monologues in dim San Francisco coffeehouses. I can’t say I went straight after that, but I did earn a masters degree from the Graduate School of Journalism at UC Berkeley, after which I worked as a reporter and editor at the *Gilroy Dispatch*, the *Oakland Tribune*, and the *San Francisco Examiner*. I really started dabbling in the idiosyncrasies of the mother tongue, though, while copy chief at *Wired*.

“I am as passionate about editing and teaching as I am about writing. I worked at Wired Books and today edit for Harvard Business Press. I also run an annual writers retreats in Hawaii. I am a founder of The Prose Doctors, an editor’s collective. And, almost every day, I work at the San Francisco Writers’ Grotto. Oh, and if you’ve heard that I dance a damned good hula, I do.”

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:

Michelle Bulla	Monroe-Woodbury HS
Christine Furnia	VanWyck Junior High School
Stephanie Del Valle	East Bronx Academy for the Future
Susannah Devine	Devine Designs
John Harmon	Consultant
Joann Hili-Carbone	South Huntington UFSD
Victor Jaccarino	Consultant Hofstra University
LILAC	Long Island Language Arts Council
Michelle Kaprinski	Wappingers CSD
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
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FRIDAY SESSIONS



NYSEC Annual Business Meeting
Friday, October 27, 2017
Salons DE
7:30 – 8:30 a.m.
Agenda

Call to Order	Michelle Kaprinski
Minutes of October 2016 Annual Meeting	John Harmon
Introduction of the Executive Board	Michelle Kaprinski
Treasurer's Report	Stephanie DelValle
Presentation of Slate of Officers	Louisa Kramer-Vida

Slate of Officers for 2017-2018

President-Elect:	Sara A. Taveniere
VP College:	Louisa Kramer-Vida
VP Elementary:	Michelle Peterson-Davis

Publications	Michelle Kaprinski Lou Ventura
Website	Michelle G. Bulla
Presentations and Recognition	Michelle Kaprinski
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
Kwame Alexander



Kwame Alexander is a poet, educator, and the *New York Times* Bestselling author of twenty-four books, including *The Crossover*, which received the 2015 John Newbery Medal for the Most Distinguished Contribution to American literature for Children, the Coretta Scott King Author Award Honor, The NCTE Charlotte Huck Honor, the Lee Bennett Hopkins Poetry Award, and the Pasaic Poetry Prize. Kwame writes for children of all ages. Some of his other works include picture books, *Animal Arc* and *Surf's Up*; novels *Booked*, *The Playbook*, *He Said She Said*, and his newest novel, *Solo*.

Kwame believes that poetry can change the world, and he uses it to inspire and empower young people through his *Page-to-Stage* Writing Workshop published by Scholastic. A regular speaker at schools and conferences in the U.S., he also travels the world planting seeds of literary love: Singapore, Brazil, Italy, France, Shanghai, and recently, Alexander led a delegation of twenty writers and activists to Ghana, where they delivered books, built a library, and provided literacy professional development to three hundred teachers, as a part of LEAP for Ghana, an International literacy program he co-founded. In 2015, Kwame served as Bank Street College of Education's Inaugural Dorothy M. Carter Writer-in-Residence. The Kwame Alexander Papers, a collection of his writings, correspondence, and other professional and personal documents is held at the George Washington University Gelman Library.

Visit him at KwameAlexander.com.

NYSEC is pleased that Kwame Alexander is able to join us, and we are grateful to Scholastic Publishing for sponsoring his keynote address and book signing. Be sure to visit the Scholastic booth to thank them and to purchase Kwame's books!

FRIDAY

OPENING SESSION

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

8:30 – 9:30 a.m. **Keynote Speaker:** **Salons DE**
Kwame Alexander

**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.

General***Revision of the NYS ELA Standards: Updates and Next Steps***

Erik Sweet, John Harmon, Michelle Bulla, and Dan Tusa
NYSED and NYSEC

Salon D

The recently adopted NYS ELA standards were revised with direct input and leadership from Erik Sweet (SED Associate in English Language Arts), as well as John Harmon, Michelle Bulla, and Dan Tusa (NYSEC Board members). This workshop will provide the latest updates on the progress and implications of the new standards. The panel will also provide suggestions on how to implement and incorporate the standards and the newly developed ELA Practices.

6-8***Black History Month Biopics***

Alexandra Martinez & Angela Agnello

Sewanhaka Central High School District/Elmont Memorial Junior Senior High School Salon A

Technology allows teachers to provide students with authentic learning experiences and project-based learning opportunities, enabling students to be digitally literate and college and career ready. One real-life context for learning in the 21st century classroom is to have your students create biopic videos (or mini biography videos) for Black History Month or Women’s History Month. Students become acquainted with the research process, with technology applications, and with real-world sharing of knowledge as a community of learners. Students utilize online databases, movie making apps, and QR code generators to share their inspirational and empowering videos with others.

3 – 8***Living Like An Essayist: The Journey is Everything***

Rebecca Quackenbush Mica Sandler
Chester Union Free School District

Salon C

Whole generations of adults fear writing because they grew up in schools thinking writing means sentence diagrams, penmanship, spelling, and proper placement of that darn thesis statement. Our students deserve better than this. They need essays to help them think in reflective, open-minded ways, to stir their emotions, teach them about life, and move them to want to change the world. And now more than ever, young people need practice finding subjects of interest and passion to write about. In this workshop, participants will engage in prewriting activities and acquire tools to inspire more authentic writing in their teaching practice.

General Intersectional and Transectional LGBTQ+ Voices in English Language Arts Education

Nicole Sieben
SUNY College at Old Westbury

Salon G

This interactive session will be presented by the NCTE GSEA Chair and will provide participants with curricular ideas that focus on diverse approaches to integrating intersectional and transectional LGBTQ+ voices into the dominant narratives of K-12 school curricula in empowering and affirming ways. 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, hope, success, helpfulness, kindness, happiness, compassion, safety, and leadership, providing empowering narratives and strategies for all students, staff, and faculty to consider and learn from.

9-12 ***Can I ask you a question? : Creating a Culture of Inquiry in the English Classroom***

Sari Schulman
Paul D. Schreiber High School

Salon F

How do we cultivate intellectual curiosity in our classrooms? Ever since antiquity, teachers have recognized the value of questioning as an educational tool that can lead to self-discovery. This engaging workshop will offer strategies and materials for teaching students how to articulate and respond to their own probing questions- an important skill for college readiness and beyond.

9-12 ***English Curricular Debate***

Ginger Garcia & Mary Kelly
Lycée Français de New York

Salon H

Debate is a powerful educational tool. It teaches active listening, persuasive speaking and ethical deliberation - skills that undoubtedly help students succeed in college and careers. The English class - always a nexus for critical thinking - is the ideal environment for students to hone these speaking and listening skills through the study of debate. Workshop instructors will provide an overview, resources and examples of how to employ principles of Parliamentary Debate in the English classroom. Participants will learn a model that can be easily adapted for a variety of questions and explore curricular debate’s benefits for both students and teachers.

9-12 ***Alternative Assessments in English Class***

Danielle Jenkins, Nicole Marshall
Mechanicville City School District

Albany Room

In an ever-changing world of technology and a strong desire for career readiness, offering students the opportunity for alternative assessments is a must in the classroom. This workshop will focus on collaborative techniques and an effective use of strategies including Living Museums, online collaboration with Google Classroom and option based final reading projects.

9 – 12

Listen Up: Think Beyond Outside Reading

Heather Flood & Maureen Squier
Schodack Central School District, Maple Hill High School

Colonie Room

Bored of the same old outside reading project? Want to introduce your students to a different medium of story and bring them up to speed on a current trend for accessing information? In this workshop, see how a classroom English teacher and school librarian transformed the typical outside reading project into an outside listening assignment. Books were swapped out with podcasts and students used listening skills to analyze author's craft. Participants will walk away with resources for implementing this project within their own classrooms and will learn how to hook students into continuing to explore the medium of podcasts.

9–12

Classroom Video to Big Screen

Stephen Sorensen, Brendan Heaney, and David Bruce
Olean City Schools, Fillmore Central School, and University at Buffalo

Troy Room

Workshop participants will be led through a multi-sensory creative writing activity designed to challenge students to look beyond concrete details and to use these observations as a platform to enrich their creative writing. Specifically, teachers in this workshop will be introduced to a set of visual prompts specially designed to foster and facilitate critical thinking. And, through the close examination of authentic student work, teachers will see how the details and descriptions generated from the scaffolding put in place was used as a catalyst to organically develop and enhance student writing.

3-5

From the Basement to the Rooftop: Telling the Journey One Story at a Time

Mark Gray, Jaelyn Graham, Toni-Ann Barone, and Victoria Mahon
Baldwin School District

Schenectady Room

What started as a homegrown character education program four years ago has evolved into multi-media platform in which children can report “the good stuff” and the world (school) around them. In our GOOD STUFF CAFÉ, a creative space in the basement, students give up their recess to take school stories from inspiration to publication. Students are immersed in interviews, reporting, literary responses, informational/creative writing, social activism, web design, and photography as they learn to see the school around them as a collective community. In this student-directed environment, we write on purpose and with purpose so we can tell the story of our learning.

9-12, College

Literacy for Social Change

Darshna Katwala
Nassau Community College

State Room

In this workshop, we will use mentor texts as a springboard for writing and conversation about social issues. In this interactive session, participants will read, write, share, and reflect on writing as a way to deconstruct meaning and untangle complex issues. The framework of the workshop will generate a myriad of responses as well as allow for adaptations.

General

Building Word Consciousness

Amber Kleven
Membean

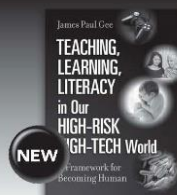
Salon B

Learn the best practices for teaching vocabulary so your students can develop strong word consciousness. When exposed to the richness and wonder of words and backed by Membean's Adaptive Reinforcement Engine (<http://bit.ly/2nZ6XTL>), you'll see your students use an expansive vocabulary in their writing and conversation every day. They won't just remember the words—they'll own them!

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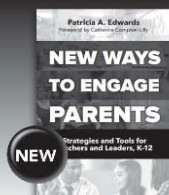
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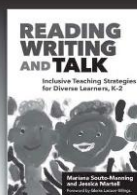
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Foreword by Catherine Compton-Lilly

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Mariana Souto-Manning and Jessica Martell
Foreword by Gloria Ladson-Billings

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University of Arizona

Will help K-2 teachers (re) think and (re)conceptualize their practices.

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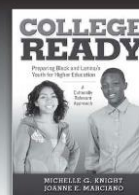
P. David Pearson and Elfrieda H. Hiebert, Editors

"A deep and measured dive into a wide range of essential topics within the Standards."

—Nell K. Duke,
University of Michigan

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Ebook, 978-0-8077-7373-4
Copublished with ILA



2017 "Must Read" by the Center for Urban Education (CUE) at the University of Pittsburgh

COLLEGE-READY
Preparing Black and Latino/a Youth for Higher Education—A Culturally Relevant Approach

Michelle G. Knight and Joanne E. Marciano
Foreword by Ronald S. Rochon

Supports teachers, counselors, and administrators in creating a culturally relevant, school-wide, college-going culture to improve educational experiences and outcomes for Black and Latino/a youth. Perfect for professional learning communities.

2013/168 pages/Paper,
\$30.95/978-0-8077-5412-2
Ebook, 978-0-8077-7157-0

TCPRESS.COM / 800.575.6566

SESSION E
11:00 a.m. – 12:00 p.m.

Featured Workshop Session
by Keynote Constance Hale
State Room

General

Sin and Syntax: Secrets to “Wicked Good Prose”

Constance Hale leads attendees through a series of hilarious exercises to perk up prose. Using evocative readings, hilarious challenges, and wacky contests, writers will stretch new muscles, disabuse themselves of bad habits, and duke it out in a war of words. She’ll also talk about how to cultivate that most elusive of literary elements: the writer’s voice. This session is perfect for writers of fiction, nonfiction, and memoir who want to take their prose to the next level. No grammar competency required, but a sense of humor is a must.

General

*Critical Thinking, Critical Literacy, and Comprehension:
 Fostering Skills Necessary for the College and Career-Ready Citizen*

Patricia N. Eckardt
Molloy College

Salon B

The 21st century is an era that requires innovative thinking and creativity. Today’s youth must possess an ability to think deeply and discover new ideas by following intrinsic inquiry. It is hypothesized that classrooms in which exploratory talk is prompted may lead to increased conceptual learning and critical thinking. Based upon democratic pedagogy, Thinking Routines, and arts integration, I suggest a talk move sequence of Inquire, Wait, Think, and Share in the hopes of offering authentic learning opportunities for increased conceptual understandings. The ability to think analytically and creatively discover ideas counteract the notion of today’s risk averse youth.

6-12

Going Global: Global Competence in the 21st Century Classroom

Christa Calkins Shepard
Campbell-Savona Jr./Sr. High School

Salon C

In addition to the 4Cs of 21st century education, global competence is a vital skill students need to master to be successful in college, career, and civic life. Global competence is the ability to investigate the world, recognize perspectives, communicate with diverse audiences, and take informed action to solve problems. In this session, Teachers for Global Classrooms alumna Christa Calkins Shepard will share her own globalized units for her English classes as well as additional classroom and professional development resources for global education. Technology integration will be emphasized in this session, so it’s recommended that participants bring a device.

6-12

***Trust, Collaboration, and a Shared Vision:
Creating & Maintaining Effective Co-Teaching Pairs for Secondary ENL***

**Jennifer Daddino, Kimberly Grogan, and Marina Moran
Harrison Central School District**

Salon F

The presentation will focus on building the relationships necessary to create and maintain effective co-teaching pairs between ENL and content teachers in the secondary classroom. We will outline the importance of trust, not only in each other, but in the expertise of your partner. We will also discuss the importance of collaboration and co-creating in the classroom with a focus on lesson plan negotiation and co-creation of the curriculum by both the ENL and content teacher to ensure the content load is not diluted in the process of simplifying the linguistic load. Finally, we will touch on having a shared vision, including aligning expectations around student production and assessment in the classroom.

9-12

***Revision as a Knowable Practice:
Strategies for Helping Students Deepen their Writing of Arguments***

**Christopher Mazura, Jacqueline Rapant, and Mary Sawyer
Guilderland CSD & Empire State Writing Project Network**

Troy Room

Students often confuse revision with editing--their final draft is simply a more polished version of their original. What can we do in the classroom to support revision as a process of developing and reshaping one's positions, taking into account one's readers and information from multiple sources? Attendees of this interactive workshop will practice six annotative actions that help students develop and refine their arguments. Discussion will include a focus on the classroom ecologies that support "deep" revision.

9-12, College

Fostering Global Citizenship through Literature and Art

**Nadia Kalman
Words Without Borders**

Salon G

In an increasingly globalized world, college and career success requires excellent communication, empathy, and an understanding of complexity. Reading contemporary world literature fosters these skills and engages students as global actors. This workshop will help participants get the most out of free online resources, such as Words Without Borders Campus (wwb-campus.org), to bring contemporary world literature into their classrooms. We will discuss how to "pair up" canonical and international works, engage in a sample learning activity, and look at artistic, musical, cultural and historical resources that deepen students' understandings of literary contexts.

K – 12 ***Engaging English Language Learners with Subject Matter through the ARTS***

Maria Ciccone & Carol Wertheimer
Executive Leadership Institute

Salon A

The arts give English language learners a viable and creative way to communicate without always having to rely on verbal or written language. For example, a child who understands the life cycle of a butterfly very well but doesn't yet feel comfortable describing it, may be able to draw it or act it out. Some art forms promote the use of language explicitly. For example, writing poetry on the subject of science can be a path for language development and support language growth. Participants explore how ELLs become engaged and motivated to learn through the universal language of the ARTS.

6–12, College ***Sustaining Place-Based Writing: Building Multi-Genre Writing Portfolios to Engage Students in Writing about Places & Communities***

Thor Gibbins & Cassandra Carl
Leatherstocking Writing Project at SUNY Oneonta

Colonie Room

Place-based writing grounds students' writing in the authentic lived experience of students and the communities in which they immerse themselves. This presentation builds upon the pedagogical grounds of place-based writing by synthesizing place-based writing around big ideas involving place-specific issues on sustainability that utilizes writing in multiple genres, including digital ethnography. The following questions will guide the presentation: In what ways does place-based writing foreground both place and sustainability? How might these lived experiences of these places change or evolve by writing multiple perspectives and genres? Activities focused on these essential questions will be highlighted within this presentation.

General ***Developing Global-Ready Citizens through the Global Read Aloud***

Jennifer King
Bloomfield Central School District

Schenectady Room

In our increasingly globalized world, “developing the college / career-ready citizen through language, literacy, & the arts” arguably includes fostering global perspectives, cultural awareness, and internationalized experiences. This workshop will share how students in a small, rural high school in Western New York are engaged in such work by participating in the annual Global Read Aloud (GRA), through which they are partnering with students around the world to read, discuss, and collaborate on projects pertaining to a common literary text. Attendees will also be encouraged to share their experiences with the GRA or other global collaborations.

9-12 *Engaging in Argument Writing Across the Disciplines*

Alyson Dodge & Elizabeth Scheffel
Wappingers Central School District, John Jay Senior High School

Salon H

How might teachers develop a common language for teaching argument writing across multiple content areas? In this interactive workshop, participants will engage in a first-hand experience in claim writing through the use of discipline-specific content to respond to essential questions. This workshop will also discuss strategies for integrating argument writing in Social Studies and Business English. The presenters are all high school teachers and participants in National Writing Project's College-Ready Writers Program (CRWP), a collaborative inquiry into the teaching of source-based argument writing.

General *Argumentation Can Be Fun: ELA Classroom Strategies of Engagement*

Dana Furjanic, Pearson Literacy/Humanities Specialist
Pearson

11:00-11:30

Albany Room

In this hands-on workshop, with a major focus on claims and counterclaims, participants will be engaged in activities designed to demystify, for their students of all skill levels, this most pivotal and challenging component part of argumentation writing.

4-12 *iLit ELL: Accelerating Newcomer and ENL English Language Development*

Duilio Viscusi M.Ed.
Pearson

11:30-12:00

Albany Room

iLit ELL is an evidence-based technology solution specifically designed to accelerate English Language Development in Newcomer and ENL Students grades 4-12. iLit ELL can be delivered either as a core ELA curriculum or as a supplement. The iLit ELL Newcomer lessons guide beginning learners through the initial stages of language acquisition. Newcomer lessons support students in developing their communication and academic skills. iLit ELL is a highly engaging solution aimed at building academic vocabulary, developing fluency, independent reader, writers and speakers. The differentiated instructional routine of iLit is centered around the SIOP instructional model and the gradual release process to inspire independent learning. School districts including Mt. Vernon and many schools in New York City are now experiencing great success with iLit. This session will provide an overview of iLit ELL and allow participants to hear from educators that are seeing amazing results in the classroom.

NYSEC Annual Awards Luncheon

12:30 – 3:00 p.m.

Empire Room



Luncheon Menu

Greek Salad

Entrée

Chicken Piccata
(Vegetarian Option – Eggplant Napoleon)

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.

Early Career Scholarships: This year NYSEC has instituted a new award, honoring early career teachers who have demonstrated excellence in teaching and have contributed to their school communities. The award includes a scholarship to the NYSEC conference and a one year membership to NYSEC.

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

Team ORCHID Newsroom Plaza Elementary School Baldwin UFSD

The Writer's Block Ward Melville High School Three Village CSD

Big Ideas for Little Kids Oceanside HS & Oceanside ES Oceanside CSD

Envisions: Critical Writing and Research Westlake High School Mt. Pleasant CSD

Berner One School, One Book Initiative Berner Middle School Massapequa CSD

Mini-Grants

Peter Khost Stonybrook University

Christopher Mazura Guilderland High School

Ruth Everett Award

Frank Adamo Iroquois Middle School Niskayuna CSD

English Record Article of the Year

“Teaching Writing Hope for a Just Writing Society”

Dr. Nicole Sieben, SUNY Old Westbury

25 Years of Service to the NYSEC Board

Victor Jaccarino

Early Career Scholarship Winners

Kaitlin Blumberg
Monroe-Woodbury High School

Katelyn Maroney
Mineola High School

Krystal Haight
Westlake Middle School

Rina Hartigan
Plaza Elementary School



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EDUCATORS OF EXCELLENCE

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

Administrator/Supervisor

Maryann Stoorvogel Pine Plains CSD

Elementary

Elaine Monahan Brookside Elementary School

Middle

Aidan Byrne Baldwin Middle School
--

Michael Dlugozima Merrick Avenue Middle School

Nancy Ebel Bulkeley Middle School
--

Joanna Gentile Plainview-Old Bethpage Middle School
--

Alan Schwartz Great Neck South Middle School

Secondary

Alyssa Dembeck New Rochelle High School
--

Julia Fernandez Briarcliff High School

Dr. Shehnaz Khalfan-Washington Dr. Richard Izquierdo Health & Science Charter School

Chris Mazura Guilderland High School

Marilyn Norton Roy C. Ketcham High School
--

Elizabeth Sherwood Northport High School

Pamela Uruburu Northport High School

Erica Wagner-O'Rourke W.C. Mepham High School
--

Collaborators of Excellence

Rob Irwin & Matt Holbrook Monroe-Woodbury High School

Kimberly Ruppel & Colleen Ottalagano Guilderland High School

NYSEC Volunteerism

Volunteerism comes in all shapes and sizes. There are different degrees of contribution, depending on how much one can offer of themselves, or how motivated the person is. Whether those contributions are large or small, they are dearly appreciated.

Several of our NYSEC Board Members serve on additional boards or volunteer with other organizations, and many or all seek professional development regularly to lift their expertise to a higher level. I am taking this opportunity to acknowledge my colleagues for their selfless time and devotion to all of you. Each member brings a unique skill set, with a common love for teaching English and an energy to take status quo and turn it into something special.

One of our Board members has reached 25 years of service this year. On behalf of the NYSEC Executive Board, I would like to recognize Victor Jaccarino for 25 years of service to the New York State English Council.

Michelle Kaprinski
NYSEC President

EXECUTIVE BOARD YEARS OF SERVICE TO NYSEC

Dan Tusa	.5	Sara Taveniere	3	Paul O'Brien	12
Christine Furnia	.5	Michelle Kaprinski	4	Larry Butti	13
Michael Laterza	1	CJ Vincent	5	Kjersti Van Slyke-Briggs	
Dakota Inman	1	Michelle Bulla	6		16
Lou Ventura	2	Christine Zandstra	6	Patti Rand	17
Joann Hili-Carbone	2	Michelle Peterson	6	Janet Matthews	18
Marilyn Norton	2	Stephanie DelValle	8	John Harmon	19
Sally Ventura	3	Louisa Kramer-Vida	11	Victor Jaccarino	25

New York State English Council proudly presents the

2017 FELLOW AWARD

Michelle Bulla



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 Michelle Bulla.

We are pleased to announce that NYSEC has chosen **Michelle Bulla** for our 2017 Fellow award. Although Michelle joined the NYSEC Board only six years ago, she quickly inspired the confidence of the Board members, rising to the role of President in 2014. During that year, NYSEC faced a true crisis, as we found ourselves without a venue for our annual conference. Perhaps one of Michelle's greatest accomplishments was her skillful leadership and guidance as we transitioned to a new venue, the Marriott Hotel. Intrepid and focused, she led the way through this transition, keeping an eye on the myriad details associated with hosting such an event. Despite many potential pitfalls, Michelle led us through a tremendous conference.

One of Michelle's greatest strengths is that she recognizes the value of both leadership and stewardship. She is a Board member who truly cares about the organization, past, present, and future. Her choices and suggestions are always made with the health and welfare of NYSEC in mind. For example, during her time as President, she instituted a new format for our board meetings, one which fostered, encouraged, and even expected, full participation with targeted work goals and ample group time. As both a leader and a steward, Michelle serves an example of the work and dedication necessary to keep our organization running smoothly. She has worked extensively on a review and revision of our website, which has grown tremendously under her guidance and through her creative insights.

Michelle's service also extends well beyond NYSEC. For example, she recently participated in the latest NYS revision of the ELA Standards. In fact, she was a leader in the Secondary section of this huge project. Michelle continues to serve with NYSED on the ELA Content Panel. The NYS Education Department recognizes her insights and expertise as valuable resources.

Somehow, Michelle also finds time serve as English Department Chairperson for the Monroe-Woodbury High School. One special aspect of her school life is the popular "Rhythm and Rhyme" night, an evening event that features the many literary and musical talents of her students. Michelle reports that the idea for this event came from a NYSEC workshop that she attended! In addition to teaching English, Michelle has also been teaching yoga since 2007.

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

Past Fellows of the Council

2016	Erik Sweet		Ann Gebhard		Dennis Hannan
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				
1990	Jerome Greenberg	1971	John C. Flahwe		



Past Presidents of NYSEC

2016	Louisa Kramer-Vida	1993	Rosalie Rafter	1971	Emanuel Raff
2015	Christine Zandstra	1992	Brenda Perrotta-Morra	1970	Dennis Hannan
2014	Michelle G. Bulla	1991	Marianna Lawler	1969	Hans Gottschalk
2013	Michelle Peterson	1990	Charles R. Chew	1968	Jane Borst
2012	Louisa Kramer-Vida	1989	Jerome Greenberg	1967	Margaret Early
2011	Lucille Ogden	1988	Linda Welles	1966	Margaret Ryan
2010	Lawrence Butti	1987	Ann Gebhard	1965	Elizabeth Mitchell
2009	Terry Tiernan	1986	Joanne Wallace	1964	Erwin Palmer
2008	Danielle Brain	1985	Geradyne McCray	1963	James Lanz
2007	Kjersti VanSlyke-Briggs	1984	Grace Larkin	1962	Marguerite Driscoll
2006	Susan Kitson-Grisewood	1983	Naomi Katcher	1961	Rev. John V. Curry, S.J.
2005	Linda McDowell	1982	Carol Jamieson	1960	Ruth E. Everett
2004	Susan P. Kelly	1981	Robert Spencer Johnson	1959	Rosemary Wagner
2003	John Harmon	1980	Anthony Mangione	1958	Earl Harlan
2002	Donna Smith Kemp	1979	Ouida Clapp	1957	Genevieve Heffron
2001	Lillian Turner	1978	Josephine Kehoe	1956	Milacent G. Ocvirk
2000	Susan Goldberg	1977	David R. Wood	1955	Richard Corbin
1999	Barbara Searle	1976	Jerome Green	1954	Sister M. Sylvia, S.S.J.
1998	Victor Jaccarino	1975	John Fisher	1953	Joseph E. Mersand
1997	Judith K. Rothstein	1974	Sheila Schwartz	1952	Strang Lawson
1996	Jill Vickers	1973	Robert Squires	1951	Elizabeth Drake
1995	Ruth Townsend	1972	Robert Blake		
1994	Joseph A. Morra				



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. Because this goal is at the heart of our mission for our membership, **NYSEC** provides publications that explore current critical issues affecting ELA education. These publications facilitate dialogue among educators who share common interests and concerns. They also 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 (NCTE Award winner!)

Published four times per year, the *NYSEC News* provide reports from **NYSEC**'s President, Vice Presidents, and regional directors. The editors include forms for membership, annual conference bulletins, and pertinent State Education Department information, as well as NCTE updates. Selected writing pieces by teachers and students are also included.



The English Record (NCTE Award winner!)

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 publication 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 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.

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



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67th Annual Conference

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Sara Taveniere

Sara Taveniere
NYSEC Conference Chair

Michelle Kaprinski

Michelle Kaprinski
NYSEC President

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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, 2017 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!

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ELA: English Language Artists

October 17-19 2018

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 May 1, 2018 to: **Marie Rakus, Conference Chair**
100 Willow Street
Olean, NY 14760
NYSEC2018@olean.wnyric.org

Check the NYSEC website: www.nysecteach.org for more information.

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

Save the Date:

68th Annual NYSEC Conference

ELA: English Language Artists

October 17 - 19, 2018

The Albany Marriott Hotel
Albany, New York



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