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*English  
Language  
Artists*



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## Please join us for the following sessions:



**Thursday, October 18<sup>th</sup>**  
Keynote by Laura Robb



**Friday, October 19<sup>th</sup>**  
Keynote by Dr. Alfred Tatum



**Friday, October 19<sup>th</sup>**  
Session by Liz Oakes-Lani

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## **68th Annual Conference**

October 17-19, 2018

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# Exhibitors

NYSEC sincerely thanks our exhibitors for their generous support of ELA educators.

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The DBQ Project .....	Molly Winter
Townsend Press.....	George Henry, Larissa Phillips
Vocabulary.com .....	Bill Walsh
Wordplay Shakespeare (The New Boo Press).....	Alexander Parker

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# NYSEC Executive Board

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# Welcome 2018 Attendees

*from the NYSEC President and Conference Chair*

The number of workshop proposals submitted to NYSEC this year was wonderfully overwhelming, enabling us to offer a wide range of topics during each session of this year's conference, **ELA: English Language Artists**.

In addition to the outstanding workshops you will be able to attend, this conference will feature four keynote speakers: Jill Bialosky, Liz Rosenberg, Alfred Tatum and Laura Robb. All of these speakers remind us that reading can save lives, and that the essential questions we discuss as educators are the very essentials of being.

The Next Generation Learning Standards encourage us to develop the habits of lifelong readers and lifelong writers. In other words, they encourage us to develop lifelong habits of reflection and growth. It is not enough for us to inspire some of our students. As our keynote speakers remind us, we must empower all of them to create the rich, meaningful lives that are their birthright.

Your presence here at this conference, pursuing your own development as professionals, and most likely pursuing your own personal growth as well, is evidence that you serve as models for your students. You are continually creating yourselves, simultaneously providing a safe space for your students to create themselves.

We consider ourselves very fortunate to teach in, and send our children to, the New York State schools that support the professional development endeavors and innovative practices of their instructors. We are grateful to our NYSEC colleagues who, simply through their membership, demonstrate a commitment to growth.

Respectfully,



Sally Ventura  
*NYSEC President*



Marie Rakus  
*NYSEC Conference Chair 2018*







National Council of  
Teachers of English

**Urbana, IL, Office**  
1111 W. Kenyon Road  
Urbana, IL 61801-1096

**Washington DC Office**  
444 North Capitol Street, Suite 382A  
Washington, DC 20001

[www.ncte.org](http://www.ncte.org)

**September 21, 2018**

Sally Ventura, President  
New York State English Council  
Marie Rakus, Conference Chair

Dear New York State English Council:

Greetings from the National Council of Teachers of English!

As you gather today with your fellow educators to share ideas and best practices, know that NCTE stands ready to support you. We applaud your efforts in organizing this conference and your dedication to your students through your own professional learning. Literacy teachers are committed, passionate, and dynamic professionals, and NCTE is proud to be your national professional home.

There is no doubt you face myriad complex issues in the classroom and an evolving student body. We applaud your creativity and determination to try new approaches to the teaching and learning of English, English language arts, and literacy at all grade levels. This conference not only enables presenters to share their research, tips, and ideas, but also gives attendees the opportunity to share their own. Together, you will collaborate to enhance your classroom practices and better support your students' learning.

"Teacher learning communities position all participants as contributors, thereby fostering 'collaborative resonance' that enables teachers to work together toward transformative, against-the-grain teaching" –NCTE Policy Brief on Teacher Learning Communities

NCTE, too, offers a number of ways to increase professional learning. Through our books, journals, and *The Council Chronicle*, NCTE publishes the best in literacy research and teaching strategies. Thousands of educators gather at our annual conventions and meetings to collaborate and share best practices. NCTE issues resolutions and position statements to address a variety of topics affecting the teaching of English, English language arts, and literacy. Lastly, NCTE members share their expertise on literacy teaching and learning with policymakers at the local, state, and national levels as they consider new policies and laws.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, provide access to colleagues across the country, and supply love for the profession. We invite you to continue your journey with NCTE! We also invite you to share your thoughts, suggestions, and questions. Please feel free to contact Linda Walters-Moore, Administrative Liaison, [Lwalters-moore@ncte.org](mailto:Lwalters-moore@ncte.org).

Sincerely,

A handwritten signature in black ink that reads "Emily Kirkpatrick". The signature is written in a cursive, flowing style.

Emily Kirkpatrick  
NCTE Executive Director

## 2018 Conference Committee



Sally Ventura  
*President*



Marie Rakus  
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Sara A. Taveniere  
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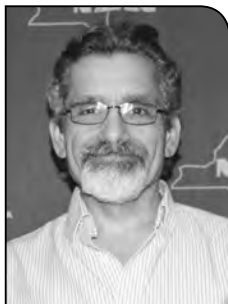
Michelle G. Bulla



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Del Valle



Victor Jaccarino



Lou Ventura



Rachel Gatzen  
Murray



Christine  
Zandstra



Chereith Vincent



Michael Laterza

*The conference committee would like recognize the following for their efforts to ensure the success of this event:*

**Conference Assistant:** Genevieve Hartman, Houghton College

**Program:** Jennifer Rickert, Cattaraugus-Allegany BOCES and Kristina Gillmore, Ricmar Publishing

**Marriott Sales and Catering:** Donna LaRocca and Kristy Bryant

# Celebrating Creativity

## FIRST ANNUAL CREATIVE WRITING CONTEST

NYSEC is proud to announce our first annual creative writing contest winners for students in grades 9-12. Teachers submitted student writing in two categories: poetry and short fiction. A winner was chosen in each category, and the student writers will be honored at our Annual Awards Luncheon and given a \$100 prize.

## 2018 WINNERS

Poetry Winner: “Snow from a raincloud in a sunny sky” **Joanna Lau**, Herricks High School

Short Fiction Winner: “Aranea” **Mia Carranza**, Herricks High School

Students are invited to submit entries inspired by next year’s theme: *Reigniting the Spark: Empowering our Students, our Colleagues, Ourselves Through Reflection, Hope, and Compassion.*

For more information, visit: [www.nysecteach.org/nysec-creative-writing-contest-students/](http://www.nysecteach.org/nysec-creative-writing-contest-students/)

## STUDENT ARTISTS

Talented students have produced the art you see on the program cover and on the “Passing Through” video in Salons D/E on Thursday morning. NYSEC would like to recognize and thank the following students for their contributions to this year’s conference, ELA: English Language Artists.

**Courtney Brisky**, a 2018 graduate of Olean High School, created the conference program’s cover art and the image on the Spring/Summer 2018 issue of *The English Record*. While in high school, she studied in the Media Communications program at the Cattaraugus-Allegany BOCES Career and Technical Education Center at Olean. Courtney is currently a student at Villa Maria College in Buffalo pursuing a bachelor’s degree in animation.

**Jessica Chastain** is one of the video creators. She is incredibly involved in the music department at Olean High School, participating in three music groups and in many other extracurricular activities. Her love of literature and the arts has carried her throughout high school and currently into her senior year.

**Cassidy Sawyer** worked with Jessica on “Passing Through.” She will also be graduating in 2019 from Olean High School. She is involved in the school’s Interact Club, where she does volunteer work. Her hobbies include photography, reading, and going on adventures. After high school, she plans to attend an art school to pursue her life’s dream of having her own photography business.

celebrating  
creativity!

# CONFERENCE OVERVIEW

PLEASE WEAR YOUR CONFERENCE BADGE AT ALL TIMES.

## Wednesday, October 17

TIMES	EVENTS	LOCATIONS
4:00 p.m. – 8:00 p.m.	Early Registration	Board Room
4:45 p.m. – 6:15 p.m.	<b>Literacy Leaders Networking Session</b> Victor Jaccarino, Facilitator <i>Sponsored by Pearson</i>	Empire Room

## Thursday, October 18

TIMES	EVENTS	LOCATIONS
7:00 a.m. – 4:00 p.m.	Registration	Board Room
7:30 a.m. – 4:00 p.m.	Publisher Exhibits	Grand Hallways
7:30 a.m. – 8:30 a.m.	Continental Breakfast	Grand Hallways
8:30 a.m. – 9:00 a.m.	<b>Welcome and Opening Remarks</b> Sally Ventura, NYSEC President	Salons D/E
9:00 a.m. – 10:00 a.m.	<b>Keynote Address – Jill Bialosky</b> <i>Sponsored by Atria Books</i>	Salons D/E
10:15 a.m. – 11:15 a.m.	Session A Workshops	
11:30 a.m. – 12:30 p.m.	Session B Workshops	
1:00 p.m. – 2:00 p.m.	<b>Luncheon</b> – Please place meal selection card ( <i>in badge pouch</i> ) on your table to assist the servers.	Salons D/E
2:00 p.m. – 3:00 p.m.	<b>Keynote Address – Liz Rosenberg</b> <i>Sponsored by Candlewick Press</i>	Salons D/E
3:15 p.m. – 4:15 p.m.	Session C Workshops	
4:30 p.m. – 5:30 p.m.	<b>Keynote Address – Laura Robb</b> <i>Sponsored by Scholastic</i>	Salons D/E
5:30 p.m. – 6:30 p.m.	<b>Cocktails &amp; Conversation, Raffle Drawing</b> <i>Sponsored by Bedford, Freeman and Worth Publishers</i>	Empire Room

# CONFERENCE OVERVIEW

PLEASE WEAR YOUR CONFERENCE BADGE AT ALL TIMES.

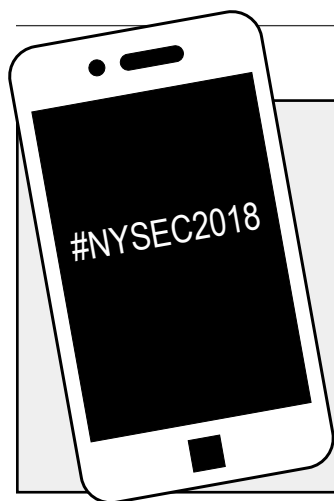
## Friday, October 19

TIMES	EVENTS	LOCATIONS
7:00 a.m. – 1:00 p.m.	Registration	Board Room
7:30 a.m. – 12:00 p.m.	Publisher Exhibits	Grand Hallways
7:30 a.m. – 8:30 a.m.	NYSEC Annual Breakfast	Salons D/E
7:45 a.m. – 8:30 a.m.	Business Meeting <i>Presiding: Sally Ventura, NYSEC President</i>	Salons D/E
8:30 a.m. – 9:30 a.m.	<b>Keynote Address – Alfred Tatum</b> <i>Sponsored by Scholastic</i>	Salons D/E
9:45 a.m. – 10:45 a.m.	Session D Workshops	
11:00 a.m. – 12:00 p.m.	Session E Workshops	
12:30 p.m. – 3:00 p.m.	<b>Annual Awards Luncheon</b> – Please place meal selection card ( <i>in badge pouch</i> ) on your table to assist the servers. If you are attending the Awards Luncheon, sign up for a table assignment near registration.	Empire Room

- Educators of Excellence Awards
- Programs of Excellence Awards
- Early Career Scholarships
- Mini-Grants
- Creative Writing Award
- *The English Record* Article of the Year
- Fellow Award

**Closing Remarks** – Sally Ventura, 2018 NYSEC President and Sara A. Taveniere, 2019 NYSEC President

★*Speakers and times subject to change.*★



### STAY CONNECTED WITH NYSEC!

Post a conference photo on Instagram for a chance to **win a prize!** Winner announced at Cocktails and Conversation.

**Follow us on Instagram:** @NYSEC\_GRAM

**Follow us on Twitter:** @NYSEC\_TWEETS

**Check out our website:** [www.nysecteach.org](http://www.nysecteach.org)

**Like us on Facebook:** [www.facebook.com/nysecteach](http://www.facebook.com/nysecteach)



# NYSEC NETWORKING SESSION: Inquiry and Research

A conversation among Team Leaders, Teacher Coaches, Lead Teachers, Department Chairs, Curriculum Coordinators, School Administrators, Teachers, and all others concerned with issues in the ELA classroom.

Wednesday  
4:45 p.m.–6:15 p.m.  
Empire Room



Victor Jaccarino  
*Facilitator*

All conference attendees are invited to join colleagues from all parts of the state to discuss, present questions, and share concerns and interests regarding ELA issues in New York State. This year's session will have an emphasis on **inquiry and research**. Come with your questions, ideas, and experiences. This is your opportunity to get to know other ELA leaders from around the state and to hear their experiences on issues that concern all of us.

★ Through the generosity of Pearson, refreshments will be served. ★

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*Would you like to join the Friends of Excellence and support NYSEC programs?*

Visit [www.nysecteach.org](http://www.nysecteach.org) for more information.



## *Friends of Excellence Basket Raffles* & Instagram Post Drawing



Tickets will be available ALL day Thursday and the drawings will be held during our **Cocktails and Conversation** hour. Please visit the registration area to see the selection of baskets 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.*

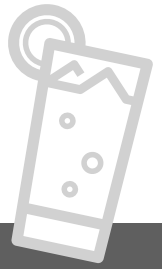
Thank you, Heinemann, for donating a basket for the raffle.

NYSEC greatly appreciates the Instagram prize from Marriott: ONE NIGHT'S STAY AND BREAKFAST!



# Cocktails & Conversation, Raffle Drawing

sponsored by **Bedford Freeman & Worth Publishers**



**Thursday, October 18th**  
**5:30 p.m.–6:30 p.m.**

Please join us for a reception honoring  
 NY English Educators!



bedford, freeman & worth  
 high school publishers

We'd love to see you for drinks, appetizers, and conversation with colleagues. Please find Jess or Luba at the BFW booth in the exhibit hall for your drink ticket. This is a first-come, first-served event, but we'll be sure to bring any extra tickets to the event if you don't make it to the booth in time.

Also, stop by and meet our author and NYC educator, **Robin Aufses**. She'll be at the booth on Friday before and after her session: **A Talk to Teachers: James Baldwin 2018 • Friday, October 19th, 11:00 a.m. – 12:00 p.m.**

If you can't make it please remember, you can always contact us for information and review copies. Hope to see you soon!

**South of Albany & all of NYC:** Luba Gorbach-Tsipis, lgorbach@bfwpub.com

**All other NY state schools:** Jess Cipperly, jcipperly@bfwpub.com



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## Jill Bialosky



Jill Bialosky

**Jill Bialosky** is the author of four acclaimed collections of poetry, most recently *The Players*. Her poems have appeared in *The New Yorker*, *The New York Times*, *The Kenyon Review*, and *The Atlantic*, among others. She is the author of three novels, most recently, *The Prize*, and a *New York Times* bestselling memoir *History of a Suicide: My Sister's Unfinished Life*. She is an editor at W. W. Norton & Company where she oversees the Norton poetry list and lives in New York City. In 2014 she was honored by the Poetry Society of America for her distinguished contribution to poetry.

### CONFERENCE SCHEDULE:

*Keynote:* Thursday, 9:00 am - 10:00 am Salons D/E

*Book Signing:* Thursday, 10:00 am - 10:15 am Grand Hall

*NYSEC is grateful to Atria Books for sponsoring Jill Bialosky's appearance at the conference.*

New from the critically acclaimed *New York Times*  
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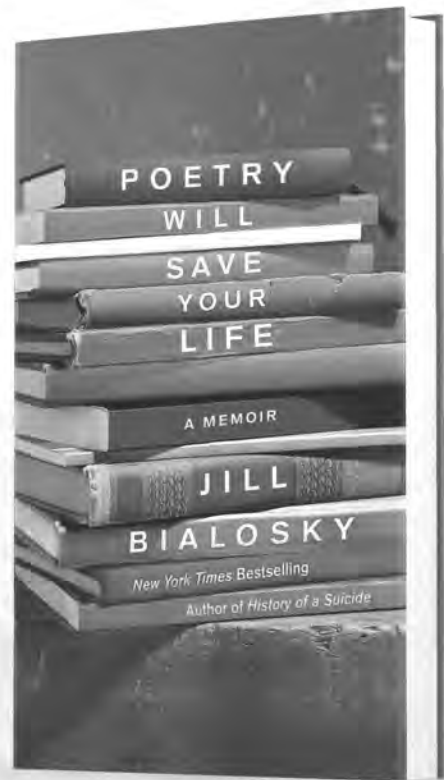
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**Bialosky's erudite and instructive approach to poetry [is] itself  
a refreshing tonic.”** —*Chicago Tribune*



## Thursday Morning Schedule

8:30 a.m. – 9:00 a.m.	<b>Welcome and Opening Remarks</b> Sally Ventura, NYSEC President	Salons D/E
9:00 a.m. – 10:00 a.m.	<b>Keynote Address – Jill Bialosky</b>	Salons D/E
10:00 a.m. – 10:15 a.m.	<b>BOOK SIGNING – Jill Bialosky</b>	<b>Grand Hall</b>

### SESSION A

10:15 a.m. – 11:15 a.m.

General	Featured Workshop Session	Salons D/E
<b>Laura Robb, Keynote Speaker</b>	<b>The Power of Teaching With An Anchor Text</b>	

The anchor text is a common teaching text the teacher uses to model how he or she experiences emotional reactions to text and how to apply key strategies such as inferring, determining importance, context clues, etc. Robb will use a short fictional and informational text to show how and why the process is interactive. These lessons take 10 to 12 minutes and provide mental models for students enabling them to practice with instructional and independent reading. In addition, Robb will show how to use students' responses to teach journaling and the benefits of a teacher's notebook. Robb will also show the statistics correlating independent reading and achievement as well as how to encourage volume in reading.

<b>9-12</b>	<b>Black Boys, Black Panther, and the Black Imagination: Pursuing Black Literary Excellence With African-American Adolescent Males in the ELA Classroom</b>	
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**Jevon Hunter** **Salon A**  
The State University of New York, Buffalo State

Unprecedentedly, *Black Panther* has captured the imagination of African-American adolescent males and serves as a framework for engaging in critical re/examinations of self, community, civic responsibility, and ethical/moral obligations. In this workshop, attendees will participate in ELA activities that draw from *Black Panther* to ignite/fuel the literary imagination of Black adolescent males. Using Black Excellence as a conceptual lens, attendees will learn to use selected literary texts with Black males to leverage their Community Cultural Wealth. Attendees will receive materials and resources.

<b>6-12</b>	<b>Human Rights Curriculum in the Secondary English Classroom</b>	
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**Kate Hardy** **Salon B**  
Skaneateles Central Schools

Learn about two units of study implemented in a HS English class regarding Human Rights education. Unit One: Echoes & Reflections empowers educators with dynamic materials and professional development to feel confident to teach about the Holocaust. The presenter will be sharing her experience on a week long Journey Through Poland with Yad Vashem, The World Holocaust Remembrance Center. Unit Two: Speak Truth to Power, a film-making competition put on by AFT and Tribeca, encourages students to become engaged in human rights through video production. The presenter will share her materials and winning films.

# SESSION A

10:15 a.m. – 11:15 a.m.

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## 9-12 Tomorrow and Tomorrow: Assessing Students' Multimodal Compositions

**David Bruce and Sunshine Sullivan**  
University at Buffalo, Houghton College

**Salon C**

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Increasingly, teachers are offering more modalities (in addition to writing) for assignments. For all of the experience ELA teachers have in providing meaningful feedback to students regarding their written work, we tend to have less experience in assessing multimodal projects. This session will present a video example of student work and then will discuss criteria (including literary and technical considerations) around analysis, feedback, and assessment. We will provide an interactive overview of “how to” read and respond to a multimodal text.

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## 9-12 Using Visual Arts to Deepen Student Reading and Cultivate Empathy

**Adam Kinory**  
The School of the Future

**Salon F**

---

Come and join us in the co-construction of a curriculum that deepens our students' reading and helps enhance a sense of social justice. Together we will pair visual texts with short and full form fiction. We will examine ways of teaching close looking at art and engage students in discussions of how the visual art and print texts are part of similar traditions. Ultimately, we will leave with a plan for ensuring our students leave with an ability to (re)consider their own feelings, how they stand with or apart from particular artists and writers, and what practical issues this raises for them.

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## General Writing, Revised: Writing Love, Hope, and Resilience

**Christine Dawson, Nicole Sieben and Bronwyn LaMay**  
Siena College, SUNY Old Westbury, Santa Clara Unified School District

**Salon G**

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This interactive session positions writing instruction, and especially revision processes, as central to the emotional and intellectual work in schools. This presentation situates revision as ongoing acts of invention and intervention, through which students and teachers might embrace uncertainty and explore their stories, prior experiences, intentions, and opportunities for enacting change. As students and teachers revise their written texts, they also are able to claim agency and revise their relationships with school and with writing itself.

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## 9-12 Exploring Hip-Hop as a Literary Medium

**Mary Sawyer, Eddie Faro and Joseph Bocchichio**  
SUNY New Paltz

**Salon H**

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Kendrick Lamar's Pulitzer Prize in music has brought hip-hop music newfound respect. But studying hip-hop in the English classroom brings challenges for the typical English teacher, beginning with a lack of expertise as well as concerns about such issues as its profanity. In this session, we will explore selections from male and female hip-hop artists and consider why and how we might integrate these works into our literature curriculum. While hip-hop is worthy to study in its own right, we will also discuss ways to integrate it into the study of canonic texts and thematic units.

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# SESSION A

10:15 a.m. – 11:15 a.m.

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## 9-12 Using History to Teach English

**Audra Rys and Beth Davis**

Berne-Knox-Westerlo Central School District

**Albany Room**

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Using primary source documents has always been very important in teaching history. However, the focus of many of the skills in the NYS Next Generation Standards for English are achievable through the use of primary source documents as well. Using what has traditionally been the domain of history (primary source documents) to teach English not only allows for better understanding of historical documents, but also allows students to delve more deeply into language and writing, and to learn how to navigate difficult text.

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## 6-12 The Gratitude Project: Transforming Student Voice

**Hannah Weeden**

Maple Avenue Middle School

**Colonie Room**

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Student letters restore hope to a profession that has become a political football. Deeper connections among people of all ages are achieved. The atmosphere within our homes and our schools significantly improves. How is this possible? Students use their voices to restore faith in the gift of American education and foster grateful hearts in themselves and others; they do this through rich, meaningful letters that make a profound impact. Create meaningful change in your students, the culture in your school, and the community at large - it is possible!

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## 9-12 (re)Place Writing: Reproducing, Remixing and Rewriting Place Writing

**Thor Gibbins and Katherine Flynn**

SUNY Oneonta/Leatherstocking Writing Project

**Schenectady Room**

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New literacies have realigned the landscape on what composing means with new media. The affordances of new media offer a means for young people to reconnect to their communities so they may self-actualize their own agency, citizenship, and connection to their home towns. This workshop will highlight important elements of place-based writing as means to compose and critically evaluate students' lived places as a means of transformation rather than romanticizing place. This workshop will demonstrate possible ways to reconstruct and remix mentor texts as means to support students' research.

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## 6-12 Seeded Text as a Differentiated Approach for Vocabulary and Comprehension

**Hannah Dostal and Mark Schmidek**

University of Connecticut

**Troy Room**

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Given the diversity of learners in middle, high school and college classrooms, differentiated texts can be integrated to support comprehension and interpretation of classic and modern literature as well as non-fiction texts. Participants will be offered strategies to differentiate content through the use of seeding, a scaffolding strategy that embeds 1) context-based explanations of vocabulary words, 2) facts and historical information and 3) context-based explanations of expressions, phrases and multiple-meaning words in the text of novels, plays, short stories, historical documents, and speeches.

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## SESSION A

10:15 a.m. – 11:15 a.m.

**General**

**The Next Generation English Language Arts Learning Standards: ELA Roadmap and New Resources for Implementation**

**Erik Sweet, Melissa Montague and David Coffey**  
NYSED Office of Curriculum and Instruction

**Empire Room**

The Next Generation English Language Arts Learning Standards, approved in September 2017, will be implemented in New York schools in 2020–2021. During this session, the Office of Curriculum & Instruction will provide an overview of the Next Generation ELA Learning Standards Roadmap for implementation. We will share new resources for standards, including a guide to aligning the EngageNY modules and local curricula to the Next Generation Learning Standards as well as parent resources.

NYSED Next Generation Learning Standards website: <http://www.nysed.gov/next-generation-learning-standards>

**3-8, Admin**

**All the World's a Stage: Even in Elementary School**

**Rebecca Quakenbush and Pamela Cinque**  
Chester Elementary School/Hudson Valley Writing Project

**State Room**

Shakespeare's themes are universal and relevant today. Why then, do we wait until high school to begin the conversation? When students are exposed and invited to play with the language and themes of Shakespeare early on, they acquire skills that extend far beyond the classroom. A yearlong study, students were immersed in the artistry of Shakespeare's language, closely reading themes, and reimagining his stories today. A Shakespearean-based production from start to finish was the culminating project. An overview of this process, along with supporting materials will be provided.

## SESSION B

11:30 a.m. – 12:30 p.m.

**BOOK SIGNING – Laura Robb**

**Grand Hall**

**9-12**

**Scaffolding Critical Conversations: Students and Teachers on the Art of Discussing Social Issues**

**Christopher Mazura and Jamie DiStefano**  
Guilderland High School

**Salon A**

“In the art of conversation we cultivate a sense of goodness, not only in ourselves, but in others as well.”  
- Sakyong Mipham Rinpoche

Classroom conversations about social issues can be challenging. In this session, students and teachers from a co-taught 10th grade class will share their experiences of studying the book *All American Boys* and ensuing challenging conversations about racial profiling, implicit bias, violence, privilege, and cultural change. Participants will learn strategies for scaffolding critical conversations and hear from students about how these strategies worked for them.

# SESSION B

11:30 a.m. – 12:30 p.m.

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## 9-12 Ethical Issues in Science (Bioethics)

**Christa Calkins Shepard, Ann-Marie Freeland and Julie McLaughlin**  
Campbell-Savona Jr/Sr High School

**Salon B**

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Are you looking for resources to increase your students' critical thinking, communication, collaboration, and creativity? Are you looking for a way to increase students' independence and purposeful technology use? Through a well-scaffolded research process, students deepen their knowledge and understanding of a bioethical issue and craft an argument addressing a specific problem-based question about their issue. Students also present their findings through a webpage, infographic, or podcast. This unit can be co-taught with science, be adapted to fit grades 9-12, and is easily differentiated.

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## 9-12 Classroom Video to Big Screen: Showcasing Student Video Compositions

**Stephen Sorensen and Brendan Heaney**  
Olean City School District, Fillmore Central School District

**Salon C**

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Three years ago, a group of teachers formed a network stemming out of a digital literacy workshop and have continued to collaborate and grow in a mission to utilize video in the classroom. The group has established an annual film festival dedicated to showcasing student work from all across the area. This session will feature two 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.

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## 3-12 Choice Matters

**Michelle Peterson-Davis, Michelle G. Bulla and Christine Zandstra**  
South Huntington School District, Monroe-Woodbury Central School District,  
Wappingers Central School District

**Salon F**

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Choice. Everyone's talking about it. You're interested in it. You sense your students would respond well to having agency in their learning. You want to make a change, maybe you've even begun to make changes in your approach to curriculum and students and teaching, but you think it would be helpful to talk it through, to see what others are doing, to identify strategies for incorporating more choice in your classroom. But...how do you do it? And why? And where?

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## 6-12 What is Argument Anyway?

**Victor Jaccarino**  
Hofstra University

**Salon G**

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Help your students "take off" in writing arguments. Both businesses and universities demand that students be prepared to write arguments. During this interactive workshop, teachers will work together to help students present an effective argument. In addition, multiple pathways for presenting an argument will be discussed. Participants will explore various purposes and tools students need to evaluate credible evidence.

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# SESSION B

11:30 a.m. – 12:30 p.m.

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## 9-12 Using Non-Fiction to Teach Fiction

**Kathleen Tonn**

Massapequa School District

**Salon H**

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The data shows us that students need to read more non-fiction texts in order to become proficient 21st century learners. But where does that leave the comprehension of fiction that is necessary to understand the timelessness of the human condition? This Next Generation Standards-based unit of study uses Jon Krakauer's *Into The Wild* as a framework for teaching fiction by Jack London and Tolstoy as well as examining the Transcendental movement. Technology plays a prominent role in this unit by utilizing Twitter and Google Docs to access articles from current periodicals to show students how non-fiction texts can be used to help comprehend and analyze fiction.

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## K-12 Ignite Literacy: The Power of One Book, One Community

**Anne Mitchell, Molly Scott and Theresa Lyons**

Portville Central School

**Albany Room**

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What if you could ignite a passion for reading that will transcend the school walls to reach local businesses, organizations, and families? Using an authentic school-wide model, the presenters will make a case for the power of a shared reading experience: One Book, One Community promotes literacy and engages students and community members in thoughtful reflections around a common text with a powerful theme. Participants will understand One Book, One Community and the process of implementation from book selection to funding and the culminating event. Please join us.

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## 3-12 Incorporating Interactive Notebooks Across the Curriculum: Activating a Positive Brain State

**Marina Gair, Deanna Keeling and Erica Freiter**

St. Francis College

**Colonie Room**

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Incorporating Interactive Notebooks (INB) in learning and assessment across the curriculum can be an effective and transformative tool in higher-process thinking and in activating a positive brain state. In this session, the architecture of the INB, its uses, organizational strategies, assessment practices, cross-curricular connections, sample prompts, student examples, as well as implementation challenges are featured. The session is grounded in brain-imaging studies of creative cognition –or minds in bloom– and is designed to be both informative, useful, and inclusive of all grade levels.

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## 6-8 The Art of Resiliency in Writing

**Diane E. Lang, Linda Gale and Elizabeth Russell**

Orange-Ulster BOCES

**Troy Room**

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Adolescents develop abilities to reflect on life and build resiliency. Situating writing as an art offering thoughtscales for re-situating self is central to our teaching. The art of story and the grace of poetry allow for expanding resiliency and craft. Teaching students with challenges, we have explored poetry, historical fiction, and realistic fiction, building the art of resiliency through writing. Foundations drawn from bibliotherapy and culturally relevant/sustaining pedagogy, sample lessons, student work, and how others can expand the art of resiliency through writing will be shared.

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## SESSION B

11:30 a.m. – 12:30 p.m.

4-12

### For the Love of Humanities: A DBQ Approach to Working With Primary Sources and Literary Texts

**Molly Winter**  
The DBQ Project

**Schenectady Room**

Harlem Renaissance Poetry: Does “High” Art or “Folk” Art Express Racial Pride? Immigration: Was It Worth It? Holocaust Writings: How Does the Spirit Triumph? Equally at home in the Social Studies or English classroom, these Document Based Questions offer a wonderful way to get students at all skill levels thinking and writing about the interconnections of literature, history, and art. All participants will leave this session with a classroom-ready Mini-Q in Literature from The DBQ Project library, as well as the tools necessary for effective and engaging implementation.

9-12

### Weaving the Disciplines: Exploring Literature Through STEM and Business Lenses

**Christine Dawson, Shannon Sweet, Agnes Gault and Stephanie Cambrea**  
Siena College

**State Room**

As English teachers, we often cross disciplinary lines with our students in literary analysis. But some inquiries call us to extend our collaborations beyond the humanities, inviting students to apply their knowledge and interest from STEM and business courses. Using the novel *All American Boys* (Reynolds & Kiely, 2015) as a central text, this workshop explores opportunities for interdisciplinary collaborations and genuine student inquiry through the lenses of math, physics, psychology, and business, thereby creating space to integrate these discourse communities into the ELA classroom.



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EACH!**

Shirts will be for sale at the conference registration area.



## Thursday Afternoon Schedule

### THURSDAY LUNCH MENU

Caesar Salad

#### Entrée

Eggplant Napoleon or Chicken Parmesan  
*served with penne pasta*

#### Dessert

Ultimate Chocolate Cake

Please place your meal selection card (*in badge pouch*) on your table to assist the servers.

1:00 p.m. – 2:00 p.m.	<b>Luncheon</b>	Salons D/E
2:00 p.m. – 3:00 p.m.	<b>Keynote Address – Liz Rosenberg</b> <i>Sponsored by Candlewick Press</i>	Salons D/E
3:15 p.m. – 4:15 p.m.	Session C Workshops	
<b>4:15 p.m. – 4:30 p.m.</b>	<b>BOOK SIGNING – Liz Rosenberg</b>	<b>Grand Hall</b>
4:30 p.m. – 5:30 p.m.	<b>Keynote Address – Laura Robb</b>	Salons D/E
5:30 p.m. – 6:30 p.m.	<b>Cocktails &amp; Conversation, Raffle Drawing</b> <i>Sponsored by Bedford, Freeman and Worth Publishers</i>	Empire Room

### DINNER ON YOUR OWN

#### **JOIN US THIS EVENING FROM 5:30 TO 6:30 FOR A COCKTAIL RECEPTION**

Buy your tickets for the amazing baskets being raffled. Proceeds benefit the NYSEC Scholarship Fund. Winners for the raffle and Instagram post drawing will be drawn! Bring your drink ticket from the Bedford, Freeman and Worth table for a free beverage and light refreshments. Cash bar is also available.

*Thank you to Bedford, Freeman, and Worth for their continued generous sponsorship of the reception!*

*Thank you to Marriott for providing the Instagram prize of a one-night stay and breakfast in Albany!*

## Liz Rosenberg



Liz Rosenberg

**Liz Rosenberg** is the author of five books of poems, six best-selling novels, and more than 30 award winning books for young people of all ages. She has won an IRA Choice Award, The Patterson Prize, and served on the National Book Award committee for Young People’s Literature, and for more than 20 years wrote a book review column in the Boston Globe.

She teaches English and Creative Writing at SUNY Binghamton, where she won a Chancellor’s Award for Excellence in Undergraduate Teaching. Her newest books are *HOUSE of DREAMS: A Biography of L. M. Montgomery* (Candlewick Press) and *INDIGO HILL*, a novel (Lake Union Books).

**CONFERENCE SCHEDULE:**

*Keynote:* Thursday, 2:00 pm - 3:00 pm Salons D/E

*Workshop:* Thursday, 3:15 pm – 4:15 pm Salon C

*Book Signing:* Thursday, 4:15 pm – 4:30 pm Grand Hall

*Liz Rosenberg appears thanks to the generosity of Candlewick Press.*

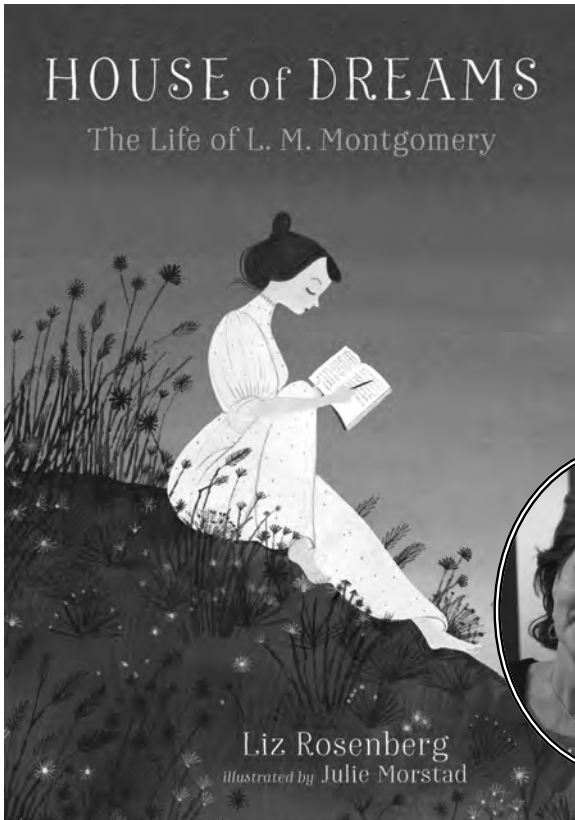


Photo by Liz Bonick

HC: 978-0-7636-6057-4

# Don't miss LIZ ROSENBERG

author of

## HOUSE of DREAMS The Life of L. M. Montgomery

Keynote speaker on  
**Thursday, October 18, at 2:00 PM**



Breakout session from 3:15–4:15 PM,  
followed by a book signing



  
CANDLEWICK PRESS  
www.candlewick.com

# SESSION C

3:15 p.m. – 4:15 p.m.

**General**

**Featured Workshop Session**

**Salon C**

**Liz Rosenberg, Keynote Speaker**

**The Writing Process**

Spend some time discussing the writing and researching process with author Liz Rosenberg. Rosenberg will share her insights into the creative process with workshop participants about sharing oneself through writing. Rosenberg has published in several genres, so bring your questions.

**4:15 p.m. – 4:30 p.m.**

**BOOK SIGNING – Liz Rosenberg**

**Grand Hall**

**9-12**

**“I knew they was gay!”: Portraits of Intersectionality by City Youth Through/With Provocative Young Adult Literature**

**Jevon Hunter**

**Salon A**

The State University of New York, Buffalo State

Critical English language arts practitioner-researchers working at the nexus of criticality, education justice, and youth identity development regularly advocate for providing urban adolescents with rich literary experiences that blend ELA texts with the lived realities of our young people. This interactive workshop shares insights from using provocative young adult literature in ELA to teach intersectionality so that adolescents may reflect upon their identities and challenge lived social injustices. Attendees will receive turnkey materials, reading lists, sample texts, other resources.

**6-College**

**BYOB (Bring Your Own Book): Book Talks About Contemporary YA, Fiction and Nonfiction to Use in Your Classroom**

**Patricia Rand and Paul O'Brien**

**Salon B**

Clarkson University, Notre Dame-Bishop Gibbons School

Want to ignite a passion for reading in your students? Looking for new, engaging literature to introduce in your classroom? Kwame Alexander's *Rebound*, Jewell Parker Rhodes' *Ghost Boys*, Sarah Cossan & Brian Conaghan's *We Come Apart* are just a few of the books we'll discuss. Bring your favorite new titles, and ideas for using them in the classroom, to share with the group. This is an opportunity to talk about books you love, and to find new books to add to your shelves. Let's discover and celebrate new voices and stories that showcase authors as artists, and motivate our adolescent readers.

## SPREAD THE WORD ABOUT WHAT NYSEC HAS TO OFFER!



Encourage your colleagues to become members of NYSEC. Your membership dues are covered in the conference fee, but others not able to attend the conference can join for a low annual fee.

**Membership details:** [www.nysecteach.org/membership/](http://www.nysecteach.org/membership/)

# SESSION C

3:15 p.m. – 4:15 p.m.

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## 9-12 Horror in the Classroom

**Christopher DiLeo and James Rogulski**

Marlboro High School, Hendrick Hudson High School

**Salon F**

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They're Baaack! In 2014, DiLeo and Rogulski presented this workshop on strategies to engage students in literary analysis, discussion, and creative expression through the study of horror. They're back this year with more experience to share, more strategies to discuss, and more evidence to empower attendees to embrace horror in the classroom. There's no reason to be afraid: horror transcends cultural differences and taps into our shared atavistic fears, making horror literature the ideal genre to encourage active student participation, and intellectual examination and introspection.

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## 6-12 Social Activism and Research in the Classroom

**Raquel Reale, Christine Ciofalo, Caryn Friedman and Kara Lyons**

White Plains Middle School

**Salon G**

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Join us on a journey of developing socially responsible, global citizens! Discover an authentic learning unit where students work collaboratively to promote awareness about the Universal Declaration of Human Rights. Students interact with fiction and nonfiction texts to uncover world issues they are passionate about, develop research questions, participate in digitally responsible research and create a community wide movement to highlight their findings. Don't miss this opportunity to see student-driven learning at its finest!

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## 6-8 The Great OR Not-So-Great Alexander of Macedonia

**Carmela Gustafson and Kay O'Rourke-Kowalski**

Oakdale-Bohemia Middle School

**Salon H**

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Learn how middle school ELA and history standards can be taught and mutually reinforced through high-interest, student-centered interdisciplinary projects. One ELA teacher and one Social Studies teacher collaborated on several such projects, and will use this workshop to share their insights, ideas, strategies, and approaches for creating interdisciplinary activities. Workshop participants will also have access to documents for both student-use and teacher-use, including graphic organizers and assignment sheets, for two specific interdisciplinary projects.

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## K-12 Writing for a Wider Audience: Cultivating Student Writers Through Blogging and Other Forms of Publication

**Christine Furnia and Cassie Horton**

Wappingers Central School District

**Albany Room**

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According to the Next Gen ELA Standards, to be successful in today's literacies, students must develop competencies that enable spoken and written communication. Consequently, assignments should reflect opportunities to write for a variety of purposes and audiences. Blogging is a way to cultivate excitement for writing by encouraging autonomy in our young writers. This session will inspire educators in ways to implement student blogs as a consistent routine to build stamina and interest and shift the focus of writing from just an assignment to one that celebrates student voice.

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## SESSION C

3:15 p.m. – 4:15 p.m.

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### 9-12                      Researching Through Lenses

**Christine Starr, Janine Moretti, Teresa Colgan, Gail Hayes and Brian Trapani**  
Massapequa High School

**Colonie Room**

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In order for students to successfully navigate the internet and research original topics, they must open up their minds to a world of possibilities and points of view. This session is an opportunity for teachers to explore various research skills and apply them to the 9th-12th grade population. The session will give teachers some insight into organizing research and essay writing by looking through multiple lenses and various perspectives. This is a fresh approach using both English Language Arts as well as historical skills to research.

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### 9-12                      Integrating Diverse Digital Literacies: It's no big deal. Wait, yes it is!

**Lacey Gardner**  
Whitesville Central School

**Schenectady Room**

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This presentation explores how the use of digital literacies as composition tools impacted students' and their teacher's literacy experiences and identities in a rural community. Participants will hear why and how these ideas were conceived, view and listen to student examples (which they will have access to afterward to use as examples for their own teaching purposes), and discuss the value of such learning opportunities for transformative meaning making experiences. Original Color Poems, MLK Remix, and College/Career films will be among the several project examples shared and discussed.

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### 9-College, General                      Teaching Literary Analysis Through a Skills-Based Approach

**Nicole Charette Santora and Barbara Hubert**  
New Visions for Public Schools

**Troy Room**

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This workshop will focus on using the framework of "Exploding Analysis" to support students in composing literary analysis paragraphs. In addition, the workshop will take a quick glance into how to use "Literary Abstracts" as formative assessments throughout the school year for teachers to provide targeted feedback to students during writing.

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## Laura Robb



**Laura Robb**

**Laura Robb** has written more than 25 books for teachers. In 2016, two new books were published: *The Reading Intervention Toolkit*, by Shell Education in April 2016 and *Read Talk Write: 35 Lessons That Teach Students to Analyze Fiction and Nonfiction*, published by Corwin Literacy in October 2016. Corwin Literacy also published Robb's *Vocabulary Is Comprehension: Getting to the Root of Complex Texts* was available in September 2014.

Her newest for Heinemann is a First-Hand Curriculum: *Smart Writing: Practical Units For Teaching Middle School Writers*, and a professional book, *Teaching Middle School Writers: What Every English Teacher Needs to Know*.

For Scholastic, Robb has completed several bestsellers including the second edition of *Teaching Reading in Middle School, Differentiating Reading Instruction, Teaching Reading in Social Studies, Science, and Math*, and her newest, *Unlocking Complex Texts*; the book provides teachers with detailed reading and writing about reading lessons. Robb has designed classroom libraries for Scholastic for grades 3 to 9. She developed, with Jeff Wilhelm, XBOOKS for middle school readers: nonfiction print texts with an online curriculum organized by themes such as forensics, tyrants, war, medicine, and strange.

Robb is a keynote and featured speaker at conferences and leads workshops all over the country and in Canada. She writes articles for education journals.

She is a regular contributor to [www.therobbreviewblog.com](http://www.therobbreviewblog.com) and has a series of podcasts with her son, middle school principal, Evan Robb on <https://therobbreviewpodcast.podbean.com>.

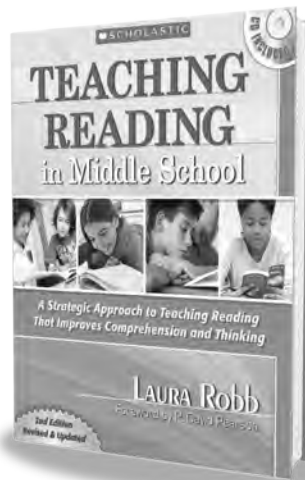
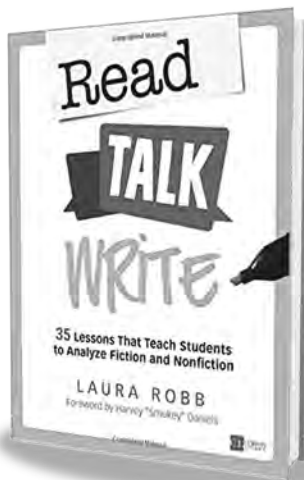
### CONFERENCE SCHEDULE:

*Workshop:* Thursday, 10:15 am – 11:15 am Salons D/E

*Book Signing:* Thursday, 11:30 am – 12:30 pm Grand Hall

*Keynote:* Thursday, 4:30 pm – 5:30 pm Salons D/E

*NYSEC appreciates Scholastic's sponsorship of Laura Robb's appearance with us.*



# NYSEC Annual Business Meeting

Friday, October 19, 2018 • Salons D/E • 7:30 a.m. – 8:30 a.m.

## AGENDA

Call to Order.....	Sally Ventura
Minutes of October 2017 Annual Meeting.....	Dan Tusa
Introduction of Executive Board.....	Sally Ventura
Treasurer’s Report.....	Stephanie Del Valle
Presentation of Slate of Officers .....	Louisa Kramer-Vida

### Slate of Officers for 2018 – 2019

President Elect: Michelle Peterson-Davis  
Treasurer: Stephanie Del Valle  
VP Secondary: Marilyn Norton  
VP Middle: Michael Laterza  
VP Administration: Victor Jaccarino

Publications.....	Lou Ventura, <i>The English Record</i> Christine Furnia, NYSEC News
Website.....	Michelle G. Bulla
Presentations and Recognition.....	Victor Jaccarino

*Open Forum: comments and questions presented by membership*

*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.*

## Dr. Alfred W. Tatum



**Alfred Tatum**

**Dr. Alfred W. Tatum**, Dean of the College of Education at University of Illinois at Chicago, is a foremost expert on the literacy development of African American boys. He has authored more than 65 publications on adolescent literacy, reading, writing, reading engagement, and the roles of texts in the lives of students in grades 3-12. Alfred authored the award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*. His second book, *Reading for Their Life: (Re) building the Textual Lineages of African American Males* was published in 2009. His most recent book, *Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers*, was published in 2013. He is also an author on reading and writing programs used with millions of students throughout the US. His current research focuses on the roles of texts and writing to advance the literacy development of African American males in grades, 3, 4, and 5. He is the founder of Boys College, a literacy outreach initiative of the UIC Reading Clinic in Chicago.

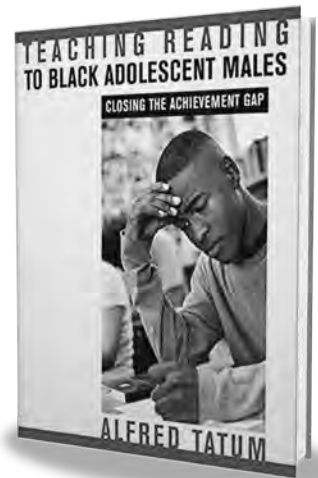
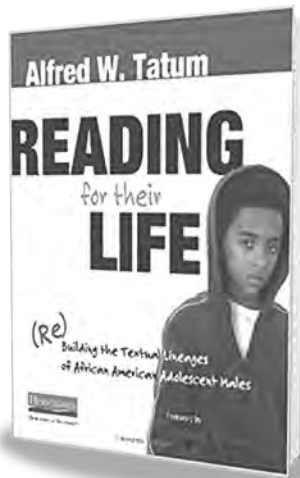
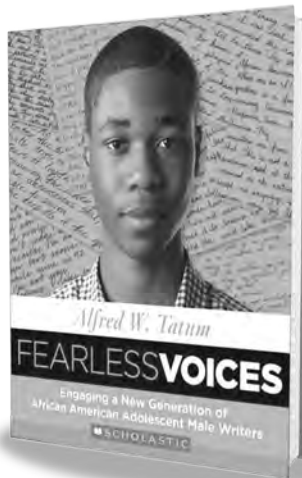
### CONFERENCE SCHEDULE:

*Keynote:* Friday, 8:30 am – 9:30 am Salons D/E

*Workshop:* Friday, 9:45 am – 10:45 am Salons D/E

*Book Signing:* Friday, 11:00 am – 11:30 am Grand Hall

*Alfred Tatum joins us courtesy of Scholastic Publishing.*





## Friday Morning Schedule

7:30 a.m. – 8:30 a.m.

**NYSEC Annual Business Meeting**

Salons D/E

8:30 a.m. – 9:30 a.m.

**Keynote Address – Alfred Tatum**

Salons D/E

### **REMINDER:**

**Exhibitors will be in the Grand Hallways until 12:00 pm.**

Be sure to visit and thank them for joining us!

## **SESSION D**

9:45 a.m. – 10:45 a.m.

**General**

**Featured Workshop Session**

**Salons D/E**

**Alfred Tatum, Keynote Speaker**

**Meaningful Literacy Exchanges With Texts**

This session will focus on moving students to read and write across multiple disciplinary texts using literacy framings. Teachers will engage in a dynamic writing experience similar to experiences I advance with students in grades 3–12.

**6–12**

**English Department Peer Responder Mentor Program**

**Rebecca Chowske and Michael Koondel**  
Manhasset Middle School

**Salon A**

Peer Responder Mentors are a select group of high school English students who are trained in peer tutoring techniques and provide enrichment, remediation, and academic guidance to middle school students in all subject areas. Unofficially, the Peer Mentors support our younger students' transition into the secondary school, directing middle school students to appropriate adults and helping younger peers through the typical concerns associated with middle and high school. Join us as we share how to replicate this powerful academic and social-emotional program at your school.

**K–8**

**Starting Conversations: Children's Literature as a Path to Human Rights**

**Ellen Agnello, Joan Weir and Hannah Dostal**  
University of Connecticut

**Salon B**

The goal of this session is to offer materials and methods for teachers to facilitate the development of global awareness, humanitarianism, and empathy in their students through exposure to children's books depicting human rights issues. Educators often steer clear of these issues to avoid engaging in controversial discussions or exposing students to trauma. Students, however, are exposed to them on a daily basis. To avoid the misconceptions that might ensue from students' informal exposure, it is imperative that teachers intervene and discuss these issues in explicit and constructive ways.

## SESSION D

9:45 a.m. – 10:45 a.m.

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### **6-12**                      **Image, Sound, and Story: Literacy for a Visual Culture**

**Emily Keating, Aaron Mace and Janet Matthews**  
Jacob Burns Film Center

**Salon C**

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This interactive session will model the groundbreaking work educators are doing to bring the skills and content of Image, Sound, and Story into ELA instruction. Through curriculum samples, lesson plans and student work, participants will experience how the skills of visual communication can influence reading and writing literature, nonfiction, and persuasive texts. With accessible technology, engaging content, and seamless integration, participants will understand how close-reading and critical thinking skills can be developed and applied in a culture dominated by the moving image.

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### **6-8**                      **Finding Voice in Refugees**

**Terri Weiss and Vincent Fino**  
Valley Central Middle School

**Salon F**

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What happens when students use research to capture and explore another’s voice, especially a voice that is often marginalized? Can writing in another’s voice strengthen the development of students’ own voices as writers? Explore what happens when students research the lives of refugees in order to create non-fiction narratives. In the process of understanding another’s voice, they strive to find their own as writers and modern-day Americans.

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### **9-12, LGBTQ+, SPED**                      **“Mad Happy”: Practicing the Art of Shared Power in the High School English Classroom**

**Christina Pepe and Melissa Eckler**  
Shenendehowa CSD

**Salon G**

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A shift to shared power establishes safe and inclusive learning environments for all students. Together, presenters and participants will challenge traditional English classroom protocols and reframe our responsibilities in classroom decision-making. With broad understandings of diversity, modalities, learning styles, and aesthetics, we can free students to communicate naturally and comfortably with us and with each other.

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### **General**                      **Developing and Maintaining a Daily Writing Practice in Your Classroom**

**Mary Sawyer and Amy Salamone**  
Empire State Writing Project Network

**Salon H**

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The purpose of this workshop is to highlight a variety of ways to cultivate a daily writing practice in your classroom. Whether to build community, increase fluency, support healthy mindsets, develop a classroom of writers, or all of the above and more, daily writing is at the foundation. We will practice some strategies and talk together about the merits of daily writing with our students.

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## SESSION D

9:45 a.m. – 10:45 a.m.

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### 9-12 *The Crucible* and Information Literacy

**Kim Back and Nancy Goldblatt**  
Cobleskill-Richmondville High School

**Albany Room**

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Consumers of information are targets. How do students identify what is “real” and what is “fake” and make decisions about the actions they take? Developing students’ media literacy through reality in fiction was the basis for *The Crucible* and investigating bias and credibility. In this session, you will learn how students were introduced to the information cycle, echo chambers, native advertising and more as they differentiated their internet use for entertainment from their use for learning and began to develop the skills and thinking necessary to be savvy consumers of information.

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### 6-College Author Conference Presentations: An Authentic ELA Research Activity

**Roberta Levitt**  
LIU Post

**Colonie Room**

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Developed as a graduate level assignment, this pseudo conference provides graduate, undergraduate, high school, and middle school students with opportunities for authentic and experiential learning. In this ELA variation, aligned with the Next Generation ELA and Literacy Standards, students select, research, and assume the identity of an author for a culminating presentation. The presenter will share the process of development, implementation, and student outcomes. Attendees will leave with the knowledge and ability to implement this activity in their ELA classrooms.

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### 9-College Composing and Mediating Adolescence: Researching Adolescence Through Young Adult Literature and Collaborative Online Intercultural Learning (COIL)

**Thor Gibbins and Olivia Boniello**  
SUNY Oneonta/Leatherstocking Writing Project

**Schenectady Room**

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This workshop will demonstrate the praxis of using YA literature as a means to investigate, compose, and mediate the lived experiences of young adults and adolescents. This workshop will detail how students in a YA Lit class for English Education majors used YA Literature as vehicle to collaborate in research with young adults from Cali, Colombia. Presenters will also demonstrate how to research lived-experience and YA Literature in other venues such as high school that align with the New York State Next Generation English Language Arts Standards. Student work will also be presented.

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### 6-12, General Blackouts: Poetry, Art, and Close Reading

**Kea Cetinkaya**  
Syosset School District

**Troy Room**

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Attend this workshop designed after Austin Kleon’s book, *Newspaper Blackout*, and your students can truly be English Language Artists in the classroom! Using nothing but a black magic marker, this process allows your students to engage with text in a new and meaningful way. Students create poetry and art, and this strategy can even be used for close reading of both fiction and non-fiction texts. Participate in the process and learn the applications of this versatile and engaging strategy and activity!

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## SESSION D

9:45 a.m. – 10:45 a.m.

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### 6-12 The Re-Genre Project: Digital Remixing for Improved Composition and Transfer

**Keith Pedzich**

Canandaigua Academy

**State Room**

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A cornerstone of writing is the rhetorical situation: purpose, audience, genre, subject. Assuming that students have a lifetime writing essays only within one rhetorical situation, is it any wonder that students struggle with situations outside of the essay? In a re-genre students take their compositions and find a new rhetorical situation. An analytical essay on “The Raven” becomes a fan website. An argumentative essay on structured play becomes an infographic. This session will look at composition theory and the presenter’s experiences with “re-genre” to promote the transfer of skills.

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## SESSION E

11:00 a.m. – 12:00 p.m.

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11:00 a.m. – 11:30 a.m.

**BOOK SIGNING – Alfred Tatum**

**Grand Hall**

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### 9-12 ID: VOICE: VISION: IDENTITY

**Liz Oakes-Lani, Ed.D. Candidate, Hofstra University**

Scholastic Education

**Salons D/E**

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Changing the equation for teens – away from learned hopelessness, powerlessness, grim acceptance and failure and toward hope, resilience, productivity and success – is essential to countering the catastrophic effects of “the normalization of failure” that many districts are urgently addressing. This session will be devoted to a walk-through of ID, a program for students in grades 9-12, developed by Scholastic and Dr. Alfred W. Tatum. ID provides 16 reading and writing workshops designed to engage high school students as writers and empower them to connect with texts that are relevant to their lives.

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### College Embracing Diversity in the English Classroom

**Kathleen Hickey**

Dominican College of Blauvelt

**Salon A**

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Researchers note there is a value in reading culturally diverse texts. Educators have a responsibility to provide students with opportunities and techniques to read such texts, many that may fall outside the typical literary canon. Reading some controversial texts, however uncomfortable they might be, enables students to critically self-reflect and see the interconnection between the characters and themselves. The presentation will examine texts and quotes, discussing them, and finally suggesting how we can do this in the classroom.

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# SESSION E

11:00 a.m. – 12:00 p.m.

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## **3-12, SPED, ELL    Enhancing Tiered Interactions With Technology**

**Sandy Strock and Jessa Waterhouse**  
Capital District RBERN at Questar III

**Salon B**

In this activity demonstration, participants will learn how to create and use tiered graphic organizers enhanced by technology to help diverse and struggling learners access grade level academic language for close reading of a complex text. Participants will leave with exemplars of tiered organizers and ideas for enhancing their use with specific technology, as well as a list of additional resources that they may wish to explore independently.

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## **9-12                    A Talk to Teachers: James Baldwin in 2018**

**Robin Aufses**  
Lycee Francais de New York

**Salon C**

Essayist, critic, novelist, and civil rights activist, James Baldwin is enjoying a resurgence of interest: his connection to contemporary author Ta-Nehisi Coates, the 2017 documentary, *I Am Not Your Negro*, and parallels between Baldwin's work and Black Lives Matter highlight his continued relevance. In this session, Robin Aufses will moderate a discussion on the work of James Baldwin through excerpts from "A Talk to Teachers" and the opening of "A Fire Next Time." The session will focus on ways to teach Baldwin's often controversial work without polarization or confrontation.

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## **6-College,            Every Poem is a Problem: Teaching Argument With Poetry** **General**

**Candyce Pelfrey Kannengieser**  
Manhasset Secondary School

**Salon F**

A crucial component of current pedagogy is to teach critical thinking and argument. Common sense—and many experts—assume this can only be accomplished by using nonfiction texts. However, any kind of literature can be used to teach elements of argument and rhetoric, and poetry lends itself to this endeavor particularly well. In fact, most poems present, discuss, conclude and even counter an argument in a very short amount of time, as well as physical and dialectical space. By looking at various poems, educators will be able to bring the art and practice together by examining how poets argue.

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## **9-12                    Engaging Student Voice Through the Art of Dialogic Argumentation**

**Heather Flood, Christine Dawson and Christopher Mazura**  
Shenendehowa High School, Siena College, Guilderland High School

**Salon G**

Engaging in respectful discourse is an art, through which students may begin to understand and respect diverse perspectives. Dialogic approaches emphasize the back-and-forth of rhetorical argumentation, requiring students to listen to other voices as they frame their responses. Presenters will share collaborative reading, writing, speaking, viewing and listening practices, such as student-led discussions, improvisational acting techniques, and visual thinking strategies, which can empower students to enter challenging conversations with a range of local and global audiences.

# SESSION E

11:00 a.m. – 12:00 p.m.

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## 6-12 Teaching Social Justice Through Multi-Genre Research Writing

**Joanne Stiles, Fresia Martinez, Paige Hewlett and Ivy Huber**  
SUNY Potsdam School of Education and Professional Studies

**Salon H**

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Three pre-service teachers will present their research on the exploration and examination of teaching social justice issues through multi-modal and multi-genre writing. Each presenter has a unique social justice topic, and will present their topic through a variety of writing modalities and genres. Social justice topics to be discussed are mental health, veganism, and eating disorders.

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## 9-12 You in Six Words and Six Images – Cultivating Classroom Culture With Video

**Suzan Snyder**  
Allegheny-Limestone Middle-High School

**Albany Room**

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English language artists need creativity and a public forum to express their talents and cultivate a 21<sup>st</sup> Century classroom culture. In this workshop, teacher participants will get firsthand experience creating videos for You in 6 Words & 6 Images. The video creation experience will then allow participants to return to their own classrooms with an assignment that will not only engage their students, but also cultivate connections and a positive classroom culture.

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## General, Teacher Developers, Pre-Service

## The Joy of Lesson Planning

**Joseph Bellacero and Julie Edmonds**  
New York City Writing Project

**Colonie Room**

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No matter how they feel about the process of lesson planning, teachers look for resources that can add interest, surprise, vigor, and rigor to their lessons. The internet offers lesson plans for teachers to use or adapt. But it is more common for teachers to be looking for tweaks to their own ideas than for fully formed lessons. To that end, two members of the New York City Writing Project have begun to assemble and distribute a free booklet, *The Joy of Lesson Planning*. This workshop will explore ways to enliven any kind of lesson. Participants receive hard and electronic copies of the booklet.

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## 9-College Why I Write

**Darshna Katwala**  
Nassau Community College

**Schenectady Room**

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How can we celebrate writing in all its forms? This workshop will focus on the Why I Write: National Day on Writing campaign by the National Writing Project, NCTE, and *The New York Times Learning Network*. We will explore models of mentor texts and use them to generate ideas, build community, and engage in conversations that are relevant, sometimes sensitive and difficult. We will engage in our own writing and consider why writing matters.

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## SESSION E

11:00 a.m. – 12:00 p.m.

### General

### A Conversation About the Art and Science of Teaching

**Louisa Kramer-Vida, Ed.D.**  
Long Island University

**Troy Room**

Teaching is both an art and a science as we all well know. Teaching needs to be relevant and current so that all students succeed to the maximum extent possible, and we all want to make sure that our teacher candidates are receiving the current, relevant, most important training that you know your future colleagues need. In mixed group round tables we will discuss the above. Conversation will be prompted by some materials that we use at my university. Sharing at the end should enable all of us to hear and discuss what was mentioned at tables other than our own.

### General

### Blended Learning and StudySync

**Lori Garner**  
McGraw-Hill Education

**State Room**

Differentiation? Individualized instruction? Is it possible for educators to truly meet the needs of a truly diverse classroom? The answer is a resounding YES! With BLENDED LEARNING we can utilize an instructional delivery mode where instruction is conducted partly online and partly face-to-face with a key distinguishing factor of reduced seat time.



## 2019 Conference Proposals: Have an idea for a workshop of your own?

Start planning now to submit a proposal for next year's conference.

All proposals must be submitted online for

NYSEC's 69th Annual Conference:

*Reigniting the Spark: Empowering our Students, our Colleagues,  
Ourselves Through Reflection, Hope, and Compassion.*

### PROPOSAL REQUIREMENTS:

[www.nysecteach.org/conference-info/workshop-proposal/](http://www.nysecteach.org/conference-info/workshop-proposal/)

# NYSEC Annual Awards Luncheon

Friday, October 19, 2018 • Empire Room • 12:30 p.m. – 3:00 p.m.

**If you are attending the Awards Luncheon, sign up for a table assignment near registration.**

## FRIDAY AWARDS LUNCHEON MENU

Mixed Greens Salad

### Entrée

Chicken Piccata or Vegetarian Stuffed Mushroom  
*served with rice and seasonal vegetable*

### Dessert

Tiramisu Torte

**Please place your meal selection card (*in badge pouch*) on your table to assist the servers.**

## 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.*

**Educators of Excellence:** Colleagues nominate educators who inspire excellence in students as well as teachers.

**Programs of Excellence:** Each year NYSEC recognizes exemplary ELA programs that support creative instruction and learning.

**Early Career Scholarships:** This award honors 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.

**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.

**Creative Writing Awards, Grades 9-12:** An annual creative writing contest to showcase and celebrate student writers. Throughout the year, teachers are encouraged to submit student writing in poetry and short fiction. One winner will be selected in each category, and each will receive a \$100 prize. Additionally, the student authors will be featured and their winning pieces published in *The English Record*.

**The English Record Article of the Year:** The article of the year is selected by the editors of *The English Record* with input from members of the NYSEC Executive Board.

**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.



# 2018 NYSEC Award Winners

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.

## EDUCATORS OF EXCELLENCE

### ADMINISTRATION

**Katie Ralston**

Cuba-Rushford Middle School

**Gloria Dingwall**

Dryden Street School

**Joann Hili-Carbone**

South Huntington UFSD

**Joellen Maples**

St. John Fisher College

**Sandy Strook**

Siena College

### SECONDARY

**Tanya Cestaro**

Sanford H. Calhoun High School

**Jennifer De Lisi-Hall**

Irvington High School

**Heather Flood**

Maple Hill High School

**Lacey Gardner**

Whitesville Central School

**Diane Geurin**

Guilderland High School

**Jaclyn Lein**

Island Trees High School

**Ross Marvin**

Schuylerville High School

**Sarah Mattice**

Schalmont High School

**Alycia Spraker**

Broadalbin-Perth High School

**Christine Zandstra**

Roy C. Ketcham High School

### MIDDLE SCHOOL

**Ryan Kenny**

Northport Middle School

**Anne Klinge**

New World Prep Charter School

**Rebecca Levy**

Grand Avenue Middle School

**Brendan McGowan**

Finley Middle School

**Tina Varughese**

Ballston Spa Middle School

### ELEMENTARY

**Dr. Toni Ann Barone**

Plaza Elementary School

**Angela Berner**

Huntington UFSD

**Nancy Longenberger**

James S. Evans Elementary School

## COLLABORATORS OF EXCELLENCE

**Kelly Baldwin and Debra Cavaliere**

Northport High School

**Todd Hyman and Tom Lee**

Monroe-Woodbury High School

**Theresa Lewis, John Balet and**

**Matthew Golglowski**

Clean Technologies Early College High School

**Chris McNulty and Anthony Simiele**

Ballston Spa Middle School

**Kay O'Rourke-Kowalski and**

**Carmela Gustafson**

Oakdale-Bohemia Middle School

## PROGRAMS OF EXCELLENCE

**Ethical Issues in Science (Bioethics)**

Campbell-Savona Jr./Sr. High School  
*Campbell-Savona CSD*

**The Uncommon Community Reading Program (TUCCR)**

Morris Central School  
*Morris CSD*

**Peer Responder Mentors Program**

Manhasset Secondary School  
*Manhasset UFSD*

## EARLY CAREER SCHOLARSHIPS

**Matthew Hodges**

Monroe-Woodbury High School

**Yvanna Persaud**

High School for Media and Communications

## MINI-GRANTS

**Sara Fleming**

Westhill High School

**Adam Kinory**

The School of the Future

**Terri Weiss**

Hudson Valley Writing Project

## CREATIVE WRITING AWARD

*Poetry:* **Joanna Lau**

Herricks High School

*Short Fiction:* **Mia Carranza**

Herricks High School

## THE ENGLISH RECORD ARTICLE OF THE YEAR

*"Using Critical Literacy to Frame Students' Interactions with Complex Texts"*

**Dr. Salika Lawrence**, Medgar Evers College and **Tiffany Labissiere**, Literacy Coach, NYC

## 2018 NYSEC Fellow Award Winner

*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.*

***New York State English Council proudly presents the 2018 Fellow Award Winner:***

### **Louisa Kramer-Vida, Ed.D.**



In recognition of her dedicated service, inspirational leadership, and educational vision for the teaching profession and the council, NYSEC proudly presents its Fellow Award to Dr. Louisa Kramer-Vida. This award is given to an individual who has demonstrated exemplary leadership and dedication to NYSEC and English Language Arts Education.

Louisa's work as an educator and scholar has spanned four decades. Her dedication to students and colleagues over those forty years has included her work as an elementary classroom teacher, a reading specialist, a director of educational services, a support administrator, and a supervisor of ELA, reading, and library media. She has been and is a university professor and educational consultant. She has been a presenter for school districts, ILA, NCTE, the Diocese of Brooklyn, Long Island's three BOCES, Long Island University, and NERA. Louisa has had 109 professional engagements covering both administrative and curricular topics: 3 international, 7 national, 26 state level, 45 local, 17 Superintendent's Conference Days, 14 university level. Many of you have attended her workshops at both NYSEC and Long Island Language Arts Council (LILAC). She has consulted for the New York State Education Department, has written and received numerous grants, and has been published in many journals including *Journal of Education and Human Development*, *The English Record*, *The Language and Literacy Spectrum*, and *The New Educator*.

But most importantly to us, the members of NYSEC, is her unstinting generosity to her professional organizations and the people who belong to them. For NCTE, Louisa has been a peer reviewer for *The English Journal*, an Associate Chair for the NCTE conference in NYC in 2007 and a national judge for the Promising Young Writers Award. For LILAC, Louisa has been its treasurer since 2001 and a member of its board since 1998.

The New York State English Council will always be in her debt. Under Louisa's leadership either as Conference Chair or during her two terms as President, NYSEC has had four successful conferences. If there is a job to be done, ask Louisa. She never says, "No." Her dedication to NYSEC knows no bounds. She has been a worker and a leader, a supporter of teachers, administrators and students. She is the perfect example of what it means to be a teacher.

The New York State English Council is honored to bestow upon teacher and academic Dr. Louisa Kramer-Vida its highest honor, the 2018 Fellow Award.

## Past NYSEC Fellows of the Council

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2017	Michelle G. Bulla	1990	Jerome Greenberg	1971	John C. Flahwe
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				

## Past NYSEC Presidents

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2017	Michelle Kaprinski	1994	Joseph A. Morra	1971	Emanuel Raff
2016	Louisa Kramer-Vida	1993	Rosalie Rafter	1970	Dennis Hannan
2015	Christine Zandstra	1992	Brenda Perrotta-Morra	1969	Hans Gottschalk
2014	Michelle G. Bulla	1991	Marianna Lawler	1968	Jane Borst
2013	Michelle Peterson	1990	Charles R. Chew	1967	Margaret Early
2012	Louisa Kramer-Vida	1989	Jerome Greenberg	1966	Margaret Ryan
2011	Lucille Ogden	1988	Linda Welles	1965	Elizabeth Mitchell
2010	Lawrence Butti	1987	Ann Gebhard	1964	Erwin Palmer
2009	Terry Tiernan	1986	Joanne Wallace	1963	James Lanz
2008	Danielle Brain	1985	Geradyne McCray	1962	Marguerite Driscoll
2007	Kjersti VanSlyke-Briggs	1984	Grace Larkin	1961	Rev. John V. Curry, S.J.
2006	Susan Kitson-Grisewood	1983	Naomi Katcher	1960	Ruth E. Everett
2005	Linda McDowell	1982	Carol Jamieson	1959	Rosemary Wagner
2004	Susan P. Kelly	1981	Robert Spencer Johnson	1958	Earl Harlan
2003	John Harmon	1980	Anthony Mangione	1957	Genevieve Heffron
2002	Donna Smith Kemp	1979	Ouida Clapp	1956	Milacent G. Ocvirk
2001	Lillian Turner	1978	Josephine Kehoe	1955	Richard Corbin
2000	Susan Goldberg	1977	David R. Wood	1954	Sister M. Sylvia, S.S.J.
1999	Barbara Searle	1976	Jerome Green	1953	Joseph E. Mersand
1998	Victor Jaccarino	1975	John Fisher	1952	Strang Lawson
1997	Judith K. Rothstein	1974	Sheila Schwartz	1951	Elizabeth Drake
1996	Jill Vickers	1973	Robert Squires		
1995	Ruth Townsend	1972	Robert Blake		

# Our Mission

## The Mission of the New York State English Council

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.

## Mutual Respect & Anti-Harassment Policy

As an affiliate of NCTE, NYSEC adheres to NCTE's mutual respect and anti-harassment policy. NYSEC is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited: harassment or intimidation related to gender, gender identity and/or expression, sexual orientation, disability, race, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate contact and unwelcome sexual attention. Participants are expected to observe this code of conduct policy in all venues and events. Contact a staff member onsite to intervene if you believe you have been harassed or that a harassing situation exists. All reports will be directed to NYSEC leadership immediately. Legal counsel, venue security, and/or local law enforcement may become involved if deemed necessary.

NEW & NOTEWORTHY FROM



TEACHERS COLLEGE PRESS



NEW

### READING THE RAINBOW

LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom

Caitlin L. Ryan and  
Jill M. Hermann-Wilmarth  
Foreword by  
Mariana Souto-Manning

Drawing on examples from K-5 classrooms, the authors make clear what LGBTQ-inclusive literacy teaching can look like in practice, including what teachers might say and how students might respond.

**2018/160 pages**  
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**Ebook**, 978-0-8077-7711-4

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NEW

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Strategies to Promote Higher Literacy in Grades 2-8

Carol Booth Olson, Angie Balias, Emily McCourtney, and Mary Widtmann  
Foreword by Judith A. Langer

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**Ebook**, 978-0-8077-7683-4



Best seller

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Django Paris and H. Samy Alim, Editors

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**HC, \$90**, 978-0-8077-5834-2  
**Ebook**, 978-0-8077-7570-7



NEW

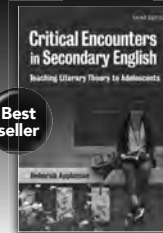
### PREPARING ENGLISH LEARNERS FOR COLLEGE AND CAREER

Lessons from Successful High Schools

María Santos, Martha Castellón Palacios, Tina Cheuk, Rebecca Greene, Diana Mercado-García, Lisa Zerkel, Kenji Hakuta, and Renae Skarin  
Foreword by Michael Fullan

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Best seller

### CRITICAL ENCOUNTERS IN SECONDARY ENGLISH

Teaching Literary Theory to Adolescents, Third Edition

Deborah Appleman

The Third Edition provides an integrated approach to incorporating nonfiction and informational texts into the literature classroom. With field-tested classroom activities, this edition shows teachers how to adapt practices that have always defined good pedagogy to the new generation of standards for literature instruction.

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# 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.



**NYSEC News** (*NCTE Award winner!*) Published four times per year, the **NYSEC News** provides reports from NYSEC's President and Vice Presidents. 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.

**Christine Furnia**, *Editor*

**Email:** nysecvendors@gmail.com

**Website:** [www.nysecteach.org/newsletters](http://www.nysecteach.org/newsletters)



**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 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.

**Lou Ventura**, *Editor*

**Email:** englishrecord@olean.wnyric.org

**Website:** [www.nysecteach.org/publications/](http://www.nysecteach.org/publications/)



**NYSEC Website** (*NCTE Award winner!*) 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.

**Michelle G. Bulla**, *Editor*

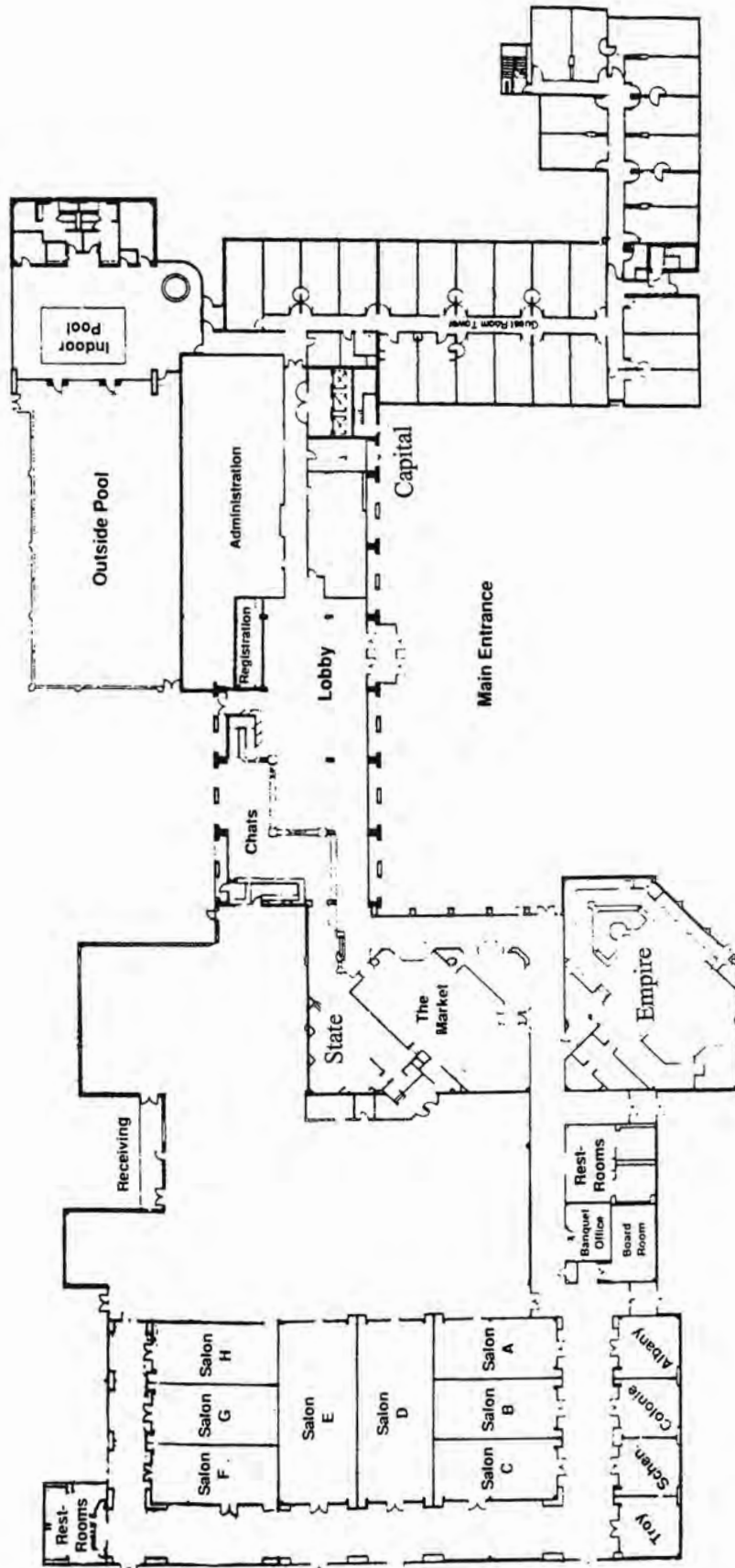
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# Albany Marriott First Floor Layout





**New York State English Council  
68th Annual Conference**

*ELA: English Language Artists*

**Certificate of Participation**

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*(Name of Participant)*

attended the 68th Annual NYSEC Conference  
held at The Albany Marriott from October 17-19, 2018.

**Marie Rakus**  
*NYSEC Conference Chair*

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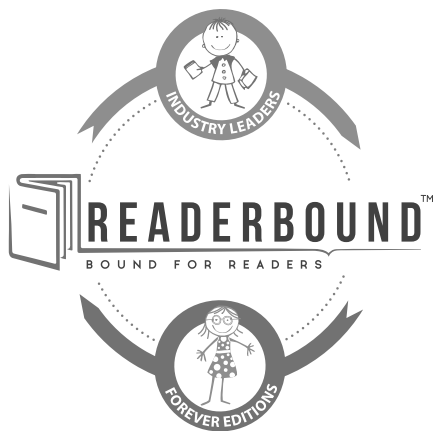
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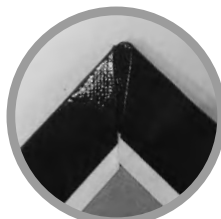
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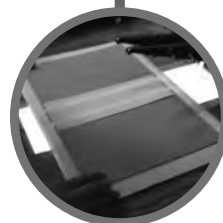
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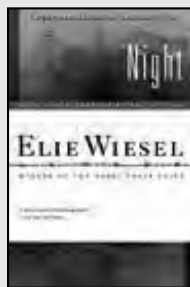
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