

Tracing Paths

NYSEC 2024 Schedule Overview

Wednesday Evening Events

Event	Time	Location
Registration Opens!	4:00	Hallway outside Empire Room
Literacy Leaders and Literacy Briefs	4:45-6:00	Empire Room
<i>Dinner on your Own</i>		
Yoga	8:00-9:00	Albany Room

Thursday Schedule

7:00 Registration opens

7:30-8:15 Breakfast and writing time with the Capital District Writing Project

8:15-9:15 Breakfast Keynote: Samira Ahmed

9:30-10:30 Session A Workshops/ Samira Ahmed Book Signing

10:45-11:45 Session B Workshops

12:00-1:30 Lunch with Author Panel

1:45-2:45 Session C Workshops

3:00-4:00 Cocktails and Networking/ Friends of Excellence Basket Raffle

4:00- 5:00 Trivia- Bring along or create a team of conference attendees to compete in a very laid back trivia challenge!

Thursday Workshops

Title

Leaf and Pen

Forging Paths between Pop Culture, Current Events, and Secondary ELA

The goal of this presentation is to demonstrate how secondary English teachers can forge pathways between pop culture and current events within their existing ELA curriculum. This presentation will draw on three curricular examples. We will discuss the rationale behind constructing these examples, standards-aligned assessments from the examples, and lessons learned from implementing these examples.

Future-Ready Competencies: Making Student Learning Relevant to Pathways Beyond High School

The goal of this presentation is to demonstrate how secondary English teachers can forge pathways between pop culture and current events within their existing ELA curriculum. This presentation will draw on three curricular examples. We will discuss the rationale behind constructing these examples, standards-aligned assessments from the examples, and lessons learned from implementing these examples.

From “Swa Swa” to “Swag”: Teaching Old and Middle English in the Secondary English Classroom

In this workshop, educators will consider the benefits of incorporating Old and Middle English samples into the modern English curriculum. As participants in the workshop, we will explore the ways in which studying language and its development throughout history can help students to build empathy and awareness of cultural and social diversity. We will also identify ways in which acknowledging our students’ current slang and expressions promotes agency and ownership of their own voices and writing styles.

Neighborhood Mapping

The Neighborhood Map is a shared experience for all students. It is an opportunity to build an authentic classroom community. Discussions are facilitated by the teacher in order for students to truly create a sense of belonging within their community and inclusive culture. This workshop engages students of multiple learning abilities as well as varied cultural backgrounds.

Finding our way into Non-Fiction Texts, Artifacts First

In this session we will experiment with into, through, and beyond reading processes that invite readers of all ages in using artifacts to mine their pasts as they navigate the challenges of reading (and writing about) non-fiction texts within a classroom community. These strategies build students' capacity for critical readings of text and self, all while building empathy within the classroom.

Literacy is Restorative

When we create learning experiences for our students that are Culturally Responsive, we honor their identities. When we create learning experiences for our students that are differentiated, we honor their identities. This is the same work. Academics and Social Emotional Learning must not be separated. This session will highlight the overlap between these paradigms, and the importance of intentionality as we design learning experiences in mind that solidify who students are AND what our students need to know and do.

This session will delve into the symbiotic relationship between literacy, social-emotional learning (SEL), and mental health, aligning with the conference theme of Tracing Paths: Learning from the Past, Navigating the Present, and Shaping the Future. Through a historical exploration of educational paradigms, participants will gain insights into the evolution of literacy, SEL, and mental health initiatives and their implications for contemporary practice. Drawing from past experiences, the session will navigate current challenges in education, highlighting the interconnectedness of academic and socio-emotional domains.

Creating Agents of Change by Elevating Student Voice

Session participants will explore the ways in which student voice can be elevated in middle school classrooms. Participants will learn how middle school teachers have used the text, "Harbor Me," by Jacqueline Woodson as a mentor text to center lessons around social issues. Participants will also learn how the text was used to elevate student voice through the creation of PSAs.

Learning, Writing, and Doing: How to use students' passions to fuel creative expression and community activism

This program features a project used in my Women in Literature class. Students conduct interest-based research regarding an issue facing women (the issue's history, current effect, and groups/individuals whom we should uplift/support to create a better future) in order to inspire creative writing and activism. The program includes time to write creatively and brainstorm ideas for action work.

Discovering Your Voices

Throughout our work creating the “Discovering Your Voice” Young Writers Workshop with the Capital District Writing project, we have reignited our own passion for writing and the power of sharing our collective voices both as an individual experience and as a practice in our classrooms. We utilized prompts that inspired meaningful reflection and used those reflections to foster collaborative writing, conversation, and personal growth. To recreate this collaborative writing experience, we will invite participants to immerse themselves in several writing activities designed to help them rediscover their own voices and feel the power of writing for themselves in a collaborative space – and perhaps later explore similar activities with their own students. Our hope is to offer an array of writing activities that can be utilized as stand alone assignments or modified to coincide with various types of literature. Simultaneously educational and cathartic, this workshop would serve as an opportunity for participants to do their OWN writing and encourage them to reignite their voices by learning from the past, navigating the present, and re-imagining the future.

From Paper to Practice: Applying the NYS Culturally Responsive and Sustaining Education Framework to Our Classrooms

Navigating the educational terrain at the present moment can be challenging. Book bans are on the rise, and curriculum censorship is spreading. Here in New York, we have a map for how we can move forward. The NYS Education Department's Culturally Responsive-Sustaining Education Framework is that map. Join us as we unpack the principles of this document and apply them to our classrooms.

A Student's Guide to Becoming the Boss of Yourself: Using Jason Reynolds' Look Both Ways to Explore Youth Self-Identity and Writing

As middle and high school teachers, getting students to reflect upon themselves and own their writing is a significant part of our classroom work. Using Jason Reynolds', Look Both Ways, this session uses a new, creative identity framework that ushers middle and high school students past superficial comprehension of characters toward a more scrupulous analysis of the social, emotional, intellectual and moral strengths each one possesses. Then, as a way of having youth reflect upon their identity, we will illustrate how this same framework can help empower students through multimodal writing as they determine who they are socially, emotionally, intellectually and morally - permitting our young people to take steps to towards "Becoming the Boss of Yourself."

How can Castle Learning support your ELA curriculum and instruction?

Castle Learning supports over 600 districts and almost 1 million students throughout NYS and beyond in all content areas including ELA. The ELA section of Castle Learning aims to support students in mastering essential language arts skills and fostering a deeper appreciation for literature and communication. It serves as a valuable tool for educators to supplement their ELA curriculum and provide students with engaging and interactive learning experiences in the language arts domain. Join us to learn how Castle Learning can support instruction with interactive learning materials, practice exercises for Regents exams and computer-based testing, quizzes, assessments and study tools.

History and Hope: New Culturally Diverse Historical Fiction Picture Books

Guided by a 30 year veteran elementary teacher of color, this session will empower teachers to fulfill NYS reading anchor standards and inspire lifelong reading and writing practices in young children. Participants will leave this session with a current and dynamic book list and resources to find various genre culturally relevant books.

Making Books: So the Journey Begins

Before we can teach our students about the genres and nuances of writing, we must first teach them to "stare down a blank page," build the stamina needed to learn from the past, navigate the present, and shape the future. Make a Book strategy, though simple in theory, has profound implications for writers,

helping them to be more curious, more thoughtful, and more courageous with their words.

Threads and Thresholds: Using recently uncovered history to understand who we are today and who we might become tomorrow

Classroom teacher Christine Landaker Charbonneau and the founders of Courageous Stage, Lindsay Pontius and Craig Maravich, will present a case study of the Inspired Citizens Project. They will share the work they did with Christine's eighth grade ELA students to embody and understand the legacy of an 1840's experiment in Black land ownership in an Adirondack settlement called Timbuctoo. Along with outlining their discoveries, they will invite participants: to experience some of the kinesthetic exercises they used in unpacking history, to do some writing of their own, to brainstorm with other participants the people and places they might explore in their own backyards, and to research potential resources for their own units.

Decoding Literacy: Tracing Paths that Bridge the Science of Reading to the Secondary ELA Classroom

Develop an understanding of the controversy around the Science of Reading and how secondary English teachers can leverage reading research to enhance strategies that build background knowledge and comprehension. Join us as we learn from past evidence and research based practices, navigate current expectations, and move to shape classroom instruction that grows a love for literacy.

Climate Fiction, Ecocriticism, & Climate Warriors: From Book Clubs to Critical Thinkers to Agents of Hope

People are compelled to act when faced with a relatable situation and can see themselves as part of the solution. Teaching through climate fiction is a pathway to raise awareness, stimulate empathy, and inspire action. Our unit introduces students to diverse authors, whose cultures and voices have long been absent from this genre, scientific discussions, and ultimately, global policy.

Identity Work Through Creative Work

This course teaches participants how to integrate *creativity* into their teaching practice. It will expand their toolbox of techniques, strategies, and philosophies while inspiring them to create authentic writing and original artwork.

Enrollees will be keeping notebooks, creating colorful visual art, reading their own books, reflecting on their lives, and experiencing an artist workshop for the on-line era. They will have thoroughly educational and inspirational experiences – as both teachers and students.

Voice, Choice, and Research

A common criticism of secondary and post-secondary students is their lack of research skills. To address this, a student-driven project was developed by a middle school librarian in collaboration with 8th-grade English teachers. This hands-on, engaging project guides students through every step of the research process, from topic selection to final presentation. It also integrates media literacy, various instructional technologies (like NoodleTools and Canva), and promotes student autonomy.

Students choose a relevant topic, conduct research, properly cite sources, and create an original PSA to educate and persuade. This project not only teaches research skills but also empowers students to use their creativity and voice to address social issues.

Leveling-Up!: Harnessing the Power of Games-Based Learning in the Contemporary English Classroom

In the paradigm of today's classroom, teachers are called upon to do more than educate. We are asked to engage students in increasingly entertaining and nuanced ways. Enter games-based learning! During this presentation, we will share our journey into the world of games-based education and offer practical concepts on designing, developing, producing, storing, and implementing games for learning

Business Writing All Year Long

Surviving high school writing assignments is not the same as navigating the work world's writing assignments. This session will explore how a junior or senior English class might tackle business writing as it applies to them as they prepare to apply for college or enter the workforce.

Code the Craft: Using Authentic Approaches and Multiple Modalities to Teach the Writing Process

Research suggests that to keep students engaged and learning, using dual-coding or multiple modalities is productive. Using my own experience as a learning specialist and a writer, as well as interviews with authors such as Meg Wolitzer, A.S. King, and more, I will use the lens of modalities to examine authentic writing processes. Participants will also get the opportunity to write and engage with these strategies themselves so that they can make use of these techniques in their classrooms. Bring a notebook!

Looking Back to Look Forward: The Power of Historical Fiction and Fantasy to Process Contemporary Events

Historical fiction can serve as a doorway for students to understand events in the present. Two middle-grade authors will discuss ways to use historical fiction and fantasy in the classroom to facilitate comprehension of contemporary world events across the spectrum of human experience, from power structures, the environment, and social justice to

inspiring stories of resilience and ingenuity.

Close Reading and the Oppositional Gaze: Teaching to Empower and Engage

Teaching Historical Empathy through Genealogy and Creative Writing

Storytelling comes in many forms. ELA and SS make use of story as an instructional element. Telling history through the eyes of one who lived it helps convey the complexity of the human experience, while also teaching students empathy. In this workshop, we'll use genealogical documents from AncestryClassroom as a pathway to teaching the narrative process from both a personal and historical lens.

Grammar Bee with the Grammar Table

You are invited to participate in a lively, wide-ranging grammar bee, run by the creator of the nationally acclaimed Grammar Table! Expect fun questions about parts of speech, phrases, clauses, sentence structure, punctuation, and more. The last portion of the session will be devoted to a discussion of the bee content—the relevance and utility of grammar for today's classroom. What approaches from the past may be helpful to students today?

**“Tracing The Present”
Friday, October 18, 2024**

7:00 Registration

7:15-8:00 Breakfast Morning Writing surrounding “Tracing the Present”

8:15-9:15 Session D Workshops

9:30-10:30 Roundtables

10:45-11:45 Session E Workshops/ Awards Ceremony (These events run concurrently– all are welcome in addition to award winners and guests!)

Closing Luncheon Conference 2024: “Tracing The Future”

12:00-12:45 Spoken Word Poetry Performance by Victorio Reyes Asili

12:45-2:00 Lunch and Luncheon Keynote Dr. David Kirkland

Friday Workshops

Title
Leaf and Pen
Tracing the History of Poetry Pedagogy: Learning from Our Past and Imagining Our Future This session begins with a condensed historical review of the last 100 years of thinking on poetry instruction in the United States. With an eye to both past trends and current threads, this session will then discuss and brainstorm ways we might take the wisdom of the past into account and consider our current classrooms

anew.

From Wonder to Research to a New Way of Seeing: Building Students' Curiosity Through a Historical Lens

Although secondary classrooms frequently provide the setting for powerful exchanges regarding human rights, teachers sometimes feel unprepared to navigate emotionally charged issues around race. Explicitly anti-racist teaching can be daunting in any learning environment; the political climate of a school district, students' personal beliefs and experiences, and creating safe classroom spaces all come into play. Using history as the backbone for constructivist teaching makes an anti-racist practice more accessible to ALL

teachers, regardless of the political climate of their district, or the teachers race/background. This workshop will center around a central inquiry question: What happens when we invite students to look at racist practices and policies through the lens of local history? Educators will try several collective and individual constructivist strategies including a Visual Thinking Strategy and a self-directed Research Blitz.

Best New Books for Middle Grades and Young Adults

As educators, one of our main missions is to put the right book into the right hands at the right time. Keeping up with a huge influx of titles can be overwhelming at times. Your presenters have, between the two of them, over 60 years of educational experience. They have curated a list of their best picks for middle grade and young adult books to use with our students.

Journeying Towards Equitable Education

Using AI as Student Reading and Writing Partners

Have you ever wanted to clone yourself to be able to confer with students more frequently about their reading and writing? In this workshop, learn how students can use Generative AI as a "partner" to help discuss their reading, brainstorm and refine writing topics, and ask for feedback to use for revision. Join us to learn how to help students use Generative AI not as a replacement for their own ideas, but as a tool to help them improve their writing while retaining their own voice and agency. Participants should bring a device to (1) practice using Generative AI to generate writing ideas, (2) input draft writing into Generative AI for feedback, and (3) learn how to refine prompts to elicit more specific feedback.

Story: A Textured Study of Native Voices

Cherie Dimaline's novel, *The Marrow Thieves*, provides a unique opportunity to build a rich and textured study of Native history, climate fiction, and the beauty of storytelling. In this workshop we will share reading strategies, writing opportunities (reflective quick writes and a culminating original narrative piece), historical and cultural articles (on issues surrounding climate as well as the indigenous boarding school experience in both Canada and the United States), author interviews, websites, videos, project ideas (story mapping, research opportunities, etc.), and approaches that center Native voices while honoring the Native experience—past, present, and future.

Place-based Experiences and Literature

COVID limited learners' access to everyday and special place-based experiences such as visiting stores, hotels, restaurants, museums/monuments, and attending shows. COVID-limited placed-based experience hinders many students' ability to read and consider settings in literature. In this session we will consider pedagogy to address this challenge in literature appreciation and understanding.

Awards

NYSEC's annual awards ceremony recognizes New York State K-12 ELA educators and students for their commitment to and performance in the field. This award session is open to all, not only award winners and guests.

Integrating Foundational Skills Practice in a Heterogeneous High School English Classroom

The presenters will discuss the convincing research that argues that all high school students need daily foundational skills practice in their core English class. We will share our experience implementing a set of activities that integrates skills practice and dynamic peer activities as part of an advanced literature class. Attendees will then participate in a simulation of one of the activities.

Past, Present, Future Triptychs: Planting and Harvesting Motifs

In this workshop you'll participate in a multidisciplinary lesson for students of grades 7-12 (and beyond) to enrich understandings of literacy, art, history, collaboration, academic writing, presentation, and inquiry. You'll take away a 40 minute lesson to suit your own texts and to build community in your classroom; and your students will have a new pocketful of academic skills honoring a multitude of learning styles. Get ready to use your eyes, brain, hands, voice, ears, and collaboration muscles!

Writing Hope Moments into English Education: Tracing Paths from the Past, to the Present, into the Future

This session shares classroom-tested, student-centered approaches and classroom materials that immerse students and teachers in writing-based learning experiences. Presenters emphasize inquiry, agency, and critical reflection practices to create present and future pathways to hope and change in English education classrooms by reflecting on experiences of the past.

Unlocking Youth Empowerment Through Freedom Dreaming

Using literature to evaluate past, present, and future human experiences, students reflect on their current lives to envision their dreams for the future of their community and themselves. Inspired by Robin D. G. Kelley's concept of "freedom dreaming", students generate their own freedom dreams about issues/causes they believe in and create action plans that can be implemented to enact change.

Style, Evidence, & Theme in the Essays of Joan Didion: Still Fresh After all These Years

The writing of American novelist and essayist Joan Didion (1934-2021) is as fresh today as it was when she entered the literary scene in the mid-twentieth century. Her essays can be used in a high school English class for close reading practice, for training in developing an argument, and as a source in personal & expository writing.

Revitalizing Education: A Workshop on Updating High School English Curriculum

Educators will be empowered with knowledge and tools to update and enhance the secondary curriculum to better align with current standards and our diverse student population. We will analyze the traditional literature used and question what makes a classic. We will review commonly taught texts and discuss the strong need to update that canon with modern, culturally responsive texts.

Friday Roundtables

Topic
Artificial Intelligence (AI), Gamification, and Optimizing Learning
Building Relationships: Today's Students, Teachers and Families in Partnership
"The End is Nothing; The Road is All" A Generative Writing Experience
TRANSLANGUAGING: Supporting Multilingual Writers' Expression and Fluency
An Invitation to the Conversation: Explore the advantages of students leading classroom conversations
Flip Your Mindset, Flip Your Classroom: Evaluating the Impact of the Flipped Classroom Model (FCM) and Independent Reading
New York State Teacher Certification and CTLE
GEEQ/NYSEC: Teachers Travel to Ireland
Environmental Literature/Climate Change and the ELA Classroom
Write for the English Record! Learn about how to publish your valuable work in New York State English Council's journal.
When Students Don't Read: Strategies to Get Them Excited About Reading
Empowering Student Voices: Integrating Polyphony Lit's Teen-Led Literary Magazine & Editing Workshops into ELA Curriculum

