



# NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH

## 117<sup>TH</sup> ANNUAL CONFERENCE

### READING AND WRITING THE WORLD AROUND US



KEYNOTE SPEAKERS JERRY CRAFT & TRICIA EBARVIA

DoubleTree by Hilton Boston North Shore  
Danvers, Massachusetts  
October 18-19, 2019

COVER ART: LOUIS HANSEL

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# READING AND WRITING THE WORLD AROUND US

Welcome to the 2019 NEATE Conference “Reading and Writing the World Around Us.” The theme encourages us to look at the world with a new lens and examine how to prepare students for today’s world, engage them in literacy for civic and social justice, and find their authentic voices in the classroom.

Thank you for attending this year’s conference. It is an honor to be with educators from around New England. Leaving your classrooms and families to dedicate time to your craft can be challenging, so thank you for choosing to be here to do this important work.

This year we are extremely excited to welcome Jerry Craft and Tricia Ebarvia as keynote speakers. Jerry’s graphic novel *New Kid* has students of all ages eager to read. It is one of the most checked out books in my classroom library. Even my most reluctant readers cannot wait for their turn to borrow this book. Tricia’s work as a Heinemann Fellow has me asking big questions about my own teaching practice. As a co-founder of #DisruptTexts, she encourages us to dig deep and consider: “How inclusive is your literacy classroom... really?” I look forward to celebrating the ways that they will affirm our work, challenge our thinking and help us to see the world anew.

A sincere and huge thank you to this year’s conference chair, Linda Sasso. We are so grateful for your dedication, organizational skills, time, and talent. Additionally, a big thank you to the conference committee and other volunteers who have worked tirelessly behind the scenes all year preparing for these two days. Finally, thank you to all of the presenters for sharing your talents, expertise, and time with us. We all benefit from your generosity and wisdom.

During the conference, I welcome you to share your experiences through social media using #NEATE19 and @NEATofEnglish. Also, please visit our newly revamped website at [www.neate.org](http://www.neate.org).

It is my hope you find inspiration, rejuvenation, and professional nourishment during the conference. Please take advantage of this time to hear the keynote speakers, attend a variety of sessions, and make connections with colleagues from throughout New England. Finally, enjoy and have a wonderful conference!



*Carrie Salvato, President*

*New England Association of Teachers of English*

P. S. NEATE is here to serve and support you all year long. Check the website throughout the year for events, resources, and more.

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# NEATE TEACHERS

Each year NEATE announces its annual teaching awards at the Friday banquet. The **Marian Gleason Most Promising New Teacher Award** is presented to a teacher with one to three years' experience teaching English Language Arts, and the **Ann Garland West Excellence in Teaching Award** is given to a teacher with at least seven years' experience teaching English Language Arts. In both cases, the teacher demonstrates the following qualities: extensive curriculum knowledge; interest in and concern for students and the ability to challenge and motivate them, and involvement in professional organizations and/or staff development. Please nominate a deserving teacher for one of next year's awards! Nomination forms are available at <https://www.neate.org/neate-awards>.

## MARIAN GLEASON AWARD WINNER

"**Matt Goetz** strives to make English class more than just a romp through a string of classic texts. Instead, he encourages his students to consider broader thematic ideas that are important for all teenagers," writes his nominator, Deanne Moore, English Department Chair at Chase Collegiate School in Waterbury, Connecticut. In Matt's first year at Chase Collegiate, he created a new curriculum for the ninth grade class that helped students to use textual analysis to analyze the world around them as a means of better understanding themselves and their own identity. Matt invited "social justice experts" from the local community to engage students and participate in the first Social Justice Summit. His focus for all students is to access curriculum on issues surrounding privilege, power, race, social justice, and equality. Matt brings a positive attitude each day and a determination to best serve each student.

Outside of the classroom, Matt created mini-classes before school called "Life Lessons with Mr. Goetz" covering subjects such as how to properly tie a tie and iron a shirt. Additionally, he traveled to China as part of a recruitment trip for the school. Previous to his career in teaching, Matt was a Lieutenant Commander in the US Navy.

Ms. Moore writes, "Matt is an innovative educator, interested in his own growth and that of his students. He approaches his job with an open mind and heart. He is an educator worthy of notice and acclaim." NEATE is pleased to honor Matt Goetz with the Marion Gleason Award for 2019.



## NEATE Executive Board

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Would you like to join NEATE's leadership team?  
Contact President Carrie Salvato at [csalvato@belmont.k12.ma.us](mailto:csalvato@belmont.k12.ma.us).



## 2019 ANN GARLAND WEST AWARD WINNER

“Katy is, quite simply, the best teacher I’ve had the chance to be around,” notes colleague, Ben Railton, Professor of English Studies at Fitchburg State University. Dr. Katharine Covino, professor of English and Secondary English Language Arts Instruction, is noted for “creating a classroom tone that is warm and welcoming, full of humor and engagement, a space where peers meet to talk and think together.” Dr. Covino is noted for her seamless ability to balance a welcoming atmosphere around rigorous scholarly and pedagogical conversation.

Dr. Covino received her Ed.D. from University of Massachusetts at Lowell in Language Arts and Literacy, dedicating time to pedagogy and teaching of elementary and middle school literacy. Previously, Katy taught at middle school English in Texas. At Fitchburg State University, Dr. Covino has been “a driving force” in hiring secondary education faculty who can work closely with area high school English departments. She has “established extensive relationships with local schools and teachers, helping us place candidates for student teaching, get more submissions for our high school writing contest, and recruit students to the English and Education programs at FSU.”



Outside of her teaching and professional responsibilities in the community, Dr. Covino is “deeply involved” in professional organizations both at FSU with the Center for Teaching and Learning, and beyond. Dr. Covino presented a workshop at the 2018 NEATE annual conference, titled “*So, You’re Afraid of Poetry—Three Accessible and Classroom-Tested Avenues for Using Poetry to Help Students Find and Use Their Voices in the Secondary and Post-Secondary English Classes.*”

Dr. Covino “possesses both the knowledge and the student-centered focus that distinguishes the truly great teachers.” NEATE is pleased to honor Dr. Katharine Covino with the Ann Garland West Award for 2019.



### Save the Dates! NEATE’s Fall Conference

October 23-24, 2020 · DoubleTree by Hilton Boston North Shore, Danvers, MA

We invite you to join us for another great group of speakers and workshops at the **2020 NEATE Fall Conference** at **DoubleTree by Hilton Boston North Shore** in Danvers, MA. Do you have a suggestion for next year’s conference theme? Send your suggestions to [neateconferencecontact@gmail.com](mailto:neateconferencecontact@gmail.com). Would you like to present at next year’s conference? Be on the look-out for our **Call for Proposals** in the spring of 2020.

## ENTER TO WIN!

While at the conference, be sure to try your luck in the annual **NEATE Raffle**. You could take home an exciting prize of your own choosing. NEATE members and regional businesses and cultural sites contribute to this unique raffle. Visit us on Friday in the exhibit hall.

Proceeds from the raffle support **\$200 mini-grants** that NEATE awards to teachers to develop projects, pursue academic work, or create effective classroom materials. Submit your idea—the application process takes only minutes. Winners will be announced in the winter edition of the *NEATE Newsletter*.

## MAURICE NEWKIRK NEATE LIBRARY AWARD



**Kurt Ostrow** is a public high school English teacher in Fall River, MA, working to cultivate lifelong habits of literacy and civic engagement in his students and a bold, social justice agenda in his local and state unions. At school, he teaches senior English as well as narrative writing and LGBTQ Studies electives; after school, he advises YA Book Club. He serves as a Vice President of the Fall River Educators Association, Board Director of the Massachusetts Teachers Association, Board member of the Providence Student Union, and participant in the Sunrise Movement. In the summer of 2020, he will graduate with his master's in English from Middlebury College's Bread Loaf School. In his free time, he runs a queer book club called Reading Rainbow, falls asleep in pretty places, and eats sweet treats. He dreams that educators will sometime soon go on strike for a Green New Deal. Kurt is honored to receive a **Maurice Newkirk Library Award** this year. With it, he hopes to build a classroom library that ensures his working-class students, many of color, fall (back) in love with reading by seeing themselves in mirrors and looking through windows. If you'd like to swap independent reading practices, get involved with the MTA, learn more about Bread Loaf, or whatever, please don't hesitate to get in touch: [ostrowk@gmail.com](mailto:ostrowk@gmail.com).

**Lisa Desberg** is an 18-year veteran teacher at Wilmington High School in Wilmington, MA; she has taught all grade levels in addition to Creative Writing, Foundations of Writing, and Facing History and Ourselves. The goals she has for her students are many, but a top priority is to help students find joy in reading. A daily classroom routine of self sustained reading has yielded wonderful outcomes from the voracious to the initially reluctant. The Book Love Foundation Grant and the **Maurice Newkirk Library Award** will allow for the continued growth of this initiative, and she is grateful on behalf of her students. In her professional life, she has written 50,000 words for National Novel Writing Month on three occasions, earned the honor of Wilmington High School's teacher of the year two times, and written curriculum for different English department electives. She also advises various student led organizations. In her free time, she enjoys spending time with family and friends, working out with her crew, and traveling to places near and far. If you'd like to connect, email Lisa at [lisa.desberg@wpsk12.com](mailto:lisa.desberg@wpsk12.com).





# Friday Program

7:15 a.m. – 8:30 a.m.

Registration

LIVING ROOM

Coffee, tea, and pastry available in North Shore B

8:30 a.m. – 9:45 a.m.

Session I

## 1. Spoken Word Through the Pages: Interpreting Literary Themes Through Performance Poetry (M, H)

NORTH SHORE A

Using spoken word poetry, we encourage critical thinking, theme exploration, and democratic engagement. In groups, students ferret out meaningful ideas from works such as *To Kill a Mockingbird*. These leads to a group-generated poem that they perform in a slam poetry contest with their peers, and later in front of a larger audience. Classic themes are presented in a modern light, demonstrating their universality. In addition to the group exercise, students study word play used in Shakespeare's *Macbeth*. Each student composes a poem based on a word of his or her choosing that has different connotations or denotations.

*With a drive to create excellent communicators and critical thinkers, Elisabeth F. Venetiou, M.A., teaches Speech and Debate and coaches the competitive Speech Team at the Pike School in Andover, MA. Lis employs spoken word poetry in the classroom to help students find their voice on social justice and current issues. Tina Morris, M.S., began her career as a wildlife biologist, eventually moving to the classroom to teach biology as well as English to middle schoolers. Her passion for creative writing has led her to use both written and spoken word poetry to instill a love of language and literature in students.*

## 2. The Work of Unlearning: Exclusively #OwnVoices Literature (G)

NORTH SHORE C

In this workshop attendees will learn how they can begin to unlearn, unravel, and disrupt the oppressive biases and practices entrenched in children's and young adult literature across grade levels. Beginning with an exploration of field observations detailing the importance of inclusion and socially sustainable pedagogies in all classrooms, moving toward concrete ways to reveal unrecognized biases and, finally, to evaluating the literature in their own classes with a social justice lens. Attendees will leave this workshop session with a set of tools to use in the near term, as well as resources to help continue the work going forward.

*Laura M. Jiménez is a lecturer at Boston University's Wheelock College of Education & Human Development. She teaches children's literature courses that focus on both the reader and the text by using an explicit intersectional lens. She encourages teachers to read critically and widely.*

## 3. Teaching Writing in the 21st Century (G)

MARBLEHEAD

Discover how to use technology to transform the way you teach writing. This session will focus on how to increase student interaction with their writing, improve feedback, and refine the quality of writing instruction. From prewriting to publication, digital tools can help students and teachers to find, refine and amplify student voices. (Google account needed to access some material.)

*Tom Varnum taught English at Tyngsborough High School from 1994 to 2017 before becoming the Digital Learning Specialist for the Tyngsborough School District, helping teachers at all levels to successfully integrate technology into the classroom. During that time, he has produced a bi-weekly podcast ("Teacher Tech Talk"), developed and presented workshops on various topics relating to educational technology, and served as a guest lecturer at the University of Massachusetts-Lowell. He is the long-time golf and boys tennis coach at Tyngsborough High and the girls basketball coach at Lowell Catholic High School.*

## 4. Teaching Resilience and Trauma Through Literature: A Universal Approach (M, H)

NEWBURYPORT

Because of a widening understanding of the effects of trauma on students, especially those in marginalized communities, many schools have begun to implement trauma-informed and resilience programs. Such programs, however, often take time away from the school's curriculum or worse, re-traumatize students. In this session, participants will learn about a method developed to teach students about trauma and resilience in a non-threatening way using texts that teachers currently use in their classrooms. Participants will leave the session with a new method to teach the literature they have been teaching for years, and a deeper understanding of trauma and resilience.

*Sherry Pineau Brown has taught high school English for over 15 years. She is currently a doctoral student at the University of Maine and a high school English teacher in Central Maine. Her research focuses on teaching resilience and trauma through literature and understanding teachers' experiences in trauma sensitive schools.*

## 5. English in Action: Bringing the Community into the High School English Classroom (M, H)

GLOUCESTER

English in Action is a course that focuses on providing students with authentic learning opportunities to engage with the

## Friday Program – Continued

greater community while utilizing high level skills (e.g. synthesis, problem-solving). This presentation explores the importance of engaging students in authentic learning tasks, while also having student interest drive community-based projects.

*Kristen Hunter, Kara Lee Donnelly, and Sarah Fawcett are English teachers at Old Saybrook High School. Their current work includes bringing practical tools for personalization to the English classroom.*

### 6. What's Your Story (M, H)

IPSWICH

Transferring oral history to text is a powerful way for students to write narrative nonfiction. In this workshop, we will introduce you to a unit where students follow the StoryCorps model. After interviewing an older relative/friend, students expand one of the anecdotes from the interview into their own creative narrative. Students complete the project by creating an artistic cover that incorporates key elements and quotations from the interview. The project culminates with a program of reading and presenting their stories to their interview subject, providing a lasting artifact as a gift.

*Julia M. Ogden, M.A., M.A.T., has taught 6th and 7th grade English at The Pike School in Andover, MA., for thirteen years. Over the course of her career, she also taught for ten additional years at the high school level, in both public and independent schools. Amy M. Salvatore, M.Ed., teaches 6th and 8th grade English and 9th grade Humanities at The Pike School in Andover, MA., for 15 years, with 11 additional years of teaching in both public and independent schools prior to Pike. She is also chair of the English Department. Linda D. Spence, M.L.S., has taught 6th grade English at The Pike School in Andover, MA for nine years. She is also one of the librarians at Pike. Prior to teaching, Linda worked as an editor and proofreader in the publishing field for over 20 years.*

### 7. Evoking Emotion when Teaching Shakespeare (M, H)

GEORGETOWN

Students (and teachers!) often lament that Shakespeare is boring and difficult to understand. They're right—it can be. However, using basic performance strategies can address multiple learning styles while engaging the emotional responses of students. This interactive workshop will demonstrate performance strategies for eliciting emotional responses from the text, connecting scenes to everyday life, and establishing productive group performance tasks.

*Ted Tibbetts, an English teacher at Poland Regional High School has been gesticulating wildly in the classroom for over 20 years. A Maine Teacher of the Year state finalist and Milken Educator, he has published articles in Shakespeare Magazine and For All Time: Critical Issues in Teaching Shakespeare. When not quoting the Bard, he can be found guiding rafts down the Penobscot River.*

### 9:45 a.m. – 10:45 a.m. Exhibits, Networking, The Book Rack, NEATE Raffle

NORTH SHORE B

Visit with publishers, other vendors, and educational organizations—and try your luck at the annual NEATE raffle!

### 10:45 a.m. – 12:00 p.m. Session II

#### 1. Poetry of Protest – Using Poetry as a Tool of Social Justice and Civic Engagement— An Interactive Teaching Demonstration (G)

NORTH SHORE A

This interactive teaching demonstration is designed to offer teachers and teacher educators new ways of thinking about and using poetry with students. Focusing closely on poetry of protest, a powerful and potent sub-genre, this collaborative, hands-on session will shed new light on methods for teachers interested in using poetry of protest as a tool of student engagement and student empowerment. Poetry of protest stands apart for its ability to spur students to consider change in themselves and their worlds. Built upon a deep belief in constructivist and critical pedagogies, this session is designed to support educators who are interested in learning about and actively practicing methods of drawing on students' experiences, interests, and areas of expertise as shapers of poetry of protest. \*Given the sensitive nature of some of the subjects addressed in this interactive teaching demonstration, this session may be triggering to some attendees.

*Katharine Covino, Assistant Professor of English Studies, teaches writing, literature, and teacher-preparation classes at Fitchburg State University. Her research interests include critical pedagogy, gender, and identity. She has published and presented on a variety of issues related to literacy praxis, entwining theory and practice to support English teachers at all levels in their classrooms. In addition to her work as a teacher and researcher, she is also a poet and children's book author. Hannah Britten, a recent graduate with her Bachelor's in English and Secondary Education and English Teacher at Fitchburg Public High School, is a young educator of Gen Z teaching Gen Z students. It is her goal to relate to all her students on a personal level as individuals and members of the Fitchburg community. She is a local poet both in print and spoken word, and is continuing her education as a Masters student. Kaitlynn Chase is a recent graduate from Fitchburg State University with a Bachelor's in English Literature. She is now a Master's Candidate at Clark University for the English MA program starting in the fall of this year. Kaitlynn's ever-increasing research interests include gender, sexuality, and identity.*

## Friday Program – Continued

### 2. Required Reading Reconsidered (G)

NORTH SHORE C

How can educators ensure that the literature explored in reading classes is inclusive and considerate of the histories, interests and experiences of students of color in addition to being inclusive of the literature that is typically part of the literary canon? Educators who attend this session will examine the voids that may exist in their school's required literary canons. Participants will engage in discussion while also exploring resources and practical solutions for creating inclusive and rich literary experiences for all students.

*Afrika Afeni Mills is the Senior Manager of Inclusive and Responsive Educational Practices and an Instructional Coach with BetterLesson. Afrika holds a master's degree in elementary teaching from Boston College's Lynch School of Education. She works with educators to transform instructional practices and empower all students to thrive.*

### 3. Creating Brave Spaces Through Young Adult Literature (M, H)

MARBLEHEAD

How can we engage adolescent readers in critical conversations in the classroom? How can we transform our classrooms into "brave spaces" where students unpack, reflect and share the many facets of their identities? How can YAL help? Join us for a round-table session where we explore a variety of YAL titles and strategies teachers can utilize to facilitate student dialogue on matters of identity, social-emotional learning and social justice across the content areas. Participants will learn about contemporary YAL that pairs well across the content areas to address the academic, social and emotional needs of today's adolescent learners.

*Brooke B. Eisenbach is a former ELA teacher and current Associate Professor of Middle and Secondary Education at Lesley University. She has published Young Adult Literature as a Complement to the Content Areas and Queer Adolescent Literature as a Complement to the English Language Arts. Caitin Corrieri is a middle level English Language Arts teacher at Chenery Middle School in Belmont, MA. She has taught middle level ELA for eleven years. She is the Coordinator of Mentoring and Induction for First and Second Year Educators in Belmont, and serves on the district's English Curriculum Steering Committee. Charlotte Danis is an aspiring high school English teacher studying at Lesley University. She interned at both Ottoson Middle School in Arlington, MA and Watertown High School in Watertown, MA. Mia Murch is studying Secondary Education and English Literature at Lesley University. They interned at Ottoson Middle School in Arlington, MA, the Cambridge Rindge and Latin School, and the English department of Groton-Dunstable Regional High School in Groton, MA, piloting their inaugural writing center program. Grace Kyrk is an aspiring middle school Science teacher at Lesley University. She interned at the Vassal Lane Upper School in Cambridge, MA and the Winter Hill Community Innovation in Somerville, MA. Caroline Acquaviva is an aspiring ELA teacher, studying English and secondary education at Lesley University. She is passionate about multicultural education and co-wrote "A Professor Learning With and From an Undergraduate Teaching Assistant" to be published this spring in the International Journal for Students as Partners.*

### 4. edcampNEATE! (G)

NEWBURYPORT

edcamp is a style of PD where the participants determine what they will discuss. In this session, participants will gather and determine the topics for discussion based on their own passions. Then we will break into small groups to share ideas and resources for three twenty-minute sessions. If a session doesn't work for you, vote with your feet and try another one. edcamp is unlike any other PD you've tried before.

*Abbey Dick is the English Department Coordinator for the Chelmsford Public Schools. This is her 18th year in public education, and she previously taught grades 6-12 English and served as a literacy specialist for the Massachusetts Department of Elementary and Secondary Education. Her interests include curriculum, pedagogy, evaluation, and professional development.*

### 5. How to Win Points and Manipulate People (H)

GLOUCESTER

Rhetoric is all around us. We ignore it, as we ignore air. Rhetorical devices and Aristotle's appeals allow us to subtly manipulate the unaware listener. "How to Win Points and Manipulate People" focuses on how we breathe rhetoric. From texts to textbooks, blurbs to blathering, make your students' words have more power than they (and you!) have imagined they could. This workshop will reveal to you hands-on activities for mastering logos, pathos and ethos and the details of writing with basic, yet effective rhetorical devices. Tweak your existing assignments, or make new ones, and unveil the linguistic tricks of persuasion.

*Rebecca Shaw Ingerslev (Duke B.A. '96, Stanford M.Ed. '99) has spent two decades teaching English at her alma mater (the public high school with a private name), Westford Academy. Since sharing a room with Jack Holbrook seven years ago, her interest in rhetoric has grown exponentially; now she is a zealous convert. Jack Holbrook is teaching English at Westford Academy for his eighth year. Rhetoric is his life. In Napa Valley recently, he was impressed by the wine, but even more so by the vintners' use of rhetorical appeals. He has even begun to taste rhetorical devices in his everyday language (synaesthesia).*

### 6. A New Narrative: Storytelling in the Secondary Classroom (M, H)

IPSWICH

In this engaging session, participants will play the role of both teacher and storyteller. As teachers, participants will dis-



## Friday Program – Continued

cover how a secondary English classroom developed a unit on the power of storytelling through the reading of memoirs and a final oral storytelling task (a story slam). Teachers will take away teaching resources on teaching into narrative technique and speaking and listening tasks. In addition to planning how to accomplish this in their classrooms, teachers will become better storytellers as they develop and refine their own stories.

*At her first grade career day, **Amy Miller** announced her future aspiration: to marry a New York Yankee. Every other girl wanted to be a teacher—which Amy now is. Amy is the English Department Leader at Farmington High School in CT, as well as a mother and storyteller.*

### 7. Writing Informative Arguments: Connecting Evidence to Claims (M, H)

GEORGETOWN

In this interactive workshop, middle and high school teachers will participate in an intensive study of the teaching of source-based argument writing, close reading of a variety of media for critical thinking, and the development of a compelling, debatable, and defensible claim. Across the 75-minute study of teaching and learning facilitated by high school English and special education teachers, participants will move through a unit on argument writing with skill emphasis on annotating with purpose, differentiating between what a text says and what they say, using textual evidence to compose a claim, and supporting a claim using textual evidence.

***Jacqueline Rapant** (jacquierapant@gmail.com) is a current high school English Teacher at Middleboro High School, a former middle school English teacher, a teacher educator, and a member of the National Writing Project. She holds a Master of Arts in Teaching from Union Graduate College. **Zachary Botelho** (zacharydbotelho@gmail.com) is a current high school Special Education Teacher at Middleboro High School and coaches football and wrestling. He holds a Masters of Education in Special Education, Moderate Disabilities from Bridgewater State University. **Jessica Buco** (jessicabuco85@gmail.com) is a current high school English teacher at Middleboro High School. She holds a Masters of Education from American International College. **Megan Connor** (meganec@bu.edu) is a current high school English teacher at Middleboro High School. She holds a Bachelor of Science in English Education from Boston University.*

### 12:00 p.m. – 12:30 p.m. Round Table Discussions

LIVING ROOM

#### 1. Practical Personalization: Developing Teacher Friendly Tools to Meet Demands of a Student-Centered Classroom (M, H)

Educators strive to provide students with personalized learning opportunities, but education literature lacks classroom ready tools and management solutions for how to manage this type of learning. This session provides tools to bring back to the English classroom to either start a personalized class or revamp a unit of study.

***Kara Donnelly, Kristen Hunter, and Sarah Fawcett** are English teachers at Old Saybrook High School. Their current work is researching and implementing practical personalization strategies for English classrooms.*

#### 2. Reading and Writing About Illness (H, C)

Reading and writing about illness is unique. Merging advanced elements of science with fundamental elements of our shared humanity, it offers teachers space to integrate contemporary pedagogy and 21st Century literacies while providing students meaningful connections to texts, assessments, and outcomes. Engaging with texts like popular novels (*The Fault in Our Stars*) and songs (“The A Team”), trending social media (“Thinspiration” on Instagram), and nonfiction (*The Immortal Life of Henrietta Lacks*), participants will explore this space to build resources, construct assessments, and troubleshoot issues with teaching illness. Attendees are encouraged to bring resources, experiences, and ideas to this collaborative workshop.

*After a successful five year stint as an adjunct at Clark University and Worcester State University, **Karl Hartshorn** retired to a quieter career as a high school English teacher. He currently teaches Sophomore English, American Lit, and Language and Composition at Wachusett Regional High School.*

#### 3. Building Dialogue, Building Bridges: How Conversation between High School and College Educators Can Support Students in the Transition to College Writing (H, C)

Although only a few months pass between students moving from high school to college classrooms, little dialogue exists between high school and college educators about our teaching. This session will explore how conversation about our curricula, our shared goals and challenges, and our common mission of developing students’ reading, writing, and critical thinking skills enables us to better support students in the transition to college writing. In addition, we will discuss how research on knowledge transfer can inform new pedagogies aimed to help students bridge the gap from high school to college.

***Kelsey McNiff** is Associate Professor of English/Composition at Endicott College. Her research focuses on strategies for promoting knowledge transfer in first-year composition courses and helping students transition to college-level writing. At Endicott, Dr. McNiff primarily teaches the required first-year critical reading and writing course sequence, which she helped design.*

## Friday Program – Continued

### 4. Hey, Can You Find Me a Book? Reclaiming Student Reading Engagement Through the Use of Popular Culture Texts (G)

Popular culture texts are in high demand, but access to these texts can be limited, and some educators may be hesitant to introduce popular culture texts into reading workshops. During this presentation, we'll explore ideas and strategies to engage elementary-aged students through the use of popular culture texts.

*Melinda Butler is an assistant professor in the Department of Literacy, Language and Culture at the University of Southern Maine. Her research interests are popular culture texts and text access for all students.*

**12:30 p.m. – 2:30 p.m.**

**Lunch, Keynote Speech, and Awards**

**GRAND BALLROOM**

**“Why the need for *New Kid*?”**

**Jerry Craft** is an author and illustrator who has worked on numerous picture books, graphic novels, and middle-grade novels. His newest book, *New Kid*, is a middle-grade graphic novel that has earned five starred reviews, including one from *Booklist Magazine*, which called it “possibly one of the most important graphic novels of the year.” Jerry’s books have been Junior Library Guild selections, and he has won five African American Literary Awards. *Kirkus Reviews* called it “An engrossing, humorous, and vitally important graphic novel that should be required reading in every middle school in America.” Jerry’s books have been Junior Library Guild selections, and he has won five African American Literary Awards. He is the creator of *Mama’s Boyz*, an award-winning comic strip that was distributed by King Features Syndicate from 1995-2013. He is a co-founder and co-producer of the Schomburg’s Annual Black Comic Book Festival which has drawn close to 50,000 fans since its inception in 2013. Jerry was born in Harlem and grew up in nearby Washington Heights. He is a graduate of The Fieldston School and received his B.F.A. from the School of Visual Arts.



**2:45 p.m. – 4:00 p.m.**

**Session III**

#### 1. From Reluctant Reader to Best-Selling Author (G)

**NORTH SHORE A**

Join **Jerry Craft** as he takes you on his journey from a reluctant reader, to self-published author. He’ll share his struggles to find himself in books, only to decide as an adult to create his own. But finding a publisher to get behind those stories wasn’t any easier. Would he finally get his break after more than two decades of self-publishing? Obviously we all know the answer, but here’s your chance to find out how.

#### 2. Dividing Lines—Exploring “Otherness” Through Non-Fiction Texts (H)

**NORTH SHORE C**

This workshop will highlight the ways in which non-fiction texts and essays can be used to expose students to difference and issues of “otherness” in America. We will provide an overview of our work with Dashka Slater’s *The 57 Bus* and various non-fiction supplemental pieces as a way to foster challenging discussions and move our students to deeper inquiry and action.

**Ann Neary** (Westport, CT), NBCT, teaches ELA (AP Literature, Children’s Literature, Journalism) and serves as an Advisor to the *Inklings* newspaper. A recent graduate of Mount Holyoke’s Masters in Teacher Leadership, a Fellow at Yale’s Center for Emotional Intelligence, and a facilitator for NNSTOY, Ann’s motto: “always sharing, always hopetimidistic.” **Danielle Spies** (Westport, CT) has 20 years of teaching experience instructing a range of student levels in middle and high school settings. Recognized in 2016 as a high-impact teacher (top 10% educator), she strives to promote a student centered classroom environment which fosters engagement and collaboration. **Holly Sulzycki** (Westport, CT) is the 6-12 ELA Coordinator of the Westport School District, after serving 18 years as a member of the district’s high school English department. She is a teacher and student advocate who has spent her career writing and implementing curriculum for electives in Shakespeare, Contemporary American Literature, AP Literature, and Rhetoric and Persuasion. In the classroom, she loves helping students dig into challenging texts, step outside their bubbles, and find their voice, both written and spoken, in service of a cause, and as a department leader, she seeks to design curriculum and coach teachers in delivering quality instruction to those same ends.

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## Friday Program – Continued

### 3. You Can't Pour from an Empty Cup (G)

MARBLEHEAD

Initiatives pop up that deal with grit and burnout, but very little is being done to help teachers develop the resilience necessary for this challenging work. In this workshop we will look at what the long-term effects of stress are and what we can do now. We will look at yoga, mindfulness, journaling, exercise, mentoring, the buddy system, communities of practice, and setting boundaries to create the space we need to care and nurture ourselves and our colleagues to be teachers who can best support the growing SEL needs of our students.

**Cathy Sosnowski** is a 36-year veteran whose worn many hats - teacher, department chair, assistant principal of teaching and learning and a director of curriculum, instruction, assessment of secondary humanities. She is president of the CT Council of Teachers of English. First, last, always—a teacher. **Liz Gonsalves** is an ELA DH/teacher at Abington HS, Abington, MA. She is committed to supporting teacher development through the South Shore ELA Department Heads, the ELA Collaborative at Bridgewater State University, and working with our pre-service colleagues by co-teaching Strategies for Teaching MS/HS ELA at BSU.

### 4. Developing Critical Literacy Skills (G)

NEWBURYPORT

You've heard of critical literacy, but what does it look like in the classroom? How can we engage students with text while helping them develop critical literacy skills? This presentation will explore the practical side of critical literacy, providing examples of activities that promote the skills students need to engage critically with text and that promote social justice.

**Dr. Mark Fabrizi** is an Associate Professor of English Education at Eastern CT State University. He teaches literacy and English methods, and he has edited two books on the development of critical literacy skills through fantasy and horror literature. He is editor of *The Leaflet*, the professional journal of NEATE.

### 5. Reimagining the Classroom: Using Evidence-Based Argumentation to Put Students in Charge of Their Own Learning (H)

GLOUCESTER

This workshop will provide space for teachers to learn a variety of evidence-based argumentation (EBA) activities that foster deeper skill-based learning for grades 9-12. These activities provide structure for teachers to foster classrooms rich in student discourse where students create, discuss, and defend arguments in order to demonstrate academic knowledge and solve complex problems; practice the personal skills of perseverance in taking academic risks; and engage in the interpersonal skill of collaboration through discourse. Protocols are designed by the Boston Debate League, and refined by teachers. Teachers will leave with a collection of protocols and organizers they can start using tomorrow.

**Mary Dibinga** teaches English 10 and AP Literature and Composition at Boston Latin Academy, a Boston Public Schools exam school. Mary is a board member for the Boston Debate League and is an instructor for the BDL's Evidence Based Argumentation summer institute graduate course. Mary has an Ed.M. in teacher leadership from the Harvard Graduate School of Education and a B.A. in comparative literature from Smith College. This is Mary's 19th year in the classroom. **Chris Madson** teaches English and African American Studies at the Edward M. Kennedy Academy, a Boston Public School. Chris has a doctorate in English literature and earned a M.Ed. through the Boston Teacher Residency. This is his 16th year in the classroom. **Katherine Petta** teaches English 12 and AP Literature and Composition at the Jeremiah E. Burke High School, a Boston Public School. Katherine has been using EBA in her classroom for the past eight years. She earned a doctorate in educational leadership from UMASS Boston, an M.Ed. from Boston College and a B.A. in English and sociology from Fairfield University. This is her 14th year in the classroom.

### 6. Seeds that Grow Comprehension and Vocabulary (G)

IPSWICH

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. Participants will be offered strategies to differentiate content through the use of 'seeding' to promote the development of vocabulary knowledge and comprehension.

**Mark Schmidek** is a certified Speech, Language Pathologist and English teacher who worked in the public schools from 1968-2015. More recently, Mark has worked as a freelance contributor to Newsela, leveling news articles and non-fiction primary sources. His library of seeded literature contains 20 novels, 6 plays, and scores of short stories and non-fiction pieces. He is the author of *The Expressionary* and co-author of *Guide to Narrative Language: Procedures for Assessment*. Mark has presented at national conferences, state conventions, hospitals, universities and public school workshops. **Hannah Dostal** is an Associate Professor of Literacy Education in the Department of Curriculum and Instruction and a Research Scientist for the Collaborative on Strategic Education Reform at the University of Connecticut. Hannah is a certified reading specialist and holds a Ph.D. in Education with a concentration in literacy studies and deafness.

### 7. A Facing History and Ourselves Approach to Teaching Literature (M, H)

GEORGETOWN

This session shares Facing History and Ourselves' approach to teaching English Language Arts through a framework for



## Friday Program – Saturday Program

navigating identity, history, and choices. We will model interactive teaching strategies to engage students in conversations around belonging, membership, stereotypes, and the range of human behavior. While this approach can be applied across genres and texts, we will also overview some case study teaching guides Facing History has developed for books such as *To Kill a Mockingbird*, *Night*, and *Enrique's Journey*, grounded in primary sources and other historical and contemporary resources to promote intellectual rigor, ethical reflection and emotional engagement.

**Elizabeth Carroll** is the Associate Program Director for New England at Facing History and Ourselves. She was previously the Founding Director of the Education Studies program at Yale, and a high school English teacher in the Bronx, NY and Boston. Lizzy received her B.A. in English from Dartmouth, M.S.Ed. in Secondary Education from Lehman College, and M.A. in Literature from Middlebury. She earned her Ed.D. in the Urban Superintendents Program at Harvard.

**4:00 p.m. – 6:00 p.m.**

**Wine and Cheese Reception with Trivia**

**LIVING ROOM**

All NEATE conference participants are invited to a complimentary wine and cheese reception for informal conversations with colleagues. Come and greet presenters and fellow attendees, and find out how you can become more involved in NEATE! The reception will include a trivia competition. Try your hand in competition and win a gift certificate from Thriftbooks.com!

If you are attending the conference on Friday only, please complete the evaluation form.

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## Saturday Program

**7:15 a.m. – 8:30 a.m.**

**Registration**

**LIVING ROOM**

**7:30 a.m. – 8:30 a.m.**

**Continental Breakfast (pastry, coffee, tea)**

**NORTH SHORE B**

**7:30 a.m. - 8:00 a.m.**

**Round Table Discussions**

**LIVING ROOM**

### 1. Writing and Reading for Joy and Justice (H)

For inspiration and direction, we will use two ideas from Linda Christensen's must-read *Teaching for Joy and Justice: Reimagining the Language Arts Classroom*. First, we will use a mentor text to practice highlighting a passage in color. This will be a dramatic revelation of common narrative possibilities which we can use with our students. Next, we will look at a Christensen writing assignment that centers on social justice, and see how two students responded in papers. We will also reflect on how this writing communicates relevant meaning, and see how it relates to the Common Core. Finally we will share ideas in a Q/A.

**Ed Darling** recently retired after teaching for 50 years. He edited "A Piano Teacher's Legacy: Selected Writings of Richard Chronister," and has been published in *The Leaflet*, *NCTE Chronicle*, *the National Writing Project's Quarterly*, *Writing on the Edge*, *Vermont Life*, and *Clavier Companion*. He served as President and Conference Co-chair for NEATE and VCTELA.

### 2. *The Land of Blue*—Choice and Consequences: Social and Emotional Learning Through the Written Word (G)

*The Land of Blue* Workshop will involve an interactive discussion around the themes of anxiety, depression and addiction included in the YA novel, essentially a self-help book under the guise of fiction. Discussion will include deciphering the many metaphors included in the book that are used to depict the world of depression and addiction. Questions will be presented to role model those questions to be used in the classroom alongside chapter reading. The intention to encourage students to talk more in depth about these relevant issues in today's world, issues likely affecting their own lives on some level.

**Jill Sylvester** is a licensed mental health therapist in private practice on the South Shore of Boston, and the author of the YA novel *The Land of Blue* and the soon to be released self-help book, *Trust Your Intuition: 100 Ways to Transform Anxiety and Depression for Stronger Mental Health*.

**8:00 a.m. - 8:30 a.m.**

**NEATE Annual Meeting (G)**

**NORTH SHORE B**

All participants are welcome to engage in this annual conversation about NEATE's role as a professional organization.

## Saturday Program – Continued

8:30 a.m. – 10:00 a.m.

Keynote Speaker

NORTH SHORE B

### “Beyond Diverse Texts”

**Tricia Ebarvia** is currently a teacher at a school outside of Philadelphia, PA. She is Co-Director for the Pennsylvania Writing and Literature Project (PAWLP), a site of the National Writing Project (NWP). She contributes to “From the Classroom” column on the PAWLP website and to MovingWriters.org. Her writing has also been published in *English Journal*, *Literacy Today*, and *Education Week*. In 2016 she was named a Heinemann Fellow, an action-research “think tank” of teachers led by Ellin Keene. In 2018, Tricia co-founded the anti-bias, anti-racist pedagogy effort #DisruptTexts with the goal of advocating for more inclusive and equitable curricula and pedagogies.



10:15 a.m. – 11:30 a.m.

### Session IV

#### 1. What’s Your Stance? Understanding Identity and Bias in the ELA Classroom (G)

NORTH SHORE A

In this session, **Tricia Ebarvia** will lead participants to revisit reader response theory in the context of students’ multiple and intersecting identities: How might students’ identities and related biases inform their reading experiences? How can we help students read in ways that are authentic and responsible? Participants will leave with hands-on strategies for how to help students become more personally and socially conscious readers.

#### 2. Invoking the Senses: Student Retention Through In-Class Engagement (H, C)

NORTH SHORE C

This workshop will introduce best practices in teaching writing to non-native speakers—using the well-known chocolate, Hershey’s Kisses, to engage the participants in an activity that utilizes the five senses and generates descriptive words. Next, participants will use the descriptive words to create sentences by utilizing a template that organizes ideas and creates a structure for paragraph development and coherence. Finally, using a team approach, participants will collaborate to write a separate paragraph to describe a different object or experience by modeling the pattern provided in the template.

***Ali Khalil** is an Assistant Professor at the Community College of Rhode Island. He was previously an English instructor at Arkansas State University and the President of the Arkansas Association for Developmental Education. As a Syrian immigrant and an American college professor, Khalil’s research focuses on students’ success and retention.*

#### 3. From Page to Stage: Empowering ELA (H)

MARBLEHEAD

From screen to stage, literary adaptations are everywhere. Yet what critical, creative choices do dramatists make in adapting genres such as fiction and nonfiction into performance? In this workshop, participants will work collaboratively in order to theatricalize text and dramatize writing. Kinesthetic, on-your-feet exercises will help attendees unpack imagery in texts from speeches to Shakespeare. Though performance is crucial, our emphasis is more on adaptation, less on acting. By using Landry & Wootton’s ArtsLiteracy Performance Cycle, attendees will learn how to hone 21st century public speaking skills in their classrooms, as well as inferential reading strategies and critical writing technique.

*National Board Certified Teacher Kristina Aste-Mayer teaches at Danvers High, coaches mock trial, and accompanies ensembles on piano. She earned a B.A./M.Ed. at Boston College and an M.A. at Middlebury’s Bread Loaf School of English. Publications include “Music as Mirror,” a research article, and “Music Therapy” in the Chicken Soup series.*

#### 4. Positionality and Intersectionality in Literature: Understanding Identity in Canonical Texts (G)

NEWBURYPORT

Our world has been shaped by predecessors who didn’t exactly resemble or represent today’s students. Yet, these historic leaders and their policies impact our day-to-day existence, even influencing our relationships to canonical literature. Furthermore, the inherited sociocultural, political, and economic systems our students navigate often do not embrace their complex individual identities. This session helps students recognize their unique, multifaceted identities while examining how these identities impact their perspectives, power, privilege, and lived experiences. The session applies the critical lenses of positionality and intersectionality to analyzing literature, specifically *To Kill A Mockingbird*.

*A graduate of Rhodes College in Tennessee and the Bread Loaf School of English in Vermont, **Joel Iwaskiewicz** has been a public high school teacher for eight years. Joel is a 31-year old, white, cisgender male who teaches English and theater at Exeter High School in his native New Hampshire. A graduate of Boston University and the University of New Hampshire, **Jacqueline Catcher** has taught for six years and is the Vice President of the New Hampshire Council of Teachers of English. Jacqueline is a 30-year old, white, cisgender female who teaches freshmen and seniors at Exeter High School.*

## Saturday Program – Continued

11:30 a.m. – 11:45 a.m.

Refreshment Break

LIVING ROOM

11:45 a.m. – 1:00 p.m.

Session V

### 1. Poetry as Mirrors and Windows in These Times (H)

NORTH SHORE A

In this workshop, teachers will read and enjoy dozens of poems, especially by living poets, that they can use in their classrooms tomorrow. Using these poems, we will discuss how poetry offers our students infinite ways to see texts as mirrors of their own lived experiences as well as windows into lives far different from their own. Teachers will learn many new ways to integrate poetry into existing units, strategies for discussing poems, and ideas for getting students to write using poems as mentor texts.

*Jaime Allesandrino* has been a high school English teacher in CT for 22 years, and she currently teaches World Literature, English 10, and Creative Writing at Haddam-Killingworth High School. She is a Dementia Friends Champion volunteer and is trained as a trauma-informed yoga teacher. She has attended Tony Hoagland's Five Powers of Poetry Seminar, The Frost Place Conference on Poetry and Teaching, and the National Endowment for the Humanities Steinbeck Institute. In her teaching, she enjoys providing venues for students to share their original work, matching the right book with the right student, and reading poems in class as often as possible.

### 2. Reading Quizzes CAN Be Fun! (M,H)

NORTH SHORE C

Do you want to give your students reading quizzes that are fun, meaningful, and painless to grade? Experiment with and explore a range of formative reading assessments and activities that encourage creative, dynamic, personal, and quirky ways for students to interact with texts. This workshop offers a toolbox of formative assessments that adapt easily to any standards, topics, or books.

*Sarah Gay* teaches Gifted & Talented readers in South Portland, Maine and is an adjunct professor at the University of Southern Maine. She has taught high school English, middle school Humanities, and many writing electives. Her professional passion is exploring the intersection of creativity and classroom assessment.

### 3. Using Library of Congress Primary Sources to Spark Student Inquiry and Writing about Social Justice Issues (M,H)

MARBLEHEAD

Discover ways to incorporate historic newspapers, oral history interviews, manuscripts, poetry drafts, and portraits into your English classroom. These primary sources are the raw materials of history. They are the original documents and objects which were created at the time under study. Examining primary sources gives students a powerful sense of history and the complexity of the past as it relates to the present. Helping students analyze primary sources can also encourage authentic student voices in writing about social justice issues. Handouts will include lesson plans, primary source sets and links to literature-specific collections at the Library of Congress.

*Ann B. Canning*, Ed.D., Retired Professor of Social Studies Education, Waynesburg University, Pennsylvania. Formerly Secondary Teacher of Gifted Students and American Studies, Red Bank N.J. Currently Online Facilitator for Professional Development classes hosted by the Library of Congress Teaching with Primary Sources Eastern Region. She presented at NCTE 2018 Houston. *Jennifer Hanson* is the Director of Library Services at Worcester Academy and has over a decade of experience teaching information and technology literacy skills. She has presented at ISTE, FETC, MassCUE, Learning Forward, and other national and local conferences. Jennifer is also an Educational Consultant for the Library of Congress Teaching with Primary Sources Eastern Region Partner at Waynesburg University and writes for School Library Journal.

### 4. What Can Research Tell Us About Effective Writing Instructional Practices? (M, H)

NEWBURYPORT

Learn the latest research on how to use student exemplars, think alouds, modeling, collaborative practice and student driven formative assessment as part of how you teach the writing process. See how to use repeated short writes in ways that engage and empower students to be charge of their growth as writers. Samples of paired texts on real-world contemporary issues (paired together and/or to classic and current novels) will be shown, along with student responses. Ideas for how to help students generalize the underlying skills (reading and writing standards) to alternative publication or final products formats will also be shared.

*Dr. Leslie Laud* taught at Bank Street College and Columbia University, coaches in several districts, teaches MS, and consults nationally on bringing evidence-based practices into writer's workshop. She has authored several books on literacy, published peer-reviewed studies, presents often at ILA, MRA and NCTE, and attends NWP events.

### 5. Poetry Workshop (G)

GLOUCESTER

Teacher Poets provide an active voice in our NEATE community! The Teacher Poet winner and finalists will share their work in a reading, followed by a panel discussion regarding the world that inspires their writing and the voices and mo-



## Saturday Afternoon Program – Continued

ments of inspiration. All participants will have the opportunity to engage in writing their own poetry. Feel free to bring your journal and favorite pen!

**Brenda Le Blanc Jaster** teaches self-contained English and Literacy at Somerville High School. Previously, she taught English inclusion and SEI English in Boston. Brenda's focus is to provide students space to explore how literacy empowers and provides agency to expose their voices in our world. Brenda serves on the NEATE board.

### A Word of Thanks

On behalf of the Conference Committee and the NEATE Board, I want to thank our keynote speakers, Jerry Craft and Trica Ebarvia, and our presenters for sharing their insights. Thanks to the staff at the DoubleTree by Hilton Boston North Shore for their hospitality. Thank you also to The Book Rack and our exhibitors for sharing resources.

I am truly grateful to the Conference Committee for the time and effort they have generously offered: Ann and Dick West, Debbie Woelflein, Dana Huff, Lynn Leschke, Courtney Nugent, and Rebecca Ashley. This successful conference is a result of their support, guidance, and wisdom.

I hope you leave the conference feeling inspired, energized, and ready to encourage your colleagues and your students to read and write the world around them. Thank you for participating, and we hope to see you next year.

Linda Sasso, Conference Chair



### THE LEAFLET

#### Call for Manuscripts

**The Leaflet** is the professional, peer-reviewed journal of NEATE. Published semiannually, *The Leaflet* provides teachers at all levels with an opportunity to share ideas, research, and classroom experiences with other professionals.

The journal has served the members of NEATE for more than 100 years and continues to be a valuable resource for English teachers throughout New England. *The Leaflet* has published articles and creative works by many prominent authors, including Robert Frost, e e cummings, T. S. Eliot, I. A. Richards, Louise M. Rosenblatt, and Donald Murray. This prestigious publication includes many colleges among its subscribers.

We publish original research, nonfiction articles, book reviews, fiction, poetry, and even cartoons. All submissions undergo a peer-review process, and receipt of manuscripts will always be acknowledged. See the NEATE website (<http://neate.org/page/the-leaflet>) for manuscript guidelines and upcoming themes.

Submit your work to the editor at [NEATELeaflet@gmail.com](mailto:NEATELeaflet@gmail.com).

Do you have a NEATE idea about teaching that you would like to share? Do you write poetry, short fiction or personal essays?

Please consider sharing your work with NEATE's academic journal currently in its 118<sup>th</sup> year of publication.

Thank you for participating in NEATE's 2019 Fall Conference!

We value your feedback! Please complete the online conference evaluation form at <https://tinyurl.com/NEATE2019>.

# Directory of Exhibitors

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## **Bedford, Freeman & Worth High School Publishers**

100 American Metro Boulevard, Suite 109  
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(866) 843-3715

BFW High School Publishers is the premier publisher for AP and Honors instructional materials. Visit our booth to see samples of our titles and products.

## **The Book Rack Bookstore**

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## **Carnegie Learning**

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Union Trust Building, Suite 1075  
Pittsburg, PA 15219

Carnegie Learning, which includes MONDO, is a dynamic and progressive learning company which delivers smart technology and teacher centric curriculum resources in mathematics and literacy.

## **Great Minds**

55 M Street, SE, Suite 340  
Washington, DC 20003  
(202) 223-1854

Wit & Wisdom teaches more meaningful English with a literacy curriculum that meets the expectations of the college and career-ready standards while celebrating the joy of reading and writing with students..

## **Heinemann Publishing**

361 Hanover Street  
Portsmouth, NH 03801  
(800) 225-5800

Heinemann is a publisher of professional resources and provider of educational services for K-12 educators, including ELL and dual language / Bilingual.

## **Huntington Theatre Company**

281 Huntington Avenue  
Boston, MA 02115  
(617) 273-1558

Huntington Theatre Company's Education Department will provide information regarding Poetry Out Loud, Student Matinee Series, & EPIC: Empowered Performers in Conversations, an afterschool program for students in the Greater Boston area.

## **The Loose Canon**

170 Ridgeland Avenue  
Decatur, GA 30316  
(404) 273-0638

We help schools organize, energize, and drive choice-based reading. A school-wide social media platform, we track students' multi-year reading histories. Created by teachers for teachers.

## **Middlebury Bread Loaf School of English**

75 Franklin Street  
Middlebury, VT 05753  
(802) 443-5049

The Middlebury Bread Loaf School of English is an intensive summer graduate program in English, offering courses in literature, pedagogy, creative writing, and theater arts at three unique campuses.

## **Nudging the Imagination**

44 Bayberry Lane  
East Greenwich, RI 02818  
(401) 787-0233

Steven Krasner conducts interactive, collaborative classroom writing workshops and Professional Development sessions as "Nudging the Imagination" ([www.nudgingtheimagination.com](http://www.nudgingtheimagination.com)) that engage students, tie into standards.

## **Pearson K-12 Learning**

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## **Topical Storm**

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Topical Storm is a free web-based writing program that interviews students to draw out their ideas and turn them into well-structured essays.

## **Townsend Press**

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## **Write the World**

1 Mifflin Place, Suite 400  
Cambridge, MA 02138  
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Write the World is a global writing community for students ages 13 - 18. Young writers are empowered to develop their voices, refine their editing skills, and publish on an international platform.