



NEW ENGLAND ASSOCIATION
OF TEACHERS OF ENGLISH
116TH ANNUAL CONFERENCE
*SPEAK UP! FINDING AND USING OUR
VOICES IN A NOISY WORLD*



KEYNOTE SPEAKERS TOM NEWKIRK & ELIZABETH ACEVEDO

The Holiday Inn and Conference Center
Mansfield, Massachusetts
October 19-20, 2018

COVER ART: ILYASS SEDDOUG

CELEBRATING SPEAK UP! FINDING AND USING OUR VOICES IN A NOISY WORLD

Welcome all to the 2018 NEATE Conference “Speak Up! Finding and Using Our Voices in a Noisy World.” This year’s theme has had me thinking all year about the power of our own voices and the obstacles that stand in our way. Whose voices do we honor? Whose voices are we leaving behind? From whose voice can we borrow strength?

I’m thrilled to welcome this year’s keynote speakers Tom Newkirk and Elizabeth Acevedo! Their important voices celebrate and support both teachers and students. Newkirk’s *Embarrassment* has inspired me to reevaluate the way I am giving feedback to my students during class discussions and in writing response groups. Acevedo’s *The Poet X* has been my—as well as my students’—favorite YA read this year. As soon as one student returns the book to me, another eagerly grabs it to bring home.

Thank you to all of our presenters who will be sharing their expertise and voices with us. Special thanks to conference co-chairs, Jessica Gott and Samantha McElroy, and all the volunteers who have worked so diligently to make this conference a success. Your voices motivate us as teachers to improve our craft and stretch us beyond our comfort zone.

I challenge all of us this year to SPEAK UP more! Speak up loudly about what’s important to you. Use your voice to make a change. Help us help you lead the way by letting us know what we can do to make your voice heard.



Lynn Leschke, President

New England Association of Teachers of English

Program Contents

NEATE Teacher Awards	3-4
Friday Morning Program	5-7
Friday Afternoon Program.....	8-10
Saturday Program.....	10-12
Directory of Exhibitors	14-15
Holiday Inn Map	Back Cover

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 knowledge of his/her discipline; 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 neate.org/page/awards-grants.

MARIAN GLEASON AWARD WINNER

"**Michelle Wnuk** is the most skilled and passionate young educator I have encountered in my twenty-eight-year career," writes her nominator, Mary Rose Meade.

Students adore Michelle. She creates an engaging and rigorous classroom environment where students feel safe in an environment of trust. This allows Michelle to tackle complex and mature texts such as *The Hate U Give* and *The Kite Runner* while leading students in discussions and allowing them to express their thoughts and feeling through writing.

Michelle has integrated differentiation and mastery-based practices into all classes and [this ability] has allowed her to lead professional development on mastery-based learning for members of her school staff. This level of expertise and confidence is rare in a new teacher. Additionally, she is positive and optimistic, truly a bright spot in her department. Michelle shares her ideas generously and supports others, often acting as an inspiration for veteran teachers.

In her spare time at RHAM High School in Hebron, Connecticut, Michelle ran the Gay-Straight Alliance and directed the drama club and unified arts program. Unfortunately, budget cuts eliminated her position at RHAM, but a new school quickly gobbled her up before the end of last school year. Her nominator writes: "She handled the situation with grace and class. I have no doubt she will continue to grow and give to students and staff in ways only the best kind of teacher can." You can follow Michelle on Twitter @michellewnuk1.



NEATE Executive Board

Lynn Leschke, President
Kim Parker, Immediate Past President
Carrie Salvato, President-Elect
Cathy Nicastro, Executive Secretary
Richard West, Treasurer
Ann West, Parliamentarian and Site Chair
Marie Levey-Pabst, Recording Secretary
Debbie Woelflein, Finance Committee Chair
Sarah Lefebvre, Membership Chair
Brenda Le Blanc, Poetry Competition Co-Chair
Patty Haggerty, Poetry Competition Co-Chair

Jessica Gott, Conference Committee Co-Chair
Samantha McElroy, Conference Committee Co-Chair
Dana Huff, Conference Committee
Alex Scarelli, Online Coordinator
Mark Fabrizi, *Leaflet* Editor
Rob Ford, Newsletter Editor
Dav Cranmer, College Relations and Conference Committees
Mike Austin, College Relations Committee Chair

Would you like to join NEATE's leadership team?
Contact President Lynn Leschke at lynn_leschke@wrsd.net.

2018 ANN GARLAND WEST AWARD WINNER

“As department chair, **Ruth Koenigsbauer** is not only an outstanding leader, but an innovative, creative, and inspiring teacher,” notes colleague Caitlin Barker. “From working with her to plan as well as seeing her teach, it is clear that she is always thinking about what is best for students.” Ruth is known for carefully crafting assessments and activities aimed at improving areas of weakness, while also tapping students’ areas of strength to let them shine.

This past year in particular, Ruth selected texts to serve as “mirrors and windows” for her diverse set of students. *All American Boys*, *To Kill A Mockingbird*, *Lily & Dunkin*, *The Absolutely True Diary of a Part Time Indian*, and *Booked* challenged learners to examine their identities and the world in which they live. Students are drawn to Ruth for her enthusiasm and kindness as it allows them to find and use their own stories and voices.



Beyond the classroom, Barker adds, Ruth “is a great model for students and faculty about the importance of learning through continuing her own education and earning her M.S. in Educational Leadership this [past] May.” Her content knowledge and experience in teaching methods are a great resource and inspiration for her fellow colleagues. At her school, Ruth promotes and encourages teachers to visit each other’s classrooms to learn best practices. Additionally, she has led workshops that promote teacher use of technology tools in the classroom such as OrangeSlice and Padlet.

NEATE is happy to honor Ruth with the Ann Garland West Award because of her expertise, passion, and dedication to the profession.

Save the Dates! NEATE’s Fall Conference

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



We invite you to join us for another great group of speakers and workshops at the **2019 NEATE Fall Conference** in our new location 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. Would you like to present at next year’s conference? Be on the look-out for our **Call for Proposals** in the spring of 2019.

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 in the exhibit hall (Friday).

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*.

Friday Morning Program

7:00 a.m. – 8:15 a.m.

Registration

Coffee, tea, and pastry available in Westminster & Parliament Exhibit Hall

See map of Holiday Inn meeting rooms on back cover.

8:15 a.m. – 9:45 a.m.

Session I

1. Maker Education in English class? Text Analysis through Game Design (MH)

AMPHITHEATER

How does maker education--and its focus on collaboration, communication, creativity, problem-solving, and hands-on learning--fit in the English classroom? The presenters will share general strategies and specific text-based projects in which students work together to create board games and 2D models to demonstrate their learning. Participants will also have a chance to design (and play!) their own text-based games. Student-created samples, lesson plans, project sheets, and rubrics will be shared.

Michael Harten is Dean of Academics and English teacher at The Woodstock Academy in Woodstock, CT. He has taught middle and high school English for 15 years and has presented on written reflection, discussion, and rhetoric at AERA, NCTE, NEATE, and the CT Reading Association. His research interests include written reflection, metacognition, and discussion. *Kelly Danielson* has taught English and creative writing at The Woodstock Academy in Woodstock, CT, since 2007. She has presented about written reflection, discussion, and rhetoric at NCTE, the CT Reading Association, and NEATE.

2. Their Ability to Write Is Always Present: Mindful Writing in the Classroom (HC)

BOARD ROOM

A Buddhist mindfulness perspective can change how we think and feel about writing, reducing the anxiousness experienced around writing that comes from future-oriented thinking, and building a sense of wellness and balance. Much is lost with a misplaced present moment because students forfeit rewarding writing experience for stress, frustration, boredom, fear, and shortchanged creativity. In college writing courses, mindful writing highlights the present during writing and casts a new light on conventional notions of audience, invention, and revision while bringing forth overlooked parts of writing experience like internal talk, the nonverbal, and preconception. Every moment can become a prolific moment.

Alexandria Peary directs the First-Year Writing Program at Salem State University. She is a published author who explores replacing jargon with emoji and story in grammar instruction.

3. Creating Academic Discourse: Using Argumentation to Develop Analysis (H)

DIRECTOR'S

Ask a class to debate and most students will jump at the chance. Ask students to analyze and teachers get a different reaction. What if teachers combine the two? In this workshop, participants will see how the basics of argumentation can be used to develop academic discourse. Academic discourse forces students to develop a claim, find evidence, and provide reasoning for their claim. In addition, because other students are looking to "rebut" that claim, students must defend their analysis in front of their peers. This process fosters public speaking skills.

Tim Kenney, a teacher for 25 years, began teaching in Florida, working with at-risk students. He currently teaches at East Greenwich High in Rhode Island, teaching both honors classes and special needs classes.

4. Cultivating Happiness Within Ourselves, Our Students, and Our Communities (G)

BOXWOOD

This session addresses the increasing need for students to develop coping mechanisms to deal with mounting stress and anxiety. Participants will discover how happiness fosters self-esteem and mindfulness as vital means of overcoming life's challenges while connecting us to one another and our world. We will examine data and studies that reflect these truths and share experiences of the Franklin 40% Club (created to cultivate happiness through gratitude, kindness, generosity, and spontaneous bursts of fun) in its first two years of existence. Participants will leave with strategies for implementing actions and activities to promote well-being in their students and themselves.

Ron DiBona, an English teacher at Franklin High School for 12 years, runs Philosophy Club, Literary Guild, Poetry Out Loud, and the Franklin 40% Club. He recently presented at the MIAA Wellness Summit in October 2017 where he accepted the "Champions of Wellness Award" for the 40% Club's contributions.

5. 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 (G)

WEDGEWOOD

English teachers may not always feel comfortable or confident teaching poetry, and students can have a less-than-favorable response to poetry. This presentation will share three classroom-tested avenues for using poetry to help secondary and post-secondary English students find their voices and express their ideas. Closely (re)examining poetry as a form of reflection on tough/taboo topics, engaging with classroom texts, and exploring real-world, alternative assessment, this session offers a fresh take on the genre designed to support English teachers as they (re)consider ways of using poetry as

Friday Morning Program – Continued

a resource of student self-expression and empowerment.

Katharine Covino, Assistant Professor of English Studies at Fitchburg State University, teaches writing, literature, and teacher-preparation courses. Her research interests include critical literacy, critical pedagogy, gender, (D)iscourse, identity, and literacy praxis. Her scholarship explores the implications of the inclusion of critical literacy/critical pedagogy in literacy classrooms. **Natalie Chase**, English teacher at Montachusett Regional Vocational Technical High School, uses the classroom as a space for students to unlock their voices and discover their identities through literature. Her goal is to help students appreciate literature by exposing them to modern, diverse, and thought-provoking texts of all kinds.

6. Speak Up! Take Action! Helping Students Find Their Voices through Civic Engagement (G) **GREENWOOD**

Using selections from Steven Zemelman's book *From Inquiry to Action: Civic Engagement with Project-Based Learning in All Content Areas* (Heinemann, 2016) as inspiration, this session will examine ways in which student-initiated civic action can be integrated into the curriculum. Participants will read and discuss excerpts from the book and discuss authentic project-based learning opportunities. NOTE: This workshop is part of a University of Massachusetts Amherst graduate credit extension offered by the Western Massachusetts Writing Project. The credit option requires attending both days of the conference, but this session is open to Friday-only attendees. Course registration information will be provided during the session.

Bruce M. Penniman directs the Western Massachusetts Writing Project at UMass Amherst. He taught 36 years at Amherst Regional H.S. and still advises its African exchange program. He was 1999 Massachusetts Teacher of the Year and national finalist. He has served as NEATE president, conference co-chair, and Leaflet editor. **Rich Cairn** has directed Emerging America since 2006, including the Library of Congress Teaching with Primary Sources Program at the Collaborative for Educational Services. He is a recognized national leader in service-learning, performance assessment, environmental education, and history education.

7. Learning, Questioning, and Using the Power of English Grammars (G) **TERRACE**

This workshop suggests that students (and teachers) might “speak up” by critically examining English grammars as well as using knowledge of grammatical structures as a productive resource. We will analyze specific usage points and guides to demystify Standard English usage rules (e.g. their sources and differences). Then, we will create “real-world” language scenarios to show how students’ knowledge of grammatical structures enables them to use their (written and spoken) voices in rhetorically savvy ways. All attendees will leave with usage point and language scenario assignments for students as well as attendee-created and student-created model responses.

Chris Parsons is an Assistant Professor of English and Coordinator of Secondary English Education at Keene State College, where he teaches courses on grammar and methods of teaching English. Chris taught secondary English for five years in Las Vegas.

9:45 a.m. – 10:45 a.m. Exhibits and Networking, Books on the Square **WESTMINSTER & PARLIAMENT**

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

10:45 a.m. – 12:15 p.m. **Session II**

1. No More Fake Reading: Implementing Student Choice in the High School Classroom (MH) **AMPHITHEATER**

Book Love. You’ve heard about it, but how do you do it? Three teachers discuss how they have implemented theories and practices from Book Love by Penny Kittle into the classroom. With the demands of curriculum and standardized tests, we talk about how we balance curriculum and student book choice in our classrooms. Presenters will focus on getting independent reading off the ground, managing the day-to-day activities, and creating formative and summative assessments.

Linda Sasso is an English teacher at Wachusett Regional High School for the past 25 years, specializes in teaching Language and Composition courses at both the College Preparatory and Advanced Placement levels. She also teaches Journalism and has been the adviser to the student newspaper for the past two decades. **Sarah Lefebvre** is an English teacher for the past ten years at Wachusett Regional High School, teaches freshmen, Dystopian Literature, British Literature and other electives. She has enjoyed bringing reading back into the lives of her freshmen through some of the strategies she learned at Penny Kittle’s keynote in 2016 at the NEATE fall conference. **Sasha Possemato** has been teaching English at Wachusett Regional High School for 16 years. She teaches sophomores and mixed upper level elective courses such as Dystopian literature, Gothic and Detective literature and a Literature and film course. She received her Masters Degree in Literature from UMASS Boston.

2. Breaking Down or Building Up the Silences in our Classrooms: Creating Opportunities for Dialogue and Reflection (HC) **BOARD ROOM**

In a noisy world, why is silence in the classroom sometimes so troubling? Some students might be unprepared or sim-

Friday Morning Program – Continued

ply unengaged, others might be confused or feel silenced, but others might be silently thinking. Thus, silence can both impede and facilitate learning. The English classroom -- a place of language and ideas -- offers the best venue through which students can reflect on, explore, and express their voices. This workshop will include a discussion of classroom climate and silence, an exploration of how silence can inform reading and writing processes, and strategies for integrating written texts, music, and art to explore silence.

James Gentile, Professor of English at Manchester Community College, is co-chair of his department as well as chair of the Connecticut Coalition of English Teachers and Director of the Connecticut Poetry Circuit. He advises his college's Newman Society and conducts an annual faculty retreat through the Connecticut Center for Teaching.

3. What to Teach Instead of *Huckleberry Finn* and Why (MH)

DIRECTOR'S

Two high school English teachers will share the initial results of their transition from teaching a classic, Mark Twain's *The Adventures of Huckleberry Finn*, to a contemporary bestseller, Sue Monk Kidd's *The Invention of Wings*. They will present a balanced view of what was gained and lost through their first year of implementation and the modifications they are making as a result. In the process, they will engage conference participants in larger conversations about the impacts of replacing canonical texts.

Chelsea Dodds has taught English at North Branford High School in Connecticut since 2013. She holds an MFA in Creative Writing and an MS in English from Southern Connecticut State University. Her writing has been published in *Clerestory*, *Avalon Literary Review*, and *Text in Context*. **Robert Darragh** has taught high school English for more than 20 years. In 2017, he participated in NCTE's "Intersection of Literacy, Sport, Culture, and Society" roundtable session at the annual convention.

4. Countering Tweets of Hate with Snaps of Inspiration (G)

BOXWOOD

In our noisy world of Tweets and Facebook rants, it is possible to lose sight of the positive rhetoric being produced in response to the hate. This workshop will introduce participants to both formal and informal contemporary rhetoric, delivered through Instagram posts and speeches at rallies and award shows, that attempt to unite those who have been victimized and marginalized in our society. This workshop will give participants the opportunity to analyze these contemporary rhetoricians for their purposeful persuasive techniques and to leave with practical activities to incorporate these texts into an English class.

Christine Oskar-Poisson, Assistant Professor of Education at New England College, teaches courses in the educator preparation program including courses in teaching writing and teaching literature. Her scholarship looks at the intersection of composition studies and teacher preparation with a focus on media literacy theory.

5. If You Build It . . . Creating English/Language Arts Courses That Empower Student Writers (G)

WEDGEWOOD

High school students have a lot to write about, but too often the writing experiences they have in school do not permit them to write in an authentic, meaningful way. Concord High School has created a new course in authentic production and publication that not only puts students in the driver's seat for their topic and purpose for writing, but also creates an authentic experience in copy editing, art editing, collaboration, communication and innovation. During the workshop participants will experience what the course has felt like for the students and to preview the student anthology publications.

Kaileen Chilauskas has 20 years experience in education in New Hampshire (as a high school English teacher, high school literacy coach, English/ELL/reading curriculum facilitator and assistant principal). She holds a Masters in Literacy Curriculum and Instruction, and she is also the NH Writing Project Fellow.

6. Developing Voice Through Interdependence (G)

GREENWOOD

It's easy to assess student writing for voice, but how do we develop it in each of our students? What does a voice-centric writing workshop look like? The presenter answers these questions by using a framework that respects how each student can contribute to a class' overall progress, a developmental rubric that allows teachers to easily modify instruction, and "voice lessons" that cover a semester-length course. The presenter will also distill seminal theoretical underpinnings and the last ten years of classroom research in an attempt to simplify our complex history with Voice.

Raymond Pape is a doctoral student in the Literacy Studies Program at the University of Massachusetts, Lowell where he hopes to explain the relationship between sociocultural factors and voice in student argument-based writing. His article "Preparing Our Close Readers for The New Literacies" appeared in *English Journal* in November 2015.

7. What Poetry Means: Agency, Rigor, and Creativity in the High School English Classroom (H)

TERRACE

Poetry is often pushed aside as too easy or too hard for young readers and writers, yet poetry can be as meaningful a vehicle for learning as any other literary medium. Poetry also provides a space for students to access new ways of creative thinking. Through a series of sample activities, this workshop will guide participants to understand how they can

integrate poetry into a rigorous, differentiated, anti-racist high school English curriculum. Participants will also learn about fostering opportunities for student agency through the reading, writing, and revision of poems.

Casey Zella Andrews teaches English in Boston. She has a B.A. from Hampshire College, a M.A.T. from Simmons College and is currently pursuing a M.A. in Critical and Creative Thinking at UMass Boston. Casey engages in the radical, anti-racist transformation of classrooms using language, relationships, and art.

12:15 p.m. – 2:00 p.m.

Lunch, Keynote Speech, and Awards

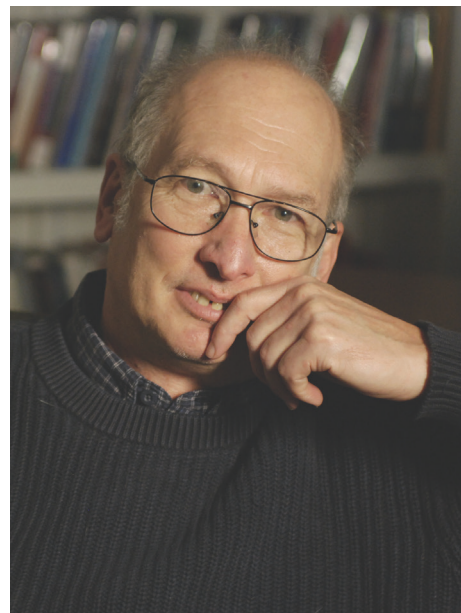
BUCKINGHAM & MAYFAIR

“Becoming the Teacher We Want to Be: Three Battles Worth Fighting”

Often, it seems, so much stands in the way of really good instruction. In his keynote, Tom Newkirk will identify three “battles” worth fighting: the battle for economy, for choice, and for authentic writing.

Tom Newkirk taught literacy, composition and writing at the University of New Hampshire for over 30 years, leaving an indelible mark upon the English Department and its curriculum. During his tenure at UNH, Professor Newkirk designed the Ph.D. program in composition, and developed three innovative programs that seek to advance literacy and/or literacy pedagogy. The New Hampshire Literacy Institutes, begun in 1980, is a graduate-level summer program that annually attracts 150 teachers and others from around the country and beyond who wish to broaden their writing skills and approach to teaching writing. The Writer’s Academy is a summer program for children in grades 6 through 12 that focuses on writing, editing, and publishing original stories, poems, and plays. The Learning Through Teaching Program is an in-service K-12 teacher education program. Prof. Newkirk retired from UNH in 2015.

Newkirk is one of the foremost authorities in his field. His books include *Embarrassment and the Emotional Underlife of Learning* (2017), *Minds Made for Stories* (2014), and *The Art of Slow Reading* (2011).



2:00 p.m. – 2:30 p.m. Exhibits, Networking, and Book-Signing

WESTMINSTER & PARLIAMENT

2:30 p.m. – 4:00 p.m.

Session III

1. Plotting a Revolution: Student-Run Writing Centers as Third Spaces for Writing (HC)

AMPHITHEATER

Who owns the writing done in classrooms? Students would likely say that teachers, armed with their red pens and authoritative feedback, dictate the process and the outcomes of what is produced. How can teachers emancipate these voices? Luckily, there is a way to restore authority to the writer. This workshop examines the student-run writing center as a third space, a place which exists between those who have power and those who do not. We will explore the reasons for creating such spaces in our schools and begin the process of returning authority where it belongs--with the students.

Seth Czarnecki is an ELA teacher at Algonquin Regional High School in Northborough, Massachusetts and a founding director of the Algonquin Writing Center. He also serves as the Northeast Regional Representative of Secondary Schools Writing Center Association (SSWCA).

2. Books Build Bridges: Using YA Literature to Support Social-Emotional Learning in Middle School (M)

BOARD ROOM

Rooted in CASEL’s five domains of social-emotional learning and powered by our two decades in middle school, we will show you how to put the right book in the right hands at the right time. We believe that YA literature is the best way to support emotional learning in adolescents, so we will share our toolbox of carefully-selected titles suited for developing each of the SEL competencies. Whether you are looking to change your classroom or your entire school district, this team of Reading Specialist and ELA-teacher-turned-administrator understands how to harness the power of books. For good.

In a stroke of serendipity only fans of fine literature can imagine, Mary Cotillo and Erin O’Leary met while teaching together at Horace Mann Middle School in Franklin, Massachusetts. It was there they earned both a reputation and title: The Crazy Reading Ladies who will stop at nothing to motivate adolescents to read and leave them wanting more. Their energetic and engaging style make them sought-after presenters at local and international conferences. They are frequent contributors to Literacy Today magazine.

3. Your Thoughts Matter!: Writing About Reading Strategies that go beyond “Right Answers,” Inviting Voice and Honoring Perception of Maturing Readers (M)

DIRECTOR’S

Is writing about reading making your reading workshop difficult? Do you find readers need more time to think about

Friday Afternoon Program – Continued

responses and more time to write? Are they too busy trying to generate a correct or “perfect” response? In this session, we will explore strategies that promote authentic voice and nurturing unique perceptions that best reflect each maturing reader’s interaction with text. Come, see videos of readers’ shift in affect about writing, engage in writing like your readers, and acquire strategies to implement in your workshop for the new school year!

***Justin Stygles** is a fifth-grade teacher in Wiscasset, Maine. He has taught for 15 years at the intermediate level and Summer STEM/literacy intervention programs. He has presented at NCTE, ILA, and NEATE and is published in The Leaflet, Voices from the Middle, The Missouri Reader, and Literacy Today.*

4. The Graphic Novel: A New Voice in a Changing World (G)

BOXWOOD

Graphic novels and comics have an untapped potential in teaching students to communicate. Understanding the conventions used in their production can assist all students, reticent and accomplished, in connecting to significant insights while also providing a new and vibrant expression of these concepts that they can access without the frustrations common in the writing process. In short, graphic novels can offer a new voice to our students and enable them to find their own voices in new ways.

***James St. Pierre** is a Nationally Board Certified teacher with MA’s in both English literature and education. He has taught courses about comics and graphic novels for nearly a decade at both the secondary and post-secondary levels.*

5. It’s a Family Affair: Using Family Book Clubs as Spaces of Literacy and Liberation (G)

WEDGEWOOD

In this workshop, participants will be introduced to a community-based family book club model that focuses on texts written by and for African American young adults. Participants will engage in activation activities, a brief discussion of appropriate texts, and will discuss how to use wraparound texts to engage readers of all ages.

***Nicholl Montgomery** is a doctoral student at Boston College. She taught English in middle and high school for several years in Boston. She loves African American literature and enjoys sharing that love with her students. She has been published in Equity & Excellence in Education and Theory Into Practice. **Monique Harris** is an independent literacy consultant in Boston. She taught special education for nearly 20 years and is a licensed Reading Specialist with a Master’s degree in education specializing in language and literacy. She is trained in rule based reading interventions designed for students with reading and language disabilities.*

6. To Ponder, To Perform: Empowering ELA through Philosophy and Theatre (G)

GREENWOOD

William Blake once mused, “the bird a nest, the spider a web, man friendship.” How does friendship enrich the human experience, and how can performance strategies help students excavate texts? English teachers are like museum curators: they meld literature with different disciplines to inspire contemplation. In this session, participants will actively explore strategies that fuse John Steinbeck’s *Of Mice and Men* with thinkers like Aristotle and Hobbes. Working collaboratively as actors, participants will employ choral readings in order to explore the novella in a theatrical way and brainstorm their own connections in order to help students creatively unpack texts.

*Enrolled at Middlebury’s Bread Loaf School of English, **Kristina Aste-Mayer** teaches English at Danvers High School. An NCTE/NEATE presenter, publications include “Music Therapy” in the Chicken Soup series and “Music as Mirror” in Elements, a research journal. An avid pianist, she accompanies choral ensembles.*

7. Time Management for Teachers (G)

TERRACE

This workshop will present participants with tried and true time management strategies that combat teacher-burnout and allow teachers to be their best selves both in and outside of the classroom. The presenter will also cover personal and professional goal-setting and techniques that foster the all-important work-life balance that many teachers struggle to maintain.

*Since 2002, **Kristen Falso-Capaldi** has taught ELA, creative writing and a reader-writer workshop in Cranston, Rhode Island. She is also an adjunct professor at the University of Rhode Island. She received the RI 2018 Barnes and Noble “My Favorite Teacher” award.*



Thank you to **Books on the Square** for providing books and items ELA educators value at a 10% discount. Visit their tables in the Exhibit Hall to purchase keynote speakers’ books and those recommended by presenters. Located in Wayland Square in Providence, Books on the Square, an independent bookstore since 1992, carries over 20,000 titles in store and has a searchable database at booksq.com.

Friday Program – Continued

4:00 p.m. – 6:45 p.m.

NEATE Social and Free Performance

BUCKINGHAM

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 be followed at 4:45 by a free performance of New Repertory Theatre's Classic Repertory Company's performance of an adaptation of **George Orwell's *Animal Farm***. New Rep Theatre's performances have been well received at past NEATE conferences. Enjoy the show yourself and learn how you can bring it to your school!

If you are attending the conference on Friday only, please complete the evaluation form. Use the link on page 12 or pick up a copy at the registration desk. Thank you!



Saturday Program

7:30 a.m. – 8:30 a.m.

Registration

7:30 a.m. – 8:30 a.m.

Continental Breakfast (pastry, coffee, tea)

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

NEATE Annual Meeting (G)

PARLIAMENT

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

8:30 a.m. – 10:00 a.m.

Keynote Speech and Book-Signing
Teacher Poet of the Year Announcement

PARLIAMENT

Elizabeth Acevedo

Elizabeth Acevedo was born and raised in New York City and her poetry is infused with Dominican bolero and her beloved city's tough grit.

She holds a BA in Performing Arts from The George Washington University and an MFA in Creative Writing from the University of Maryland. Acevedo has been a featured performer on PBS and BET and has also delivered several TED Talks. She has graced stages nationally and internationally including renowned venues such as The Lincoln Center, Madison Square Garden, the Kennedy Center of the Performing Arts, South Africa's State Theatre, The Bozar in Brussels, and the National Library of Kosovo.

Acevedo is a National Poetry Slam Champion, and her poems have been published or are forthcoming in *Poetry*, *Puerto Del Sol*, *Callaloo*, *The Notre Dame Review*, and others. Acevedo is a Cave Canem Fellow, Cantomundo Fellow, and participant of the Callaloo Writer's Workshop. She is the author of the chapbook, *Beastgirl & Other Origin Myths* (YesYes Books, 2016) and her debut novel, *The Poet X* (HarperCollins, 2018), which has been longlisted for the 2018 National Book Award: Young People's Literature. Her second novel *With the Fire on High* will be released in May 2019. You can follow her on Twitter at @acevedowrites.



Saturday Program – Continued

10:15 a.m. – 11:45 a.m.

Session IV

1. Adventures in Gamification and Personalized Learning (H)

AMPHITHEATER

A high school English teacher will share his experiences converting a traditionally-designed English elective to a more personalized and gamified model. In the process, he will share current research on gamified practices and also the results of his assessments in both traditional and game-based modes. Teachers will leave with a greater awareness of not only how to conceptualize courses, but also how these different design and assessment models affect our understanding of student achievement and performance.

Robert D. Ford, current NEATE Board Member-at-Large and the 6-12 ELA Coordinator for North Branford Public Schools in Connecticut, has taught high school English for 13 years. He has published articles in *English Journal* and *The Explicator*, and also presented at several conferences on educational technology.

2. Destigmatizing Mental Illness Through Young Adult Literature (G)

BOARD ROOM

This workshop spotlights contemporary young adult literature featuring characters with a variety of mental health needs. We will present titles that speak to the concept of recovery, suggested discussion questions and classroom activities, and include resources readers can use in seeking help or information. In addition, the presenters will provide insight into strategies for identifying this critical literature, considerations in choosing literature that meets the unique needs of their students and classroom context, and engaging students in respectful dialogue geared towards the destigmatization of mental illness.

Brooke Boback Eisenbach is an Assistant Professor of Middle and Secondary Education at Lesley University. Her research centers on young adult literature and adolescent development. Recent publications include “Queer Adolescent Literature as a Complement to the English Language Arts Content” and “Adolescent Literature as a Complement to the Content Areas.” **Camille Gerard** is a teacher candidate at Lesley University. She aspires to be an English teacher. **Samantha Zarkower** is an education student at Lesley University. She aspires to be an English teacher. **Fareesa Syeda** is a teacher candidate at Lesley University. She aspires to be an English teacher. **Patrick Lessage** is a teacher candidate at Lesley University. He aspires to be a political science teacher.

3. Teacher Poet of the Year Reading and Writer’s Workshop (G)

DIRECTOR’S

After a poetry reading, participants will engage in a conversation about the writing process, uncovering inspiration, agency in writing, and how teachers’ own writing can help their students discover their voices. Bring your pen and leave your fears of the blank page at home.

Brenda LeBlanc 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. **Patty Haggerty** taught middle school language arts and served in several administrative roles, including Director of Curriculum and Student Assessment at Dudley-Charlton Regional School District in MA. A former Christa McAuliffe Fellow for Massachusetts, she is a Nationally Board Certified Teacher for ELA. She has a passion for service learning.

4. #FilterTheClassics: Using YA Novels to Revitalize the Classics and Raise Student Voice in English Classrooms (H)

BOXWOOD

Snapchat filters enhance images; YA texts act as literary filters to enhance the classics. This session introduces #FilterTheClassics: a unique instructional approach that employs young adult texts as “filters” to promote engaged, socially-conscious reading stances toward classic literature. #FilterTheClassics sparks conversations relevant to contemporary life and empowers students to embrace traditionally unapproachable aspects of classic literature. This instructional approach encourages novice and veteran teachers to speak up for YA literature to empower students to see themselves in the texts they study. Workshop participants will engage in an activity that allows them to envision #FilterTheClassics in their own English classrooms.

Sue Ringle Pet is an assistant Professor at Sacred Heart University in Fairfield, CT. She specializes in secondary English education and literacy K-12; adolescent and children’s literature; and multicultural education. Her research reframes the scholarship of Louise Rosenblatt and examines preservice English teachers’ developing identities as readers and future teachers. **Laurel Holubecki** recently graduated from Sacred Heart University in Fairfield, CT, with a Bachelor of Arts in English, and a Master of Arts in Teaching. She has recently finished her student teaching at Naugatuck High School in Naugatuck, CT and is now a certified teacher, specializing in secondary English education. **Cristina Zangaglia** graduated from Sacred Heart University in Fairfield, CT, with a Bachelor of Arts in English and a minor in Italian. She recently graduated with her Master of Arts in Teaching. She completed her student teaching at Shelton High School in Shelton, CT and is certified in secondary English education. **Catherine Martin** graduated from Sacred Heart University in Fairfield, CT, with a Bachelor of Arts in English and Master of Arts in Teaching. She recently completed her student teaching experience at Madison Middle

Saturday Program – Continued

School in Trumbull, CT and is now a certified secondary English educator. **Alexandra Hogan** graduated from Sacred Heart University in Fairfield, CT, with a Bachelor of Arts in English and a Master of Arts in Teaching. She has recently completed her student teaching at Hillcrest Middle School in Trumbull, CT.

11:45 a.m. – 12:00 p.m.

Refreshment Break

12:00 p.m. – 1:30 p.m.

Session V

1. Teacher Time-Out: Mindfulness and Reflective Practices (G)

AMPHITHEATER

These are times of stress and mass distraction for all, but it is a particularly demanding and anxious time for educators. Mindfulness and a reflective pedagogy can help us to hold space for our gifts, purpose, and agency. Self-knowledge and cultivation of one's voice requires attention and stillness. This workshop will offer time and space to engage in mindfulness activities so we can speak and act from a place of deeper knowing and clarity. Participants will leave with a toolbox of practices, handouts, resources, and with a clear vision of how mindfulness and reflection can benefit them and their students.

Jessica Bane Robert teaches at Clark University where she is also the Assistant Director of the Writing Center and Writing Program. Her course offerings include: Expository Writing, Creative Writing, Sense of Place, and Mindful Choices. She is a published essayist and an award winning poet whose current focus and area of expertise is mindfulness and reflective practices.

2. Activism & Student Voice in Literature (M)

BOARD ROOM

In this workshop, participants will use the novel *All American Boys* by Brendan Kiely and Jason Reynolds, reading strategies from Kylene Beers and Bob Probst's book *Notice & Note*, anti-racist teaching tools from Facing History, IDEAS, and teacher generated writing prompts to discuss how students can respond to issues of race, class, and police brutality. *All American Boys* gives teachers an opportunity to discuss racism, implicit bias, identity, and social activism. Teachers will analyze media, their relationship with the police, stereotypes of black and white males, and the role school plays (or does not play) in helping students build consciousness.

Natasha Goddard is currently the English Department Head at Wellesley Middle School. She has been teaching middle school English in public and private schools since 1994. She is interested in social justice and student voice.

3. Make Your Argument! Using Evidence-based Argumentation to Support English Language Learners and Students With Disabilities as They Engage With Complex Texts (G)

DIRECTOR'S

During this presentation, teachers will learn how to effectively scaffold the complex skills of evidence-based argumentation for English Language Learners and Students with Disabilities. With hands-on activities and videos of exemplary teaching, teachers will be able to practice their own debate skills during a short mock debate. Other activities will include: Four Corners, Round Robin Debates, Pass the Paper, and Carousel. Teachers will leave this presentation with a customized plan for their own debate unit for their students.

Teresa Dawson Knoess is a middle school teacher of English and social studies in the Boston Public Schools. She works particularly with English Language Learners and students with learning disabilities. Her publications include "Evidence Based Argumentation," published by the Boston Debate League.

4. Developing Critical Media Literacy Skills in Students: Examining Common Tropes in Sports Films

BOXWOOD

Trying to teach the reluctant high school senior is always a challenge, but sports can be used to engage and inspire students. By using a combination of film, sports literature, and electronic media, teachers can engage students in challenging learning experiences, teaching skills that students can apply in their lives every day and helping students develop agency in an increasingly complex world. The presenter will discuss methods of conducting film analysis to teach students critical media literacy skills through the vehicle of sports.

Mark Fabrizi is Associate Professor of English Education at Eastern Connecticut State University. He has edited two books—one on using fantasy, and another on using horror literature—to help students develop critical literacy skills. He currently teaches secondary English methods and literacy courses. He also edits The Leaflet.

Thank you for participating in NEATE's 2018 Fall Conference!

We value your feedback! Please complete the online conference evaluation form at <https://tinyurl.com/NEATE2018> or pick up a copy at the registration desk.

MIRRORS WINDOWS

CONNECTING WITH LITERATURE



Meet EMC's NEW English Language Arts program for grades 6-12, ***Mirrors & Windows: Connecting with Literature***. Mirrors & Windows is powered by Passport®, our innovative online learning environment.



Stop by the booth and see what's new. We will be giving out free Access Edition novels while supplies last — don't miss your copy!

Layla Lamchahab | Account Manager
E: layla@emcp.com P: 800-810-6107

Directory of Exhibitors

Bedford, Freeman & Worth High School Publishers

100 American Metro Blvd.
Suite 109
Hamilton, NJ 08619
(866) 843-3715

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

Books on the Square

571 Angell Street
Providence, RI 02906
(401) 331-9097

Celebrating our 26th anniversary this fall, we are Providence's most convenient, independent bookseller with plenty of free parking. We host exciting events for all ages and offer a variety of discounts.

Chandra Prasad

www.chandraprasad.com
chandraprasadbooks@gmail.com

Prasad's YA novel, *Damselfly*, which has earned enthusiastic praise from *School Library Journal*, *Booklist*, and many young readers, is used in middle school and high school curricula across the country as a modern and diverse parallel/linked text with *Lord of the Flies*.

EMC School

875 Montreal Way
St. Paul, MN 55102
(800) 810-6107

EMC School is proud to present *Mirrors & Windows*. This seven-level program is built on rich, diverse, and timeless writings by renowned, award-winning authors.

Follett School Solutions

1340 Ridgeview Drive

McHenry, IL 60050
(877) 899-8550

Follett is your one-stop for classroom materials and books from over 5,000 publishers. Transform your classroom into a learning environment that meets curriculum standards.

GrammarFlip

2712 Van Dyke Avenue
Raleigh, NC 27607
(919) 391-4906

GrammarFlip is an interactive grammar and writing platform designed to individualize student learning while saving time for English teachers. Effective. Efficient. Engaging.

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 02116
(617) 273-1558

Huntington Theatre Company's Education Department will provide information about the National Poetry Out Loud competition, Student Matinee Series, & EPIC: Empowered Performers in Conversation.

McGraw Hill Education

8787 Orion Place
Columbus, OH 43240
(508) 468-9916

Our mission is to accelerate learning through intuitive, engaging, efficient and effective experiences grounded in research.

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.

Perma-Bound

617 Vandalia Road
Jacksonville, IL 62650
(800) 637-6581

Perma-Bound provides prebound books that have an unconditional binding guarantee. Large inventory of titles that results in fast shipment times with competitive pricing.

Readable Writing Press

28 Sprague Avenue
Chelmsford, MA 01824
(978) 761-4515

We publish John Maguire's College Writing Guide, a writing workbook/textbook focused on the readable style. Suitable for first-year college writing; usable in high school AP classes.

Readerbound Books

1650 W. Orange Grove Avenue
Pomona, CA 91768
(800) 875-9911

Readerbound books are built for heavy classroom use, are priced lower than competitors, and are guaranteed to outlast any other hardcover edition.

**Sandra Bornstein Holocaust
Education Center Genocide
Education Project Holocaust And
Genocide Education Law Com-
mittee**

401 Elmgrove Avenue
Providence, RI 02906
(401) 453-7860

Townsend Press

439 Kelley Drive
West Berlin, NJ 08091
(888) 752-6410

Townsend Press publishes reading, writing and vocabulary work/textbooks; as well as a collection of original and classic paperbacks for reading levels 5 thru 14. Our vocabulary and reading series are available both electronically and in print.

Under the Same Moon

54 Checkerberry Lane
Framingham, MA 01702
(508) 816-7423

Guatemalan handmade jewelry, scarves, Christmas ornaments, wallets, and purses to assist sending Guatemalan children to school.

Western New England University

1215 Wilbraham Road
Springfield, MA 01119
(413) 782-1606

We offer a low-residency MFA program in creative writing with two yearly residencies and the MAET for high school and middle school teachers to earn PDP credits as well as a Master's.

WordPlay Shakespeare

25 W 54 Street, 10B
New York, NY 10019
(212) 245-1964

WordPlay Shakespeare is a web-based Shakespeare eBook that puts a filmed performance of Shakespeare's plays on the page, next to the text, together with a series of learning tools and scaffolds.

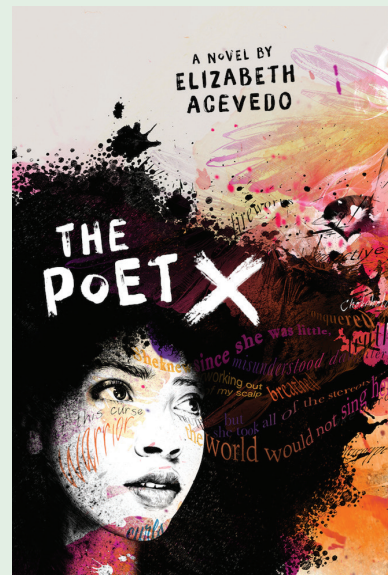
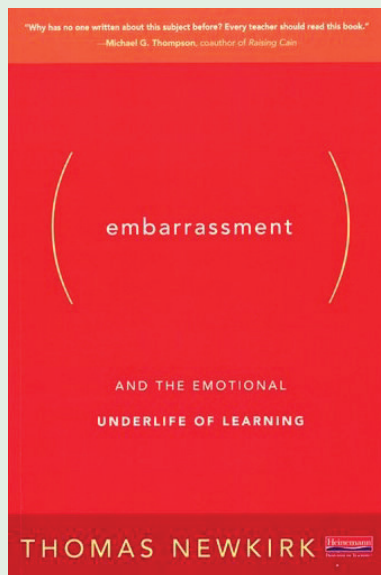
A Word of Thanks

On behalf of the Conference Committee and the NEATE Board, we thank our keynote speakers, Thomas Newkirk and Elizabeth Acevedo, and our presenters for sharing their insights. Thanks to the staff at the Holiday Inn for their hospitality and to the New Repertory Theatre's Classic Repertory Group for their entertainment. Thanks to Books on the Square and our exhibitors for sharing resources.

We are grateful to the Conference Committee for the time and effort they have generously offered: Ann and Dick West, Debbie Woelflein, Dana Huff, Dav Cranmer, and Lynn Leschke. This successful conference is a result of their support, guidance, and wisdom.

We hope you leave the conference feeling inspired and energized in encouraging your colleagues and your students to use their voices. Thank you for participating, and we hope to see you next year.

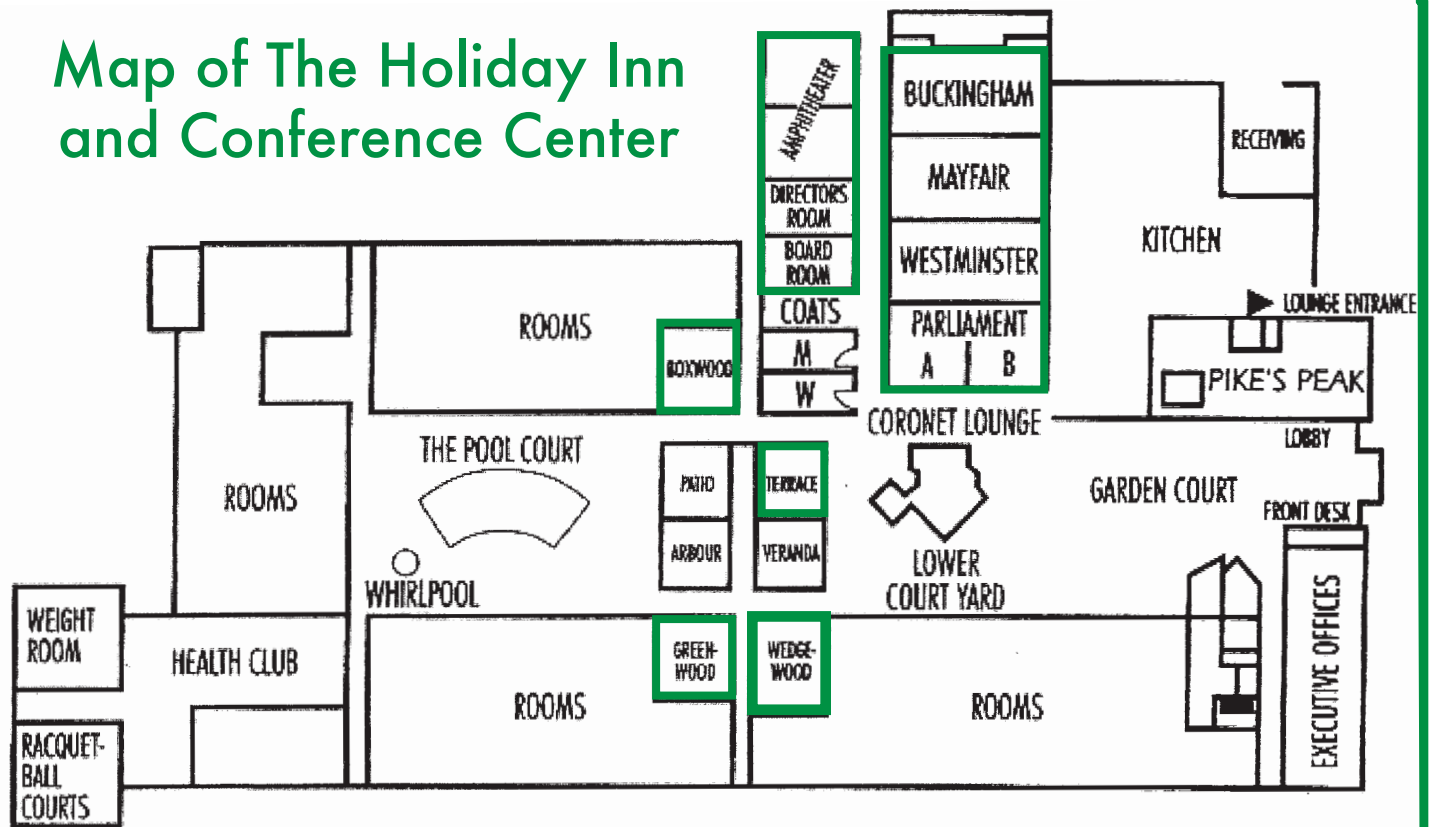
*Jessica Gott and Samantha McElroy
Conference Committee Co-chairs*



Be sure to check out the latest books by our speakers: Tom Newkirk's *Embarrassment and the Emotional Underlife of Learning* and Elizabeth Acevedo's *The Poet X*.

Stay for book signings after the keynotes!

Map of The Holiday Inn and Conference Center



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.

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 117th year of publication.