



NEATE Non-Conference Offerings 2020-2021

Sat. Nov. 7th, 9:00 a.m.
<i>Teaching Students to Enter the Discourse</i> , Marie Levey-Pabst
Sat. Nov. 7th, 10:30 a.m.
<i>Moving to Color Brave: Adjusting Our Lens to Talk about the R-Word</i> , Cathy Sosnowski
Book Club 2 Thurs. Nov. 12th 7: 00 p.m. <i>Stamped</i> (YA edition)
JUST ADDED Tues. December 3 A Conversation with Carol Jago and Jocelyn Chadwick. Co-sponsored by CTCTE
Sat. Dec. 5th, 9: 00 a.m.
<i>Critical Theory: A Vehicle for Teaching Social Justice</i> , with Ariel Maloney and Tanya Trayer Participants will learn how to introduce critical literary theory, specifically focusing on Gender Theory, Social Class Theory, and Critical Race Theory, as a strategy to improve student engagement, develop students' literacy and analytical skills, and promote social justice pedagogy. Participants will receive a “crash course” in theory, as well as many materials to help scaffold students’ learning about theory in the classroom. Participants will have the opportunity to practice applying these strategies with a combination of print and media texts and will leave the workshop with resources and instructional moves to implement critical theory in their own classrooms.
Sat. Dec. 5th, 10:30 a.m.
<i>Windows and Mirrors: Asian American Stories, Protagonists, and Authors</i> , with Michele Leong and Charlene Beh

To what extent do our texts reflect the experiences of these students? In this workshop, educators will learn about different portrayals of Asian American protagonists in texts, examine issues of gender, and discuss texts that reflect experiences that many Asian American students face.

Book Club 3

Thurs. Dec. 10th 7:00 p.m. *Class Act*, Jerry Craft (NEATE 2019)

Sat. Jan 9th, 9:00 a.m.

Creating Active Citizens: Tools for Supporting ELLs to Access Rigorous Texts, with Caitlin MacLeod-Bluver

Too often, teachers are parallelized by students' lack of foundational reading skills and insist that they must teach "the basics" before giving students opportunities to access complex texts. The very opposite, however, is true. In this workshop, we will explore best practices for using complex texts with English Language Learners to increase engagement and help students become engaged citizens in their community. This workshop will give you the tools and resources to provide all students with opportunities to access complex texts around issues of social justice, identity, engagement, and belonging.

Sat. Jan 9th, 10:30 a.m.

Supporting Students through Challenging Times: Resilience Literature for Your Classroom Library, with Paulina Auclair

This conversational session focuses on University of Pennsylvania's resilience skill set (connection, self-awareness, self-regulation, strengths of character, mental agility and optimism) and how each of the young adult literature selections aligns to the six components of the skill set. The presenters introduce the skill set and share middle school and high school selections that focus on empowering our students during these uncertain times.

Thurs. Jan 21st 7:00 p.m.

***Other Words*, Jasmine Warga**

Sat. Feb. 8th, 9:00 a.m.

Adolescent Literature and Mental Health: A Path Towards Normalization, with Brooke Eisenbach, Jason Frydman, Kathryn Pope, Ileana Perlera

In this session, educators, school-based mental health specialists, and pre-service teachers will work together to highlight and share a variety of contemporary middle level and YAL featuring characters with mental illness and mental health needs, along with classroom discussion approaches for the secondary ELA classroom, in an effort to further dismantle the stigma that often surrounds mental illness and enhance mental health education. Participants will engage in conversation surrounding select adolescent literature, as well as suggestions for selecting titles featuring mental health themes for the classroom space.

Sat. Feb. 8th, 10:30 a.m.

Beyond Marxism: Class Performance, Cultural Capital, and Class Analysis in the ELA Classroom, with Sophia Sarigianides and Nicole Godard

While many ELA educators move towards developing curricula that explicitly address issues of race and gender, the subject of class can often remain taboo or invisible in our discussions of the literature we teach. Educators who attend this session will explore different strategies they can use to facilitate student dialogue on matters of class and the way class intersects with other social realities.

Book Club 4

Thurs. March 11th 7:00 p.m. *Children of the Land*, Marcelo Hernandez Castillo

Sat. March 20th, 9:00 a.m.

Cathy Nicastro and Dr. Kim Parker Present

Sat. March 20th 10:30 a.m.

Keynote Address,
Marcelo Hernandez Castillo

Book Club 5

Thurs. April 8th 7:00 p.m. TBD (poetry or verse-Suggestion Acevedo NEATE 2018)

Sat. April 10th, 9:00 a.m.

Empowering Student Voice and Choice: Using Novels in Verse and Poems of Protest in the High School English Classroom with Rebecca Ashley

Novels in verse have exploded onto the scene of YA literature and offer an entry point to poetry for all readers. When we allow students to choose the books they read, and use

contemporary poetry as a model for their own writing, poetry shifts from a sometimes daunting genre to an empowering mode of expression. In this workshop participants will have the opportunity to learn about using the book club model with novels in verse to inspire original student poetry. Participants will have the opportunity to engage with high school students about their experience reading novels in verse and writing original poetry and how the experience has empowered them to use their voices.

Sat. April 10th, 10:30 a.m.

Poet of the Year presentation

Sat. April 10th, 10:30 a.m.

Masterpiece Theater - PBS Learning Media

Sat. May 15th, 9:00 a.m.

From Dictionaries to Microsoft's Squiggly Lines: Practical Strategies for a Critical Approach to Language Tools with Christopher Parsons

A colorful squiggly line has appeared on your student's Microsoft Word document—and it is hard to understand why. They might (reasonably) ask, “Why is it underlined? Does that mean it's wrong? Do I have to change it? Who decides what gets underlined anyhow?” These questions, ones about language authority, structure, power, and history, are crucial for helping students become thoughtful, critical users of the language tools around them. This workshop offers concrete strategies and activities for helping students use, reflect on, and critique three commonly-used language tools: the Microsoft Word Grammar Checker, English language usage guides, and English dictionaries.

Sat. May 15th, 10:30 a.m.

Presenting the Marian Gleason Most Promising New Teacher Award

Presenting the Anne Garland West Excellence in Teaching Award

Sat. May 15th, 11:00 a.m.

SCAR STORIES: Finding Breakthroughs in Student Writing through Wounds, Words, and Hope with Luke Reynolds

This workshop explores how we can work to equip student writers to find power by facing their wounds, rather than negating or denying them. Through structured and unstructured writing activities, modeling, empowering discussion strategies, and classroom presence, this workshop examines ways to make such an endeavor both feasible and safe.