



WEST VIRGINIA
COUNCIL OF
TEACHERS OF
ENGLISH



Theme and Goals

The theme of this year’s conference is “A West Virginia For All: Creating Diverse & Inclusive ELA Classrooms”, a theme that calls us to reflect on and share how we can teach for justice. The on-going goals of the conference are to highlight the expertise of West Virginia’s English and Language Arts teachers and to build a professional network of teachers who are leaders in innovative ELA teaching and learning practices.

Conference Schedule

<i>Friday</i>	<i>Saturday</i>
<ul style="list-style-type: none"> ● 8:30-9:00 AM: Registration & Coffee, Mountaineer Room 2nd floor of Mountainlair ● 9:00-10:00 AM: Morning Plenary with Crystal Good in Gluck Theater ● 10:05-10:50 AM: Concurrent Sessions Round 1 ● 11:00–12:00 PM: Presidential Session with Dr. Jocelyn Chadwick in Gluck Theatre ● 12:00-1:00 PM: Lunch, <i>On Your Own</i> ● 1:00-1:55 PM: Concurrent Session Round 2 ● 2:00-2:55 PM: Concurrent Session Round 3 ● 3:10-4:00 PM: Afternoon Plenary with Ann Pancake in Gluck Theater 	<ul style="list-style-type: none"> ● 8:00-9:00 AM: Registration & Coffee, Mountaineer Room 2nd floor of Mountainlair ● 9:00-10:00 AM: Morning Plenary with Tricia Ebarvia in Gluck Theater ● 10:05-11:00 AM: Concurrent Session Round 1 ● 11:05-12:00 PM: Concurrent Session Round 2 ● 12:10-1:30 PM: Awards Luncheon (ticketed), or Lunch <i>On Your Own</i> ● 1:30-2:10 PM: Concurrent Session Round 3 ● 2:20–3:10 PM: Concurrent Session Round 4 ● 3:20-4:20 PM: Afternoon Plenary with Kwame Alexander in Gluck Theater ● 4:30-5:15 PM: Business Meeting–Rhododendron Room

Featured Sessions

Dr. Peggy O’Brien from *Folger Shakespeare Library* is offering one session on Friday afternoon and two sessions on Saturday morning. Check the schedule for details

- *How To Have A Blast—and Teach A Whole Lot of Important Things—in the First Week of Your Shakespeare Unit*
- *Active Close Reading: Students Understand Shakespeare (And Other Writers) On Their Feet*

Conference Details:

Hotel: Our recommended hotel is Hampton Inn. Reduced rate rooms are available under the name WVELA. Reduced rates are \$99/night plus tax. https://hamptoninn3.hilton.com/en/hotels/west-virginia/hampton-inn-morgantown-MGWVVHX/index.html?WT.mc_id=zLADA0WW1HX2OLX3DA4HWB5TABL6MGWVVHX. The hotel address is 1053 Van Voorhis Road, Morgantown, West Virginia, 26505. The phone number is:304-599-1200

Parking: The Mountainlair Parking Garage is a pay-by-hour parking lot with credit card and coin options at payment kiosks, located in the garage. This is the closest parking option for Friday. Parking at the Mountainlair Parking Garage is free on Saturday.

Food: Fast food options are available in the Mountainlair, and downtown Morgantown eateries are within walking distance. On Friday, WVU classes are in session, so conference guests will be among students at the Mountainlair restaurants. On Saturday, conference guests will have the option of buying a ticket for \$30 for the Awards Luncheon. Luncheon tickets must be purchased by Thursday at 5PM.

Wifi Access: In order to access WVU Guest WiFi, guests will need to register as a guest using this link: <https://wvu.teamdynamix.com/TDClient/KB/ArticleDet?ID=12719>, or Google search "WVU Guest Wireless Access" and follow the link to sign-in as a WVU guest.

Social Media: Follow, tag, and post events using #WVELA19. Follow us on Facebook and Twitter using: @wvcte, @nwpwvu, and @nctewvu.

DETAILED SCHEDULE

9-10AM Plenary

Conference Welcome: Jessica Salfia, President of WVCTE and Dr. Audra Slocum, Co-Director of NWP@WVU

Presentation: Crystal Good, WV Poet & Activist
Gluck Theater, 1st Floor, Mountainlair

Friday Breakout Sessions Round 1: 10:05-10:55

Session 1

[Round 1: 10:05-10:55]

Title: Crafting Inclusive Units: Ensuring Student Representation in ELA Curricula

Presenter(s): Elizabeth Matheny

- Elizabeth Matheny has taught for Maryland Public Schools for twelve years. She currently teaches English 9 and AP Language and Composition. You can find her and what's happening in her classroom on Twitter, @matheeli

Overview: Do the units we teach reflect the students sitting in front of us? How can we leverage tried-and-true, classic texts with contemporary writers to ensure each student in our classrooms sees themselves in the works we study? In this session teachers will collaboratively design a unit that blends classic literature with contemporary, prose, poetry, and multimedia resources from diverse perspectives to create an inclusive classroom culture.

Room: Blackwater

Session 2

[Round 1: 10:05-10:55]

Title: Writers at Work: Using Project-Based Writing to Foster Student Independence

Presenter(s): Liz Prather

- Liz Prather is an English teacher who has taught composition and creative writing in both secondary and post-secondary institutions for 23 years. Prather holds an MFA from the University of Texas-Austin and is the author of *Project-Based Writing: Teaching Students to Manage Time and Clarify Purpose* (Heinemann 2017) and forthcoming, *The Necessity of Narrative: Blending Story into Argumentative and Informational Texts* (Heinemann 2019).

Overview: How do we give students writing opportunities that mimic the work of professional writers. In this session, Liz Prather shares tools and skills that professional writers use to support their independent writing projects. From pitching ideas to writing proposals to scheduling time to write, student writers can learn and practice these powerful procedural

tools as they develop as readers, writers, researchers, community members, and project managers.

Room: Bluestone

Session 3

[Round 1: 10:05-10:55]

Title: Do You Know What You're Saying? Practical and Compassionate Strategies for Communicating with ELLs in the Classroom

Presenter(s): Katie Mehle

- Katie Mehle is an Adult Education/ESOL instructor at the Adult Learning Center at MTEC (Morgantown) with previous teaching experience at the WVU Intensive English Program and at adult schools in Mexico and South Carolina. Katie has an MA in World Languages for TESOL (WVU) and a BA in English (Bethany College).

Overview: Attendees will learn about common barriers to clear communication with English Language Learners (ELLs). We will explore strategies for educators to avoid confusion commonly caused by factors like idioms, pronunciation in conversational English, other language nuances, and cultural differences. Attendees will come away with practical and compassionate strategies for communicating with speakers of other languages in classroom settings.

Room: Capacon

Session 4

[Round 1: 10:05-10:55]

Title: Creating More Inclusive Reading Experiences in our Classrooms

Presenter(s): Scott Bayer and Joel Garza

- Scott Bayer is a grades 6-12 English Language Arts Instructional Specialist in Montgomery County Public Schools, MD. He works with 70 middle and high school English departments, focusing on blended and personalized learning, leveraging technology, and creating more inclusive reading experiences. Follow him @Lyricalswordz & #THEBOOKCHAT
- Joel Garza is the Upper School English chair at Greenhill School in Addison, TX, where he has taught for twelve years. Online & in the classroom, he seeks out literature in translation & authentic writing opportunities for his students. Follow him, @JoelRGarza & #THEBOOKCHAT

Overview: What kind of reader are you now? What kind of reader do your students need you to be? In this interactive presentation, the co-founders of #THEBOOKCHAT will guide participants to create of a Reader Identity Profile, apply the Profile to a short text, and then explore self-analytical methods of our own reading. By doing this, teachers will be able to create more inclusive reading experiences for our students.

Room: Greenbrier

Session 5

[Round 1: 10:05-10:55]

Title: Is There Data in English?

Presenter(s): Matthew Wink

- Matthew Wink is a first year principal at Charles Town Middle School. He has worked as a Mathematics Teacher for 13 years before becoming an Administrator. He has worked in West Virginia and Maryland as an administrator before finding his home at CTMS.

Overview: Think English and Data should never be in the same conversation? I believe I can convince you otherwise. Come to our session to explore more about what our school is doing to begin to see how data can make your teaching more meaningful.

Room: Kanawha

Session 6

[Round 1: 10:05-10:55]

Title: Teaching Transparently: Meeting Student Needs Through Teaching What I Value

Presenter: Toni Poling

- Toni M. Poling is an award-winning English teacher at Fairmont Senior High School. A National Board Certified Teacher, she has been teaching for 15 years and currently teaches AP English Language, AP English Literature, and English 11. In 2017, Mrs. Poling was named the WV Teacher of the Year.

Overview: We expect engagement and vulnerability from our students, but we need to show them how to do both. By highlighting our own struggles, insecurities, and vulnerabilities we are showing our students that our classroom learning environment is a safe space where they try without failure because we are right there beside them. Designing a classroom around what we value and making transparent teaching decisions provides a safe space for all.

Room: Laurel

Mid-Morning Plenary Session 11:00-12:00

Dr. Jocelyn Chadwick, past president of NCTE

Gluck Theater, 1st floor of Mountainlair

****LUNCH ON YOUR OWN --- 12-1PM****

Friday Breakout Sessions Round 2: 1:00-1:55

Session 1

[Round 2: 1:00-1:55]

Title: In Their Shoes: Exploring Cultures Through Perspective Writing

Presenter(s): Julie McClung

- Julie Shelton is a graduate of West Virginia University's Benedum Collaborative 5-Year Teacher Education Program. She is currently embarking on the journey of her first year of teaching at Preston High School where she facilitates learning for all in her classroom with 11th and 12th grade students. Julie is passionate about promoting social justice and multiculturalism in her classroom and beyond.

Overview: In this session we will explore the power of writing through the POV and perspectives of others. This practice allows students to participate in the valuable skill of considering world views outside of their own, as well as challenges them to consider complex social issues through the eyes of another.

Room: Blackwater

Session 2[Round 2: 1:00-1:55]**Title:** Troubleshooting Strategies with Appalachian Nonfiction Literature**Presenter(s):** Allyson Perry

- Allyson Perry, NBCT, teaches 7th grade ELA and Social Studies at Barrackville Elementary Middle School in Marion County and is an adjunct instructor at WVU. Prior to her teaching career, she was a park ranger at Gettysburg National Military Park and earned an MA in History from WVU.

Overview: This session provides attendees with targeted informational text strategies designed to meet students' diverse needs. These strategies will be paired with Appalachian nonfiction literature, which serves as the vehicle for student understanding on multiple levels. By using this accessible entry-point, attendees can help students gain a better grasp on informational texts and will help them to develop a more inclusive understanding of what it means to Appalachian.

Room: Bluestone*Session 3*[Round 2: 1:00-1:55]**Title:** Upgrading Your Book Report into the 21st Century**Presenter(s):** Crista Good

- Crista Good graduated from West Virginia University at Parkersburg in 1995 with a bachelor's degree in Elementary Education. She worked at Wood County Christian School for three years before she became a mother to two children, Kaitlyn and Adam. She returned to public education in 2006 at Wirt County Primary Center teaching 3rd grade. In 2009 she earned her Master's Degree in Reading K-Adult and in 2013 began teaching 5th grade ELA at Wirt County Middle School.
- Last summer, Crista attended the 10th International Conference on Holocaust Studies at the Yad Vashem in Jerusalem, Israel where she has continued her passion for studying the Holocaust and how to effectively teach our children about this horrific period in human history. It is her desire to reach hearts of children, so that they can learn that ALL people are the same, that all have a place in our world and something to contribute.

Overview: Upgrade book reports into the 21st Century! This multi-media method is comprised of standards driven performance tasks that is engaging and adaptive to any text.

Room: Cacapon*Session 4*[Round 2: 1:00-1:55]**Title:** Discovering the Beauty of the Reading/Writing Link**Presenter(s):** Dr. Tammy Donahue

- Tammy is a Marshall University graduate, and she earned an M.A. at UVA, an Ed.S at Virginia Tech, and an Ed.D at UVA. She has 22 years of teaching experience and has served as a principal, supervisor, and director. She presently teaches ELA/Social Studies at Maxwell Hill Elementary, in Raleigh County.

Overview: In this session, participants will discover methods to strengthen their students' reading comprehension as well as writing fluency. Lessons will center on writings by West

Virginia award winning author, Cynthia Rylant and will help develop student awareness of their unique culture and heritage. Strategies are easily adaptable to other reading selections.

Room: Greenbrier

Session 5

[Round 2: 1:00-1:55]

Title: How Self-Selected Independent Reading Can Increase Student Reading Comprehension, Stamina, and Fluency

Presenter: Toni Poling, NBCT

- Toni M. Poling is an award-winning English teacher at Fairmont Senior High School. A National Board Certified Teacher, she has been teaching for 15 years and currently teaches AP English Language, AP English Literature, and English 11. In 2017, Mrs. Poling was named the WV Teacher of the Year.

Overview: On any given day, I estimate as few as 20% of my students have completed outside reading and are prepared for class. Through a classroom-based inquiry project, I was able to obtain grant funds to grow a classroom library and implement self-selected independent reading to increase student reading comprehension, fluency, and stamina. Join me to learn more about my process, strategies, methodology, and a review of my research data.

Room: Kanawha

Session 6

[Round 2: 1:00-1:55]

Title: Daring to Engage: Democratic Discussions & Inquiry to Foster Argumentative Writing and Study Agency

Presenter(s): Audra Slocum and Sarah Morris

- Audra Slocum, PhD, is a former high school English teacher and now is an assistant professor of English education at WVU. There she prepares new secondary ELA teachers, co-directs NWP@WVU, and hangs out in English classrooms around the area, because kids and ELA teachers are the coolest. Her research is in Appalachian adolescent identity, language & identity, and critical place-based pedagogies.
- Sarah Morris, PhD, is a WV native, a former high school English teacher, and now is a Teaching Assistant Professor in English at WVU. She co-directs the Undergraduate Writing Program at WVU and co-directs NWP@WVU. Her research is in supporting collaboration in the composition classroom, fostering peer feedback, and digital modes of writing. When she's not teaching, she is running marathons and enjoying West Virginia.

Overview: This session presents a curricular framework to transform the argument model from form-based structure to an inquiry-driven process to engage adolescent writers. Drawing from the National Writing Project's CW3P resources, the framework uses democratic conversations based on student interests, and aims to foster academic literacy, participation, and student agency.

Room: Laurel

Session 7

[Round 2: 1:00-1:55]

Title: Thinking American: Collaborative Interdisciplinary Approaches to English and US History

Presenter(s): Andrew Carroll and Amanda Sacks

- Andrew Carroll is in his third year teaching English at Elkins High School. He holds a B.A. in English from Davis & Elkins College. His goals for the current school year include providing more timely and meaningful feedback to students and helping students learn to manage time better.
- Amanda Sacks is in her third year teaching Social Studies at Elkins High School. She holds a B.A. in History from Davis & Elkins College. Her goals for the current school year include helping student understand and use primary sources better and improving classroom culture through meditation.

Overview: During this session, we will lead you through the creation and implementation of our American Studies course, discuss our approach to collaborative teaching, and then brainstorm micromovements we can all make in our schools now to create more joyous and collaborative work environment for students and teachers.

Room: Mountain

Friday Breakout Sessions Round 3 - 2:00-2:55

Session 1

[Round 3: 2:00-2:55]

Title: Free PBS Resources for the Secondary Classroom

Presenter(s): Margaret Miller

- Margaret Miller holds a Bachelor's degree in social studies education from Marshall University and a Master's degree in reading education from the WV College of Graduate Studies. She taught social studies and remedial reading in Kanawha County for 28 years and served as the county curriculum specialist for social studies for 6 years. She is currently the curriculum specialist at West Virginia Public Broadcasting.

Overview: PBS programs offer amazing content for the ELA classes but did you know there are FREE support materials available for many of these programs? In this session participants will join the PBS LearningMedia community and will interact with online resources and tools to create a "storyboard" reflecting the diversity of their communities. Participants should bring a laptop or tablet to the session.

Room: Blackwater

Session 2

[Round 3: 2:00-2:55]

Title: Propaganda and Social Media

Presenter(s): Joel Garza

- Joel /hō-ÉL/ called roll for the first time in August 1993. One of his favorite teaching challenges is guiding students in reading & interpreting the book of experience--the language of advertising, the internet, politics, themselves, etc. This is his first visit to West Virginia, inspired by colleagues he met through Twitter chats.

Overview: Even though my students are not yet voting, they have political opinions, and they take political action—whether they know it or not. In this session, I will guide teachers through the steps I take to awaken my students to their own political ideas and to interrogate how they act upon & speak about politics.

Room: Bluestone

*Session 3**[Round 3: 2:00-2:55]***Title:** Can We Build It? Yes, We Can! Using Literacy Strategies with STEM**Presenter(s):** Alicia Hardman

- Alicia Hardman is in her 7th year of teaching in Raleigh County. She is a Title I teacher at Beckley Elementary School. She previously taught 7th grade Writing. Ms. Hardman has been awarded grants for math literacy, escape rooms, and literacy through painting. She is currently working on an administration certification.

Overview: Attendees of my workshop will learn about books such as “Two-One Elephants and Still Standing” and “Iggy Peck Architect” that are wonderful for both literacy strategies and STEM activities. One or both books may be read during the workshop and then, participants will complete a STEM activity related to the books. As of right now, the idea is for participants to build a bridge using materials provided such as play dough, popsicles stick. Finally, the presenter will provide examples of literacy activities and show samples of how these activities can be used in the classroom.

Room: Cacapon*Session 4**[Round 3: 2:00-2:55]***Title:** Tools of Engagement: How to Blend Story into Argument and Informational Texts**Presenter(s):** Liz Prather

- Liz Prather is an English teacher who has taught composition and creative writing in both secondary and post-secondary institutions for 23 years. Prather holds an MFA from the University of Texas-Austin and is the author of Project-Based Writing: Teaching Students to Manage Time and Clarify Purpose (Heinemann 2017) and forthcoming The Necessity of Narrative: Blending Story into Argumentative and Informational Texts (Heinemann 2019).

Overview: Students can learn to use techniques they normally see in fiction to engage a nonfiction audience. This session shows teachers how to help students find nonfiction topics in their personal stories and use their personal stories to illustrate their nonfiction texts. By examining mentor texts and observing narrative techniques, participants will receive six classroom activities to invite their students to join the narrative revolution.

Room: Greenbrier*Session 5**[Round 3: 2:00-2:55]***Title:** Using Mentor Texts to Meet the Needs and Interests of Diverse Learners**Presenter(s):** Anna Sherfinski and Kaylah Summers

- Anna Smith is the president of WVU's NCTE Chapter, NCTE'eers, and is an intern in WVU's 5-year teacher education program. She is majoring in elementary education with a specialization in 5-9 English education.
- Kaylah Summers is the Vice President of Finance of WVU's NCTE Chapter, NCTE'eers, and is an intern in WVU's 5-year teacher education program. She is majoring in elementary education with minors in creative writing and psychology, and a specialization in K-12 special education.

Overview: Two graduate students at WVU will share their experience in using mentor texts in their field placements to teach meaningful writing to diverse learners. They will share examples

of how they used mentor texts to teach writing, resources used to find mentor texts, and engage in conversation with the audience about other meaningful ways to use mentor texts in the classroom while meeting the needs of their diverse learners.

Room: Kanawha

Session 6

[Round 3: 2:00-2:55]

Title: 3-D Learning: Engaging the Unengaged

Presenter: Carrie Beatty

- Carrie Beatty is a graduate of WVU who holds a BA in history as well as English and a MA in secondary education. She has been teaching for thirteen years from urban to rural schools. University High School, her alma mater, has been home for eleven of those years. She has been happily married for sixteen years and has four children.

Overview: This workshop provides hands-on tools, strategies and lesson plan samples to engage the more difficult students in active learning. These strategies are ideal in classrooms that are diverse in ability, contain non-native speakers of English and/or are co-taught with a special educator.

Room: Laurel

Session 7

Title: How To Have A Blast—and Teach A Whole Lot of Important Things—in the First Week of Your Shakespeare Unit

Presenter: Peggy O'Brien, Ph.D., Folger Shakespeare Library

- I'm the DC public high school English teacher who established the Folger Shakespeare Library's education philosophy, founded its education department and launched almost all of its education work. I believe these four things:
 - Middle and high school teachers do the most important work on earth.*
 - Shakespeare has something to say to every student, and every student has something to say to him.*
 - Every kid has the absolute right—and the absolute ability—to connect with and get inside this guy's plays and ideas.*
 - Every teacher should have a good time teaching Shakespeare.*

Overview: Your students (and you) will be enthusiastically at home and confident inside a Shakespeare play when you start off by diving into the language head on. We'll get busy working with words, lines, speeches, and scenes . . . just like your students will in class. We'll work with different plays and you'll be able to see how getting into a play this way will pay off for them and for you!

Room: Rhododendron

Saturday

Registration 8-9AM - Mountaineer Room, 2nd Floor of Mountainlair

Saturday Concurrent Sessions Round 1 - 10:05-11:00

Session 1

[Round 1 10:05-11:00]

Title: Play with poetry: BOOST student voice through creative writing

Presenter(s): Melissa Smith

- Melissa Smith teaches at Lake Norman Charter in Huntersville, NC. She is 2017 District Teacher of the Year and National Board Certified. She has presented at NCTE, NCTIES, and AP Annual Conference. She runs teachlivingpoets.com, is co-authoring a book on teaching poetry, and is the creator of the #TeachLivingPoets hashtag.

Overview: This session is directed toward teachers seeking high-interest and relevant writing prompts that allow students to develop personal voice through language play. Through interacting with mentor texts, pre-writing strategies, and poetry prompts, participants are provided with fresh and engaging poetry-driven creativity boosts they can take back to their classrooms and implement tomorrow.

Room: Blackwater

Session 2

[Round 1 10:05-11:00]

Title: What does it mean to be Appalachian? Exploring Identity and Diversity through Appalachian Literature and Studies

Presenter(s): Karla Hilliard and Jessica Salfia

- Karla Hilliard, Executive Vice President of WVCTE, teaches AP Literature and Composition and English 11/H at Spring Mills High School in the Eastern panhandle of West Virginia. You can find her writing about education on www.movingwriters.org, www.APLitHelp.com, and the WVCTE Best Practices Blog.
- Jessica Salfia, President of WVCTE, is a teacher, writer, and activist from the Eastern panhandle of West Virginia. She has been a West Virginia educator for 15 years, and her writing has appeared in Belt Magazine, the Anthology of Appalachian Writers, and she is a regular contributor to the WVCTE Best Practices Blog.

Overview: What role does place have in your identity? What joys, what tragedies, what histories, what stereotypes do you carry in your identity because of the place you are from? What stereotypes do you have of others? In this session West Virginia educators Karla Hilliard and Jessica Salfia will present a complete unit that asks students to answer the essential question, "What does it mean to be Appalachian?"

Room: Bluestone

Session 3

[Round 1 10:05-11:00]

Title: Writing in Real Life: A Community Poetry-Writing Experiment

Presenter(s): Cynthia Garcia

- I have taught English/Language Arts in the Catholic school system and have long been involved in service education. Since my recent retirement from middle school teaching I have become increasingly involved in bringing arts education to various community groups with a particular concentration on writing.

Overview: Sometimes even the most engaging classroom teaching is difficult to generalize to students' daily lives. In this session we'll learn about an endeavor to bring writing to the larger community as a group of middle-schoolers help facilitate poetry workshops at a community center for adults with intellectual disabilities.

Room: Cacapon

Session 4

[Round 1 10:05-11:00]

Title: Learning Games that Turn Windows into Mirrors

Presenter(s): Sabrina Jones & Joni Magnusson

- Sabrina Jones, a Logan County native, has been an instructor of English at Marshall University for nine years. She is also the academic advisor for English Ed. majors and she works as the department liaison with the College of Education and Professional Development.
- Joni Magnusson has been an English instructor at Marshall University for six years. She teaches composition, business writing, and professional writing courses. She is currently working with a departmental committee to build a Professional Writing major and minor. Joni also functions as the department liaison with the Lewis College of Business.

Overview: Marshall University English instructors will share two games they use to "turn mirrors into windows" to help students relate to their own culture(s) as well as appreciate the diversity beyond it. This session will be interactive. Attendees will participate in simulations and then the instructors will talk about how and why they use the games, what results they've seen, and how teachers can use them in their ELA classrooms.

Room: Greenbrier

Session 5

[Round 1 10:05-11:00]

Title: Using Picture Books to Teach Diversity Units

Presenter(s): Pam Pittman, PhD and Julie Reneau, PhD

- Pam Pittman is Assistant Professor and Program Coordinator for the M.Ed. Reading Specialist program at Fairmont State University. She taught in public and private schools in NC and Bulgaria for 17 years.
- Julie Reneau is Associate Professor and Program Coordinator for the M.Ed. Multi-categorical Special Education with Autism program and Director of the Autism Individualized Mentoring and Support Services program (AIMSS) at Fairmont State University. She taught in public schools for 10 years and was Teacher of the Year in Taylor County.

Overview: In this session, participants will learn how to use picture book literature to build units and teach about diversity, particularly in upper elementary and middle school English Language Arts classrooms. Participants will receive frameworks for three interdisciplinary units: Martin Luther King, Jr.; the Holocaust; and Bias and Stereotypes.

Room: Kanawha

Session 6[Round 1 10:05-11:00]**Title:** Copia and Inclusion: A Commonplace Book Pedagogy**Presenter(s):** Thomas Sura, PhD, Kaley Vestal, and Hannah Jack

- Thomas Sura is an Associate Professor in the English Department at West Virginia University. His work focuses on faculty and curriculum development in Composition Studies.
- Kaley Vestal is an undergraduate scholar studying English and Law and Legal Studies at West Virginia University with plans to attend law school following completion of her degree.
- Hannah Jack is an undergraduate scholar studying English with a concentration in Professional Writing and Editing at West Virginia University.

Overview: This workshop presents commonplace books—a ancient tool updated for the 21st century—as a way to break out of the SEAE evaluation bind in fun, inclusive, and portable ways. Participants will learn what commonplace books are, how they connect to what we know about students’ research identities, and how to adapt them to learners at all levels. Finally, participants will practice methods for keeping their own commonplace books.

Room: Laurel*Session 7*[Round 1 10:05-11:00]**Title:** New Visions of Teaching and Learning**Presenter(s):** Keisha Kibler and Dr. Barbara Wierzbicki

- Keisha Hopkins Kibler is an assistant professor of education at Fairmont State University. She taught English for 15 years in Preston County. #55United is her strength; future teachers are her hope. She also facilitates two National Board cohorts in the North Central region of WV.
- Barbara Wierzbicki is an assistant professor of education at Fairmont State University. She has 13 years of experience teaching K-5 in various locations throughout the US. She teaches literacy courses and social studies methods for elementary education majors. This is her first presentation with “Dr.” in front of her name.

Overview: Learning teaching is a journey. This presentation will provide an overview of how one teacher education program has provided teacher candidates with multiple opportunities to reflect on how specific scenes from their journey has informed their conceptions/misconception of teaching and assessment. Teacher candidates will share specific ways they have re-envisioned their teaching and assessing practices to create new scenes of teaching and learning.

Room: Monongahela*Session 8***Title:** How To Have A Blast—and Teach A Whole Lot of Important Things—in the First Week of Your Shakespeare Unit**Presenter:** Peggy O’Brien, Ph.D.

- I'm the DC public high school English teacher who established the Folger Shakespeare Library's education philosophy, founded its education department and launched almost all of its education work. I believe these four things:
 - Middle and high school teachers do the most important work on earth.
 - Shakespeare has something to say to every student, and every student has something to say to him.
 - Every kid has the absolute right—and the absolute ability—to connect with and get inside this guy's plays and ideas.
 - Every teacher should have a good time teaching Shakespeare.

Overview: Your students (and you) will be enthusiastically at home and confident inside a Shakespeare play when you start off by diving into the language head on. We'll get busy working with words, lines, speeches, and scenes . . . just like your students will in class. We'll work with different plays and you'll be able to see how getting into a play this way will pay off for them and for you!

Room: Rhododendron

Saturday Concurrent Sessions Round 2 11:05-12:00

Session 1

[Round 2: 11:05-12:00]

Title: Writing on the Wall: Using Padlet to Support Participatory Learning and Inclusive Classroom Learning

Presenter(s): Denise Lindstrom, PhD

- Denise Lindstrom is currently an Assistant Professor in CEHS at WVU. She graduated as a secondary education English major from Chico State University in 1986 and taught sixth grade at John Swett K-8 school in Oakland, California. Research interests include teacher education, digital literacies, and multimodal learning.

Overview: NCTE encourages educators to use support participatory learning using active learning techniques based on collaboration and peer learning. Padlet (www.padlet.com) provides a free, multimedia friendly website which can be used to encourage real-time, whole class participation and assessment. In this session, attendees will create double entry journal entries using video, animated Giphy's, and text. Attendees will then consider the power of public displays of reading and thinking to support an inclusive classroom environment that welcomes and encourages participation from all.

Room: Blackwater

Session 2

[Round 2: 11:05-12:00]

Title: So Said the Mountains: Using Appalachian Oral History and West Virginia

Presenter(s): Daniel Summers

- Daniel Summers teaches English 9 & English 10, as well as a little Creative Writing. He gets nervous every time he teaches and energized every time he learns. It's a good thing he learns a lot.

Overview: Recognition that literacy are essential to our sense of identity is a crucial step in teaching students about their own identity and respect for the diverse world they live in. This

session explores identity in student writing through the lense of folklore and oral storytelling in Appalachia.

Room: Bluestone

Session 3

[Round 2: 11:05-12:00]

Title: Reading Choice: Student Chosen Books Awaken Dormant Readers and Create Passionate, Habitual Readers

Presenter(s): Tina Rantanen, Annette Madden

- Annette Madden teaches English 9H, 9 and Inclusion at SMHS and has taught regular, honors and inclusion 10th and 11th grade. A graduate of Edinboro University of PA, she now makes her home in the Panhandle of WV where she enjoys spending time with her dogs and reading.
- Tina Rantanen teaches English 12, 12H, 9H and Mythology at SMHS. A graduate of Penn State University, she now makes her home in WV where she enjoys reading a book on the couch with her fur babies close by.

Overview: Do your students hate reading? Ours did. Come and learn techniques that we have implemented in our classrooms that have encouraged students to read for pleasure and other ideas from teachers around the country that are creating similar reading communities.

Room: Cacapon

Session 4

[Round 2: 11:05-12:00]

Title: Teaching Resistance and Social Justice through Dramatic Inquiry

Presenter(s): Lorraine Gaughenbaugh, Jessica Sharp, Allison Volz, PhD

- Lorraine Gaughenbaugh has been a teacher for 30 years. She is currently teaching in a STEM elementary school in Ohio. She loves all things STEAM-Y. For the past 10 years, she has been involved with OSU and Royal Shakespeare Company partnership. She loves seeing the excitement of students who are engaged in learning.
- Jessica Sharp teaches English at Buckeye Valley High School in Delaware, Ohio. She is a graduate of The Ohio State University and Teachers College at Columbia University. Mrs. Sharp was also a Teacher Leader for Stand Up for Shakespeare, a partnership between OSU and the Royal Shakespeare Company.
- Allison Volz teaches 4th grade at Highland Elementary in Columbus, OH and is an adjunct professor at Ohio State and Ohio Wesleyan. She also uses her knowledge of dramatic inquiry, gained through a partnership between OSU and the Royal Shakespeare Company, to facilitate professional development workshops for teachers.

Overview: Do your students sometimes struggle to understand historical contexts and perspectives when you are teaching a nonfiction text? Is it sometimes difficult balance literacy strategies and content knowledge? This session will introduce participants to active and dramatic strategies for exploring complex texts, acts of resistance and the work of social justice during the Civil Rights Movement. A dramatic inquiry approach to studying narrative nonfiction texts, trade books and primary source documents presents a powerful literacy experience for students, making this a session you won't want to miss.

Room: Greenbrier

Session 5[Round 2: 11:05-12:00]**Title:** Restorative Justice for Authors**Presenter(s):** Kendall Snee

- Kendall is a graduate student at WVU studying a masters in secondary education. She plans to become a reading specialist. Her goal is to work in high schools helping students that often fall through the cracks nearing graduation. In her free time she likes to play ultimate frisbee and write poetry.

Overview: Can you separate art from the artist? In the wake of recent sexual misconduct charges by author and Native American representative, Sherman Alexie, many English teachers find themselves asking this very question. In my session I will be looking at different ways in which educators have the ability to explore the relationships between writers and their works from a social justice perspective.

Room: Kanawha*Session 6*[Round 2: 11:05-12:00]**Title:** Empowering Student Reading, Thinking, and Discussion through Challenging Informational Texts**Presenter:** Kirstin Sobotka

- Kirstin Sobotka is a National Board Certified Teacher who has spent the past 10 years in the secondary ELA classroom by means of teaching ninth grade students the value of literacy and supporting middle school teachers with literacy best practices. Currently, she is serving as the Middle School Literacy Academic Specialist in Cabell County Schools (Huntington, WV).

Overview: This “all hands on deck” session will transform teachers to middle school students in order to participate in best practice literacy and discussion strategies that implore the use of student voice and perspective.

Room: Laurel*Session 7*[Round 2: 11:05-12:00]**Title:** Engaging Students with Diverse Texts**Presenter:** Scott Bayer

- Scott Bayer is a grades 6-12 English Language Arts Instructional Specialist in Montgomery County Public Schools, MD. He works with 70 middle and high school English departments, focusing on blended and personalized learning, leveraging technology, and creating more inclusive reading experiences. Find him @Lyricalswordz & #THEBOOKCHAT

Overview: Our country is mired in division, where daily we see people not being recognized as fully human. How did we get here? How can we move forward? And how can we heal? This session will explain how shared reading experiences can develop empathy, enhance knowledge, and lessen fear—ultimately helping bring about positive change in our country and in our world.

Room: Monongahela****LUNCH -- 12:05-1:25******Awards Luncheon (Ticketed – See Eventbrite for tickets) -- Mountaineer Room**

Or Lunch on your own

Saturday Concurrent Sessions Round 3 – 1:30-2:30

Session 1

[Round 3: 1:30-2:30]

Title: #TeachLivingPoets: Redefining the Canon to Discover and Develop Student Voice through Living Poets

Presenter(s): Melissa Smith and Karla Hilliard

- Melissa Smith teaches at Lake Norman Charter in Huntersville, NC. She is 2017 District Teacher of the Year and National Board Certified. She has presented at NCTE, NCTIES, and AP Annual Conference. She runs teachlivingpoets.com, is co-authoring a book on teaching poetry, and is the creator of the #TeachLivingPoets hashtag.
- Karla Hilliard, Executive Vice President of WVCTE, teaches AP Literature and Composition and English 11/H at Spring Mills High School in the Eastern panhandle of West Virginia. You can find her writing about education on www.movingwriters.org, www.APLitHelp.com, and the WVCTE Best Practices Blog.

Overview: Teaching contemporary poets exposes students to a myriad of diverse voices and current issues while modeling how to use their voices as agents for change. This session showcases poetry lessons, how social media and digital tools can enhance poetry, responding to poetry, using mentor texts, and teaching collections as a whole. Student blogging and use of social media to connect with poets were also explored.

Room: Blackwater

Session 2

[Round 3: 1:30-2:30]

Title: Making the Writing Process Inclusive

Presenter(s): Sharon Sullivan

- Sharon Sullivan is a National Board Certified teacher with almost two decades of teaching in both public and private settings, every grade from Pre-K to fifth grade in mostly high-needs areas. She is currently teaching 5th grade English Language Arts and Social Studies in Wilson County, NC.

Overview: No two students are alike. This can be an obstacle when planning lessons and assessments. So how do you embrace this diversity and use it successfully? In this session, one teacher will share her story of breaking through to hard-to-reach students through writing while also demonstrating PEG Writing, the program she uses to support her instruction. Attendees will get hands-on practice with the program that has helped her succeed.

Room: Bluestone

Session 3

[Round 3: 1:30-2:30]

Title: 7 Strategies of Highly Engaging Teachers

Presenter(s): Teresa Campbell

- Teresa Campbell is a National Board Certified Teacher with 26 years of teaching experience in West Virginia. She has taught English/language arts and reading to all grade levels from 6-12. Mrs. Campbell has presented at the school, county, state, collegiate, and national levels over the course of her career.

Overview: In this presentation, I will present and explain through active participation 7 simple strategies that teachers can use the very next day in their classrooms. The strategies incorporate all learning modalities, which is a key concept in reaching all learners to become better readers! The participants will leave with an example of each of these strategies for their personal teacher toolbox. The cross-curricular activities can be used across grade levels 5-12.

Room: Cacapon

Session 4

[Round 3: 1:30-2:30]

Title: Teaching for Success: Writing for the WVSGA

Presenter(s): Louise McDonald, PhD and Anna Mia Fennell

- Dr. Louise McDonald teaches 8th grade ELA and reading at Wildwood Middle School in Shenandoah Junction, West Virginia. She received her PhD in literacy, writing assessment and composition at the University of Minnesota and taught there and at Shepherd University, before turning to middle school instruction.
- Mrs. Anna Mia Fennell teaches 8th grade ELA and reading at Wildwood Middle School. She previously taught high school English for many years, and enjoys introducing adolescents to Steinbeck.

Overview: McDonald and Fennell were invited by the WVDE to participate in a writing comparability study to verify the computer-based scoring system for the WVSGA with the scores of qualified teachers. Attendees will receive the rubric used by the State of West Virginia to evaluate writing at the middle school levels, apply the rubric to student texts, and receive exemplars of student texts at a variety of levels.

Room: Greenbrier

Session 5

[Round 3: 1:30-2:30]

Title: The Leadership of George Washington: Exploring the Life of George Washington as a Leader

Presenter(s): Stephanie Runion

- Stephanie Runion is an Academic Support Teacher at Norwood Elementary School in Harrison County, WV. She is a National Board Certified teacher and a member of the National Writing Project @ WVU Advisory Board. This past November, she attended the George Washington Teacher Institute at Mount Vernon, VA.

Overview: Participants will explore the leadership lessons of George Washington through a close read of primary source documents. Participants will also discover how they can use historical primary source documents while teaching content areas other than Social Studies. This session will feature various instructional activities using primary source documents from and about George Washington, and focus on how these activities can be adapted for multiple grade and instructional levels.

Room: Kanawha

Session 6

[Round 3: 1:30-2:30]

Title: The Have Nots: Exploring Poverty Through Social Issues Book Clubs

Presenter(s): Sarah Lewis

- Sarah Lewis is a literacy coach in Berkeley County, West Virginia, where her goal is to inspire teachers to create a classroom full of lifelong readers. When she isn't reading children's literature, Sarah can be found in the classrooms coaching teachers and creating professional development for the county.

Overview: In this session, elementary and middle school teachers will learn how to effectively use book clubs to discuss relevant social issues happening in today's world. While focusing on poverty, teachers will learn how to establish a book club, the three simple steps to transform a book club into a social issues book club, and how to use a read-aloud to set expectations and generate excitement when launching a new unit.

Room: Laurel

Session 7

[Round 3: 1:30-2:30]

Title: Property Design: What You Think Matters

Presenter(s): Cheryl Cain

- This year makes my 17th year as an ELA instructor, and I have been responsible for small-class instruction as a Special Educator, collaboration with Special Educators as a General Education Instructor, a Regular Education Instructor, as well as an Honors English Instructor for Upshur County Schools. I have always made a concerted effort to develop my professionalism by attending county, state and national conferences, and therefore I have a toolbox of effective strategies that are worth sharing with others.

Overview: As instructors, we only have so much time with our students to accomplish content, and we can all attest to the struggle to engage students and address the myriad issues that students experience outside of our classrooms. This presentation will share research-based, practical and simplistic conversation and strategies to engage teachers and students, validate students' stories to connect to content, elevate their successes and make assessment easier for any student on any level, and any instructor, teaching at any level.

Room: Monongahela

Title: Active Close Reading: Students Understand Shakespeare (And Other Writers) On Their Feet

Presenter: Peggy O'Brien, Ph.D., Folger Shakespeare Library

- I'm the DC public high school English teacher who established the Folger Shakespeare Library's education philosophy, founded its education department and launched almost all of its education work. I believe these four things:
 - Middle and high school teachers do the most important work on earth.
 - Shakespeare has something to say to every student, and every student has something to say to him.
 - Every kid has the absolute right—and the absolute ability—to connect with and get inside Shakespeare's plays and ideas.
 - Ways of teaching Shakespeare are incredibly useful when teaching other complex texts too.

Overview: Jump into and practice a couple of classroom strategies that have proven really useful in moving students from a wide range of ability levels into joyful and engaging close reading. We'll work with two different plays, but you'll be able to see how these activities can

be useful with any play you teach. Lots of teachers tell us that the notion of their students close-reading a Shakespeare play—or a part of one—fills them with doubt or dread. Or maybe both. We can help you with that!

Room: Rhododendron

Saturday Concurrent Sessions Round 4 –2:35–3:20 PM

Session 1

[Round 4: 2:35-3:20]

Title: Engage in Change: Human Rights Education & Advocacy in Secondary English Classrooms

Presenter(s): Emily Tanzey

- I am an 8th Grade E/LA teacher who is committed to creating a classroom where students are celebrated. I have worked closely with the history teachers at my school to create cross-curricular, experiential learning opportunities. I model my passion for social justice and community activism by lobbying for social justice organizations & environmental groups.

Overview: Human Rights are Universal! This crash course on Human Rights Education and ways to connect the Universal Declaration of Human rights with thematic units in English/Language Arts will provide teachers with classroom resources, role playing activities, and lesson plan ideas.

Room: Blackwater

Session 2

[Round 4: 2:35-3:20]

Title: Engage Your Students in Reading! How Three Educators at Three Districts Have Successfully Navigated this Path!

Presenter(s): Melissa Perlman from NewsELA

- **Cole Coates:** Cole Coates is an Eighth Grade Reading Teacher at Bridge Street Middle School in Ohio County. This is Cole's first year as a full-time teacher. Cole is not only passionate about improving his students' literacy, but is also focused on teaching them skills that will help them succeed as life-long learners. Besides teaching, Cole serves as the Camp Director of Fort Steuben Scout Reservation, a summer camp owned and operated by the Ohio River Valley Council, B.S.A.
- **Christy Archer:** Christy Archer is currently a 7th grade World History/Geography teacher in Wood County. This is her first year in Wood County Schools. She has been teaching 6 years, 5 years have been spent with Jackson County. Previous positions include: a math interventionist, reading interventionist, and mostly a 6th grade U.S. History teacher. Certifications include: Elementary Teacher K-6, Reading Specialist Endorsement, and Grades 5-9 Social Studies certified.
- **Kirstin Sobotka:** Kirstin Sobotka is a National Board Certified teacher, who has spent the last 10 years in the ELA classroom, teaching students the value of literacy, while also supporting middle school teachers with literacy best practices. Currently, she is serving as the Middle School Literacy Academic Specialist in Cabell County.
- **Melissa Perlman:** Melissa has an extensive background in the Education Technology, including work in assessment and curriculum support, and all of her previous roles have been focused on Literacy. She has been supporting schools and districts with technology-based solutions that help to support district goals and initiatives. Melissa joined Newsela in February 2018, and has been working closely with school districts

across Maryland and West Virginia. In her spare time, Melissa is a certified Prana Vinyasa Flow (TM) yoga instructor, and an avid reader.

Overview: Engaging students in reading is hard work! Learn how three West Virginia educators have implemented high interest non-fiction content into their daily practice, across content areas to foster excitement and a love of reading for their students.

Room: Bluestone

Session 3

[Round 4: 2:35-3:20]

Title: Agency in Readers Workshop: Developing Empathy and Advocacy

Presenter(s): Jessica Michael Bowman

- Jessica Michael Bowman is an elementary teacher and K-8 literacy coach in Berkeley County, WV. She is a contributing writer for the West Virginia Council of Teachers of English and is dedicated to supporting literacy within the mountain state.

Overview: How might we instill empathy and advocacy within our young students while still supporting literacy? This session aims to equip elementary teachers with the essential structures and instructional best practices of a successful readers workshop while highlighting how to encourage students to be agents of change through inquiry, book clubs, and author studies. Session participants will plan workshop components, engage in a mini- social issue book club, and engage with diverse texts that promote inclusivity and diversity in the classroom. Diverse book recommendations and resources for supporting the culture of an inclusive readers workshop will also be provided.

Room: Cacapon

Session 4

[Round 4: 2:35-3:20]

Title: All That Could Happen: Using Art and Artifact to Unleash Creative Writing

Presenter(s): Renee Nicholson

- Renée K. Nicholson is assistant professor in the Programs for Multi- and Interdisciplinary Studies at WVU, Director of the West Virginia Writers' Workshop and author of Roundabout Directions to Lincoln Center. Renée was the 2018 recipient of the Susan S. Landis Award for Distinguished Service to the Arts, by the WV Division of Culture and History.
- Sally Deskins holds a Masters of Arts in Art History, a Masters of Public Administration, and Bachelor of Arts in Studio Art. She currently serves as Exhibits Coordinator at WVU Libraries. Sally won two Nebraska Book Awards for illustration for Intimates & Fools (Les Femmes Folles Books, 2014), and Leaves of Absence (Red Dashboard Press, 2016).

Overview: As 2019 Director of the West Virginia Writers' Workshop, Renée K. Nicholson sought to bring fresh experiences to high school writers. Having collaborated on projects with college students with Sally Deskins of WVU Libraries, the two created successful ways to incorporate art and artifact into creative writing, helping emerging writers cultivate new, innovative ideas on what to write about and how to work in a collaborative, interdisciplinary framework.

Room: Greenbrier

Session 5

[Round 4: 2:35-3:20]

Title: Project La Resolana: Representative Literatures for Solidarity in the Classroom

Presenter(s): Cassandra Colón

- Cassandra Colón is a Junior at WVU triple majoring in Latin American Studies, Women's and Gender Studies, and Geography. As the initiative founder for Project La Resolana, she works closely with K-12 educators to provide representational literature to students of color by distributing donated books to her community.

Overview: This session transforms colorblind classroom practices into culturally responsive, inclusive, and social spaces. It seeks to combat white privilege in education with self-reflection, as an effort to revolutionize current curricula that systematically excludes students of color. By pulling from representative literature, community organizing, and self-reflection, I seek to make educators question their own complicity in a white washed system in order to develop inclusive classroom practices for students of color.

Room: Kanawha

Session 6

[Round 4: 2:35-3:20]

Title: Transformation, Translation, and Complication: Analyzing “Take Me Home, Country Roads”

Presenter(s): Sarah Morris, PhD

- Sarah Morris, PhD, is a WV native, a former high school English teacher, and now is a Teaching Assistant Professor in English at WVU. She co-directs the Undergraduate Writing Program at WVU and co-directs NWP@WVU. Her research interests include human science phenomenology, embodiment, writing process, and student-centered teaching.

Overview: In this session, we will explore complex ideas related to transformation, appropriation, ownership, and emotion, to develop a communal understanding of the power of “Country Roads” as anthem, text, artifact, and rhetoric and its implication for teaching analytical skills in the secondary English language arts classroom.

Room: Laurel

Session 7

[Round 4: 2:35-3:20]

Title: Finding Your Place: Using Folklore in Writing

Presenter(s): Rebecca Thomas

- Rebecca Thomas is an Instructor of English at West Virginia University, where she earned her MFA in creative writing. Prior, she taught high school creative writing in California. Her work has appeared in *Prairie Schooner*, *ZYZZYVA*, *The Massachusetts Review*, among other places, and has been nominated for a Pushcart Prize.

Overview: The aim of this presentation is to demonstrate what a unit on folklore in writing might look like. In this assignment, students are asked to identify, collect, and analyze one element of folklore in their life. We will go over practical writing prompts that ask students to explore various craft elements. The discussions that come this allow students to see the rich and vibrant cultures that they are participating in.

Room: Monongahela

Afternoon Plenary Session - 3:30 - 4:20

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Draft March 19, 2019

WV English/Language Arts Teacher Conference

**Kwame Alexander, author of *The Crossover*, *Rebound*, and *Swing*
Gluck Theater, Mountainlair**

Business Meeting - 4:30-5:15

Rhododendron Room

Get involved in WVCTE and NWP@WVU