



**NEATE'S Community of Virtual Learning
Fall 2021-Spring 2022
"The Year of the Teacher: Agency, Empowerment, and Care"**

**Kickoff Event
Friday, October 22, 2021
8:30 a.m. - 3:00 p.m.**

**Workshops
8:30 a.m. to 9:30 a.m.**

Marie Levey-Pabst

"Less Grading, More Learning: How to give students effective writing feedback (and spend less time grading)"

In this workshop we will pull apart the purposes and best practices for giving feedback and for grading (because they are two different things). We will examine how the writing process moves in our classes, and identify points in the process where feedback is most effective for students, and share efficient and timely strategies for providing that feedback. We will also learn how to use portfolios as evaluation tools that lessen the time we spend grading papers while still greatly helping our students grow as writers.

Marie Levey-Pabst is a National Board Certified Teacher and writing instructor at Bunker Hill Community College and Bentley University. Prior to teaching college writing, Marie taught ELA in Oakland and Boston. Marie also works as a literacy coach for the Teaching and Learning Alliance.

Larissa Malone, Ph.D.

"Telling Stories of Self: The Power of Counter-Narratives"

Zora Neal Hurston said, "If you are silent about your pain, they'll kill you and say you enjoyed it." This workshop encourages educators of Color to articulate their lived experiences. Through the context of counter-narratives (also known as counter-storytelling and testimonios), the power of voice is explored. Important literature regarding counter-narrative storytelling and counter-narrative methodology is explored, as well as other important elements, such as intersectionality and racial realism. This workshop highlights how the act of counter-narratives can be empowering, an act of resistance, a means of self-care, and a way to reclaim space.

Larissa Malone, Ph.D., is an Assistant Professor at University of Southern Maine. Her research centers on the minoritized experience in schooling, inclusive of students, parents, and teachers. Other interests include the intersection of race with other disciplines, such as race and religion, race and geography, and race and identity development.

Jacqueline Catcher and Joel Iwaskiewicz

“Living Poets, Lived Experience”

Poetry is a genre that engages lived experience. But the canon of American poetry does not capture the diversity of today’s living poets or our students. As educators, we have the capacity to elevate the voices of a new wave of poets redefining the genre. This session will help teachers sculpt a unit that centers diverse voices while also modeling mastery of craft. Students will be able to discuss, analyze, and write alongside a full poetry collection of their choice. The unit presented in this workshop is grounded in the work of Clint Smith, Sarah Kay, and Rudy Francisco.

A graduate of Boston University and the University of New Hampshire, Jacqueline Catcher (she/her) has taught for eight years at Exeter High School. A graduate of Rhodes College in Tennessee and the Bread Loaf School of English in Vermont, Joel Iwaskiewicz (he/him) has been a public high school teacher and theater director for ten years in his native New Hampshire. They have collaborated on social justice-based curriculum in the secondary English classroom for the past five years. They have presented their combined work previously at the annual NEATE conference.

9:45 a.m. to 10:00 a.m.

Welcome to NEATE!

Brenda Le Blanc Jaster, President

Keynote Address

10:00 a.m. to 11:00 a.m.

Clint Smith

How the Word is Passed

Workshops

11:15 a.m. to 12:15 p.m.

Katharine Covino-Poutasse and Elizabeth Englander

“Ways Educators Can Help Their Students Manage Post-Pandemic Anxiety”

This fall, children and tweens return to school after living through a tumultuous global pandemic, which included many months of excessive screen time, parental anxiety and stress, social isolation, and distance learning. Psychological research has documented all types of mental health concerns, including larger than ever numbers of children with anxiety and depression. Teachers need to focus on helping students regain lost ground academically, but students’ emotional realities may cause behavioral, academic, and emotional challenges. This workshop will demonstrate tested techniques that teachers can employ to support their students struggling with post-pandemic learning loss and minimize social and emotional problems.

Katharine Covino is an assistant professor of English who teaches writing, literature, and teacher-preparation classes at Fitchburg State University. Prior to university-level teaching, she taught middle school and high school in Austin, Texas. She is also a children’s book author. Her latest book seeks to support children (and their families) in understanding, processing, and addressing the challenges of life returning ‘back to normal’ in a funny, accessible, kid-friendly way.

Elizabeth Englander is the Executive Director of the Massachusetts Aggression Reduction Center at Bridgewater State University, where her research and teaching focuses on social problems between children and social and emotional learning. A nationally recognized expert in bullying and cyberbullying, she is also an Advisory Board Member of Children and Screens and was recently appointed to one of Governor Baker’s Advisory Councils.

Dr. Rebecca G. Harper

“Write Now and Write On”

Your students may not realize it, but they’re already writers. All those informal text messages, Instagram captions, and Facebook posts have given them skills they can use as a springboard to the formal, content-specific writing they’ll need for success in school, college, and careers.

In this workshop you will find:

- Engaging exercises based in the kinds of writing students already do
- Versatile “parachute writings”—quick bursts of practice to drop into a day’s lesson
- Strategies for introducing academic vocabulary and making it stick

With this virtual workshop, you’ll be ready to make literacy relevant, valuable, and authentic.

Dr. Rebecca G. Harper is an associate professor of literacy and the author of two content literacy books. Her research interests include critical literacy, writing in the content areas, and using argument for social justice.

Lisa Savage, Sam Pfeifle, and Bobbie Thibodeau

“Integrating under-represented voices into your curriculum/lesson plans”

Educators will learn strategies that have been used successfully to integrate under-represented voices into curriculum and lessons. Strategies include the use of texts including print and film, guest speakers, whole school events, and grant writing to fund their efforts. We will discuss the value of actively working to center Black, indigenous, and people of color's voices, as well as the particular challenges in this arena for educators working in predominantly white schools and areas of New England.

Sam Pfeifle, with a degree in Education from the University of Vermont, two years teaching high school English, and a career in journalism, currently serves as Board Chair in MSAD 15, serving Gray and New Gloucester, Maine. He is actively interested in bringing diverse voices into the MSAD 15 curriculum.

Lisa Savage, a National Board certified teacher of history, has taught ELA K-12 and served as a literacy coach. She has invited indigenous leaders, immigrants from the African diaspora, and incarcerated youth to her schools. A published author, she has worked with Maine's DOE to support teachers of writing.

Bobbie Thibodeau, from MSAD 15 Gray-New Gloucester, Maine, is the International Baccalaureate Coordinator at Gray-New Gloucester High School, a position she's held since 2019, in addition to more than a decade of teaching social studies at the high school level in Maine. She is a Teacher for Global Classrooms Fulbright Fellow, a Fund for Teachers Fellow, and has studied extensively in other countries, including specific interest in Japan, India, and Israel. She has a BA in Psychology and a Masters of Education in Teaching Methodology.

12:15 p.m. to 1:00 p.m.

Lunch with NEATE's Executive Board

1:15 p.m. to 2:15 p.m.

Jocelyn A. Chadwick

Year of the Teacher: Creating Sustaining Communities for US

ELA teachers: the nucleus of every child's education. We empower and prepare all students with lifelong skills to decipher, scaffold, integrate, and most importantly, to understand information through reading, inquiring, listening, speaking, writing: lifelong literacy cradle to grave.

Our interactive workshop will allow us to talk, share, and identify

- how we can efficiently manage ourselves—being mindful of our needs
- creating caring communities that provide sustained support for us
- looking inside ourselves to identify what personal predilections we should and should not carry into our classrooms
- sharing tools—instructional, strategies, resources
- readjusting to this new and very challenging student audience

Jocelyn A. Chadwick is a life-long English teacher and international scholar. She was a full-time professor at Harvard Graduate School of Education and is now lecturing occasionally and conducting seminars there. In addition to teaching and writing, Chadwick also works online and in classrooms with 4-12 students and teachers around the country, focusing on literature, writing, and curriculum development.

She has worked and continues to work with PBS, WNET, WGBH, BBC Radio and was invited to the White House as panel member for the series, Celebrating America's Authors for Ken Burns's *Mark Twain*. In addition to teaching and writing, Chadwick also consults and works with teachers, elementary, middle and high school students around the country: literature, writing, modern and classical rhetoric. Chadwick also is an expert consultant for NBC News Learn and is now Past-President of National Council of Teachers of English.

Current projects include PBS American Masters, PBS The Great American Read, PBS Learning Media, NBC Today-Parenting, a new book series for the Folger Shakespeare Library, recurring blogs for Larry Ferlazzo in *Education Week*, consultant for Center for Mark Twain Studies, and Savvas (Pearson).

Chadwick has written many articles and books, including, *The Jim Dilemma: Reading Race in Adventures of Huckleberry Finn*; *Common Core: Paradigmatic Shifts*; *Teaching Literature in the Context of Literacy Instruction*; "Mark Twain Meets Generation Z: Challenges, Questions, and New Perspectives," "We Dare Not Teach What We Know We Must: The Importance of Difficult Conversations," "21st Century Challenge: Necessary Perspectives on *Uncle Tom's Cabin* and *Adventures of Huckleberry Finn* as Anti-Slavery Novels," *Critical Insights: Adventures of Huckleberry Finn*, H. W. Wilson, *The Great American Read-PBS*- "Character vs Society: Examining the Multi-layers of Invisibility and Visibility in *Invisible Man*," <https://www.pbslearningmedia.org/resource/character-vs-society-lesson-plan-tgar/character-vs-society-lesson-plan-tgar/> and "Our Students ARE Writing: Time for US to Adjust Our Lens Through Which We Teach Writing," forthcoming in *Education Week*, and *A Celebration of Toni Morrison* for NBCToday:

<https://www.today.com/video/celebrate-the-life-and-legacy-of-author-toni-morrison-98268741945>

Chadwick's new book in progress is *Writing for Life: Using Literature to Teach Writing*.

2:30 p.m. to 3:00 p.m.

Brittney Morris
Author of *SLAY* and *The Cost of Knowing*

Pre-recorded presentations

Michael Gianfrancesco and Shveta Miller

“Graphic Novels Aren't just for Teaching: Instruction and Validation Through Comics”

The graphic novel medium has long since moved past the need to justify its existence as part of the academic world. The visual and textual nature of these books has been established. This workshop will introduce and explore newer and lesser known comic titles that can serve as instructional tools for students as well as opportunities for teachers to see themselves and their struggles as teachers and people on the page. Attendees to this session will receive some suggested titles and are invited to bring their own texts that serve double duty in their classrooms to suggest to the participants!

Michael Gianfrancesco is a 17 year veteran of the high school English classroom in RI, an adjunct professor of English, and graphic novel curriculum consultant who advocates for the use of comics in education. He has curated programming at Harvard, Brown, Fordham, Lesley, RIC, San Diego ComicCon, NY ComicCon, C2E2, Emerald City ComicCon, , ALA, NCTE, and other institutions and events.

Shveta Miller, is the author of Hacking Graphic Novels, and has taught high school English Language Arts in New York City public schools and at a few colleges throughout Asia. Shveta advocates for teaching with comics and graphic novels through her position as Director of Curriculum for Reading With Pictures, participation on Comic Con panels, and through school and library visits. Her articles about teaching and learning have appeared on popular education sites such as Edutopia, Cult of Pedagogy, and Education Week, Reach out to her to connect and collaborate on ShvetaMiller.com, and find her on Twitter as @ShvetaMiller.

Trevor Aleo

“Learning that Transfers: Designing Agile Curriculum for the Modern Language Arts Classroom”

Education is changing because the world is changing. The increasing complexity of our modern times means students' ability to interpret, communicate, and create meaning across contexts, cultures, and mediums has never been more important. Learning that Transfers is a framework that equips educators with the tools they need to reconnect with the heart of their discipline and design dynamic learning experiences alongside their students. In this session, Trevor Aleo will share how teaching for transfer re-ignited his professional passion and provide attendees with resources and next day strategies they can use in class tomorrow.

Trevor Aleo is an English teacher, consultant, and co-author of Learning That Transfers: Designing Curriculum for a Changing World. He holds a BA in English and an MAT from James Madison University and is pursuing a doctorate in learning design and leadership at the University of Illinois Urbana-Champaign.

Jessica DiBuono**“Diversity & Inclusion Through Literature Circles”**

In this presentation, participants will hear and learn practical ways they can implement book clubs/literature circles to create a more inclusive and diverse curriculum.

As the Curriculum Instructional Leader for ELA Grades 6-12 in Weston, CT, Jessica DiBuono prides herself on her ability to create inclusive environments where all students can be successful. She holds a MAST in Reading, Reading Specialist Degree, CAS in Educational Leadership and is currently working on her dissertation on how to build school cultures of learning.

Grace Lee**“Effects of Integrating Multicultural Literacy”**

In 2021, does race matter? Does it affect our children, the way they learn and their success as students? Are we, as a society, beyond looking at race as a factor of educational achievement? Can we as a country even agree on a definition of “diversity”? This workshop proposes to examine how educators can create and maintain successful literacy learning environments for all students regardless of their race and ethnicity. Investigating how teachers in two districts (demographically different) select materials and the degree to which they select multicultural texts may suggest a relationship between students’ literacy scores and teachers incorporating multicultural texts that reflect the lived experiences of children of color will be examined as in connection to their literacy scores.

Grace Lee is an English language arts teacher at Hinckley-Big Rock Middle School in Illinois. With her 18 years of classroom teaching experience, she is also researching about educational policy and practice as a doctoral candidate at the University of Illinois. Lee is a NCTE's Kent D. Williamson Policy Fellow.

Tuesday night presentations
Via Zoom 7:00 p.m. to 8 p.m.

November 16, 2021 - Brooke Eisenbach and Jason S. Frydman
“Promoting Mental Health Literacy through Literature”

This conference session will provide educators a starting point for engaging students in the inclusion, reading, and discussion of YAL texts featuring mental illness and mental health themes within the ELA classroom. In this session, educators, and mental health specialists 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 instructional approaches for the middle and secondary ELA classroom. This session will also feature information regarding adolescent mental health, strategies for evaluating one’s library, and suggestions for identifying literature for inclusion in the curriculum.

*Brooke Eisenbach is a former middle school ELA teacher and current Associate Professor of Middle and Secondary Education at Lesley University. She has co-edited several books, including *Queer Adolescent Literature as a Complement to the English Language Arts Curriculum* and *The Online Classroom: Resources for Effective Middle Level Virtual Education*.*

Jason S. Frydman is Assistant Professor of Psychology at Lesley University. He is a nationally certified school psychologist, registered drama therapist, and has extensive clinical experience working with middle-level and high school students over the past 13 years.

December 14, 2021 - Anne Mooney and Danah Hashem
“Empowering Teachers to Reclaim Their Classrooms Using Sound Texts”

This workshop will explore how we as ELA educators can revisit and reclaim the elements of classroom teaching that bring us joy and agency by using sound texts, including podcasts, speeches, radio advertisements, audio dramas, and more. There are many unknowns about our upcoming academic year, but, after the profound difficulty of last year, we need to prioritize teacher passion and agency. Texts written in the mode of sound uniquely enable teachers to adapt and customize coursework while remaining relevant, accessible, and rigorous, requiring minimal effort and cost, and promoting maximum engagement whether in person, remote, or hybrid.

Anne Mooney teaches 9th, 10th, and 12th grade English at Malden High School. Her academic interests of digital literacies, multimodality, and trauma theory have inspired her classroom and scholarship. Her published work centers around multimodal reading and writing with an emphasis on the benefits sound brings to the ELA classroom.

Danah Hashem is a former engineer turned reading and writing teacher-scholar. She teaches 10th-grade World Literature and AP Language at Lexington Christian Academy. Her areas of scholarship include trauma literature, audio rhetoric, writing pedagogy, and digital and multimodal composition. She is passionate about flexible, student-centric learning that encourages intellectual play.

January 18, 2021 - Stephen Chiger

“Developing Student Voice and Agency in Discourse”

With emphasis on student discourse and creating an inclusive, equitable experience, we'll explore videos, take-aways and resources from high-performing middle- and high-school literacy classrooms that help center student voice in classroom discourse, reviewing how we can use these practices to boost our own instruction. Participants will receive concrete materials to boost their instructional practice. Want to build engaging, high-quality conversations in your classroom? Let's start here.

Stephen Chiger, co-author of Love and Literacy, directs literacy curriculum for Uncommon Schools. He has served as president of the Garden State Scholastic Press Association, co-director of the Hugh N. Boyd Journalism Diversity Workshop, and was named 2015 Educator of the Year by NJCTE. Find him at www.stevechiger.com and <https://twitter.com/stevechiger>.

February 15, 2021 - Rasha El-Haggan

“Building an Inquiry-Based Classroom: An English Teacher’s Journey with Concept-Based Instruction”

If students write a cohesive paragraph, does that mean they understand why writers write paragraphs? Or why writers combine sentences into paragraphs? How do writers structure paragraphs? Do students understand the concept of a "paragraph"? How often do we engage in rote or routine application of skills without helping students realize why we do what we do as writers? As teachers, we often assume that teaching facts and skills means we are teaching conceptual understandings. When in reality, we are not. This is one teacher’s journey with transferring her classroom into an inquiry-based conceptual classroom.

Rasha has 15 years of experience as an educator working in independent, faith-based, public, and international schools. As an advocate of student-centered classrooms, Rasha dedicates a large portion of her time to training teachers and leading schools to design and implement transdisciplinary curricula that promote conceptual, inquiry-based methods. Rasha has a BA in English from the University of Maryland and an MA in Education from Johns Hopkins. Currently, she is the K-12 Curriculum Coordinator at Sandy Spring Friends School in Maryland.

March 15th - Karen Wink

“Engaging Students in the Feedback Process for Writing”

I have studied the commentary process for many years and am writing a related text for English educators, which Rowman and Littlefield will publish in 2021. I will present my classroom-based research to share in ways to lessen the burden for teachers and increase impact on student writing. Using a rhetorical framework, the commentary will center on audience, purpose, message, and context. I will provide a packet of tools, including a survey, reference list of commentary, tables (ex. teachers' comments, students' perceptions, and ways to address in future papers), scripts for audio commentary, and more. I also plan to model digital commentary and play a sample audio tape. Toward the end of the session, I want to open a conversation about challenges with commentary and feasibility of applying digital tools in English classrooms.

April 12th - Marlene Correia

“Empowering ALL Learners with 5 Kinds of Nonfiction”

Most educators are naturally drawn to stories, including fiction and narrative nonfiction, so it's natural to assume most of our students feel the same way. One of the goals of this session is to disrupt this way of thinking. The presenter breaks down the unique 5 categories of nonfiction children's books, offers suggestions for updating book collections, and provides strategies for integrating nonfiction texts into reading and writing lessons. Using the 5 Kinds of Nonfiction empowers all learners through their interests.

Dr. Marlene Correia is an Assistant Professor of Literacy Education at Bridgewater State University. Marlene has 30 years of service in k-12 education as a teacher, district administrator, and teacher educator. She is a past-president and board member of the Massachusetts Reading Association and co-author of 5 Kinds of Nonfiction with Melissa Stewart.

May 17th Theresa Homewood

“What Comes Next? Teaching after a Collective Trauma”

The 2021-2022 school year will present a unique challenge: teaching students who are processing and recovering from trauma. Trauma-informed learning will be an important addition to the classroom experience, but how can we, teachers, effectively reach our traumatized students if we're still processing and recovering from our own trauma(s)? This workshop aims to identify and explain the aftershocks of COVID-19 on the brain and body, provide guidance on ways to prevent student - and teacher! - languishing and burnout, and introduce meaningful TIL and SEL practices and programs to elevate student and teacher mental health.

Theresa Homewood has taught in Special Education and English classrooms for her entire career. She currently teaches high school English at Central Catholic High School in Lawrence, Massachusetts with emphasis on anti-racist curricula through the lens of social-emotional - and trauma-informed - learning.