

## NEATE's Community of Virtual Learning

**“The Year of the Teacher: Agency,  
Empowerment, and Care”**

Monthly workshops  
Tuesdays from  
7:00 p.m. to 8:00 p.m.

Click [here](#) for detailed  
workshop descriptions and  
author biographies.





## Brooke Eisenbach & Jason S. Frydman

November 16, 2021

### “Promoting Mental Health Literacy Through Literature”

To Access Workshop,  
Click [Here](#)



**FOSTERING MENTAL HEALTH  
LITERACY THROUGH  
ADOLESCENT LITERATURE**

*Edited by Brooke Eisenbach  
and Jason Scott Frydman*

**This session will provide educators with 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.**



## **Anne Mooney & Danah Hashem**

**December 14, 2021**

### **“Empowering Teachers to Reclaim Their Classrooms Using Sound Texts”**

To Access Workshop, Click [Here](#)



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.

# Stephen Chiger

January 18, 2022

## “Developing Student Voice and Agency in Discourse”

To Access Workshop, Click [here](#)

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.



# Rasha El-Haggan

February 15, 2022

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

To Access Workshop,  
Click [Here](#)



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.



**Karen Wink**

**March 15, 2022**

**“Engaging Students in the Feedback  
Process for Writing”**

**To Access Workshop, Click [here](#)**

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.

**Marlene Correia**

**April 12, 2022**

**“Empowering ALL Learners with 5  
Kinds of Nonfiction”**

**To Access Workshop, Click [Here](#)**



**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.**

## Theresa Homewood

May 17, 2022



**“What Comes Next?  
Teaching after a  
Collective Trauma”**

**To Access Workshop,  
Click [Here](#)**

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.

# Newly added pre-recorded presentation!!!

**“Coming of Age in a  
Complex World”: A  
New Resource  
Collection for  
Literature Teachers**

**Facilitated by Dr. Erika  
Henderson and Laura  
Tavares**



**FACING  
HISTORY &  
OURSELVES**

In this webinar, we introduce *Coming of Age in a Complex World*, Facing History’s new resource collection for literature and language arts classrooms, integrating social-emotional learning, civic education, and equity with timely research in adolescent development and literacy best practices. It is designed to help your students value the complexity of identity, process texts through a critical and ethical lens, and develop their sense of agency and voice.

To Access Workshop, Click [Here](#) Participants will need a free Facing History login to gain access.



We would love  
your feedback!

Thank you for being part of our  
Community of Virtual Learning.

We would very much appreciate  
if you would take just a few  
minutes to complete the  
following Google Form and let  
us know what we did well and  
what we could further improve.

[Feedback survey](#)

With much gratitude,  
The NEATE Executive Board