



NHCTE 2019 SPRING CONFERENCE

MARCH 28, 2019

The Puritan Conference Center, Manchester, New Hampshire

Making It Count: A Practical Approach to Competency-Based Learning

The 2019 Keynote Speaker: Penny Kittle



Penny Kittle teaches freshman composition at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years, 21 of those spent at Kennett High School in North Conway.

Penny is the co-author of *180 Days* with Kelly Gallagher, and is the author of *Book Love* and *Write Beside Them* which won the James Britton award. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves' work, *Children Want to Write*. She is the president of the Book Love Foundation and was given the Exemplary Leader Award from NCTE's Conference on English Leadership. In the summer Penny teaches graduate students at the University of New Hampshire Literacy Institutes. Throughout the year, she travels across the U.S. and Canada speaking to teachers about empowering students through independence in literacy. She believes in curiosity, engagement, and deep thinking in schools for both students and their teachers. Penny stands on the shoulders of her mentors, the Dons (Murray & Graves), and the Toms (Newkirk & Romano), in her belief that intentional teaching in a reading and writing workshop brings the greatest student investment and learning in a classroom.

The Schedule

7:45-8:15	Coffee and Pastries, Registration
8:15-9:15	Concurrent Sessions I
9:30-10:30	Concurrent Sessions II
10:45-11:45	Concurrent Sessions III
12:00-2:00	Luncheon/Keynote Address

Concurrent Session Descriptions

Session I (8:15-9:15)

1. *Curiosity Shop* by Liz Juster. In a competency-based education, learners have the opportunity to explore, discover and create in an environment that is both individualized and collaborative. Sounds great but how does it work? How do teachers embrace and support multiple modes of learning--lecture, workshop, small group, and individual? Part of the answer lies in a classroom's design and function. Through the story of one high school classroom's transition from traditional to competency-based, participants will have the opportunity to discover how to create and leverage the power of both an agile classroom and a class website to support their ongoing efforts to deliver a competency-based education. (General)

2. *If You Build It . . . Creating English/Language Arts Courses That Empower Student Writers* by Kaileen Chilauskas. High school students have a lot to write about, but too often, the writing experiences they have in school do not permit them to use writing in an authentic, meaningful way. Concord High School has created a new course in authentic production and publication that not only puts students in the driver's seat for their topic and purpose for writing, but also creates an authentic experience in copy editing, art editing, collaboration, communication and innovation. During the workshop participants will experience, first-hand, what the course felt like for the students (through interactive activities). In addition, participants will watch videos of the course in action and you will have a chance to preview the student anthology publications. (High School)

3. *Keeping Poetry Central to Our Core* by Linda Rief. From Linda: I never liked poetry, because I grew up in the classrooms where teachers did precisely what Billy Collins described in his poem "Introduction to Poetry"-- beat it to death. Then I heard William Stafford share his poetry aloud. I wanted students to fall in love with words, with poems, and with ways to share their voices that made the listener sit up and notice the world in surprising, extraordinary ways. In my classroom, I have worked to make poetry an integral part of every day. In this workshop I will show how I extended Georgia Heard's notion of heart maps into heart books. Throughout the year students read and collect the works of contemporary and classic poets—Mary Oliver, Pablo Neruda, Naomi Shihab Nye, Nikki Giovanni, Emily Dickinson, . . .—in their Heart Books. I will show several of these collections—the connection of the poems to the students' heart maps, their illustrations, and their written responses that show their understandings and connections to the poetry. I will share the process in which the students engaged that led to far deeper understanding and appreciation for poets and their writing. (Middle Level)

Session II (9:30-10:30)

1. *Developing High School English Curriculum for At Risk Students through Co-Teaching and Differentiation* by Peggy Jones & Michelle Marzelli. A well-designed curriculum and thinking clearly about what forms of assessments to use allows teachers to be more effective in teaching literature to at risk students. This workshop will focus on how teachers can align and redesign their curriculum to meet the needs of their students from year to year. With a flexible approach to curriculum design, at risk students get the support they need to be successful across content areas. It will also explore how educators can use and develop various resources, co-teaching strategies, collaborative activities, lessons that relate to the learner's life, and student-motivated projects. The workshop will present practical strategies, educational tools, and resources. (High School)

2. *Using Graphic Novels to Teach Literacy, History, and Media Skills* by Jeff Eargle. Students today are immersed in a culture of multimodal texts. Graphic novels are a medium by which teachers can both engage all students for learning about topics such as the Holocaust and prepare students to be savvy consumers of information. In this interactive session, participants will explore a variety of student-centered methods for using graphic novels and texts as part of an interdisciplinary curriculum. Particular attention will be paid scaffolding students toward the creation of their own graphic texts. (Middle and High School)

3. *Bringing LBGTQ Topics to Light in the Classroom* by Marianthe Ingalls. Using presentation, video, story, and song, this workshop will demonstrate ways to discuss LBGTQ topics within the middle school classroom. We will begin by discussing the language students use (specifically "that's so gay") and how they can change their language to be supportive. A short You-Tube video will be shown followed by a reading of the story "Am I Blue?" by Bruce Coville. Extension activities and resources will be shared. (Middle Level)

4. *New Teacher Round Table*
 An informal discussion with a handful of veteran teachers where new and continuing teachers are free to ask questions and seek advice pertaining to the art of teaching. Topics may include: grading, lesson planning, classroom management, communicating with parents, building relationships with students, interviewing and resume writing tips, and anything else that comes up. All are welcome! (General)

Session III (10:45-11:45)

1. *This Much is True* by Trish Walton. Nonfiction is a genre that some English teachers do not use as much as they do fiction. Using a Reader's Workshop model, 8th graders pair a narrative nonfiction book with an information nonfiction book to make connections. Students choose from various task cards to produce creative end projects that demonstrate their understanding. Trish will share her process of developing a highly engaging differentiated unit. (Middle Level)
2. *Teaching Elie Wiesel: Trauma, Remembrance and Hope* By Tom White. How does one approach Elie Wiesel's work and witness in the classroom? This workshop presents *Night* as a constructed memoir, a crafted testimony; a matzeva (marker/gravestone) about the limits of witnessing and "surviving survival". We will discuss *Night* as the beginning, not end, of Wiesel's reencounter with the Shoah by exploring the text through his Hasidic roots and identity. By studying the Shoah and Wiesel's writings we will encounter his hope that the spark for goodness must be ignited within us. How does *Night* help us to "hold" someone else's traumatic memory? How will reading this book make me a better person? How will *Night* allow us "to fence with the shadows, but always have the song"? This workshop looks at the construction of *Night*; the questions it raises; its Hasidic framework; and how to teach it as the beginning of a journey against despair. (Middle and High School)
3. *Engaging the Mind: Active Reading Strategies for All Students* by Amy Clark Canty. This workshop is an introduction to using research-based methods to improve comprehension of students of all ages and abilities. Through direct instruction, modeling, and active participation in activities, the goal of the workshop is for attendees to learn how to improve students' comprehension through metacognition and annotation. Attendees will be able to walk away from the workshop with a stronger understanding of how to teach and encourage reading comprehension skills within any classroom. Materials for this workshop include a projector/PowerPoint presentation, handouts, large post-it paper, and colored writing utensils. (General)

Register soon for the **Don Graves Write Now! 2019 Conference**

Saturday, April 6, 2019 • 8:30 a.m. to 2:00 p.m.
Kennett High School • 409 Eagles Way • North Conway, NH

WITH KYLENE BEERS

Notice and Note:

What It Means to Read Fiction and Nonfiction
with Curiosity, Passion, and Deep Understanding

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For details and registration, visit [Eventbrite.com](https://www.eventbrite.com) (and search for Notice and Note)

Questions? Email frumieselchen@gmail.com or call 603-323-7302.