



# revitalize

YOUR TEACHING

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Join the  
Conversation!  
#ICTE2019



# INDIANA COUNCIL OF TEACHERS OF ENGLISH

SUPPORTING AND INSPIRING LITERACY ADVOCATES



@ICTE17

#ICTE2019

INDIANAENGLISHTEACHERS@GMAIL.COM

## 2020 ICTE ANNUAL CONFERENCE



The University of Notre Dame,  
South Bend

March 21

## WAYS TO GET INVOLVED



Apply to serve on the ICTE Executive Board or Leadership Team



Volunteer to serve on a conference committee



Nominate a colleague or yourself for Outstanding ELA Awards



Submit a proposal for the 2020 ICTE Conference



Submit an article to the ICTE Newsletter



Mentor an early-career teacher

## ICTE LEADERSHIP OPPORTUNITIES

President-Elect

Secretary

Editor of the Newsletter

Social Media Specialist

Contributing Writer



## NATIONAL AWARDS



NCTE 2018  
Kent D. Williamson  
Affiliate Membership  
Award



NCTE 2018  
Affiliate Newsletter  
of Excellence Award



NCTE 2018  
High School Teacher  
of Excellence Award,  
Todd Callen

## 715 MEMBERS STRONG!



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# THANK YOU TO OUR SPONSORS

UNIVERSITY OF NOTRE DAME

## Center *for* Literacy Education

Led by inaugural director Dr. Ernest Morrell, a nationally known expert in literacy studies, the Center for Literacy Education conducts research, community outreach programs, and teacher formation programs to significantly improve literacy achievement and life outcomes for all students, especially those from underserved populations.

### PARK TUDOR

As the only independent school in Indianapolis for children age 3 through grade 12, Park Tudor creates an inspiring environment, with exceptional educators and extraordinary opportunities. The learning experience at Park Tudor prepares and motivates students to become balanced, confident, and resourceful lifelong learners.



The mission of the Saint Mary's College Education Department is to develop reflective decision-makers, who are passionate, ethical school leaders, well prepared in the scholarship, methodology, and professionalism of teaching to successfully cultivate the diverse gifts of each student.



The Indiana State Literacy Association promotes and supports reading and writing in Indiana by continuously advancing the quality of literacy instruction through effective teaching practices.

# WELCOME



National Council of  
Teachers of English

January 25, 2019

Laura Gellin, President  
Indiana Council of Teachers of English

Greetings from the National Council of Teachers of English!

As you gather today with your fellow educators to share ideas and best practices, know that NCTE stands ready to support you. We applaud your efforts in organizing this conference and your dedication to your students through your own professional learning. Literacy teachers are committed, passionate, and dynamic professionals, and NCTE is proud to be your national professional home.

There is no doubt you face myriad complex issues in the classroom and an evolving student body. We applaud your creativity and determination to try new approaches to the teaching and learning of English, English language arts, and literacy at all grade levels. This conference not only enables presenters to share their research, tips, and ideas, but also gives attendees the opportunity to share their own. Together, you will collaborate to enhance your classroom practices and better support your students' learning.

"Teacher learning communities position all participants as contributors, thereby fostering 'collaborative resonance' that enables teachers to work together toward transformative, against-the-grain teaching" –NCTE Policy Brief on Teacher Learning Communities

NCTE, too, offers a number of ways to increase professional learning. Through our books, journals, and *The Council Chronicle*, NCTE publishes the best in literacy research and teaching strategies. Thousands of educators gather at our annual conventions and meetings to collaborate and share best practices. NCTE issues resolutions and position statements to address a variety of topics affecting the teaching of English, English language arts, and literacy. Lastly, NCTE members share their expertise on literacy teaching and learning with policymakers at the local, state, and national levels as they consider new policies and laws.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, provide access to colleagues across the country, and supply love for the profession. We invite you to continue your journey with NCTE! We also invite you to share your thoughts, suggestions, and questions. Please feel free to contact Linda Walters-Moore, Administrative Liaison, [Lwalters-moore@ncte.org](mailto:Lwalters-moore@ncte.org).

Sincerely,

A handwritten signature in black ink that reads "Emily Kirkpatrick". The signature is written in a cursive, flowing style.

Emily Kirkpatrick

# WELCOME



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

March 16, 2019

Dear Indiana Council of Teachers of English Attendees,

On behalf of the Indiana Department of Education, welcome to the 2019 Indiana Council of Teachers of English State Conference. "Revitalize Your Teaching, Revitalize Yourself" is an appropriate theme for this annual meeting.

With the ever-changing educational environment we are experiencing, teachers must take every opportunity to energize, refresh, and reinvest in ourselves and our classroom practices. This year's conference provides excellent fuel to motivate us to work together for student success.

Please use this conference to connect with your colleagues, expand your professional and personal networks, and immerse yourself in the inspiring messages and wisdom of the featured speakers. Conference organizers have created an excellent opportunity for each of you.

Thank you for all you do to support and model excellent learning within your classrooms. Connecting content with your students, fostering a continued love for reading, and developing the creative potential for all of our students is a key in their success.

Enjoy your time at the conference.

Sincerely,

A handwritten signature in black ink that reads "Dr. McCormick".

Dr. Jennifer McCormick  
Superintendent of Public Instruction

# WELCOME



Dear Colleagues,

Welcome to the 2019 ICTE Annual Conference! I am honored to serve as the President of ICTE and this year's Conference Chair of what I hope will be a rich and rewarding experience for each of you today.

When we first started to think about a theme for this year's conference, we thought about what teachers tend to experience in February and March: the yearly pre-Spring burnout. It seems this year's annual teacher fatigue was compounded by what our national and statewide conversations tend to ignore about educators and what our diverse student communities tend to need from educators. When many of us first chose this profession, we saw ourselves as the reader, the writer, the thinker, the helper, or maybe even the hero; now, we have been asked to become the entertainer, the bureaucrat, the referee, the activist, the therapist, the social worker, and the bodyguard. And though we wear all these hats for all these other people, I hope today you will joyfully let all those those hats topple over and just consider you.

Think back. Think back to that first book you loved, that first class you couldn't wait to go to, that first teacher that made you say, "I think I want to be an English teacher." Let today be a day when you call up that younger self, and let her reside in you, and invite her to stay.

Today is a day about you and for you. It's a day to invest in your passion, ignite your curiosity, and imagine what kind of teacher you want to become in the weeks and years ahead. We hope today this conference helps revitalize your teaching to revitalize yourself.

To help inspire you today, we will hear from national and local authors, including Thomas C. Foster, author of *How to Read Literature like a Professor*. You are sure to learn something new from some of the 45 workshop presenters, and I am thrilled that we will be hosting our own version of NCTE's The Future is Now Roundtable session that will feature over 25 pre-service teachers and their research.

I'd like to thank Dr. Ernest Morrell and Notre Dame's Center for Literacy Education for supporting ICTE's efforts to host a conference that all teachers could afford. I'd also like to thank Park Tudor for donating this beautiful space, and I'd like to thank the many thoughtful educators and leaders who contributed their time and talents to making this conference a success. A special note of gratitude goes to the members of the ICTE Executive Board and to Luke Rodesiler for leading and coordinating The Future is Now session.

Finally, I'd like to thank everyone here – all attendees, workshop presenters, chairs, respondents, speakers, and volunteers – for travelling here on a Saturday. I hope you will meet a new colleague from across the state, learn a strategy you're excited to try out, find a useful website, and encounter exciting resources. Most of all, I hope you rediscover the joy that first brought you into our great profession.

Have a great conference!



Laura M. Gellin  
President of ICTE

# W E E D N E S D A Y S S C H E D U L E

8:00 - 9:00	Registration, Breakfast, & Exhibit Hall <i>Lobby, Wood Room, &amp; Hallway</i>
9:00 - 9:40	Opening Remarks & Keynote Barbara Shoup <i>Wood Room</i>
9:50 - 10:35	Session A <i>Classrooms</i>
10:45 - 11:30	Session B <i>Classrooms</i>
11:40 - 12:25	Session C <i>Classrooms</i>
12:25 - 1:40	Lunch, Awards, & Keynote Thomas C. Foster <i>Wood Room</i>
1:40 - 2:00	Browse Exhibit Hall & Book Signing <i>Hallway</i>
2:00 - 2:45	Craft Talk with Adrian Matejka <i>Wood Room</i>  Craft Talk with Kathy Higgs-Coulthard <i>Lecture Hall</i>
2:55 - 3:40	The Future is Now Roundtable <i>Wood Room</i>
3:45	Door Prizes <i>Wood Room</i>



Please take a moment to give us your feedback!

# KEYNOTE BARBARA SHOUP



Barbara Shoup is the author of eight novels for adults and young adults, most recently *An American Tune* and *Looking for Jack Kerouac*. She is the co-author of *Novel Ideas: Contemporary Authors Share the Creative Process* and *Story Matters*. Her short fiction, poetry, essays and interviews have appeared in numerous small magazines, as well as in *The Writer* and *The New York Times* travel section.

Barbara is the recipient of numerous grants from the Indiana Art Commission, two creative renewal grants from the Arts Council of Indianapolis, the 2006 PEN Phyllis Reynolds Naylor Working Writer Fellowship, and the 2012 Eugene and Marilyn Glick Regional Indiana Author Award. Her young adult novels, *Wish You Were Here* and *Stranded in Harmony*, were selected as American Library Association Best Books for Young Adults. *Vermeer's Daughter* was a *School Library Journal* Best Adult Book for Young Adults.

Barbara Shoup graduated from Indiana University in Bloomington with a bachelor's degree in elementary education and master's degree in secondary education. She taught creative writing to high school students for more than twenty years. Currently, she is the Executive Director of the Indiana Writers Center and a creative writing faculty member of Art Workshop International in Assisi, Italy.



# SESSION KEY

## TARGET AUDIENCE

**E** Elementary

**M** Middle School

**H** High School

**C** College/University

**TE** Teacher Education

**G** General

## TOPIC STRANDS

**DM** Digital and Media Literacies

**ES** Equity and Social Justice

**IM** Instructional Methods

**L** Literature

**LC** Literacy Education and Collaboration

**OL** Oral Language

**PD** Professional Development

**R** Reading

**W** Writing

**A1. Finding Your Words: Inspiring Creativity in Your Youngest Writers**

E

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W

**Room No: 102**

When our youngest writers learn the power in expressing themselves through the written word, the creative juices start flowing. Motivate your students through mentor texts, poetry, and opportunities to put their words to use. See examples, video clips, and exercises you can use in your classrooms right away.

**Chair:** David O'Neil, University of Southern Indiana, Evansville, IN**Presenter:** Shannon Anderson, Van Elementary School, Rensselaer, IN**A2: "Back and Back": Contemporary Nonfiction Entry into Canonical Text**

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**Room No: 125**

Silver Creek High School's students were invited by Penguin Random House to read Larry Dane Brimner's *Blacklisted!: Hollywood, the Cold War, and the First Amendment*. Using response strategies from Marilyn Pryle's *Reading with Presence: Crafting Meaningful, Evidenced-Based Reading Responses* (Heinemann, 2018), students realized new in-roads into Arthur Miller's *The Crucible*.

**Chair:** Randy Swim, Purdue University Fort Wayne, Fort Wayne, IN**Presenter:** Paul W. Hankins, Silver Creek High School, Sellersburg, IN**A3: Critical Inquiry Circles: Independent Reading and Writing with Critical Discussion**

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**Room No: 129**

This session's presenters use critical inquiry circles as a framework for reading and writing at the secondary and early-college level. Presenters will share practical instructional examples of how these circles, built around small-group structured conversations, balance free choice and critical discussion to promote critical thinking through reading and writing.

**Chair:** John Templeton, Indiana University Southeast, New Albany, IN**Presenters:** Steffany Comfort Maher, Indiana University Southeast, New Albany, IN

Jenny Sanford, Springport Public Schools, Springport, MI

E. Suzanne Ehst, Goshen College, Goshen, IN

**A4: Read Alouds as a Form of Explicit Instruction**

E

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**Room No: 111 (Lecture Hall)**

This session will focus on read alouds as a form of explicit instruction. The presentation will include a rationale for the strategy, ideas on how to coach a read aloud, models of read alouds for two different purposes, and resources for implementation.

**Chair:** Mike Macaluso, University of Notre Dame, Notre Dame, IN**Presenters:** Betsy Okello, University of Notre Dame, Notre Dame, IN

Frankie Jones, University of Notre Dame, Notre Dame, IN

**A5: Getting Past Chaos: Using Iterative Lit Circles to Energize Reading and Make the Teacher's Job Easier, Too**  
**Room No: 106**



You've seen the research. You know the way to save reading is to incorporate more choice reading. But the logistics of lit circles and independent reading can be so crazy! The answer? Iteration. Set up reading workshops to capture students' enthusiasm and to pump that energy back into the classroom.

**Chair:** Benjamin Garrett, Indiana University Southeast, New Albany, IN  
**Presenter:** Julie Franks, Teacher/Founder of Loose Canon, Atlanta, GA

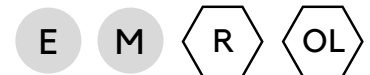
**A6: Creating a Puzzle of Wonder: Revitalizing the Traditional Research Paper through Inquiry (Presented by the NWP)**  
**Room No: 112**



Tired of reading the same boring research papers every year? Ready for something different? Discover a fresh approach, which models an inquiry-based, standards-aligned method, building knowledge and critical thinking through an interactive and reflective process using a puzzle metaphor. Experience this innovative strategy and create your own inquiry/wonder puzzle.

**Chair:** Audrey Brace, Purdue University Fort Wayne, Fort Wayne, IN  
**Presenter:** Karol Dehr, Purdue University Fort Wayne, Fort Wayne, IN  
 Terry Springer, Purdue University Fort Wayne, Fort Wayne, IN  
 Ginger Giessler, New Tech Academy at Wayne High School, Fort Wayne, IN

**A7: Reading and Discussions in the Elementary and Middle Grades: Quick Takes on Methods**  
**Room No: 104**



Three individual speakers share their strategies and ideas for engaging elementary and middle school students in reading and discussion.

Presentation 1: Helping Students Find Their Voices: The Power of Socratic Seminars in an Elementary Classroom

Presentation 2: The Teacher Reading Identity: Revitalizing Passion, Energizing Pedagogy, and Supporting Student Literacy

Presentation 3: Breathe Life into Your Classroom: Put Down the Grading and READ

**Chair:** Sarah Bredar, Ball State University, Muncie, IN  
**Presenters:** Elena Silla, Saint Cornelius Catholic School, Richmond, CA  
 Hannah Knies, Northside Middle School, Columbus, IN  
 Kim Arroyo, Gavit Middle School, Hammond, IN

**B1: Using Blended Learning to Revitalize Your ELA Instruction**  
**Room No: 106**

E



Hear from the Alliance for Catholic Education's associate director of blended learning and two elementary teachers who use blended learning about what it looks like in an elementary classroom, how it has impacted their literacy instruction and their careers as teachers, and best practices for using it to increase learning.

**Chair:** Corinne Gries, Saint Mary's College, Notre Dame, IN  
**Presenter:** Elizabeth Anthony, University of Notre Dame, Notre Dame, IN  
Carrie Trusler, Central Catholic School, Indianapolis, IN  
Julie Witchger, St. Philip Neri Catholic School, Indianapolis, IN

**B2: Techie Toolbox: A Best in Show of the Tech Tools You Can Use**  
**Room No: 125**

G



Are you ever overwhelmed by ALL the tech tools out there? This session will delve into a variety of tech tools for the classroom and will highlight the "Best in Show" tools from a variety of categories, such as tools involving webcam use, video sharing, assessment, and more.

**Chair:** Kyle Bordner, Purdue University, West Lafayette, IN  
**Presenter:** Ann Semon, Hoosier Academies Network of Schools, Indianapolis, IN  
Lacy Spears, Hoosier Academies Network of Schools, Indianapolis, IN

**B3: Energized by Empathy: Using Theater Education to Create an Empathetic Classroom Culture**  
**Room No: 102**

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During this workshop, we will lead attendees in classroom activities that show how theater can integrate with literacy instruction to create an empathetic classroom culture. Then, attendees will engage in discussion about how integrated theater education will continue to foster the growth of empathetic people who will change the world.

**Chair:** Cecilia Soto, Indiana State University, Terre Haute, IN  
**Presenters:** Emma Fleming, Our Lady of Fatima Catholic School, Modesto, CA  
Jackie Winsch, Saint Laurentius Catholic School, Philadelphia, PA

**B4: From Isolation to Conversation: Transforming the Student Experience of Writing**  
**Room No: 129**

G



Learn practical strategies that motivate students to take more ownership of their writing. By implementing this research-based, collaborative approach, you will not only help your students improve their writing, their process, and their metacognitive control, but you will also lighten your grading load. Tailor this approach to middle school, high school, and university levels.

**Chair:** Olivia Stone, Indiana State University, Terre Haute, IN  
**Presenters:** Laura Gellin, Park Tudor School, Indianapolis, IN  
Jennifer Palmer, Park Tudor School, Indianapolis, IN

**B5: Tips for Teaching Culturally Diverse Literature in Middle School and High School**  
**Room No: 111 (Lecture Hall)**



Recognizing our diversifying students, this presentation will focus on titles and authors of contemporary, culturally diverse texts in various forms (from picture books to novels and graphic novels). Attendees will learn how to: select diverse texts; advocate for the inclusion of multicultural literature; and teach students how to discuss diversity and difference.

**Chair:** Kea Gwin, Indiana University Southeast, New Albany, IN

**Presenters:** Mike Macaluso, University of Notre Dame, Notre Dame, IN  
 Kati Macaluso, University of Notre Dame, Notre Dame, IN  
 Betsy Okello, University of Notre Dame, Notre Dame, IN

**B6: Responding to Student Writing: How to Respond in Ways that Get Results & Benefit Writers (Presented by the NWP)**  
**Room No: 112**



Writers need responses to revise and strengthen their message. Teachers spend hours responding to drafts but aren't always sure if their suggestions help. In this interactive session, presenters will share best strategies for providing responses that work. Participants will leave with a toolbox of ideas for responding to student writing.

**Chair:** Nathaniel Hess, Purdue University Fort Wayne, Fort Wayne, IN

**Presenters:** Mary Nicolini, Penn High School/Hoosier Writing Project, Mishawaka, IN  
 Eugenie Baum, Carmel High School/Hoosier Writing Project, Carmel, IN  
 Chris Judson, University of Notre Dame, Notre Dame, IN

**B7: Talks on Teacher Education: Ideas for Helping Future Teachers**  
**Room No: 104**



Three teacher educators describe their experiences working with future teachers and offer best practices on teacher education in their individual talks.

Presentation 1: Both Sides of the Story: The Pedagogical Benefits of Secondary/Postsecondary Collaboration in ELA

Presentation 2: Preaching What We Practice: Reclaiming Teaching as an Act of Creation

Presentation 3: Taking Back My Teacher Soul - OR - Why is the Syllabus Blank?

**Chair:** David Premont, Purdue University, West Lafayette, IN

**Presenters:** Chris Drew, Indiana State University, Terre Haute, IN  
 Jeff Spanke, Ball State University, Muncie, IN  
 Sarrah Grubb, Indiana University Kokomo, Kokomo, IN

**C1: Improving Childhood Literacy through an Elementary - College Partnership**  
**Room No: 102**

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In a typical elementary school, with overcrowded classrooms and overworked teachers, how can teachers give individualized attention to struggling students? To help solve this problem, an elementary school has partnered with college students, who assist in literacy efforts. We will describe this successful partnership, encouraging participants to imagine similar partnerships.

**Chair:** Amber Bratcher, Indiana University Southeast, New Albany, IN

**Presenters:** Susan Crisafulli, Franklin College, Franklin, IN

Callista Buchen, Franklin College, Franklin, IN

Nicci Sargent, Northwood Elementary, Franklin, IN

**C2: Using Visual Thinking Strategies to Make Meaning from All Texts**  
**Room No: 125**

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Visual Thinking Strategies (VTS) stimulates meaning-making for both non-print and print texts. Created for museum education to enhance visual understanding, VTS adapts from interpreting artwork to poems and short stories. VTS's key questions nudge students to find evidence to support responses. This interactive session will allow participants to practice VTS.

**Chair:** Codi Quick, Indiana State University, Terre Haute, IN

**Presenters:** Mary Nicolini, Penn High School/Hoosier Writing Project, Mishawaka, IN

Becky Hope, Penn High School, Mishawaka, IN

**C3: "Cloudy Day": Using Prison Literature in English Classrooms for Youth and Adult Learners**  
**Room No: 111 (Lecture Hall)**

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L

This interactive workshop is intended to share reading and writing activities that use a guiding text set primarily comprised of prison literature. Participants will read engaging poetry and prose of incarcerated authors and respond through discussion and guided writing time, covering issues relevant to all types of student.

**Chair:** Emily Garringer, Taylor University, Upland, IN

**Presenters:** Adam Henze, Indiana University, Bloomington, IN

**C4: Revitalizing Reading with In-Class Book Clubs**  
**Room No: 106**

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Do your middle-grade students lack motivation to read? Do you need new ways to revitalize reading in your classroom? Why not add in-class book clubs? In this session participants will learn ways to motivate middle-grade readers and build positive reading experiences that foster collaboration, critical thinking, and choice.

**Chair:** Danyale Jones, Indiana State University, Terre Haute, IN

**Presenters:** Leigh Anne Eck, Clark Middle School, Vincennes, IN

**C5: Using Informational Texts with Digital Tools to Promote Equality and Social Justice: From EL to AP**  
**Room No: 129**



Attendees will take away various digital tools to use in their classrooms and ideas about selecting and then utilizing informational texts that promote equality and social justice. AP students through students just learning English can engage and discuss texts through the use of digital tools.

**Chair:** Layney Kirchoff, Purdue University, West Lafayette, IN

**Presenters:** Juli Wakeman, Warren Central High School, Indianapolis, IN  
Jessica Bell, Warren Central High School, Indianapolis, IN

**C6: Practical Methods for Teaching Argumentative Writing with Middle and High School Students (Presented by the NWP)**  
**Room No: 112**



This session will use the National Writing Project's College, Career, and Community Writers Program (C3WP) framework to share three ELA teachers' classroom practices for teaching argumentative writing in middle and high school.

**Chair:** Steffany Comfort Maher, Indiana University Southeast, New Albany, IN

**Presenters:** Amanda Atkins, Corydon Central Junior High, Corydon, IN  
Dawn Jenkins, Charlestown High School, Charlestown, IN  
Jessica Moman, River Valley Middle School, Jeffersonville, IN

**C7: Bridging Gaps and Podcasting: Creating and Writing in the Classroom**  
**Room No: 104**



In individual presentations, two speakers share ideas for encouraging students to create and write in the classroom.

Presentation 1: Podcasts to Die For: How True Crime Podcasts Can Transform Your Classroom

Presentation 2: Observations from Freshman Writing: How to Bridge the Gap

**Chair:** Chris Drew, Indiana State University, Terre Haute, IN

**Presenters:** Paul Satchwill, Batesville High School, Batesville, IN  
Carie King, Taylor University, Upland, IN

# KEYNOTE

## THOMAS C. FOSTER



Thomas C. Foster, author of *How to Read Literature Like a Professor* and *Reading the Silver Screen*, as well as the recently released *How to Read Poetry Like a Professor*, is professor emeritus of English at the University of Michigan - Flint, where he taught classes in modern and contemporary fiction and poetry as well as creative writing and freelance writing. He is also the author of several books on 20th-century British and Irish literature.

After earning his A.B. at Dartmouth College and his M.A. and Ph.D. at Michigan State University, Foster taught at Michigan State and Kalamazoo College before arriving in Flint, where he has taught for over 20 years. He became the Director of the English Graduate Program, having led the Department's efforts to design and establish the new offering. He has written several books on twentieth-century British and Irish literature and poetry and lives in East Lansing, Michigan.



# CRAFT TALK

## CHOOSE ONE TO ATTEND



### ADRIAN MATEJKA

Adrian Matejka was born in Nuremberg, Germany, and grew up in Indianapolis, Indiana. He is a graduate of Indiana University and the MFA program at Southern Illinois University Carbondale. He is the author of *The Devil's Garden* (2003), which won the New York / New England Award and *Mixology* (2009), a winner of the 2008 National Poetry Series. *Mixology* was also a finalist for an NAACP Image Award for Outstanding Literature. His third collection, *The Big Smoke* (2013), focuses on Jack Johnson, the first African American heavyweight champion of the world. *The Big Smoke* was awarded the 2014 Anisfield-Wolf Book Award and was also a finalist for the 2013 National Book Award, 2014 Hurston/Wright Legacy Award, and 2014 Pulitzer Prize in poetry. His most recent book, *Map to the Stars*, was published by Penguin in 2017. Among Matejka's other honors are the Eugene and Marilyn Glick Indiana Authors Award, the Julia Peterkin Award, a Pushcart Prize, and fellowships from the Bellagio Center, the Guggenheim Foundation, the Lannan Foundation, and a Simon Fellowship from United States Artists. He teaches at Indiana University in Bloomington and is Poet Laureate of Indiana.

### KATHY HIGGS-COULTHARD



Kathy Higgs-Coulthard is a freelance writer and novelist whose work has appeared in *Chicken Soup for the Soul*, *Cleaver*, *Jack and Jill*, *Women on Writing*, and *The Encyclopedia of Great American Writers*. Her middle grade novel, *Hanging with My Peeps*, was released in 2016. Kathy is an assistant professor of Education at Saint Mary's College, where she teaches courses in literacy and language arts. As founder and director of Michiana Writers' Center, Kathy leads workshops for writers of all ages, provides school visits, and offers professional development for teachers. Visit her website at [www.writewithkathy.com](http://www.writewithkathy.com).

In this wide-ranging session, undergraduate and master's level students from across the state will lead roundtables exploring 21st-century teaching ideas and research-driven instructional methods. Please join us to support the next generation of English teachers and ICTE members.

**Session Chair and Coordinator:** Luke Rodesiler, Purdue University Fort Wayne, Fort Wayne, IN



### **Roundtable 1: Reading Literature and Beyond**

Presentation 1: Making the Reading Visible and Relevant

Presentation 2: Beyond Books: Teaching Students to Analyze Non-Traditional Texts

Presentation 3: Linking the Present to the Past: YA Literature and the Classics

**Respondent:** David Premont, Purdue University, West Lafayette, IN

**Presenters:** Benjamin Garrett, Indiana University Southeast, New Albany, IN

Laura Laudeman, Purdue University Fort Wayne, Fort Wayne, IN

Erica Denison, University of Southern Indiana, Evansville, IN

### **Roundtable 2: The Role of Language in the ELA Classroom**

Presentation 1: English vs. Englishes: Historicizing the ELA Debate over Standard and Non-Standard Usage

Presentation 2: Learning through Language: Breaking the Barriers of Standard English and "English-Only" Classrooms

Presentation 3: Best Practices for ELL Students in an ELA Classroom

**Respondent:** Mike Macaluso, University of Notre Dame, Notre Dame, IN

**Presenters:** Kenya Santiago, University of Southern Indiana, Evansville, IN

Bianca Sloan, Indiana State University, Terre Haute, IN

Jeff Sturm, Purdue University Northwest, Hammond, IN

### **Roundtable 3: Meeting Students Where They Are: Pop Culture and Self Care**

Presentation 1: Finding Themes in Popular Media

Presentation 2: Meme'ducation: Enriching High School Literature and Expression with a Modern Edge

Presentation 3: Using Breathing Exercises To Teach Self-Regulation

**Respondent:** Terri Suico, Saint Mary's College, Notre Dame, IN

**Presenters:** Randy Swim, Purdue University Fort Wayne, Fort Wayne, IN

Sam Barsan, University of Southern Indiana, Evansville, IN

Kristen Black, Purdue University Fort Wayne, Fort Wayne, IN

**Roundtable 4: Instructional Strategies at Work**

Presentation 1: The Annotation Bookmark: Helping Students Engage with Literature

Presentation 2: Relatedness, Competence, and Autonomy: Supporting New High School Students through Collaborative Projects

Presentation 3: Interactive Reading Responses: Applying Jeffrey Wilhelm's Strategies in the Classroom

**Respondent:** E. Suzanne Ehst, Goshen College, Goshen, IN

**Presenters:** Chloe Giles, Purdue University, West Lafayette, IN

Audrey Brace, Purdue University Fort Wayne, Fort Wayne, IN

Sara McGannon, Indiana University Southeast, New Albany, IN

**Roundtable 5: ELA for All: Inclusivity in the Classroom**

Presentation 1: LGBTQ+ and Middle School

Presentation 2: Inclusivity in the Secondary English Classroom

Presentation 3: ISTEP Preparation for 10th Grade Inclusion Classrooms

**Respondent:** Sarrah Grubb, Indiana University Kokomo, Kokomo, IN

**Presenters:** Sean Simon, Purdue University Northwest, Hammond, IN

Alisha VanArsdale, Indiana State University, Terre Haute, IN

Maddi Ausenbaugh & Emily Catterton, University of Southern Indiana, Evansville, IN

**Roundtable 6: Methods for the Classroom of Today and Tomorrow**

Presentation 1: Using Portfolios and Student-Led Scaffolding to Combat Unnecessary Fs in the English Classroom

Presentation 2: Project Based Learning: A Student-Focused Learning Experience

Presentation 3: Technology Tips and Tricks: Surviving the 1:1 Classroom

**Respondent:** Corinne Gries, Saint Mary's College, Notre Dame, IN

**Presenters:** Kea Gwin, Indiana University Southeast, New Albany, IN

Nathaniel Hess, Purdue University Fort Wayne, Fort Wayne, IN

John Martin, University of Southern Indiana, Evansville, IN

**Roundtable 7: Active Learning - for Students and for Preservice Teachers**

Presentation 1: Un-Censoring Censorship

Presentation 2: A Classroom Discussion Intervention: Introducing the Gallery Walk

Presentation 3: So the Story Goes: Bringing Accessible Professional Development to Preservice Teachers

**Respondent:** Karol Dehr, Purdue University Fort Wayne, Fort Wayne, IN

**Presenters:** Julie Schubert, Indiana State University, Terre Haute, IN

Brooke Dudzinski, Purdue University, West Lafayette, IN

Sarah Bredar, Ball State University, Muncie, IN

**Roundtable 8: Valuing Creativity and Writing**

Presentation 1: Implementing Co-Authorship and Emphasizing Sharing in the Creative Writing Classroom

Presentation 2: Freewriting and Facilitating Discussion

**Respondent:** Terry Springer, Purdue University Fort Wayne, Fort Wayne, IN

**Presenters:** Kyle Bordner, Purdue University, West Lafayette, IN

John Templeton, Indiana University Southeast, New Albany, IN

**Roundtable 9: Accounting for Culture**

Presentation 1: Educating Everyone

Presentation 2: Culturally Responsive Teaching

Presentation 3: Dealing with Diverse Novels

**Respondent:** Carie King, Taylor University, Upland, IN

**Presenters:** Devon Lejman, Ball State University, Muncie, IN

Karlee Berglund, Purdue University Northwest, Hammond, IN

Jacklyn Kahafer, Indiana University Southeast, New Albany, IN

# ACCEPTING NOMINATIONS



ICTE is now accepting nominations for the NCTE High School Teacher of Excellence Award. This award recognizes and celebrates a high school classroom teacher who shows zeal and innovations toward ELA, their students, and/or to the communities which they serve. The Executive Board of ICTE will choose a recipient from all applications based upon these criteria, and the recipient will be recognized with a certificate at the Secondary Section Luncheon during the 2019 NCTE Annual Convention in November. The application, which includes a resume and two short letters of recommendation, is due April 19. Visit our website to nominate a colleague or apply yourself.



# ACCEPTING APPLICATIONS

Do you have a passion for literacy and for helping ELA teachers and advocates grow and succeed? Run for a position on the ICTE Executive Committee and play a vital part in shaping the ICTE's present and future! We are looking for leaders who are interested in being part of our interactive and collaborative team as we work to offer more support, resources, and opportunities for ELA teachers in Indiana and beyond. ICTE members from all levels and backgrounds are welcome and encouraged to apply. For position descriptions and the brief application, please visit our website.

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- ◆ AP Computer Science Principles
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- ◆ AP Physics 1
- ◆ AP Statistics<sup>^</sup>
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