

Noon-12:45 Keynote: "Why I Teach" by Dr. Sissi Carroll



Pamela Sissi Carroll is Dean and the Stella V. Andersen Endowed Professor in the College of Education at Oklahoma State University. A renowned scholar and expert on young adult literature, Dean Carroll previously held positions as president of ALAN (Assembly on Literature for Adolescents), editor of the journal *ALAN Review*, and president of SIGNAL (Special interest Group, a Network on Adolescent Literature, in the International Reading Association).

1-1:45 Session A (multiple presentations)

Featured session

The Relational Writing Model, KIMBERLY STORMER

The presentation will give insight to a writing model that engages reluctant writers at the middle school level in school writing.

Bio: Dr. Kimberly Stormer taught in Lawton Public Schools for many years. Currently, she is an assistant professor at Murray State University in Kentucky.

The Life Project: Providing Opportunities for Student Success through Writing, BONNER SLAYTON

Are you looking for ways to invigorate your classroom climate, improve your teaching, and motivate your students? In this session we will showcase some simple and proven strategies that can help students find success in the literacy class while adding life to your classroom culture.

Bio: Bonner Slayton is a literacy specialist/instructional coach at Moore Norman Technology Center. He has 17 years experience in education and over 26 years working with students from ages 2 to 85. He has a passion for helping students to find success in the classroom and in life.

Finding Our Voices; Finding Our Stories, CLAUDIA SWISHER

We need to make our stories our own. We need to interpret them and free them from another's manipulation or misunderstanding. Not only with Legislators, but with the media, as letters to the editors. As guest blogs. We must control our stories by committing them to print. Check out: <http://fourthgenerationteacher.blogspot.com/2014/08/finding-our-voices-finding-our-stories.html>

Bio: Claudia Swisher is a National Board Certified Teacher, activist, and Regional Coordinator of Education Leadership Oklahoma.

What's App, Teach?, JASON STEPHENSON

Bring your charged device and learn about some apps that can help you become more effective as a teacher. We will be as hands-on as possible with Twitter, Instagram, Classroom Organizer, Remind, tumblr, and Pick a Student. Any additional time will be spent sharing more apps with one another.

Bio: Jason Stephenson teaches Pre-AP English 2 and creative writing at Deer Creek High School in Edmond. He is the OCTE president.

Scaffolding the Synthesis Essay, KATHY SHAW

This session will empower English teachers through explicit instruction and modeling of the writing process and how to employ and actively use graphic organizers.

Bio: Kathy Shaw is a Title I Literacy Coach at Moore West Junior High and an Oklahoma Writing Project Teacher Consultant; she has taught high school and junior high English for 14 years, received a Masters at the University of Oklahoma in Instructional Leadership & Academic Curriculum, and was a top five finalist for 2013-2014 Moore Public Schools teacher of the year.

Update on Standards in Oklahoma: What Do We Do Now?, BROOKE MEILLER

This session will discuss a practical approach for determining a focus for Language Arts classrooms as our standards and assessments continue to change.

Bio: Brook Meiller began her career in 1986 working in the Norman Public Schools as a high school English teacher. She now serves as the Director of Literacy.

Going Picasso: Art and poetry, MIKE ANGELOTTI

Visual and word art presentation, including musings on creativity and audience participation.

Bio: Mike Angelotti: OU English Education Professor Emeritus, Professional Painter-Writer.

2-2:45 Session B (multiple presentations)

Featured session: Writing the Blueprint, JOSH FLORES

Josh Flores, Director of Secondary Language Arts (grades 6-12), presents a blueprint intended to support schools' development of action plans for writing instruction.

Participants' intended takeaways include ideas for effective literacy lessons, practical instructional strategies for high-level writing, and support for developing a coherent curriculum aligned to the districts' shared goals for student achievement.

BIO: Josh Flores is the Director of Secondary Language Arts in the Office of Instruction at the Oklahoma State Department of Education. During his two years at the Oklahoma State Department of Education (OSDE), he has focused on expanding communication and collaboration opportunities with Oklahoma teachers. His efforts include the ELAOK Weekly Report, the Oklahoma Summer Convening, ELAOKTeachers.com, and PD On Your Plan.

Exit to Entrance: Formative Assessments as classroom transitions, AIMEE MYERS

As writers, we know the importance of coherence. Formative assessments can be used in the same way to assist students in the transition from content areas or levels of learning.

Bio: Aimee Myers has been a junior high and high school teacher for 9 years. She currently works at the K20 Center in Norman on a federal grant, called Gear Up for the PROMISE, that assists underserved populations of students in Oklahoma City.

Writing as second nature: Sustaining students' relationships with writing, JANE FISHER

While students often feel obliged to "write to the test", teachers can sustain their relationship with casual, personal writing. Through allowing students to spill their thoughts onto the paper using these tried methods, writing can become second nature rather than a second choice.

Bio: Jane Fisher teaches 8th grade Language Arts at Whittier Middle School in Norman, OK.

Using Digital Projects in English/Language Arts Courses, TIMOTHY PETETE & LAURA BOLF-BELIVEAU

Creative, media-based assignments empower students, especially those challenged by tradition means of expression. Participants in this teaching demonstration will leave with examples of digital based approaches, activities, and resources relevant to grades 6-12 and college-level courses.

Bios: Dr. Timothy Petete teaches literature and composition at the University of Central Oklahoma. His literature courses examine cultural realities and literary traditions. Likewise, his composition courses deal with language, technology, and popular culture. Dr. Laura Bolf-Beliveau is an associate professor at the University of Central Oklahoma where she also coordinates the English education program. She teaches courses in young adult literature, women's literature, and English/language arts methods.

Diverging from the Classics: Using Multiple Intelligences Surveys to teach Divergent and other modern YAL novels, CHRISTINA DOAK

This presentation will go over strategies and lessons that teachers can use to teach Roth's *Divergent* in their high school classes either in whole book or small portion formats. The session will also discuss using M.I. surveys to help with differentiation of instruction and student directed learning as they apply to teaching Divergent other modern YAL novels.

Bio: Christina Doak teaches English at Moore High School.

Dropping Off the Grid, MATT BAKER

Along with urban schools, rural schools are at risk for low graduation and other social problems. After student teaching in suburban schools and certification through the University Oklahoma, a first year teacher shares his experiences working in a rural school. Matthew Baker works as a 6th grade teacher at Purcell Junior High and is pursuing a Ph.D. in Education at the University of Oklahoma.

A Collaborative Session about what Really Works in the Classroom, JONATHAN ATCHLEY

Attendees will listen and discuss ideas and strategies on depth of knowledge and visible learning strategies. This will be a collaborative session in which attendees actively participate and walk away with engaging ideas to use as soon as possible in the classroom.

Bio: Jonathan Atchley is a former English teacher and coach who is currently serving as Assistant Principal at Cimarron Middle School in Edmond.

3-3:45 Session C (multiple presentations)

Featured session: Suggestions from the Inner City to Suburban Teachers Facing New Realities. JOHN THOMPSON

As inner city challenges move to the suburbs, teaching lessons must also be shared.

John Thompson taught in the Oklahoma City Public schools for 18 years and is an education writer.

I Think; Therefore I Question: Using Video Clips to Evoke Critical Thinking, JENNIFER DORSEY

This session will explore ways of using video clips in tandem with questioning during journaling as an engaging means of increasing critical thinking. The session will also explore ways to transfer this thinking to student writing. To demonstrate this, the session will first use example clips from movies, the media, and television to show how clips can be used to facilitate reflective journaling. Next, we will look at how these journals can be used to facilitate small group discussions, and how these ideas can work to improve student writing.

Bio: Jennifer Lyn Dorsey is an English Education doctoral student at the University of Oklahoma where she researches critical literacy, literacy practices, critical thinking, and how these factors influence writing practices.

Dodging construction delays and orange cones at 80 MPH: Teaching writing today, GUL NAHAR & RACHEL C. JACKSON

Incorporating multimodalities in the process of writing allows students to expand their capacity or potentialities through creating a synergy integrating audio, video, images, music, and sound. Audiences will be able to envision writing through the application of multidimensional digital tools appropriate to both high school and college-level students.

Bio: Gul Nahar teaches First year Composition aiming to empower students with an understanding that writing itself is by nature a technology, which they would be able to use as a tool both in the academic and non-academic context. In addition, she also consults students at the university's Writing Center. Rachel C. Jackson is a doctoral candidate in English at the University of Oklahoma in the Composition/Rhetoric/Literacy Program. As Community Project Developer for the OU Writing Center, she has trained with the Center for Digital Storytelling as a workshop facilitator. She has facilitated community, campus, and classroom workshops in Oklahoma, Colorado, and Nebraska. Her article "Locating Oklahoma: Critical Regionalism and Transrhetorical Analysis in the Composition Classroom," will be published in the December 2014 issue of NCTE's College Composition and Communication.

Not Just Any Quote Will Do: Helping Student Writers Integrate Source Material, DEBBY YARBROUGH

This interactive workshop focuses on techniques to develop students' ability to strategically integrate source material into their writing.

Bio: A teacher-consultant with the OSU Writing Project, Debby Yarbrough teaches sophomore English at Woodward High School and freshman composition at the Woodward campus of Northwestern Oklahoma State University.

Teacher Attitudes Toward Student Learning and Late Start Teacher Collaboration Time GAGE JETER

This study examines teacher attitudes toward student learning in relation to a recently implemented late start teacher collaboration program at a suburban middle school in central Oklahoma. Features of successful collaboration are discussed and analyzed in relation to the late start aspect, with a focus on improvement for future situations.

Bio: Gage Jeter is a PhD student in Instructional Leadership and Academic Curriculum with an emphasis on English Education at The University of Oklahoma, as well as an instructor for the First Year Composition program and former middle school English teacher.

Theatrical Play-reading: A Strategy for Struggling Readers, JESSICA SWAGERTY

With the play-reading strategy, struggling readers will participate in the joy of reading as a character in a story. This strategy is a successful way to involve your students in short stories, novels, and even non-fiction. Unlike reader's theater, there is no need for a different text. Warning: students will want to read.

Bio: Jessica Swagerty has been teaching for 10 years in college preparatory, inner city, and alternative school settings.

EW!!! (Engaged Writing for the secondary classroom), JULI GATLIN

How long has it been since the joy of writing was truly felt inside of your classroom walls? Secondary Teachers will walk away with engaged writing ideas and lessons that can be implemented the very next day in the Language Arts Classroom.

Bio: I am an 8th grade Pre-AP reading and language arts teacher at Highland East Junior High in Moore, Oklahoma.

4-4:25 Session D (multiple short presentations)

***Featured session:* Learning as Poetry, JONATHAN STALLING AND TODD FULLER**

Learning is a form of poetry. An interactive 20 minute session, participants will come away with information on readings, workshops, and other events in the Mark Allen Everett Poetry series in 2014-2015.

Bios: Jonathan Stalling and Todd Fuller work in the English Department at University of Oklahoma.

Teaching matters, OKLAHOMA TEACHER OF THE YEAR

Filtering the cacophony: Using the allure of Instagram to teach vocabulary, ANASTASIA WICKHAM

This presentation will demonstrate ways to include engaging Internet images to help students remember the definitions of new vocabulary terms.

Bio: Dr. Wickham teaches 7th grade language arts at Whittier Middle School in Norman, Oklahoma.

Approaches to teaching *The Book Thief*, ELIZABETH WILKINS AND MEGAN LAWSON

In this presentation, we will give a brief summary of the novel, *The Book Thief*, and then discuss some approaches to this text that teachers may use in their classroom.

Bio: Megan Lawson and Elizabeth Wilkins are currently in the graduate program in English Education at the University of Oklahoma.

Shakespeare and social media, KERRY FRIESEN

Students use social media constantly. We need to meet kids where they are. For Shakespeare's most popular plays, we can use social media to develop understanding and enhance engagement.

Bio: Kerry teaches journalism and is currently the yearbook adviser at Norman High School.

Getting personal: Molding curriculum through the lens of the self, JENNIE HANNA

Complaints about disengaged students are quite common at the secondary level and one way to help reinvigorate students is by transforming the classroom into a more emotionally honest environment for students and educators. Using the wisdom of Parker Palmer and Morrie Schwartz, this can be achieved when the teacher models authenticity, shows how to overcome personal fear and strives to make better interpersonal connection with their students by weaving more of their own personal life, dreams, aspirations, failures, and passions into their classroom curriculum.

Bio: Jennie Hanna is an English teacher at MacArthur High School in Lawton, Oklahoma.

Beyond Your Classroom, SHAINA THOMAS

A creative exploration, through an interactive game, that examines social labels and humanizing the classroom. This presentation's primary focus lies in exploring how to encourage disengaged students to connect and participate in ways that come naturally.

Bio: Thomas's research focuses on social labels, classroom culture, and the development of self-identity.

4:30-5 Keynote: "Sound Poetry" by Dr. Crag Hill



Dr. Crag Hill, professor at The University of Oklahoma, taught high school English for 18 years in California and Idaho and edited the award-winning journal *InLand*. His book, *Coming of Age: The Critical Merits of Young Adult Literature* (2014), was just published by Routledge. Dr. Hill has had over 100 poems published in books, magazines, and websites.