

The Future Is Now: Underground

Running in Conjunction with the 2020 NCTE Virtual Annual Convention
Thursday, November 19 - Sunday, November 22

Session Chairs

Alan Brown, Wake Forest University
Luke Rodesiler, Purdue University Fort Wayne

*This session is sponsored by the English Language Arts Teacher Educators-Graduate Strand
(ELATE-GS)*

<http://www2.ncte.org/groups/elate/elate-graduate-strand>

Abstract

In this wide-ranging session sponsored by ELATE-GS, undergraduate and master's level pre-service and novice English teachers from across the nation share presentations that explore 21st-century teaching ideas and research-driven pedagogical practices.

Originally accepted for the 2020 NCTE Annual Convention in Denver, Colorado as "The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers," the session was repackaged for a digital format using Flipgrid. Session attendees will watch videos crafted by student-presenters, each running approximately 8-10 minutes. Attendees are invited to provide video or text comments in response to each presentation they view.

Presentations

Videos of students' presentations, which are listed in the following pages, can be found at <https://flipgrid.com/d41bb743>.

Stay Connected to NCTE

You can find more information about the "Future Is Now" session, including student testimonials, past programs, publication opportunities, and media coverage at <https://nctefutureisnow.weebly.com>. On social media, be sure to tag NCTE and use hashtags #NCTE20 and #FutureIsNow20.

2021 NCTE Annual Convention

If you are interested in bringing undergraduate or master's level students to present as part of this session at the 2021 NCTE Annual Convention in Louisville, Kentucky, please email Alan Brown at brownma@wfu.edu for more information. If you are interested in serving as a respondent in next year's session, please email Luke Rodesiler at rodesilerl@gmail.com.

“The Future Is Now: Underground” Presentations

What Does it Mean to Teach English?:
A Look at Teachers in the US and UK
Kaedy Masters, Elizabethtown College

“Dear Martin” Curriculum Design
Rainy Duan, Brown University

School Funding in America
Hayley Whiting, University of Delaware

“Belong but Do Not Belong:” Identity and Home in *The House on Mango Street*
Natalie Lett, Wake Forest University

Creating a Contemporary Curriculum for Teaching about Native American Culture and Context
Anna Sartori, Saint Mary's College

A Post-Criticism Response to Standardized Testing: Taking the Next Step
Leigh Anne Turner & Elizabeth Walters, Young Harris College

Using Standards to Help Students Find their Dream Jobs
Heaven Briggs, Rothschild Leadership Academy

Putting the “Play” Back in ELA: Dramatic Pedagogy in the English Classroom
Anna Eck, Kennesaw State University

Online Literacy Instruction Amid the Coronavirus Pandemic
Anna Bush, Wake Forest University

Video Journals for Diverse Middle School Learners
Aida Zepeda, Sonoma State University

Fostering Independent Critical Thought and Hope in Students
Jake Michael Roche, SUNY Old Westbury

Introducing Remote Learning Technology to the In-Person Classroom
Alex Rogers, Kennesaw State University

The Value of Critical Literacy in a Balanced Literacy Environment
Sarah Ockenhouse & Cameron Williams, Vanderbilt University's Peabody College of Education

One Person’s Power to Confront Injustice in *The Hate U Give*
Sydney Schaedel, Wake Forest University

The Transformation of a Unit: Argumentative Writing Meets Forensic Science
Lexi Cox, Bellarmine University

Building Community over Zoom with The Poetry Café
Claire Kozak, Brown University

Audiobook to Reach Resistant Readers
Kelsey Papineau, Kennesaw State University

What is Impeding Creativity? How Rubrics are Hindering Creativity in the Classroom
Ana Mendoza, Rainey-McCullers School of the Arts

Raising Hope in Writing
Christopher Perkowski, SUNY Old Westbury

Labeling Learners by Language: An American History
Stewart Longworth, The University of Iowa

SEL in ELA: Creating an Environment that Fosters the Needs of Our Students and Ourselves
Sara Sereda, Bradley University

Social-Emotional Development for the Adolescent Learner
Veronica Bryant, Anderson University

Rainbow Sprinkled Classrooms:
LGBTQ+ Representation in Elementary Classrooms
Mary Muzzy, Saint Mary's College

Digital Blackout Poetry
Candace Myers, Appalachian State University

Implementing Philosophy as a Pre-reading Strategy in the ELA Classroom
Chase Coggin, Kennesaw State University

Developing Elementary Students' Confidence in Their Reading Abilities
Mary Grace Noteman, Saint Mary's College

Rethinking Reading: Reaching Students' Maximum Potential
Bailey Kintz, Purdue University Fort Wayne

Creative Writing: Writing Between the Lines
Arianna Drake, SUNY Old Westbury

Using Google Docs in the English Classroom to Promote Collaborative Writing
Anna Beth Potter, Kennesaw State University

Countering Silence, Disrespect and Rejection in the ELA Classroom
Codie Reynolds, Old Dominion University

Examining the Power of Writer Identity in Secondary ELA Teachers
Sarah Peterson & Jenna Golfis, Purdue University

Discovering Together: Apprenticing Adolescent and Adult Readers
Will Lloyd, Old Dominion University

Let's Get Analytical: Literature and Art Intersect
Caitlin Lowery, Kennesaw State University

Using Multimedia in the Virtual Classroom to Celebrate Student Voice
Hannah Eckhardt, Brown University

Individual Identities, Collective Pressures: Overcoming Social Norms in Education
Elizabeth Kennard, Wake Forest University

Context Outside of the Classroom:
Helping Students Understand English Through Real-World Experiences
Elizabeth Leiker, Fort Hays State University

Pursuing Indigenous Activism with Zitkála-Šá's Autobiographical Essays
Crystal Webb, Purdue University

Variety is the Spice of . . . Reading:
The Importance of Teaching Multiple Genres in the Secondary English Classroom
Jake Dechant, Fort Hays State University

Developing a Respectful, Dialogic Classroom
Megan Cornelsen, Fort Hays State University

The Amazing Race:
Engaging Striving Middle School Literacy Learners
Cristi Rowland, Vanderbilt University's Peabody College of Education

We Never Mistook Ourselves as Anything but Human:
Wielding Poetry as an Essential Practice
Megan Kann, Bradley University

The Importance of Students' Voices in their Writing and Teaching Student-Centered Writing Strategies
Samantha Santomauro, SUNY Old Westbury

Humor as a Tool to Cope with Injustice and Struggle
Abby Scoresby, Wake Forest University

Write from the Start: Fostering Writers in Early Childhood
Madeline Bernards, Vanderbilt University

A Tale of Two Stories:
Intertextuality, Canonical Literature, and Young Adult Literature in the Classroom
Luke Tatum, Washington State University

Crafting a Socially-Just Framework: The Impact of Reflection and Collaboration
Raquel Armas, Lauren Lacy, & Mallory Strauch, Illinois State University

Engaging Students Through Shared Spaces: Fandom and Its Use in the Classroom
Benjamin Gulick, Central Michigan University

Social and Emotional Literacy:
Addressing Social and Emotional Learning through Literature in Secondary English Education
Aleesha Redmon, Montana State University

The Implications of Caregiver-Implemented Interventions on Reading Fluency Instruction
Karly Marth, Saint Mary's College

Centering Black Voices to Challenge Canonical Texts
Danny Captain, Purdue University Fort Wayne

Giving Voice Through Choice
Myfawny Sierra Hull & Katherine Rutherford, Appalachian State University

The New Digital Divide:
Supporting Middle School Students in a Trauma-Informed Digital Writing Community
During the COVID-19 Pandemic
Kathryn Akridge, University of Central Florida

Maximizing Student Learning in the Teacher's Absence:
A Guide to Writing Substitute Lesson Plans
Reese Campbell, Montana State University

The Importance of Reading and What It can Do for Students
Miguel Lopez-Lemus, Fort Hays State University

Re-thinking the Medieval Canon:
Using Non-Canonical Medieval Texts to Support Marginalized Voices
Randy Swim, Purdue University Fort Wayne

The Google Drive Memoirs
Paige Bronner, Kennesaw State University

Ending Readicide and Creating Lifelong Readers
Anna Criswell, Fort Hays State University

Blended Learning in Secondary Classrooms During a Pandemic
Anna Ostovich, Montana State University- Bozeman

Transitioning Practice:
The Importance of and Recommendations for Teacher Ally Work with Secondary Transgender Students
Edward Benner, University of Delaware

The Influence of Sports on Individual Identity within *Beartown*
Elijah Shalaway, Wake Forest University

Benefits of Writing in the Classroom to Heal Trauma
Emily Scott, Saint Mary's College

Write It and Own It:
Teacher Perspectives and Practices Surrounding Voice in Student Writing
Giulia Weeda, Montana State University

Austin Peay Virtual Literacy Library
Alexis Holmes & Deanna Morris, Austin Peay State University

Preparing Our Students for Activist Discourses Online
Tara Jensen, University of Delaware

“Passing” on Racial Identity
Haley M. T. Branin, James Madison University

Our Lives as Artifacts: Coming of Age in 2020
Emma York, Brown University

The Says, Means, Matters Chart
Jordan Ecker, Brown University

Cultivating Successful Learning Environments through Mutual Trust and Respect in the Classroom
Kaitlyn Pell, Fort Hays State University

Layering the Challenging Themes of G. Neri's *Yummy*:
Embodying Difficult Texts in the Classroom
Michael Davison, Purdue University Fort Wayne

Exploring Effective Instruction of Academic Writing through Improv-based Activities
Heidi Fliegleman, University of Delaware

Creating Virtual Connections through a Fourth Grade READ Challenge
Lauren Robertson, Wake Forest University

***Thanks to the following teacher educators for supporting students' participation in
“The Future Is Now: Underground”:***

Johnny Allred, Fort Hays State University
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***Thanks to the following teacher educators for serving as respondents in
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