

***The Future Is Now:
Exploring 21st-Century Teaching Ideas
with the Next Generation of English Teachers***

2018 NCTE ANNUAL CONVENTION
SESSION M.02
SUNDAY, NOVEMBER 18, 9:00-10:15 A.M.
GRAND BALLROOM B

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 will lead roundtables exploring 21st-century teaching ideas and research-driven pedagogical practices.

The session will open with a welcome and overview by session co-chairs Alan Brown and Luke Rodesiler. Session attendees will then join one of 33 roundtables facilitated by undergraduate and/or graduate students from universities across the country. Most tables will feature three presentations, with each presentation lasting 10-12 minutes. Once presentations have come to an end, presenters will use the remaining time to field questions and continue the conversation with table respondents and session attendees.

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You can find more information about this session, including student testimonials and past programs, at <https://nctefutureisnow.weebly.com/>. On Twitter, be sure to tag @NCTE and use hashtags #NCTE18 and #FutureIsNow18.

2019 NCTE Annual Convention

If you are interested in bringing undergraduate or graduate students to present as part of this session at the 2019 NCTE Annual Convention in Baltimore, Maryland, 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.

Table 1

Teachers' Perceptions of the Daily 5 Literacy Framework in Primary Grade Classrooms
Christina McGuire, Saint Mary's College

The Power of Partner Reading: Improving Oral Reading Fluency
Sarah Lippman, Loyola University Maryland

Reciprocal Teaching in a Diverse 5th Grade Classroom: Maximizing the Literacy Benefits For All Students by
Incorporating A Family Workshop
Sarah Cole, Capital City Public Charter School / Harvard Graduate School of Education

Table 2

The Teacher's Guide That Led to Somewhere
Maranda Guerriero, Niagara University

Using *Refugee* in a Middle School Classroom to Connect Literature to the Real World
Anna Bourjaily, University of Notre Dame

Engaging Artifacts: Authentic Education in the English Classroom
Joe Shekoski, Michigan State University

Table 3

On Air: Using Podcasting to Teach Social Justice and Support Student Authenticity in the Classroom
Hannah Metry, University of Wisconsin - Eau Claire

Cultural "Coding": How Free Verse is Opening Windows in the Age of Social Media
Casey Pritchard, Miami University

Using Critical Media Literacy to Answer the "So What?" of High School English
Tyler Schilly, University of Notre Dame

Table 4

"Speak the Speech, I Pray You": How Performing Shakespeare Helps Students Learn
Kelsey Czachor, West Chester University

Acting in Education: Using Reader's Theater to Engage Learners in English Language Arts
Emily Young, Bradley University

Outsiders in America: A Multigenre Inquiry Project based on Zora Neale Hurston's *Their Eyes Were Watching God*
Billy Kaskay, Wake Forest University

Table 5

Using LGBT YA Literature to Encourage Acceptance and Understanding of Queer Identities
Emily Hohman, Loyola University Maryland

Research-Based Strategies for Supporting LGBTQ+ Students with a Focus on Students' Suicide Prevention
J. Sparks, University of Kansas

Making Sense and Making History
Morgan Hazelton, University of Wisconsin - Eau Claire

Table 6

Perspectives from Childhood: A Multigenre Inquiry Project on Maya Angelou's *I Know Why the Caged Bird Sings*
Sarah Sturdivant, Wake Forest University

Using Arts-Based Methods with *The Handmaid's Tale* and Other Challenging Texts
Madison Steen, University of Alabama

Banned Books Discussion Groups
Taylor Oram, Arizona State University

Table 7

Writing Stories through Talk: Incorporating Discussion into the Writer's Workshop
Kia Turner, Harlem Academy / Harvard Graduate School of Education

Building to Write: Using Manipulatives as a Pre-Writing Scaffold
Jayna Zimmerman, Aquinas College

Writer's Notebooks and Tutoring with Alternative High School Students
Alexis Cramer-Smith, Brigham Young University / Klamath County School District

Table 8

Supporting the Whole Student in our School Communities
McKenna Quinn, Montana State University

The Context of our Classrooms: A Case Study
Robbin Stephens, Brigham Young University

Making Space for Makerspace Ideas in Secondary English Classrooms
Kathryn Deaver, University of Delaware

Table 9

Providing Restoration in the English Classroom through the Art of Basquiat
Laila Soubani, Michigan State University

Considering Art as Text: Depicting Social Activism through Text Set Development
Jennifer Reves, Lindsey Hart, and Olivia Gueno Peeler, Arkansas State University

Table 10

Into the Virtual Wild: Incorporating Virtual Reality into the ELA Classroom
Kellie Leonard, Kennesaw State University

Composing Complex Stories: Learning through Student-Produced Video Games
Jennifer Owen, Colorado State University

Exploring Privilege through STEM
Sarah Turnbull, Buffalo State College

Table 11

Supporting Resilience, Self-Compassion, and Identity Exploration in Novice Teachers
Aliza Theis, Uncommon Charter High School / Harvard Graduate School of Education

"If You Don't Do Something, What Are You Doing As a Teacher?"
Exploring Teachers' Perspectives on Equity-Based Classroom Practices
Angel Bonilla, Washington State University

The Illusion of Explanatory Depth in Education
Hannah Snell, Homewood High School / Samford University

Table 12

How Can We Talk about Race in the Classroom?: A Critical Race Theory Content Analysis of Missouri Learning Standards for 6-12 English
Emily Stobbe, Truman State University

To Kill a Mockingbird and the History of Racial Injustice
Nikki Callen, Western Michigan University

What We Miss when We Walk Around in the White Savior Shoes of Atticus Finch
Marie Kelland, Westfield State University

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CRASH! BANG! POW!: Teaching Graphic Novels in a Secondary Classroom
Paige Haagen, Arizona State University

How the Use of Graphic Novels in Shakespeare Instruction Affects Student Engagement
Elizabeth Davis, Wake Forest University

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Juliet Villegas, Baylor University

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Siena Catanzaro, West Chester University

Mending the Gap: Addressing the Implementation of the IEFA Mandate in the State of Montana
Jana Gemmill, Montana State University

Preparing for edTPA
Ashlee Phillips, Troy University

Table 15

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Emma Solak, University of Notre Dame

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Ross Atkinson, Colorado State University

Building Writing Success through Enhanced Self-Efficacy
Stephanie Rice, SUNY College at Old Westbury

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Using Young Adult Fiction for Anti-Racist Pedagogy
Christina Esposito, Southern Connecticut State University

Using Young Adult Literature to Teach about Police Brutality
Noelle Pierce, University of Notre Dame / Saint Mary's College

Integrating Awareness of Trafficking through Young Adult Literature
Nicole Rigsby and Alexa Anderson, Eastern Washington University

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Reading between the Lines by Writing between the Lines: Teaching Students to Annotate
Madison Miller, Kennesaw State University

Teaching Context Using Blackout Poetry
Mary Woodard, Brown University

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Ilan Desai-Geller, Brown University / Paul Cuffee Upper School

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Issues and Limitations of the Five-paragraph Format
Andrea Shaw, SUNY College at Old Westbury

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Christina Usler, Colorado State University

Exploring Opportunities to Write for an Authentic Audience
Alivia Isch, Purdue University Fort Wayne

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Alexis Phares, Harmony High School, Osceola County, Illinois

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Reuben Howard, Excel Academy Chelsea / Harvard Graduate School of Education

Speaking Up: An All-Male Dialogical Classroom
Lenise Volmer, Brigham Young University

Table 20

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Kaylee Briggs, Saint Mary's College

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Maegan Zeller, Niagara University

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Elizabeth Goodman, Kennesaw State University

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Clara Greszczuk, University of Delaware

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Alison Utley Crane, Missouri State University / Reeds Spring Middle School

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Elizabeth LaBruna, Westfield State University

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Austin Snyder, Miami University

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Audrey Brace, Purdue University Fort Wayne

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Gina Bolick and Marlowe Wilson, University of Central Arkansas

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Benjamin Wilson, SOAR Academy / University of Colorado Boulder

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Nicole Schiff, West Chester University

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Emily Kassera, University of Wisconsin - Eau Claire

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Tanner Urmston, Brigham Young University

Choices and Future Decisions in the Lives of Adolescents
Wendell Dunn, Wake Forest University

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Sydni Collier, Thomas College

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Conor Austin, Baylor University

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Julio Ramirez, Wake Forest University / Belton High School, Belton, TX

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"Como El Libro!": Sparking Multilingual Authorship in Kinders
Iris Treinies, University of Texas at Austin

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Courtney Kobos, Elon University

More Than One Language: Creating Student Understanding and Respect for Language Variation
Mimi Phung, Bradley University

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Study of Choice Reading in a 12th Grade Advanced Placement English Classroom
Nathan Mora, Central Michigan University

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Dana Nicholson, Wake Forest University

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Megan Dorsey, Miami University

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Empowering Adolescents: Examining the Paratext of Young Adult Literature through Critical Lenses
Rachel Evans, Jordan Price, and Auburn Peters, University of Arkansas

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Philip Grossenbacher, Wake Forest University

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Abby Smith and Kevin Clauson, University of Arkansas

Connecting Home and School through Homework Interviews
Meg Koerber, University of Notre Dame

Challenges in the Senior Practicum
Matthew James Firpo, Troy University

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Finding Themes in Popular Media
Randy Swim, Purdue University Fort Wayne

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Zachary Searle, Brigham Young University

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21st Century Teaching—Translanguaging
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Annotating Art: Teaching Literary Devices with Visual Art
Victoria Thompson, Kennesaw State University

Connections, Strategies and Voice: The Effect of Learning Disabilities on Reading Comprehension & Writing
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Revision Strategies for Students with Disabilities
Jessica Wroblewski, SUNY College at Old Westbury

Table 33

Psychological Aspects behind Beauty Standards in Young Adult Literature
Kaila Shaffer, Eastern Washington University

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The Importance of Self-Discovery, a Supportive Community, and Resisting Cultural Pressures
Alyssa Strzalka, Baylor University

The Vocational Lens: Generating a Sense of Critical Vocational Literacy
Eli Snyder, Montana State University

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