

Literacy Connections Conference

No Bad Days: Returning to the Joy in Teaching

Friday, May 12 2023, 8:00 am – 3:30 pm, Collins Center and Memorial Union rooms, University of Maine, Orono, ME

Planning Powerful Instruction: 7 Must Make Moves of Transformative Teaching and Learning with Jeff Wilhelm

A full-time classroom teacher for 15 years and a university professor for 26 years, Jeff Wilhelm is currently Distinguished Professor of English Education at Boise State, director of the Boise State Writing Project (He was also the founding director of the Maine Writing Project!), and he teaches middle or high schoolers each spring. He has authored 42 texts about literacy teaching including: earning the NCTE Promising Research Award for “You Gotta BE the Book” and the Russell Award for Distinguished Research for both “Reading Don’t Fix No Chevys” on the literate lives of boys and *READING UNBOUND* on the nature and power of pleasure reading. His latest books are *PLANNING POWERFUL INSTRUCTION: 7 MUST MAKE MOVES OF TEACHING AND LEARNING* on how to operationalize the major research agreements from across the learning sciences, and *DIVING DEEP INTO NONFICTION* on teaching complex nonfiction through Rabinowitz’s rules of notice. His brand new book, just out in February 2023, is *FIGHTING FAKE NEWS: IDENTIFYING AND INTERROGATING INFORMATION POLLUTION*.

CONFERENCE SCHEDULE

8:00 – 8:30	Registration , Continental Breakfast, Book Sellers, Non-profit display tables	10:15 – 11:30	First Break Out Session
8:30 – 9:00	Welcoming Remarks (Dean Penny Bishop and Susan Bennett-Armistead)	11:30 – 12:30	Lunch
9:00– 10:00	Keynote with Jeff Wilhelm	12:30 – 1:45	Second Break Out Session
10:00 – 10:15	Break/Visit Vendors	1:45 – 2:00	Transition to next session
		2:00 – 3:15	Third Break Out Session

See accompanying pages for complete titles, descriptions, and information on presenters.

First Break Out Session

Indicate your choice

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A Happiness Journal: How to Frame our Days *Debra Hogate*
- \_\_\_\_\_

Connections and Empathy *Justin Stygles*
- \_\_\_\_\_

Digital Storytelling, Literacy, Youth, the Future: *Brett Pierce*
- \_\_\_\_\_

Choice Offerings: *Sheila Bennett*
- \_\_\_\_\_

Intro. To Social Emotional Learning *Virginia Dearani*
- \_\_\_\_\_

How the SLP Can Help Your Students *Judith Stickles*
- \_\_\_\_\_

Attachment Training Students *Julie DellaMattera*
- \_\_\_\_\_

Poverty Portrayed in picturebooks *Carol Null*

Second Break Out Session

Indicate your choice

- \_\_\_\_\_

Fostering “Greenbelt Writing” *Todd McKinley*
- \_\_\_\_\_

The Joy is in the “Doing” *Michelle McAnuff Gumbs*
- \_\_\_\_\_

Rekindling the Joy *Lucinda Stein*
- \_\_\_\_\_

Be A Tree *Virginia Dearani*
- \_\_\_\_\_

Connection between Adult Low Literacy *Mary Marin Taylor*
- \_\_\_\_\_

Diving Deep Into Fiction *Jeff Wilhelm*
- \_\_\_\_\_

“I know it!” *Susan Bennett-Armistead*
- \_\_\_\_\_

Comprehension through Visual Literacy *Katie Bishop-Dunphy*

Third Break Out Session

Indicate your choice

- \_\_\_\_\_

Social Emotional Learning *Anne Jordan*
- \_\_\_\_\_

Knowing the Literacy Learner *Cara Furman*
- \_\_\_\_\_

Fostering Belonging and Connectivity *Paige Mitchell*
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Engaging in the Exciting Elements of ... *Danielle Gabrielli*
- \_\_\_\_\_

Working with Divorced/ Separated Families *Dan Puhlman*
- \_\_\_\_\_

Fighting Fake News! *Jeff Wilhelm*
- \_\_\_\_\_

Bringing Outside in and Inside Out *Margo Brown*
- \_\_\_\_\_

Literature for the Ages: *Sandip Wilson*

Name

Email

Address:

Phone Number

General Registration fee : \$120.00; MWP Fellows: \$108 (Must indicate year of fellowship \_\_\_\_\_)

(Includes Continental breakfast and lunch voucher)

Dietary Restrictions: \_\_\_\_\_

Enclose: ☐ Check/money order (Make payable to the University of Maine.) ☐ Purchase order

Return to: Literacy Connections Conference, Attn: Katherine Wing, University of Maine, 5766 Shibles Hall, Orono, ME 04469-5766 PHONE 207/581-2493 • FAX 207/581-9052 • [katherine.wing@maine.edu](mailto:katherine.wing@maine.edu)

## Session Descriptions

### First Break Out Session (10:15 – 11:30 am)

#### **A Happiness Journal: How to Frame our Days - *Debra Hogate, Maine Partnership Comprehensive Literacy Trainer.***

A happiness journal is a powerful way to practice gratitude and enhance all aspects of your life. Attend this session and learn about the power of the Happiness Journal, for yourself and your students, and make your first entry.

#### **Connections and Empathy: The True Joy of Teaching Readers - *Justin Stygles, 4th grade teacher.***

In this presentation, participants will learn about several case studies and strategies that rectify broken interpersonal bridges with students in rural, low socio-economic communities, including multilingual learners, and lessons learned from prioritizing teaching pressures and demands over the emotional and literacy well-being of students.

#### **Digital Storytelling, Literacy, Youth, the Future: A Combustion! - *Brett Pierce, Executive Director, Meridian Stories.***

Participants will come away from this Workshop with 1) a re-imagined understanding of the educational value of students collaborating to develop, create and produce video and audio narratives around core curricular content; 2) clear and practical guidelines for how to integrate this approach in your educational settings; and 3) knowledge, activities - including several fully developed digital storytelling projects to implement in their classrooms, around the topics of literary genres, poetry, and writing - and resources that support this approach, as taken from the presenter's nonprofit initiative, Meridian Stories.

#### **Choice Offerings: Honoring Learning Over Containers - *Sheila Bennett, English Teacher, John Bapst Memorial H.S.***

This presentation will focus on providing multiple media options as assessments in the literature and composition classroom. While the focus of the learning objective remains consistent, offering multiple options for demonstrating mastery invites students to explore their freedom of expression and creativity.

#### **Intro. to Social Emotional Learning through Social Studies in Language Instruction:**

##### **Incorporating “Home” Into the Classroom - *Virginia Dearani, Doctoral Student.***

Participants will begin thinking about how to incorporate an equity-based SEL/Social Studies framework into their language instruction, pedagogy, practices, and curricula, with a focus on the relationship between geography/place/home, identity development, and teaching the “whole child”.

#### **How the SLP Can Help Your Students with Speech, Language and Literacy Delays. - *Judith Stickles, M.A. CCC-SLP, Clinical Director, Dept. of Communication Sciences and Disorders***

The session will describe ways in which the SLP can contribute to the development of literacy skills in the preschool/school-age child. The SLP has a role to play in the prevention of delays and in assessment and intervention of difficulties in the acquisition of literacy skills. Services are most effective when provided in collaboration with the classroom teacher.

#### **Attachment Training for Low or Non-Literate Caregivers. - *Dr. Julie DellaMattera, Early Childhood Development and Education; Dr. Melissa Ladenheim, Associate Dean Honors College; Elaine Thomas, Business Management; Estephania Baez-Vazquez, Psychology; Ryan O'Leary, Social Work***

This session will examine the impact of The Attachment Theory Workshop (AT) across countries and the possibility of adapting it for families in Maine. AT is a 6-module workshop that provides caregivers with knowledge and skills to promote healthy attachments with their children. AT is designed to be accessible to low and nonliterate caregivers using local imagery and repetitive written text based in performative, orality culture. AT is adapted to each context and culture through an iterative collaborative process and is now being used in Sierra Leone, Haiti, and Uganda.

#### **Poverty portrayed in picturebooks- *Carol Null, Kindergarten Teacher, Doctoral Student***

In this interactive workshop, participants will have an opportunity to explore and analyze how poor and working-class lives in contemporary realistic fiction picturebooks are portrayed. We will investigate demographics, causes, effects, and resolutions presented to better understand how sharing these stories with children gives them access to learn about the diverse economic realities of the world they share with others.

### Second Break Out Session (12:20 – 1:45 pm)

#### **Fostering “Greenbelt Writing” to Engage Students- *Todd McKinley, Doctoral Candidate, Instructional Strategist, RSU21.***

Explore various ways to energize your classroom with “greenbelt writing”, Ralph Fletcher's concept for encouraging students to write. We will talk about our writing, write, and write more-experimenting with “low stakes” writing through quick-writes, mentor texts, and collaborative writing. Tablet/laptop not required.

### **The Joy is in the “Doing”: Teachers Reflect on Practice and Progress in Disciplinary Literacy - Michelle McAnuff Gumbs, Assoc. Professor of Literacy.**

Subject area teachers gather to share tools, materials and procedures that help students read, write, think and communicate like experts in the disciplines. They reflect on what disciplinary literacy would look like for students with a range of abilities and learning challenges.

### **Rekindling the Joy - Lucinda Stein, English Teacher, Gorham High.**

Come join us as we revisit the laughter and smiles that get us through our days. UMF college buddies, Cissy and Lucy, represent two different ages: Cissy owns an early child care center and Lucy teaches English to juniors and seniors. Through remembering and sharing stories and strategies that get all of us through our tougher days, we'll celebrate that age doesn't matter, teaching is the same and the stress can be the same, too. The second part of the session will be an opportunity to create a craft that you'll bring back to your own space to rekindle your joy when you most need it.

### **Be A Tree: Cultivating a New Story of Wholeness in Education - Virginia Dearani, Doctoral Student.**

This workshop is presenting research and best practice strategies on an early childhood model of teaching and learning that can be applied to any classroom or early childhood program. This presentation is an opportunity for participants to re-examine their perspective of the Whole Child as it relates to the Roots & Fruits concept of “Be A Tree” to offer a more expansive definition in how we view children today. Participants will be challenged to re-examine their own identity as a professional in the early childhood field, reflecting on their wholeness as teachers, and seeing how they mirror this “wholeness”; to their students.

### **Connection between Adult Low Literacy & Poverty - Mary Marin Taylor, Executive Director, Literacy Volunteers of Bangor.**

Among adults with the lowest levels of literacy proficiency, 43% live in poverty. Adults with literacy challenges often live in the war zone of poverty. As adult educators, it's important that we understand the context of poverty as it relates to learning, motivation, and cultural. In this session, we'll talk frankly about the unspoken diversity issue in our country: poverty.

Based on the work of Dr. Donna Beegle, we'll review the social class continuum and the characteristics associated with each level. This information helps us understand our students' motivations, identify ways of connecting with them, and gain an understanding of their decision-making. This conversation better prepares us as educators to be more empathetic to the many stressors competing for our student's energy and ultimately, be part of their path towards improving their lives through increased literacy and self-sufficiency.

### **DIVING DEEP INTO FICTION AND NONFICTION TEXTS with READERS RULES OF NOTICE. – Jeff Wilhelm**

This interactive workshop will explore how to motivate and assist students to more expertly read both fiction and nonfiction texts by using “readers rules of notice”. You will learn how to use visual texts, thinking aloud, questioning, practicing in miniature, and microwriting to help students learn to notice textual topics, key details, genre and text structure, and how to interpret how all of these textual “moves” work together to create meanings and effects.

### **“I know it!”: Celebrating and Expanding Knowledge Using Informational Text with Young Children - Susan Bennett-Armistead, Assoc. Professor Early Literacy.**

This session will focus on the features and characteristics of informational text and strategies for selecting and using excellent quality texts with young children. It will also announce the 2023 Correll Book Award!

### **Comprehension Through Visual Literacy: One Way to Use Interactive Read-Alouds and Wordless Picture books - Katie Bishop-Dunphy, K-5 Interventionist,**

This session will explore visual literacy and how one can use it to facilitate the teaching of comprehension, analytical, and discussion skills in the classroom. This workshop will include opportunities for discussion, facilitating visual literacy experiences, and exploration of picture books.

## **Third Break Out Session (2:00 – 3:15 pm)**

### **Social Emotional Learning through Literacy and Language Activities in the Early Elementary Classroom - Anne Jordan, Doctoral Candidate, K-2 Instructional Coach**

Social Emotional Learning (SEL) should not be treated as an isolated activity or curriculum program. Participants will learn how to incorporate SEL on a daily basis within a variety of reading and writing activities in the K-2 classroom setting.

**Knowing the Literacy Learner with Descriptive Review - Cara Furman, Assoc. Professor UMF, Christina Lougee, Preservice Teacher**

This interactive workshop will introduce participants to an asset-oriented process for studying students referred to as the Descriptive Review of the Child. Through this holistic approach rooted in care, the teacher focuses on who the learner is alongside what they can do. Workshop participants will be walked through the process of writing a review. Participants will learn a new tool to support their practice and leave the session with ideas to try with a baffling student.

**Fostering Belonging and Connectivity in a Post Pandemic Environment - Paige Mitchell, UMaine Writing Center Director, Doctoral Student**

This session focuses on gender equality and intersectionality. In this interactive presentation of the UMaine Writing Center's Director and a cohort of peer-tutors will engage best practices of active learning and enrichment from the standpoints of teacher/student, student/student, and student/teacher. Participants and presenters will interact through iClicker technology, meditative exercises, and experience a series of class-ready practices that lead to engagement and confidence.

**Engaging in the Exciting Elements of Sibling Literacy in the School Setting - Danielle Gabrielli, UMaine, Doctoral Student**

Ever had the pleasure of eventually teaching two siblings - only to find out that they are as different as night and day? Yes, sibling dynamics are complex and every road map is different to navigate which is applicable even in the school setting. This is an exciting workshop for teachers to engage in a hands-on experiential session to learn how to best foster sibling relationships across the disciplines in the school environment. Learn what it means to be an educational advocate for "sibling literacy" and specific ways to empower families overall. The strengths-based methodology will be highlighted during this session. Are you a sibling? Come prepared to share your own experiences. This session will be activities based so be prepared for direct engagement. Sibling literacy is an area that we need to learn more about and this is one you definitely do not want to miss.

**Working with Divorced/Separated Families: Navigating Choppy Waters - Daniel Puhlman, Assoc. Professor, Human Development, UMaine**

When parents divorce or separate, the challenges in a school environment can be substantial. Parental conflict and disagreement, side taking, and stress/tension often impact the school community and create a challenging environment for administrators and teachers. Having an adequate toolbox for situations like this are instrumental in setting up an educational environment where there are "No Bad Days"! This workshop will go over some of the key challenges faced by school personnel when working with divorced/separated families and examine strategies for handling some of the most common situations. Case examples will be provided and participants will have the opportunity to bring situations for discussion.

**FIGHTING FAKE NEWS! Teaching Students of ALL AGES to Identify and Interrogate Information Pollution - Jeff Wilhelm**

This lively session addresses why we need to teach our kids about how our brains work, and how that makes us susceptible to information pollution of all kinds. Additionally, Jeff moves on to how to be aware and read critically in digital spaces drawing on many aspects of literacy instruction.

**Bringing outside in and inside out in the early childhood classroom - Margo Brown, Coordinator of the Katharine Durst Child Development Center,**

We will be sharing how we support rich literacy experiences through outdoor learning and nature-based activities in our early childhood classrooms. We will talk about the value of unstructured play, the power of conversations, and supporting literacy through nature exploration.

**Literature for the Ages: Depiction of Elders in Recently Published Literature for Young Readers – Sandip Wilson, Literacy Professor, Husson University**

This presentation introduces participants to picturebooks and longer diverse and multicultural books, recently published for K-12 readers that show relationships between young people and elders. The session includes criteria for selection of literature, introductions to books, and a critical literacy lens for examining stories and depictions. Participants will have the opportunity to peruse books.