

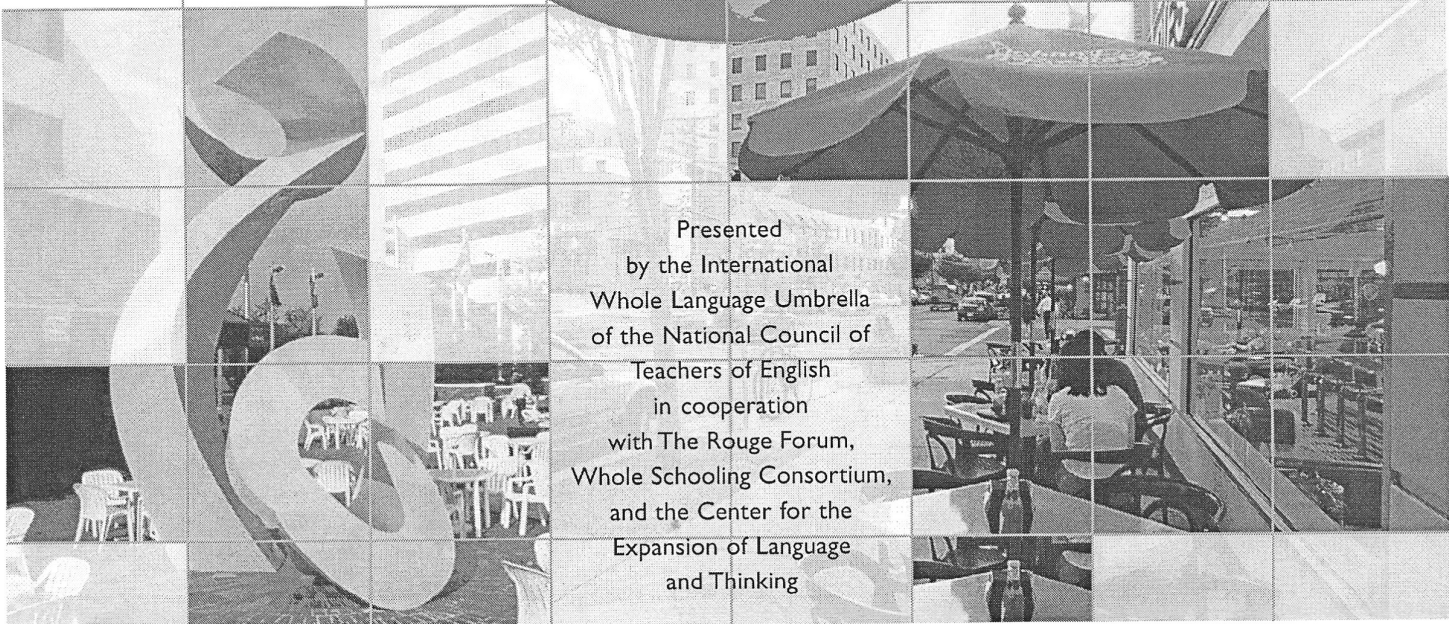
13th Annual
International
Conference

2002 WHOLE LANGUAGE UMBRELLA CONFERENCE

*"Restoring the Passion:
Thriving in a Standards Environment"*

July 25–28, 2002

Bethesda, Maryland/
Washington, D.C.



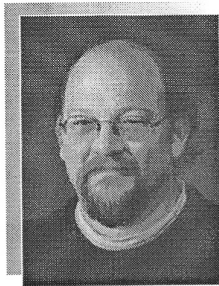
Presented
by the International
Whole Language Umbrella
of the National Council of
Teachers of English
in cooperation
with The Rouge Forum,
Whole Schooling Consortium,
and the Center for the
Expansion of Language
and Thinking

In Memoriam

Whole Language Umbrella and the TAWL listserv remember Barbara Stone, a special teacher, mentor, and colleague who passed away just before the WLU conference in Chicago last year. She talked often about the beauty of whole language, and the word "imagination" in her e-mail address reminded us to use ours. Her keen sense of justice, her ability to bring clarity to issues, her dedication to children and literacy, and her sharp wit will be remembered by us all. We miss you, Barbara.

Some of Barbara's thoughts and comments can be found in the TAWL listserv archives at <http://listserv.arizona.edu/archives/tawl.html>.

WLU PRESIDENT Steve Hornstein



Welcome to our 13th annual conference. The world is a different kind of place than it was when we gathered last year in Chicago. The events of the last year have caused many of us to refocus and redouble our efforts to create more democratic, just pluralistic classrooms. At the same time, our government seems to be moving as quickly as it can to further limit and constrain what teachers can do in their classrooms.

This year's conference features sessions that focus on building democratic classrooms, on the politics of literacy education and education in general, on all aspects of literacy instruction, on responding to tests and mandates, and on a wide variety of other topics, as well as conference strands on Inclusion and Guided Reading. Of course we'll also have author luncheons and book signings, featured and concurrent sessions, and the high-quality sessions you have come to expect from our conference. It is my hope that during the weekend you will find ideas and sessions that engage, enchant, enrage, and entertain. I believe we need all of these responses to move our agenda forward in the politicized educational environment in which we live.

Once again, this year's conference is co-sponsored by CELT, The Whole Schooling Consortium, and The Rouge Forum. The participation of these groups creates greater depth and breadth to our conference offerings. I think you'll also notice a more direct focus on meeting the needs of children with special needs in our classrooms at this year's conference as well.

Finally, we have scheduled two post-conference events to take advantage of being in Washington D.C. "War, Writing, and the Wall" is a writing workshop that will take place in part at the Vietnam War Memorial on Sunday afternoon. "Teachers on the Hill" on Monday is an opportunity to learn about issues pending in Congress and to go to Capitol Hill to share our views with our senators and representatives. Information on these events can be found on page 36 of the program. I hope you will consider joining us if you are able to do so.

As president of the Umbrella I am particularly interested in hearing from members about the directions into which you wish the organization to move. We've provided two different sessions to do this. Our Friday afternoon Town Meeting is an opportunity for our community to meet and talk together, whereas the Delegates Assembly (on Saturday) is our more formal meeting at which Umbrella policy is made and board members are elected. Your participation in one or both of these events helps our organization be more genuinely responsive to our members. In addition, I hope you'll take the opportunity during the weekend to share your thoughts with me and/or other board members as well.

Have a great weekend and a great conference.



WLU PRESIDENT-ELECT Amy Seely Flint



Welcome to the 13th annual conference of the Whole Language Umbrella. It is a wonderful time to be in the Washington, D.C. area. Recently a five-year teacher collaborative of which I was a member came to an end. We reflected on the power of collaboration, study groups, and professional development.

Kate Seidl, a kindergarten teacher in the collaborative, talked about study group meetings as *intermissions* in the hectic and draining days of teaching. I would like the WLU conference to be our *professional intermission*. I hope the conference will be a place to take stock of our teaching practices, to wonder and inquire about what risks we might take on in the next school year, to meet new faces, and of course, to reconnect with friends and colleagues in schools all over the world. The keynote and featured speakers, the town meeting, the many exciting sessions, the dessert/talk, the luncheon, and the informal conversations at lunch and in the hallways will be rewarding and energizing. Taking this time together to replenish our spirit, our energy, and our vision for teaching in ways that benefit the children we work with is perhaps the most important intermission of the summer.

TABLE OF CONTENTS

General Information 3

Conference Features

Thursday, July 25

8:00 a.m.– 6:00 p.m.	Registration
10:00 a.m.– 4:00 p.m.	Political Action Workshop, “Organizing for Child-Centered, Inclusive, Democratic Schools”
7:00 p.m.– 9:00 p.m.	Opening Session and Reception

Friday, July 26

7:30 a.m.– 5:00 p.m.	Registration
8:00 a.m.– 9:30 a.m.	Featured Speakers
9:45 a.m.– 11:15 a.m.	A Sessions
11:30 a.m.– 1:00 p.m.	Author Luncheon
1:00 p.m.– 2:30 p.m.	B Sessions
2:45 p.m.– 4:15 p.m.	Featured Speakers
4:30 p.m.– 6:30 p.m.	Whole Language Town Meeting
7:30 p.m.– 9:00 p.m.	Coffee and Dessert

Saturday, July 27

7:30 a.m.– 4:30 p.m.	Registration
8:00 a.m.– 9:30 a.m.	Featured Speakers
9:45 a.m.– 11:15 a.m.	C Sessions
11:30 a.m.– 1:00 p.m.	Luncheon
1:00 p.m.– 2:30 p.m.	D Sessions
2:45 p.m.– 4:15 p.m.	Featured Speakers
4:30 p.m.– 6:30 p.m.	Delegates Assembly
6:30 p.m.– 8:00 p.m.	Precon Follow-up—Advancing the Agenda

Sunday, July 28

9:00 a.m.–10:45 a.m.	Panel Discussion—Educating All Children
11:00 a.m.–Noon	Closing Session with Monty Neill
1:00 p.m.– 6:00 p.m.	Post-Conference Event—War, Writing, and the Wall

Monday, July 29

9:00 a.m.– 5:00 p.m.	Post-Conference Event—Teachers on the Hill: A WLU Lobby Day
----------------------	--

Directory of Speakers 37

Maps of Hyatt Regency Bethesda Hotel 40



NATURE AND PURPOSE OF THE WHOLE LANGUAGE UMBRELLA

Whole Language Umbrella is an NCTE conference made up of whole language support groups and individual professionals interested in developing and implementing whole language in educational institutions. WLU is based on a view of whole language as a dynamic philosophy of education. Although WLU accepts certain beliefs as being common to whole language practitioners, there will be no test of conformity as a condition of affiliation.

The shared beliefs are:

- a holistic approach to the acquisition and development of literacy in all its aspects;
- a positive view of all human learners;
- a belief that language is central to human learning;
- a belief that learning is easiest when it is from whole to part, when it is in authentic contexts, and when it is functional for the learners;
- a belief in the empowerment of learners and teachers;
- a belief that learning is both personal and social and that classrooms and other educational settings must be learning communities;
- an acceptance of all learners and the languages, cultures, and experiences they bring to their education;
- a belief that learning is both joyful and fulfilling;
- a belief in the development nature of learning that builds on learners' prior knowledge and experience.

Whole Language Umbrella will support its members by: providing and encouraging the formation of whole language support groups; facilitating networking among members; identifying local groups for individuals interested in joining; sanctioning local and regional conferences and activities; sponsoring national and international conferences; publishing and distributing books, articles, and other materials that support whole language; and supporting and defending whole language educators and practices.

Whole Language Umbrella will improve the quality of learning and teaching at all levels of education by: encouraging the study of whole language philosophy in all its aspects through high-quality teacher education programs that include in their

curricula whole language theory, research and strategies, staff development programs, and self-study programs in teacher support groups; promoting whole language teaching; promoting and critiquing whole language policies, curricula, and frameworks at federal, state/provincial/territorial levels; publicizing whole language and its benefits to the profession and the public; disseminating information on whole language to teachers, administrators, school decision makers, parents, and others participating in the development of whole language education; and facilitating collaboration among teachers, researchers, parents, administrators, and teacher educators in the development of whole language.

The Whole Language Umbrella Executive Board

President

Stephen Hornstein

President-Elect

Amy Seely Flint

Board Members

Bess Altwerger
Barbara H. Bell
Brian Cambourne
Linda M. Cameron
Nancy Creech
Alis Headlam
Michael Muise
Lorraine Wilson
Greg Zvric

Past Presidents

1. Dorothy Watson 1989–1991
2. Orin Cochrane 1991–1993
3. Jerome Harste 1993–1995
4. Sharon Murphy 1995–1997
5. Kittye Copeland 1997–1999
6. Gerald R. Oglan 1999–2001

Honorary Past President

Ken Goodman

Secretary

Julie Barkley

Editors of *Talking Points*

Peggy Albers
Allen Koshewa

GENERAL INFORMATION

Parking

A self-parking underground garage adjoins the Hyatt Regency Bethesda Hotel. The cost is \$10.00 per day.

Registration

The NCTE Registration Desk is in the Hyatt Regency Bethesda Hotel Thursday through Sunday in the Prefunction Area of the Conference Level. The Registration Desk is open on Thursday, 8:00 a.m.–6:00 p.m.; Friday, 7:30 a.m.–5:00 p.m.; and Saturday, 7:30 a.m.–4:30 p.m.

Messages

A message board is located in the Registration Area of the Hyatt Regency Bethesda Hotel on the Conference Level. Last-minute program changes also will be posted there.

Lunch Break

The length of the lunch period this year will be 1½ hours. The Friday Luncheon is being held in the Waterford/LaLique Suites of the Crystal Ballroom. Saturday's Luncheon is in the Haverford/Baccarat Suites of the Crystal Ballroom. If you choose to enjoy lunch on your own, the hotels and local establishments in Bethesda are easily accessible.



CONFERENCE FEATURES

Featured Speakers

Featured Speakers conduct sessions on a variety of whole language issues. These sessions feature speakers who are currently actively involved in whole language practices.

Author Luncheons

Author Luncheons provide participants with exciting opportunities to listen to brilliant authors. Tickets must be purchased in advance.

Concurrent Sessions

Concurrent Sessions offer presentations for teachers at all levels, administrators, and parents. Covering a wide range of interest, these sessions provide participants with many choices of topics.

Panel Sessions

Panel Sessions will consist of three/quarter 20-minute sessions where participants rotate.

Delegates Assembly

The Delegates Assembly will be held on Saturday afternoon from 4:30 p.m.–6:30 p.m.

Whole Language Town Meeting

The Whole Language Town Meeting is an opportunity to interact with the WLU leadership and membership in a discussion and planning session about where Whole Language and the Umbrella is headed. The *Town Meeting* will be held on Friday afternoon from 4:30 p.m.–6:30 p.m.

Author Signings

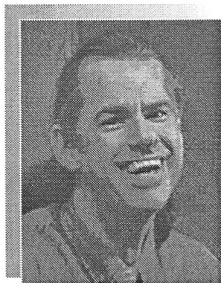
Author Signings will be held in the Crystal Ballroom Foyer of the Hyatt Regency Bethesda immediately following the Friday Luncheon, Friday Coffee and Dessert, and the Saturday Luncheon.

THURSDAY, JULY 25

PRECONFERENCE SESSION

Registration
8:00 a.m.–6:00 p.m.
Conference-Level Prefunction Area

Thursday, July 25
10:00 a.m.–4:00 p.m.
Preconference Workshop
Organizing for Child-Centered, Inclusive, Democratic Schools
Waterford/LaLique Suites, Ballroom Level



Keynote Speaker **Norm Kunc**

Norm Kunc, internationally recognized speaker and activist for social justice, will be the keynote speaker. A powerful speaker, his message is deepened with his experience of living with, celebrating his life as a person with, cerebral palsy. He speaks on issues of exclusion, power, care, and more in education and human services. In this presentation, Norm will help us chart our present, look to the future, and think in new ways to organize a long-term, substantive movement to create child-centered, inclusive, democratic schools.



Keynote Speaker **Gerald Coles**

Gerald Coles, a former member of the Department of Psychiatry at Robert Wood Johnson Medical School in New Jersey and an educational psychologist, will review the research in the NRP Report and discuss how it can and should inform literacy education, policy, and legislation.

THURSDAY PRECONFERENCE SESSION

10:00 a.m.–10:15 a.m. WELCOME

Gerry Oglan, Rich Gibson,
and Michael Peterson

10:15 a.m.–11:30 a.m. KEYNOTE ADDRESS: “Ally or Albatross? Inclusive Education in the Whole Language Debate”

Would supporting inclusive education hinder or benefit the field of whole language? Norman Kunc provides a realistic and thought-provoking analysis of this question and suggests that inclusive education has the potential to benefit whole language in some unexpected ways.

11:30 a.m.–12:00 p.m. VALUES ON WHICH WE STAND: Toward Organizing a Movement for Child-Centered, Inclusive, Democratic Schools

Nancy Creech, Rich Gibson, Michael Peterson, Wayne Ross, Lynne Tamor, and others. This session would present a clear front describing the values and practices on which we stand, suggesting that three key issues are intertwined and interactive and must be addressed simultaneously: narrow skills-based instruction versus holistic learning, exclusion versus inclusion, and child-centered assessment versus standardized testing.

12:00 p.m.–1:00 p.m. LUNCH

We will serve a box lunch as part of the registration fee. People at tables will be asked to discuss implications of both presentations and needs for actions related to (a) holistic learning, (b) inclusive education, and (c) standardized testing and curriculum.

1:00 p.m.–2:00 p.m. THE READING WARS: Let's Surrender and Win Gerald Coles

Advocates of skills-emphasis reading instruction cite the research in the National Reading Panel Report (NRP) as the gold standard of evidence for guiding reading instruction and supporting the Bush reading legislation. This talk by Gerald Coles will argue that literature-based/whole language supporters should agree to use the Report to inform policy and legislation because it actually provides evidence to support the use of literature-based/whole language instruction, to reject mandating skills-emphasis instruction, and, therefore, to move instruction and policy in a very different direction from that advocated by the NRP Report and mandated in the Bush reading legislation. This talk will review the research in the NRP Report and discuss how it can and should inform literacy education, policy, and legislation.

2:00 p.m.–4:00 p.m. ORGANIZING FOR . . .

- holistic, empowered learning, *against* segmented, controlled instruction.
- inclusion, *against* segregation.
- authentic assessment, *against* standardized tests for any purpose.

Small groups will develop a FEW simple actions related to (a) holistic learning, (b) inclusive education, and (c) standardized testing and curriculum that they can and will put into play in their own local areas. We will have available facilitators who will work across groups, who are knowledgeable related to each of these key focal areas, and who will act as resources to action-planning groups. Facilitators: Rich Gibson, Lynne Tamor, Wayne Ross, Mickey Vanderwerker, Mary O'Brien, Nancy Creech, Carol Holst, Thomas Neuville, and Karen Selby.

THURSDAY PRECONFERENCE SESSION

DIRECTORY OF SPEAKERS:

WELCOME:

Rich Gibson, San Diego State University, California
Gerry Oglan, Wayne State University, Detroit, Michigan
Michael Peterson, Wayne State University, Detroit, Michigan

KEYNOTE SPEAKERS:

Norm Kunc, international human rights and disability activist,
Axis Consultation and Training
Gerald Coles, author and consultant, Ithaca, New York

SPEAKERS:

Nancy Creech, Roseville Community Schools, Michigan
Rich Gibson, San Diego State University, California
Michael Peterson, Wayne State University, Detroit, Michigan
Wayne Ross, University of Louisville, Kentucky
Lynne Tamor, Wayne State University, Detroit, Michigan

FACILITATORS:

Nancy Creech, Roseville Community Schools, Michigan
Rich Gibson, San Diego State University, California
Carol Holst
Thomas Neuville, Millersville University, Pennsylvania
Mary O'Brien, parent activist and organizer of the Ohio
Whole Schooling Consortium and Rouge Forum
Wayne Ross, University of Louisville, Kentucky
Karen Selby, Kalamazoo College, Michigan
Lynne Tamor, Wayne State University, Detroit, Michigan
Mickey Vanderwerker, spokesperson for Parents across
Virginia United to Reform SOLs

**Saturday Continuation
6:30 p.m.–8:00 p.m.**

MOVING THE AGENDA FORWARD: Organizing for Child-Centered, Inclusive, Democratic Schools

This will be a time when we can come back together, bringing new people to revisit our plans, organize better activities, and pull new people in, a time to ensure we will go back as a Community of Action for change.

OPENING SESSION AND RECEPTION

7:00 p.m.–9:00 p.m.

Crystal Ballroom, Ballroom Level

**Welcome and Opening Remarks by Steve Hornstein,
Whole Language Umbrella President**



Keynote Speaker
Shelley Harwayne

**“Writing: Now More Than Ever;
Children’s Writing in the
Wake of September 11.”**

Shelley Harwayne has been affiliated with the New York City public schools for over 30 years as a teacher, staff developer, co-director of the Teachers College Writing Project, founding principal of the Manhattan New School, and currently as superintendent of Community School District #2 in the World Trade Center in Manhattan. She has worked as a consultant and keynote speaker throughout the United States and Canada, as well as in Ecua-

dor, Mexico, Sweden, Norway, Australia, and in such diverse settings as Soweto, South Africa, and Manila, the Philippines.

Shelley’s publications include *Lasting Impressions: Weaving Literature into the Writing Workshop* (Heinemann, 1992), *Going Public: Priorities and Practice at the Manhattan New School* (Heinemann, 1999), *Lifetime Guarantees: Toward Ambitious Literacy Teaching* (Heinemann, 2000), and her most recent publication, *Writing through Childhood: Rethinking Process and Product* (Heinemann, 2001). Shelley has also published two children’s books, *Jewels*, a poetry anthology, and a picture book, *What’s Cooking?* (Mondo, 1996).

FRIDAY SESSIONS

July 26

Registration
7:30 a.m.–5:00 p.m.
Conference-Level Prefunction Area

FRIDAY: CONFERENCE-WITHIN-A-CONFERENCE

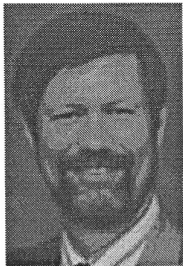
Title: Holistic Teaching for Students with Special Needs

Sessions

Time	Speaker	Session Title
8:00 a.m.–9:30 a.m.	Michael Peterson	MULTI-LEVEL TEACHING: TEACHING STUDENTS WITH VASTLY DIFFERENT ACADEMIC, SOCIAL-EMOTIONAL, AND SENSORY-PHYSICAL ABILITIES TOGETHER WELL <i>Judiciary Suite, Conference Level</i>
	Curt Dudley-Marling	STRUGGLING READERS: WHAT MAKES THEM SMART (AND WHAT DOES NOT)? <i>Cartier/Tiffany Salon, Ballroom Level</i>
9:45 a.m.–11:15 a.m.	A.01—Thomas Neville	INCLUSION BY NOT EXCLUDING IN THE FIRST PLACE <i>Potomac Suite, Conference Level</i>
1:00 p.m.–2:30 p.m.	B.01—Karen Selby	A TWILIGHT REFLECTION: MAKING RACE PART OF YOUR LITERACY INSTRUCTION <i>Baccarat Suite, Ballroom Level</i>
2:45 p.m.–4:15 p.m.	Carol Gilles	REVALUING STRUGGLING READERS THROUGH RETROSPECTIVE MISCUE ANALYSIS <i>Cabinet Suite, Conference Level</i>
	Lynne Tamor	MAKING “WHOLE LANGUAGE” TRULY WHOLE: INCLUSION OF STUDENTS WITH DISABILITIES CAN ENHANCE WHOLE LANGUAGE APPROACHES FOR EVERYONE <i>Patuxent Suite, Conference Level</i>

FEATURED SPEAKERS

8:00 a.m.–9:30 a.m.



Michael Peterson

Wayne State University, Detroit, Michigan

with

Sue Huellmantel

MacArthur Elementary School, Southfield, Michigan

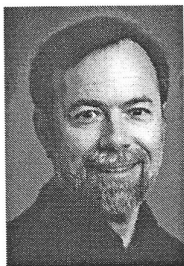
Tanya Sharon

Bennet Elementary School, Detroit, Michigan

MULTI-LEVEL TEACHING: TEACHING STUDENTS WITH VASTLY DIFFERENT ACADEMIC, SOCIAL-EMOTIONAL, AND SENSORY-PHYSICAL ABILITIES TOGETHER WELL

As we seek to be inclusive teachers welcoming students with mild to severe disabilities along with those highly gifted, we must articulate theory and strategies for authentic, multi-level teaching. In this presentation, we will share guidelines and examples of multi-level teaching and involve participants in multi-level lesson planning.

Judiciary Suite, Conference Level



Curt Dudley-Marling

Boston College, Chestnut Hill, Massachusetts

STRUGGLING READERS: WHAT MAKES THEM SMART (AND WHAT DOES NOT)?

In this session, Curt Dudley-Marling will use both presentation and discussion to consider the instructional implications of revaluing struggling readers and writers as “smart” by replacing the common response to school failure—“What’s wrong with this student?”—with an alternative question: “What makes this student smart?”

Cartier/Tiffany Salons, Ballroom Level



Linda Cameron

University of Toronto, Canada

MEDIATING “MAGICALLY”: TEACHING THE JUNIOR CHILD STRATEGICALLY

In the pivotal junior grades, it is imperative that we capture the moment and teach as effectively, magically, and strategically as possible. In this presentation we will explore ways that might make the kind of difference in kids’ learning results. We want every day to be a Diffendoofer Day!

Cabinet Suite, Conference Level



Aurelia Davila de Silva

San Antonio, Texas

FOR OUR CHILDREN: PARENT ORGANIZING FOR ADVOCACY

(1) What issues require that we advocate for our children at the local, state, and national levels? (2) What can parents do to organize to advocate for our children? (3)

How can we plan, stay informed, and disseminate information so that others can also act as informed individuals?

Embassy Room, Conference Level

FEATURED SPEAKERS

8:00 a.m.–9:30 a.m.

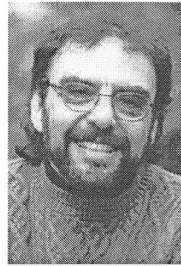


Yetta Goodman
University of Arizona, Tucson

KIDWATCHING AND DOCUMENTATION: ACCOUNTABILITY WITH THE FOCUS ON THE LEARNER

Documentation of the learning experiences of students takes observation, interaction, and in-depth analysis. In this session many different evaluation procedures that result from kidwatching will be presented.

Haverford Suite, Ballroom Level



Gerald Coles
Author and consultant, Ithaca, New York

MANDATING FAILURE: OR, TOO BAD THE BUSH EDUCATORS DIDN'T LISTEN TO READING TEACHERS BEFORE TELLING THEM HOW THEY HAD TO TEACH READING

The talk will draw on surveys of teachers' views in comparing what is mandated in the Bush reading legislation with what teachers actually need for successful teaching.

Potomac/Patuxent Suites, Conference Level



Kathy Egawa
National Council of Teachers of English



Vivian Vasquez
American University,
Washington, D.C.

with

The Bailey's Elementary
School Critical Literacy
Study Group

CRITICAL LITERACY: GETTING STARTED THROUGH NCTE'S READING INITIATIVE

In this session, teachers participating in a Reading Initiative study group will discuss their motivations and methods for engaging in critical literacies across the curriculum.

Susquehanna/Severn Suites, Conference Level

Bess Altwerger

Towson State University, Maryland

PHONICS RESEARCH: SEPARATING THE FACT FROM THE FANTASY

Old Georgetown Room, Conference Level



Brian Cambourne
University of Wollongong, Australia

CAMBOURNE'S "CONDITION OF LEARNING"

For several years Brian Cambourne's "Condition of Learning" has been a touchstone for many whole language teachers' thinking about literacy instruction. In the past several years, Brian has also been revisiting this work and what it means in the classroom. Join Brian for this discussion of what the conditions mean and how they can impact classroom instruction. This session is a continuation of the online discussion group of the same title.

Baccarat Suite, Ballroom Level

FEATURED SPEAKERS

8:00 a.m.–9:30 a.m.

PANEL #3—INTERNATIONAL

Lynne Audsley

Forrest School, Canberra, Australia

SUPPORTING WHOLE LANGUAGE THROUGH A PROFESSIONAL LEARNING TEAM APPROACH

How one Australian school reached an innovative solution to the dilemma posed by a whole language approach that maintains accountability to system requirements by forming a K–2 Professional Learning Team. This approach not only embodies the whole language philosophy in teaching our students, but in our own goals as lifelong learners.

Olutoyin Bimpe Jegede

Obafemi Awolowo University, Ile-Ife, Nigeria

PROBLEMS AND PROSPECTS OF TEACHING, LITERATURE-IN-ENGLISH IN NIGERIA

This session will address the potential for education in Nigeria when literature in English is encouraged as a means to overcome political, economic, and social difficulties facing classroom teachers.

M. A. Olateju

Obafemi Awolowo University, Ile-Ife, Nigeria

TOWARD THE IMPLEMENTATION OF EFFECTIVE LITERACY PROGRAMS IN NIGERIA: THE EXPERIENCE OF THE “READING” ASSOCIATION OF NIGERIA

This session will highlight strategies for improving reading in depressed and buoyant economies based on the work of the Reading Association of Nigeria.

Congressional Room, Conference Level

CONCURRENT SESSIONS

9:45 a.m.-11:15 a.m.

Featured Session

A.01 INCLUSION BY NOT EXCLUDING IN THE FIRST PLACE

Potomac Suite, Conference Level

Asset-based community development principles and systems theory thinking caused Fulton Elementary to stop segregated programs. The culture expects everyone to stop thinking in out-of-my-classroom strategies. Learning is available to everyone. Participants interactively explore the strategies with Dr. Neville and apply the principles to individual settings. Mr. Miles considers the details.



SPEAKERS:

Thomas J. Neville (pictured)
Millersville University,
Pennsylvania

Drue Miles
Fulton Elementary School, Lancaster,
Pennsylvania

A.02 USING LITERATURE DISCUSSION GROUPS TO INCREASE READING COMPREHENSION LEVELS AND ATTITUDES TOWARD READING IN AFRICAN AMERICAN AND HISPANIC STUDENTS

Congressional Room, Conference Level

This presentation details an action research project that the presenter conducted based on literature discussion groups. Details of the project will be outlined in the presentation, and compelling data will show that literature discussion groups do indeed help to raise reading comprehension levels in African American and Hispanic students.

SPEAKER: **Angela Castillo**, Cannon Road
Elementary School, Silver Spring, Maryland

A.03 FINDING THE PASSION: AVID READERS' BELIEFS ABOUT WHAT TURNED THEM ON TO BOOKS

Cartier/Tiffany Salons, Ballroom Level

This interactive session will detail the findings of a project which sought to understand how avid readers became totally engaged with text. The findings of this study revealed that these people became engrossed with reading because of their interaction with significant others in their lives. As they saw it, this was a separate and more empowering process than the learning to read instruction that occurred within their school contexts.

SPEAKERS: **Phil Fitzsimmons**, University of Wollongong, Australia; **Barbra McKenzie**, University of Wollongong, Australia

A.04 GHOSTS IN THE STANDARDS MACHINE: INCLUSIVE LANGUAGE ARTS FOR THE MIDDLE SCHOOL

Patuxent Suite, Conference Level

When teaching in inclusive English classrooms, teachers can use whole language and other holistic teaching and assessment strategies to increase student success and achievement. It is imperative that we do this for students with disabilities and other learning and language differences so that they can experience joy and success.

SPEAKERS: **Jennifer Borek**, The University of Memphis, Tennessee; **Lonette Robertson**, Ridgeway Middle School, Memphis, Tennessee

A.05 SSR: SUPPORTING EVERY CHILD'S RIGHT TO READ

Old Georgetown Room, Conference Level

Providing for Silent Sustained Reading (SSR) is about more than attitude and orchestrations of skills. For children nationwide, SSR levels the literate playing field, guarantees, regardless of socioeconomic standing, geography and realities of busy lives, access to a literate community. Come generate a defense!

SPEAKER: **Lori Jackson**, Todd County School District, Mission, South Dakota

CONCURRENT SESSIONS

9:45 a.m.–11:15 a.m.

A.06 POETRY SLAMS: VISUAL LANGUAGE AND PRINTED TEXT

Baccarat Suite, Ballroom Level

Poetry Slams, a new art form sweeping the nation, merges original poetry, dance, and national standards of visually representing content in creative ways. This session will feature digitized videoclips from an eighth-grade Poetry Slam competition, and participants will become judges in this uniquely American modern integration of composition and movement.

SPEAKER: Karen McCormick, Southeastern Louisiana University, Hammond

A.07 THE TENSIONS IN TRANSFERRING WHOLE LANGUAGE TO ENGLISH AS FOREIGN LANGUAGE CONTEXTS

Embassy Room, Conference Level

This study will discuss what new insights and knowledge EFL teachers acquire about whole language philosophy and how they plan on supporting the implementation of that knowledge in their countries. It will explore what EFL teachers perceive as potential tensions in transferring whole language philosophy across cultures.

SPEAKER: Hui-chin Vicky Yeh, Indiana University, Bloomington

A.08 (W)HOLISTIC BEGINNING READERS: WHAT THEY LOOK LIKE AND HOW WE CAN SUPPORT THEM

Susquehanna Suite, Conference Level

We explore the reading development of young children first learning to make meaning with text and consider how we can support beginning readers. Discussion will focus on the reading profiles of three 6–7-year-old readers, developed by teachers and a parent, through miscue analysis, observations, and interactions.

SPEAKERS: Debra Goodman, Hofstra University, Hempstead, New York; Alan Flurkey, Hofstra University, Hempstead, New York

A.09 IF YOU NEED SUPPORT IN YOUR TEACHING LIFE—JOIN A TAWL GROUP!

Severn Suite, Conference Level

Now more than ever, classroom teachers need to support one another in order to maintain the classroom practices that they know are right for children. This presentation will share the story of how one TAWL support group came into being and continues to survive in an anti-whole language world. Members of other TAWL groups are encouraged to come and help develop our network and to share their stories with those who may still be wondering where to begin.

SPEAKERS: David P. Schultz, Cutchogue-East Elementary School, New York; Pat Schultz, Cutchogue-East Elementary School, New York

A.10 BOOSTING COMPREHENSION IN CONTENT AREAS: PUPPETS IN THE CLASSROOM

Haverford Suite, Ballroom Level

Puppet shows can be included in a reading and writing workshop. Reading fluency, comprehension, and active learning will be presented through activities and handouts.

SPEAKERS: Karen Kondrick, Fredonia State College, New York; Meghanne Ash, State University of New York College at Fredonia

CONCURRENT SESSIONS

1:00 p.m.–2:30 p.m.

Author Luncheon 11:30 a.m.–1:00 p.m.

Waterford/LaLique Suites, Ballroom Level



Keynote Speaker Sheree Fitch

Introduction by Linda Cameron,
University of Toronto, Canada

“CHEWABLE WORDS AND LIPSLIPPERY WORLDS: A PASSION FOR POETRY”

Weaving poetry and story throughout her presentation, Canadian poet and author Sheree Fitch will remind us how poetry delights, entices, and teaches. Fitch is a mother, poet, storyteller, author, educator, and activist who has performed her work in libraries, schools, and writing festivals in her home country of Canada as well as venues in the United States, Belize, and Mexico for over 15 years. In 1998 she was on a reading tour in Africa on invitation from International Schools in Kenya, Uganda, and Tanzania. Fitch's first book of nonsense poetry, *Toes in My Nose* (Doubleday Canada, 1987, illustrated by Molly Lamb Bobak), was published the same year she graduated from St. Thomas and continues to be a bestselling Canadian children's book. Thirteen books have followed and are characterized by exuberant wordplay and humor, receiving critical acclaim and numerous awards. Fitch is currently working on a novel for children and plans to continue her reading, speaking, and teaching commitments. *No Two Snowflakes (Orca)* is her most recent poetry picture book, published in 2001.

Featured Session: 1:00 p.m.–2:30 p.m.

B.01 ATWILIGHT REFLECTION: MAKING RACE PART OF YOUR LITERACY INSTRUCTION

Baccarat Suite, Ballroom Level

Enjoy this interactive performance of excerpts from *Twilight: Los Angeles, 1992* by Anna Deavere Smith. Teacher educators will be provided with reflections on the impact this text had on preservice teachers' misconceptions of race. This workshop is an opportunity to embrace the words to make race an empowering part of the conversation about literacy.



SPEAKER: Karen Selby

Kalamazoo College, Michigan

B.02 EYE MOVEMENT AND BEGINNING READERS

Haverford Suite, Ballroom Level

This session provides information about how first-grade beginning readers use pictures and print as they read. Eye movement and miscue analysis are used for data analysis. Findings include information about where readers look, how frequently, for how long, and the systemic nature of what they are doing as they read. Implications for appropriate instructional practices will be shared.

SPEAKER: Peter Duckett, Cairo American College, Egypt

CONCURRENT SESSIONS

1:00 p.m.–2:30 p.m.

B.03 EARLY LITERACY AND THE CREATIVE ARTS

Embassy Room, Conference Level

Participants will explore connections between the development of early literacy and the creative arts (visual arts, music, movement/dance, and drama). Strategies and activities for interdisciplinary lessons will be demonstrated. Children's literature related to the arts will be shared. An extensive handout will be distributed.

SPEAKER: Suzanne M. Rose, Wheeling, West Virginia

B.04 LEARNING LANGUAGE BY DOING LANGUAGE THROUGH LITERACY WORKSHOP

Susquehanna Suite, Conference Level

The presenter will demonstrate the aspects of Literacy Workshop in an elementary classroom. Through the sharing of strategies, organizing devices, materials, and artifacts, the presenter will show how literacy workshop offers students an environment to learn language, learn about language, learn through language, and learn to critique through language.

SPEAKER: Ann M. Mennonno, Indianapolis Public Schools—Center for Inquiry, Indiana

B.05 BULLYING AND HARASSMENT: USING CRITICAL LITERACY AND PERSONAL NARRATIVES TO CONFRONT AN INTERNATIONAL ISSUE

Old Georgetown Room, Conference Level

In this session, we will focus directly on how we use critical literacy and personal narratives to confront violence, bullying and harassment and the damage these can cause to all students. This session will involve participants in trying, problematizing, and celebrating the complex work of integrating strategies to confront challenging issues facing students and their teachers.

SPEAKERS: Roxanne Henkin, National-Louis University, Chicago, Illinois; Rick Meyer, University of New Mexico, Albuquerque

B.06 ADMINISTERING EFFECTIVE LITERACY PROGRAMS IN NIGERIA: BENEFITING FROM THE AMERICAN EXPERIENCE

Severn Suite, Conference Level

This session will offer participants an opportunity to engage in a dialogue to identify personnel, institutions, approaches, and methodologies that can be adapted into the Nigeria experience in order to make literacy administration in Nigeria efficient.

SPEAKER: C. E. Onukaogu, Obafemi Awolowo University, Ile-Ife, Nigeria

B.07 PANEL #8—CRITICAL LITERACY

Congressional Room, Conference Level

CHILDREN AT PLAY: LANGUAGE AND CULTURE AT THE LOOKING GLASS NEIGHBORHOOD

This session will focus on an after-school program in which computer technology plays a major role. What will be investigated is how collaboration and interaction with technology

can become a tool of social engagement promoting cognitive, affective, and cultural growth in linguistically and culturally diverse children.

SPEAKER: Antonella Cortese, San Diego State University/Claremont Graduate University, California

CONCURRENT SESSIONS

1:00 p.m.–2:30 p.m.

B.07 **PANEL #8—** **CRITICAL LITERACY** *(Continued)*

Congressional Room, Conference Level

BEST KEPT SECRETS: TOLSTOY, FREINET, AND ASHTON-WARNER AND HOW THEY LINK US TO CRITICAL PEDAGOGY

The writings of Leo Tolstoy, Celestin Freinet, and Sylvia Ashton-Warner span a century yet still hold great significance for all educators concerned with creating a critical whole language pedagogy. Through the demonstration of various strategies, we will make connections with critical theorists, such as Paulo Freire and bell hooks.

SPEAKER: Steve Barrett, University of Missouri, Columbia

VOICE AND AGENCY IN AN URBAN LITERACY PROJECT

Presenter will describe briefly the process of establishing the project and focus on the writing and reading pedagogy my colleagues and I developed over the several years of the project, based largely on Freire's theories of critical literacy and on recent composition methods. In demonstrating results, I will present handouts and slides of student writing, teacher-student dialogue, and student responses to their work in the project. Some teacher journal reflections that disclose their struggle to reimagine their teaching practices in the context of the community will be shared.

SPEAKER: Norma Greco, The Ellis School, Pittsburgh, Pennsylvania

B.08 REAL-WORLD READING AND WRITING: PROJECT-BASED LEARNING WITH YOUNG CHILDREN

Potomac Suite, Conference Level

Project-based learning integrates content, problem solving, and decision making. Working on projects provides opportunities for young children to follow their interests, choose among reading and writing genres, and present their learning to other people. Skills are learned in the context of student-selected work.

SPEAKERS: Deborah Diffily, Southern Methodist University, Dallas, Texas; Charlotte Sassman, Alice Carlson Applied Learning Center, Fort Worth, Texas

B.09 STUDENTS DISCUSS THEIR LIVES AND ISSUES OF SOCIAL JUSTICE IN LITERATURE CIRCLES

Patuxent Suite, Conference Level

Students deserve to learn in classrooms where they feel empowered to talk about issues that impact their world. Videoclips and transcripts of elementary literature circles will be viewed and discussed. Students openly discuss their hopes and fears, ideas on issues of social justice, and their responses to text.

SPEAKER: Karen K. Brown, Baltimore, Maryland

B.10 PEN PAL LETTER WRITING: THE POWER OF AUTHENTIC COMMUNICATION BETWEEN PRESERVICE TEACHERS AND ELEMENTARY-AGED CHILDREN

Cartier/Tiffany Salons, Ballroom Level

This session will be organized in a presentation format with two college instructors and a classroom teacher sharing letters written from preservice teachers and elementary-aged children. Insights into the writing process will be presented, along with reflections and evolving understandings of the power of authentic communication for all writers.

SPEAKERS: Debbie Anderson, Indiana University, Bloomington; Amy Seely Flint, Indiana University, Bloomington; Shelley Vitols, Templeton Elementary School, Bloomington, Indiana

FEATURED SPEAKERS

2:45 p.m.–4:15 p.m.



Carol Gilles (pictured)
University of Missouri, Columbia
and

Jennifer Wilson
University of Missouri, Columbia

REVALUING STRUGGLING READERS THROUGH RETROSPECTIVE MISCEUE ANALYSIS

Struggling readers must “revalue” themselves to be successful. We give classroom examples of how Retrospective Miscue Analysis (RMA) helps students change their views and attitudes toward reading. Examples of when RMA didn’t cause outward changes are also provided. Both struggling readers and students labeled learning disabled are discussed.

Cabinet Suite, Conference Level

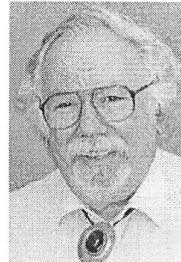


Lynne Tamor
Wayne State University, Detroit,
Michigan

MAKING “WHOLE LANGUAGE” TRULY WHOLE: INCLUSION OF STUDENTS WITH DISABILITIES CAN ENHANCE WHOLE LANGUAGE APPROACHES FOR EVERYONE

Inclusion of students with significant disabilities can enhance learning for all students. Specific examples of elementary school activities that included such students will be discussed, leading to a discussion of at least two “missed opportunities” where inherently inclusive language arts activities failed to live up to their potential.

Patuxent Suite, Conference Level

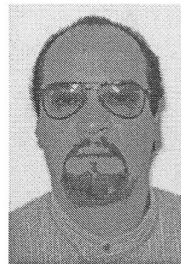


Kenneth Goodman
University of Arizona, Tucson

THE PEDAGOGY OF THE ABSURD

Kenneth Goodman will distill from two and one-half years of Absurdities of the Month, the central absurdities and their sources. He’ll offer a forecast of how all this will be seen in 2010 and beyond.

Old Georgetown Room, Conference Level



Ramon Serrano
St. Cloud State University, Minnesota

LISTENING TO WHAT “AT-RISK” STUDENTS HAVE TO SAY

Participants in this session will have the opportunity to hear basically what teachers need to know about working with “At-Risk” youth. Working with youth at the

state prison and in group homes has given the presenter the opportunity to collect information valuable to both teachers and administrators. In this presentation he will share what these students had to say regarding their experiences in school and how these experiences affected their views of school. He will also offer, based on their experiences and his own, suggestions that may be helpful in dealing with youth that are potential targets for gang recruitment.

Judiciary Suite, Conference Level

FEATURED SPEAKERS

2:45 p.m.–4:15 p.m.

PANEL #1—TESTING

Embassy Room, Conference Level

GABBY MOMS AND QUIPPY KEYBOARDS

“Gabby Moms and Quippy Keyboards” is a thought-provoking and hands-on, activism brainstorming session. Juanita Doyon is ready to share strategies, encouragement, buttons, and other items from the supply chest of the resistance. You will come away knowing what your next steps are on the long road to educational justice.

SPEAKER: Juanita Doyon, Spanaway, Washington

A DEMOCRATIC ALTERNATIVE TO LEGISLATED STANDARDS (AND WHY THOSE CANNOT POSSIBLY SUCCEED)

This individual presentation will propose an alternative to legislatively defined standards—standards constructed on the basis of successful student achievement in actual classrooms—and will demonstrate why this alternative not only is more democratic, but also offers more potential than do legislated standards for improving the quality of education for all children.

SPEAKER: Tony Whitson, University of Delaware, Newark

Barbara Flores

California State University, San Bernardino

MINI SHARED READING AS A BRIDGE TO GUIDED READING

This session will focus on teaching reading to beginning readers who do not respond well to Guided Reading initially.

Cartier/Tiffany Salons, Ballroom Level

Steve Strauss

Franklin Square Hospital, Baltimore, Maryland

BRAIN RESEARCH AND READING

This session will take a critical look at the nature of current “brain research and what it really implies about reading.” Participants will read and discuss basic and current work in brain research. This session is a continuation of the online discussion group of the same title.

Potomac Suite, Conference Level



Violet Harris

University of Illinois, Urbana-Champaign

CHILDREN'S LITERATURE IN AN ERA OF SCIENTIFIC READING INSTRUCTION: SOME PERSONAL REFLECTIONS

This session will focus on the contradictions inherent in being an advocate of literature-based literacy instruction and

whole language philosophy and the principal investigator on a state-funded grant emanating from the Reading Excellence Act. I intend to reflect on the need to balance philosophical contradictions, collaborate with teachers, assist in the process of helping poor children becoming literate, and engage in activities that will foster family and community literacies.

Susquehanna Suite, Conference Level

FEATURED SPEAKERS

2:45 p.m.–4:15 p.m.



Amy Seely Flint
Indiana University, Bloomington

SETTING UP AND MAINTAINING A READING/ WRITING WORKSHOP

Need help getting started with a reading/writing workshop? Or do you need some help making your existing workshop work as you hoped it could? WLU President-

Elect Amy Seely Flint will enable you to develop a variety of approaches for making your workshop soar. This session is a continuation of the online discussion group of the same title.

Baccarat Suite, Ballroom Level



Dorothy Watson
University of Missouri, Columbia

AIRBRUSHING: THE CLEVER ART OF HIDING THE TRUTH

From the classroom to the capital, the reality of literacy learning and teaching is often obscured, misrepresented, or ignored, that is, the truth has been cleverly

airbrushed. In this session we will discuss instances of this wily art, why it happens, and what we can do about it.

Haverford Suite, Ballroom Level

Whole Language Town Meeting

4:30 p.m.–6:30 p.m.

*Diplomat/Ambassador Rooms,
Conference Level*

Having been scapegoated, demeaned, denigrated by an orchestrated and deliberate campaign of misinformation, the public face of whole language needs to be reconstructed. We need to address the question: What kind of “face” should whole language (and the WLU) portray in the years ahead?

This session will be a hands-on series of input and activities designed to give delegates the opportunity to construct a new, public face of whole language. Come along for an opportunity to participate in rethinking the vision and mission of WLU for the present and future.

COFFEE AND DESSERT 7:30 p.m.–9:00 p.m.

Waterford/LaLique Suites, Ballroom Level

Presentation of Whole Language Umbrella Awards

Lifetime Membership Award

Presented to **Brian Cambourne**

Other lifetime members: Carole Edelsky, Jerry Harste, Priscilla Lynch, Ethel Buchanan, Carolyn Burke, Yetta Goodman, Ken Goodman, Bill Martin, Jr., Dorothy Watson, Norma Michelson, Rudine Sims-Bishop, Margaret Stevenson, Dorothy Menosky, Orin Cochrane, and Ralph Peterson.

Distinguished Service Award

Presented to **Susan Spear**

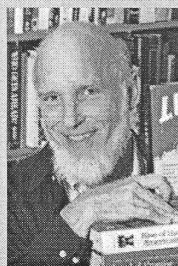
Presentation of Outgoing Whole Language Umbrella Executive Board Members

Introduced by **Steve Hornstein**

Evening Speaker

James W. Loewen

“How American History Messes Up What and How We Teach”



James Loewen's book *Lies across America: What Our Historic Markers and Monuments Get Wrong* came out in 1999. He spent two years at the Smithsonian Institution surveying textbooks of American history and also taught race relations for 20 years at the University of Vermont.

Previously he taught at predominantly black Tougaloo College in Mississippi. He is continuing his research on how Americans remember their past. His other books include *Mississippi: Conflict and Change* (coauthored), which won the Lillian Smith Award for Best Southern Nonfiction. He also wrote *The Mississippi Chinese: Between Black and White*, *Social Science in the Courtroom*, and *The Truth about Columbus*. He attended Carleton College and holds a Ph.D. in sociology from Harvard University.

SATURDAY SESSIONS

July 27

Registration
7:30 a.m.–4:30 p.m.
Conference-Level Prefunction Area

SATURDAY: CONFERENCE-WITHIN-A-CONFERENCE

Title: Guided Reading/Multiple Paths

This Conference-within-a-Conference is designed to enable participants to explore multiple approaches to Guided Reading literacy instruction.

Sessions

Time	Speaker	Session Title
8:00 a.m.–9:30 a.m.	Gay Su Pinnell	INVITING CHILDREN IN THE WORLD OF LITERACY <i>Diplomat/Ambassador Room, Conference Level</i>
	Rick Meyer	SUM PROBLIMZ WITH FONIX AND WUT TWO DUE <i>Cabinet Suite, Conference Level</i>
9:45 a.m.–11:15 a.m.	C.01—Ellen A. Thompson	STAYING IN STEP WITH REAL KIDS AND REAL LITERATURE—THE GUIDED READING DANCE BEGINS <i>Judiciary Suite, Conference Level</i>
	Kitty Copeland	SUPPORTING READERS IN CONNECTING TO TEXT <i>Cabinet Suite, Conference Level</i>
1:00 p.m.–2:30 p.m.	Bobbi Fisher	PERSPECTIVES ON SHARED READING <i>Cartier/Tiffany Salon, Ballroom Level</i>
	Karen Feathers and Nancy Creech	THE ISSUE OF MISS QUI AND MR. WRUN KNING WREKERDS <i>Potomac/Patuxent Suite, Conference Level</i>
2:45 p.m.–4:15 p.m.	Ellen A. Thompson and Gay Su Pinnell	“SO HERE’S WHAT I DO AND WHY I DO IT”: A PANEL DISCUSSION ON GUIDED READING AND LITERACY INSTRUCTION <i>Old Georgetown Room, Conference Level</i>

FEATURED SPEAKERS

8:00 a.m.–9:30 a.m.

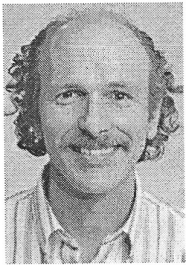


Gay Su Pinnell
The Ohio State University, Columbus

INVITING CHILDREN IN THE WORLD OF LITERACY

The speaker will describe and analyze many ways of inviting children into the world of literacy, with the dual goal of increasing literacy achievement and helping children become joyful, lifelong readers and writers. The presenter will discuss reading and writing with children, supporting their moves toward independence, and providing clear demonstrations to help them learn about letters, sounds, and words. Emphasis will be placed on the role of three instructional contexts: guided reading, word study, and interactive writing.

Diplomat/Ambassador Rooms, Conference Level



Rick Meyer
University of New Mexico, Albuquerque

SUM PROBLIMZ WITH FONIX AND WUT TWO DUE

Why is that child rocking back and forth? Why is another child tearing apart his clothing? Where are the teachers' voices, the children's voices, and a multicultural curriculum? We will look closely at one phonics lesson in a scripted program and analyze it from a variety of perspectives. Alternatives and ideas for action will be presented.

Cabinet Suite, Conference Level

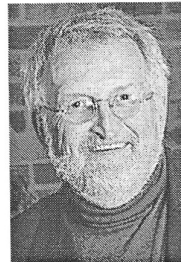


Alis Headlam
Rutland, Vermont

POETRY WITH RHYTHM

Poetry comes alive with rhythm. This will be a hands-on session with maximum participation as I share a strategy to help students relate poetry and the rhythms of life through hand percussion. I believe that poetry is a celebration of life. This session promises to be fun.

Judiciary Suite, Conference Level



Jerome Harste
Indiana University, Bloomington

CONSTRUCTING CRITICALLY LITERATE CITIZENS: PASSIONATE STANDARDS FOR NEW TIMES

As Chair of an NCTE/IRA Joint Task Force on Critical Literacy, Dr. Harste will share instructional strategies that were recommended as well as summarize what the experts say about preparing citizens for the twenty-first century.

Cartier/Tiffany Salons, Ballroom Level

FEATURED SPEAKERS

8:00 a.m.–9:30 a.m.



David Bloome

Vanderbilt University, Nashville,
Tennessee

WHAT'S INTERTEXTUALITY GOT TO DO WITH IT? NEW DIRECTIONS FOR TEACHING READING COMPREHENSION

From preschool through university, reading comprehension is the foundation of much academic learning. Yet, our approaches to teaching read-

ing comprehension have been limited. The focus of this talk will be on new and powerful ways to approach the teaching of reading comprehension across the grade levels. These new approaches build on the construct of intertextuality and multiple text use.

Haverford Suite, Ballroom Level

PANEL #4—WHOLE LANGUAGE CLASSROOMS

Susquehanna/Severn Suites, Conference Level

SHOPSTARTING A STROKE OF THE PEN— WRITING WORK

Have you heard a lot about Writing Workshop and want to start using it in your classroom? Are you already using a Writing Workshop and want to know more? Learn how to get everyone writing and LOVING it!

*SPEAKER: Anita Britton, Minnetonka Public Schools,
Minnesota*

WHOLE LANGUAGE IN TODAY'S CLASSROOMS

A veteran teacher shares her efforts to merge her philosophy of teaching and the realities of daily life in the classroom under increasing pressure from various sources. The session will be a combination presentation/round robin forum with the goal of engaging teachers in an exchange of insights. Listen and share!

*SPEAKER: Maureen Morrissey, Pelham Unified School
District, New York*

INQUIRY-BASED LITERATURE CIRCLES— PUTTING IT ALL TOGETHER

Learn how to effectively implement student-led literature circles into your classroom. We will discuss inquiry-based methods as well as learn the various roles your students will take on.

*SPEAKER: Susan J. Stephan, Norwood Park School,
Chicago, Illinois*

FEATURED SPEAKERS

8:00 a.m.–9:30 a.m.

WORKING WITH THE STANDARDS MANDATE: CURRICULUM INTEGRATION THROUGH INQUIRY

This group of elementary teachers and professors shares classroom experiences with and research on curriculum integration through student inquiry in light of required standards. Participants will learn how effective teacher educators guide future teachers in the ways of addressing standards through integration and inquiry. Discussion encouraged.

SPEAKERS: **Diane Maletta**, Purdue University North Central, Westville, Indiana; **Mary Koselke**, Purdue University North Central, Westville, Indiana; **Rich Pearson**, Coolspring Elementary School, Michigan City, Indiana

Embassy Room, Conference Level



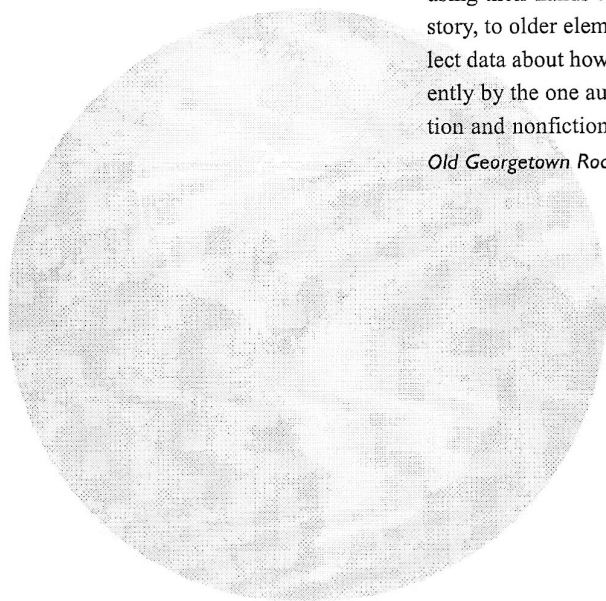
Lorraine Wilson
Education Consultant, Melbourne,
Australia

READING CRITICALLY RIGHT FROM THE START

Can beginning readers read critically? What is possible in class reading programs? By using the Luke/Freebody Four Resources Model where four different

reading practices are identified (code breaker, text participant, text user, text analyst), the case will be argued for the simultaneous development of these practices in classrooms, in an integrated way. Principles underpinning critical literacy arising from knowledge that texts are not neutral will be discussed, as will the types of questions asked by readers who read critically in the text analyst role. Teaching strategies outlined will range from young readers predicting and categorizing author decisions, and, using their hands to indicate which characters hold power in a story, to older elementary students using retrieval charts to collect data about how different social groups are portrayed differently by the one author. The texts used for analysis include fiction and nonfiction books and magazines, and videos.

Old Georgetown Room, Conference Level



CONCURRENT SESSIONS

9:45 a.m.–11:15 a.m.

Featured Session

C.01 STAYING IN STEP WITH REAL KIDS AND REAL LITERATURE —THE GUIDED READING DANCE BEGINS

Judiciary Suite, Conference Level

Teaching with children's literature, using real books to guide young readers and writers, keeping the joy in the teaching, sustaining the love of good literature . . . these are just a few of the dance steps that will be discussed and explored in this workshop. Ellen will share several formats for structuring your guided reading lessons around word-level work, comprehension, and fluency needs of your students. Participants will then have time to jump into the dance with both feet by using the literature provided, group expertise, and their own good ideas to put together some sample-guided reading lessons to share with each other and eventually their students.



SPEAKER:

Ellen A. Thompson

University of Vermont, Burlington

Featured Session

C.02 SUPPORTING READERS IN CONNECTING TO TEXT

Cabinet Suite, Conference Level

This session will provide the basis of why and how matching the readers' backgrounds and interests supports students in becoming proficient, enthusiastic readers: How paying attention to their lives is the key to successful reading in schools.



SPEAKER:

Kittye Copeland

Casey Family Programs,
Phoenix, Arizona

CONCURRENT SESSIONS

9:45 a.m.–11:15 a.m.

C.03 PANEL #5—INCLUSION

Cartier/Tiffany Salons, Ballroom Level

ASSESSING THE DYNAMICS OF STRUGGLING READERS IN CONTEXT

This presentation will discuss how individual teachers can gather data and use them to improve instruction by understanding the impact of the *physical setting, the social interactions, individual development* in a child's evolution as a reader and writer and the role of the teacher as *assessor, planner, instructor, and evaluator*.

SPEAKER: **Sunita Mayor**, West Chester University, Pennsylvania

THE DANGEROUS MYTH OF NEUTRALITY IN EDUCATION

This presentation will focus on debunking the dangerous myth of neutrality in education—a myth that is not only unrealistic, but is inherently reactionary. Understanding this concept is particularly important for those interested in a truly inclusive education. Inclusive education must by definition be concerned with issues of social justice.

SPEAKER: **Andrew Hartman**, George Washington University, Washington, D.C.

INFLUENCE OF DEMOGRAPHIC FACTORS ON TEACHERS' PERCEPTIONS OF SPECIAL EDUCATION PLACEMENTS IN CENTRAL TAIWAN ELEMENTARY SCHOOLS

Taiwan special education has developed primarily since 1984, modeled on American PL 94-142; little research exists with virtually none on the effects of demographic factors. Multiple regressions modeled influence of demographics on special education teachers' perceptions of placement issues. Results are discussed in context of a homogeneous society.

SPEAKERS: **Stephen Miller**, University of Louisville, Kentucky; **Tsui-Ying Lin**, University of Louisville, Kentucky

CONCURRENT SESSIONS

9:45 a.m.–11:15 a.m.

C.04 STAYING THE COURSE: THE EXPERIENCES OF A FIRST-YEAR WHOLE LANGUAGE TEACHER

Susquehanna Suite, Conference Level

The focus of this presentation will be on the issues that new teachers face and how they can stay true to their beliefs despite the pressure to conform and “fit in” to the norm, including phonics-based programs, writing programs, and standardized test preparation.

SPEAKER: Travis Williams, Vienna Elementary School, Pfafftown, North Carolina

C.05 WE ARE THE HISTORIANS

Severn Suite, Conference Level

This demonstration presents a university/middle school social studies project that uses digital technology and literacy to bring history to life. Middle school teachers and the university professor developed this unit for middle school students and preservice teachers.

SPEAKER: Jesse Turner, Central Connecticut State University, New Britain

C.06 DEVELOPING FLEXIBLE CURRICULUM STRUCTURES FOR EDUCATION IN A DEMOCRACY

Diplomat Room, Conference Level

In this session, the audience will be invited to join in reflecting on Six Considerations for Education in a Democracy. The presenter will examine focused study as one example of flexible curricular design, which was developed to incorporate these considerations. Participants can collaborate with us in creating classroom applications.

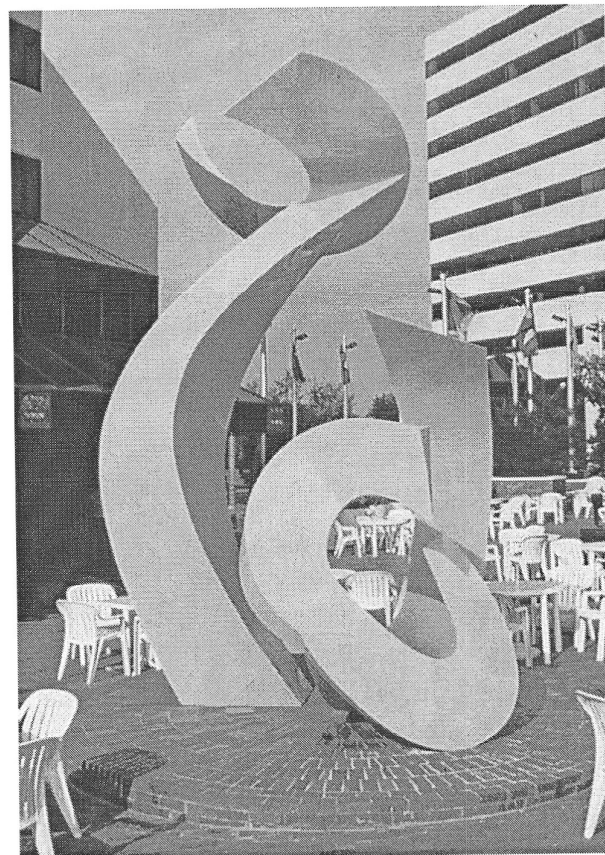
SPEAKERS: Joby Copenhaver, State University of New York, Geneseo; Kathy Egawa, NCTE, Urbana, Illinois

C.07 PEER CONFERENCING: REVISING FOR MEANING

Potomac/Patuxent Suites, Conference Level

How do you get students to add details and expand their ideas in writing? How do you get students to give appropriate feedback to their peers that really makes a difference? This workshop will introduce peer-group revision conferences which enable students to revise their writing for clarity and meaning.

SPEAKERS: Denise Sullivan, Cairo American College, Egypt; Connie Shull, Cairo American College, Egypt



CONCURRENT SESSIONS

9:45 a.m.–11:15 a.m.

C.08 PANEL #6—PARENTS

Embassy Room, Conference Level

USING TECHNOLOGY TO ENHANCE THE IMPACT OF SERVICE LEARNING ON THE HOME-SCHOOL FAMILY CULTURE

This session will discuss how the Teacher Scholar program attempted to build knowledge, skills, and positive attitudes toward families. By providing service learners with support for building positive relations with the parents of the students in their home classrooms, this program sought to break the silence that had developed between the family and the service learners.

SPEAKER: Karen Selby, Kalamazoo College, Michigan

CONNECTING HOME AND SCHOOL LITERACIES AND CULTURES

Participants will be encouraged to consider how school shapes the child's sense of belonging and achievement, beginning with their own perceptions of literacy development. Shared journal writings between family members and elementary school children will be presented as well as perceptions of teachers regarding connections between home and school cultures.

SPEAKER: Rita Moore, Washburn University, Topeka, Kansas

PARENTING IN THE EMPOWERMENT ZONE

This session will share the results of working with parents in a large urban center in helping them cope with their own literacy issues as well as their children.

SPEAKER: Gerry Oglan, Wayne State University, Detroit, Michigan

C.09 FORMER STUDENTS, FOUR YEARS LATER: THE LITERACY LEARNING OF URBAN FIRST-GRADE STUDENTS ACROSS TIME AND PLACE

Ambassador Room, Conference Level

This session explores how school literacy experiences are contextualized within the lives of urban students and their families. Interviews with parents and students in first grade, and later in fifth grade, reveal how the lived experiences of urban families align and conflict with mainstream discourses about literacy and urban families.

SPEAKER: Catherine Compton-Lilly, Rochester City School District, New York

C.10 PROVIDING A SAFE PLACE FOR ALL STUDENTS TO REACH THEIR MAXIMUM POTENTIAL: EXAMINE EQUITY ISSUES AND HOW THEY CAN BECOME A CATALYST FOR CHANGE IN THE WORLD

Old Georgetown Room, Conference Level

Students find their voices and develop a stance on life as a result of being encouraged to look at literature and issues in our world through multicultural literature. Through discussion and hearing multiple perspectives, students see possibilities, evaluate their life experiences, tell their stories, and think critically about the world.

SPEAKER: Liz Collins, Washington, D.C.

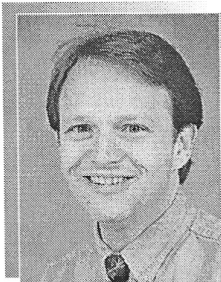
CONCURRENT SESSIONS

1:00 p.m.–2:30 p.m.

Author Luncheon

11:30 a.m.–1:00 p.m.

Haverford/Baccarat Suites, Ballroom Level



Keynote Speaker

Lester Laminack

Introduction by Barbara Bell,
Western Carolina University,
Cullowhee

Currently with Western Carolina University, Cullowhee, Laminack has received numerous honors and awards.

Among them are: the Botner Superior Teaching Award, Chancellor's Distinguished Teaching Award, and a nomination for the Council for the Advancement and Support of Education. Laminack has made several presentations for public schools, school systems, and volunteer organizations throughout North Carolina and the United States. He has spoken on topics of literacy education, whole language, emergent literacy, reading process, writing process, children's literature, literature-based reading programs, and developmentally appropriate practice. Laminack's publications include *Trevor's Wiggly-Wobbly Tooth* and *The Sunsets of Miss Olivia Wiggins*.

Featured Session

D.01 PERSPECTIVES ON SHARED READING

Cartier/Tiffany Salons, Ballroom Level

Shared reading, when the entire class gathers to read, discuss, and enjoy a variety of texts, is an important teaching and learning component of a balanced literacy program. In this workshop, we will discuss how we plan for shared reading and demonstrate ways to teach skills and strategies (including phonics) in context through the use of fiction and nonfiction big books.



SPEAKERS:

Bobbi Fisher (pictured)
Sudbury, Massachusetts

Emily Fisher Medvic
Norfolk, Virginia

CONCURRENT SESSIONS

1:00 p.m.–2:30 p.m.

Featured Session

D.02 THE ISSUE OF MISS QUE AND MR. WRUN KNING WREKERDS

Potomac/Patuxent Suites, Conference Level

In this session a classroom teacher and a university professor will compare two methods of analyzing oral reading—Miscue Analysis and Running Records. Given the current emphasis on oral reading records, we feel it is important for us to consider these two popular methods.

SPEAKERS:



Karen Feathers
Wayne State University,
Detroit, Michigan



Nancy Creech
Roseville Community
Schools, Michigan

D.03 WHAT ARE THE KIDS TALKING ABOUT? USING RESPONSE CATEGORIES TO FOSTER THOUGHTFUL DISCUSSIONS

Cabinet Suite, Conference Level

This session offers a framework of literature response categories that elementary teachers can use to both analyze their students' responses and develop discussion prompts to deepen and extend subsequent discussions. Participants will experience a short literature study followed by the presenters sharing student responses to the same text. Handouts including book titles and prompts will be provided.

SPEAKERS: **Patricia Heine**, St. Cloud State University, Minnesota; **David Heine**, St. Cloud State University, Minnesota; **Julie Barkley**, McKinley Elementary School, Waite Park, Minnesota

D.04 MANDATED HIGH-STAKES TESTING: WHAT DO THE KIDS THINK?

Ambassador Room, Conference Level

Although children who take state-mandated standardized tests are given the message, either implicitly or explicitly, that the tests are important, few are given an opportunity to ask questions about them. This presentation will share the answers that fourth- and fifth-grade children have given regarding their understanding the tests.

SPEAKER: **Rose Casement**, University of Michigan, Flint

D.05 TELLING STORIES OUT OF SCHOOL: TEACHERS' STORIES AS POLITICAL PROTEST

Diplomat Room, Conference Level

Stories are profoundly political, shaping the ways we make sense of the world. We will use classroom stories to examine and critique back-to-basics literacy discourses. We will consider strategies for using our stories as political protest, to take a stand for meaningful literacy experiences for all children.

SPEAKERS: **Sue Novinger**, State University of New York, Brockport; **Catherine Compton-Lilly**, Rochester City School District, New York

CONCURRENT SESSIONS

1:00 p.m.–2:30 p.m.

D.06 PANEL #2—ESL/FSL

Embassy Room, Conference Level

WHOLE LANGUAGE ACTIVITIES IN AN ESL CONTEXT

Giving an overview of the whole language approach and the use of this approach for teaching English as a second language, this session describes a number of classroom activities that can be used in an ESL/EFL context.

*SPEAKER: Sibel Tatar, Indiana University,
Bloomington*

A CASE STUDY: HOW LITERACY APPEARED IN A BILINGUAL CHILD

The researcher wants to explore how a non-native-speaking child in the United States develops his second language proficiency and what other factors affect his learning. Hopefully, this study can give a clear picture of how a child develops his language for teachers to adapt transferable methods for EFL contexts.

*SPEAKER: Shih-hsien Yang, Indiana University,
Bloomington*

D.07 CURRICULUM DESIGNED FOR COMPASSION: THE SEPTEMBER 11 MEMORIAL PROJECT

Old Georgetown Room, Conference Level

In this session, the whole-hearted whole language learning engendered by the September 11 Memorial Project will be detailed. Participants are invited to share the memorable learning they also inspired through curriculum designed for compassion.

*SPEAKER: Nancy Nicolescu, Far Hills Country Day School
and The College of St. Elizabeth, Morristown, New Jersey*

D.08 READING TO LEARN: EXPANDING THE BOUNDARIES OF LANGUAGE ARTS THROUGH PRACTICAL READING STRATEGIES

Judiciary Suite, Conference Level

We will present practical nonfiction reading strategies to help struggling students approach their texts. Handouts will be provided.

*SPEAKER: Ida Tennant, Monticello High School,
Charlottesville, Virginia*

D.09 SUSTAINING THE PASSION: REMAINING A WHOLE LANGUAGE ADVOCATE AND PRACTITIONER IN A UNIVERSITY SETTING

Susquehanna Suite, Conference Level

As a teacher educator, legislative action to impose mandated literacy teaching, curriculum, and methodology has a potentially devastating impact on what should happen in terms of academic freedom in university classrooms. In this presentation, I will share how I remain a whole language teacher, researcher, and learner despite pressures to teach a prescribed, mandated curriculum. Descriptions of course requirements, offerings, and materials will be shared.

*SPEAKER: Margaret-Mary Sulentic, University of
Southern Mississippi, Hattiesburg*

D.10 INVESTIGATING EMOTION KNOWLEDGE THROUGH LITERATURE

Severn Suite, Conference Level

The exploration of social and emotional issues in literature is an effective way in cultivating one's own emotional knowledge and understanding. There is much evidence, both empirical and circumstantial, that the advancement of emotional intelligence is vital to the individual and his community.

*SPEAKER: Christine Byron, Ranney School, Tinton Falls,
New Jersey*

FEATURED SPEAKERS

2:45 p.m.–4:15 p.m.



Ellen A. Thompson
University of Vermont,
Burlington



Gay Su Pinnel
The Ohio State University,
Columbus

“SO HERE’S WHAT I DO AND WHY I DO IT”: A PANEL DISCUSSION ON GUIDED READING AND LITERACY INSTRUCTION

Old Georgetown Room, Conference Level



Barbara Halliwill Bell
Western Carolina
University, Cullowhee



April Bryson
Fairview School, Sylva,
North Carolina

BUILDING A FRAMEWORK FOR LITERATURE CIRCLES: A COLLABORATION OF UNIVERSITY FACULTY, CLASSROOM TEACHERS, PRESERVICE TEACHERS, AND 5TH THROUGH 7TH GRADE STUDENTS

A collaboration between an Intermediate and Middle School teaching team and a university preservice reading class in developing Literature Study helped all involved see how reading to learn can be loving to read!!

Cartier/Tiffany Salons, Ballroom Level



Constance Weaver
Western Michigan University,
Kalamazoo

GETTING OVER WORD-PERFECT READING AND INTO STRATE- GIES FOR REAL READING

Making word-perfect reading our instructional goal diverts readers’ attention from constructing meaning, a point that will be briefly addressed before we explore cognitive strategies and how readers can be taught to REALLY read.

Cabinet Suite, Conference Level



Robert E. Kay, M.D.
The West Philadelphia Mental Health
Consortium and The Philadelphia School
of Psychoanalysis, Pennsylvania

HOW TO PREVENT WHOLE LANGUAGE—OR ANY LANGUAGE!

Some thoughts on the many ways that parents and schools inhibit the development of language in general, and whole language teaching/learning in particular.

Embassy Room, Conference Level

FEATURED SPEAKERS

2:45 p.m.–4:15 p.m.



Richard Gibson
San Diego State University, California

THE HIGHEST STAKE TEST: SOCIAL CHANGE OR PERPETUAL WAR? WHAT SHALL SCHOOL WORKERS DO?

The promise of perpetual war, matched by massive defense spending while urban and rural schools collapse under the weight of regimented high-stakes tests, poses a new question to educators interested in social justice: Are schools closed by social strife, balanced by insurgent Freedom Schools, better than open schools?

Potomac/Patuxent Suites, Conference Level

Lenise Jackson-Geartner
Mothers for Race Unity and Equality, Colton, California
Diplomat Room, Conference Level

Marc Rosa
Wayne State University, Detroit, Michigan
Ambassador Room, Conference Level



Carole Edelsky
Arizona State University, Tempe

WHOLE LANGUAGE TEACHERS AND THE NEW MCCARTHYISM

Presenter will try to make the case that the current situation regarding literacy instruction and educational “reform” is a case of a new McCarthyism. Then the presenter will present some data from holistic teachers around the United States on how they’re responding to the pressures in this political context.

Judiciary Suite, Conference Level

Steve Wolk
Northeastern Illinois University, Chicago

BEING GOOD: INTEGRATING CLASSROOM MANAGEMENT, CHARACTER EDUCATION, AND SOCIAL JUSTICE INTO A HOLISTIC CLASSROOM CURRICULUM

Too often classroom management is seen as a precondition for teaching. First we get the kids under control and then we can teach them—as the belief typically goes. In this interactive session, Steve Wolk turns that assumption on its head. We will examine the idea of making classroom management an inherent and important part of a classroom curriculum. “Discipline” should not be about punishment, but rather education. We will look at ideas on how teachers can combine classroom management, discipline, character education, democracy, and social justice into a natural and regular part of a classroom—all within a child-centered, holistic belief of teaching and learning. Specific teaching strategies will be explored, including using children’s literature, writing and journals, teaching with newspapers, incorporating talk and discussion, connecting curriculum to kids’ lives, project-based teaching, and integrating issues of goodness, morality, and social justice into an “official” curriculum, as well as across the curriculum. Good teaching includes teaching for being good.

Susquehanna/Severn Suites, Conference Level

SATURDAY EVENING SESSIONS

Delegates Assembly 4:30 p.m.–6:30 p.m.

*Diplomat/Ambassador Rooms,
Conference Level*

The Delegates Assembly is a forum where matters of policy and organizational directions are discussed and decided. The meeting concludes with the election of new board members, the examination and approval of the budget, and the addressing of organizational concerns. All are welcome to attend this meeting; voting, however, is restricted to delegates and representatives of TAWL groups. WLU policy allows only one vote per individual voter at the Delegates Assembly.

Preconference Follow-up—Advancing the Agenda 6:30 p.m.–8:00 p.m.

*Diplomat/Ambassador Rooms,
Conference Level*

This will be a time when we can come back together, bringing new people to revisit our plans, organize better activities and pull new people in, a time to assure we will go back as a Community of Action for change.

SUNDAY SESSIONS

Panel Discussion—Educating All Children 9:00 a.m.–10:45 a.m.

Cabinet/Judiciary Suites, Conference Level

This panel will focus on what we need to do to create schools which educate all children. Panelists will interact with one another as well as answer questions for the audience.

PANELISTS: **Valerie Brown**, Hamline School, Chicago, Illinois; **Alis Headlam**, Rutland, Vermont; **Thomas Neville**, Millersville University, Pennsylvania

CLOSING SESSION

11:00 a.m.–Noon

Cabinet/Judiciary Suites, Conference Level



Speaker
Monty Neill

“Combating the Tests”

Monty Neill is currently the Executive Director of the National Center for Fair & Open Testing (FairTest), the nation’s leading independent assessment reform advocacy organization. He has directed FairTest’s work on testing in the public schools since 1987 and has taught and administered in preschool, high school, and college. His many publications include *Implementing Performance Assessments: A Guide to Classroom School*

and System Reform and *Testing Our Children: A Report Card on State Assessment Systems*, the first comprehensive evaluation of all 50 states’ testing programs. He also led the National Forum on Assessment in writing *Principles and Indicators for Student Assessment Systems*, which has been signed by over 80 education and civil rights organizations.

Prior to joining FairTest, he earned a doctorate at Harvard University with his dissertation, “The Struggle of Boston’s Black Community for Quality and Equality in Education: 1960–1985.”

He is now a grandfather to two boys and a girl, none of whom yet faces the tests.

His address will focus on how teachers can respond to standardized testing.

POST-CONFERENCE EVENTS

Sunday, July 28
1:00 p.m.–6:00 p.m.

“War, Writing, and the Wall”

Diplomat Room, Conference Level

Join us for this powerful writing experience focusing on war, writing, and the Vietnam War Memorial. The session includes time spent on writing at “The Wall” itself as well as an introductory program at our hotel in Bethesda. Your writer’s workshop and your own writing will never be the same after this experience. Transportation to the wall will not be provided. Participants must be able to use public or their own transportation to get to the wall. There will be a sign-up onsite if there are any slots not filled at that time.

FACILITATOR: **Miles Gullingsrud**, Coachella Valley Unified School District, Thermal, California

Monday, July 29
9:00 a.m.–5:00 p.m.

“Teachers on the Hill: A WLU Lobby Day”

Diplomat Room, Conference Level

Stay over an extra day in D.C. and let your senators and representatives know what you think! We’ll spend Monday morning with a lobbyist learning how to lobby and updating our knowledge of upcoming legislation. In the afternoon, we’ll go up to Capitol Hill to meet with legislators in an effort to help them better understand the needs of children and public schools, and what we really know about reading. Transportation to Capitol Hill will not be provided. Participants must be able to use public or their own transportation to get to Capitol Hill. There will be a sign-up onsite if there are any slots not filled at that time.

Directory of Speakers

A

Altwerger, Bess	Pg. 10
Anderson, Debbie	B.10
Ash, Meghanne	A.10
Audsley, Lynne	Pg. 11

B

Barkley, Julie	D.03
Barrett, Steve	B.07
Bell, Barbara Halliwill	Pg. 32
Bloome, David	Pg. 23
Borek, Jennifer	A.04
Britton, Anita	Pg. 23
Brown, Karen K.	B.09
Brown, Valerie	Pg. 34
Bryson, April	Pg. 32
Byron, Christine	D.10

C

Cambourne, Brian	Pg. 10
Cameron, Linda	Pg. 9
Casement, Rose	D.04
Castillo, Angela	A.02
Coles, Gerald	Pgs. 4, 10
Collins, Liz	C.10
Compton-Lilly, Catherine	C.09, D.05
Copeland, Kittye	C.02
Copenhaver, Joby	C.06
Cortese, Antonella	B.07
Creech, Nancy	Pg. 5, D.02

D

de Silva, Aurelio Davila	Pg. 9
Diffily, Deborah	B.08
Doyon, Juanita	Pg. 18
Duckett, Peter	B.02
Dudley-Marling, Curt	Pg. 9

E

Edelsky, Carole	Pg. 33
Egawa, Kathy	Pgs. 10, C.06

F

Feathers, Karen	D.02
Fisher, Bobbi	D.01
Fitch, Sheree	Pg. 14
Fitzsimmons, Phil	A.03
Flint, Amy Seely	B.10, Pg. 19
Flores, Barbara	Pg. 18
Flurkey, Alan	A.08

G

Gibson, Richard	Pgs. 5, 33
Gilles, Carol	Pg. 17
Goodman, Debra	A.08
Goodman, Kenneth	Pg. 17
Goodman, Yetta	Pg. 10
Greco, Norma	B.07
Gullingsrud, Miles	Pg. 36

Directory of Speakers

H

Harris, Violet	Pg. 18
Harste, Jerome	Pg. 22
Hartman, Andrew	C.03
Harwayne, Shelley	Pg. 7
Headlam, Alis	Pgs. 22, 34
Heine, David	D.03
Heine, Patricia	D.03
Henkin, Roxanne	B.05
Holst, Carol	Pg. 5
Huellmantel, Sue	Pg. 9

J

Jackson, Lori	A.05
Jackson-Geartner, Lenise	Pg. 33
Jegede, Olutoyin Bimpe	Pg. 11

K

Kay, Robert E.	Pg. 32
Kondrick, Karen	A.10
Koselke, Mary	Pg. 24
Kunc, Norm	Pg. 4

L

Laminack, Lester	Pg. 29
Lin, Tsui-Ying	C.03
Loewen, James W.	Pg. 20

M

Maletta, Diane	Pg. 24
Mayor, Sunita	C.03
McCormick, Karen	A.06
McKenzie, Barbra	A.03
Medvic, Emily Fisher	D.01
Mennonno, Ann M.	B.04
Meyer, Rick	Pg. 22, B.05
Miles, Drue	A.01
Miller, Stephen	C.03
Moore, Rita	C.08
Morrissey, Maureen	Pg. 23

N

Neill, Monty	Pg. 35
Neuville, Thomas	Pgs. 5, A.01, 34
Nicolescu, Nancy	D.07
Novinger, Sue	D.05

O

O'Brien, Mary	Pg. 5
Oglan, Gerry	Pg. 5, C.08
Olateju, M. A.	Pg. 11
Onukaogu, C. E.	B.06

P

Pearson, Rich	Pg. 24
Peterson, Michael	Pgs. 5, 9
Pinnell, Gay Su	Pgs. 22, 32

Directory of Speakers

R

Robertson, Lonette	A.04
Rosa, Marc	Pg. 33
Rose, Suzanne M.	B.03
Ross, Wayne	Pg. 5

S

Sassman, Charlotte	B.08
Schultz, David P.	A.09
Schultz, Pat	A.09
Selby, Karen	Pg. 5, B.01, C.08
Serrano, Ramon	Pg. 17
Sharon, Tanya	Pg. 9
Shull, Connie	C.07
Stephan, Susan J.	Pg. 23
Strauss, Steve	Pg. 18
Sulentic, Margaret-Mary	D.09
Sullivan, Denise	C.07

T

Tamor, Lynne	Pgs. 5, 17
Tatar, Sibel	D.06
Tennant, Ida	D.08
Thompson, Ellen	C.01, Pg. 32
Turner, Jesse	C.05

V

Vanderwerker, Mickey	Pg. 5
Vasquez, Vivian	Pg. 10
Vitols, Shelley	B.10

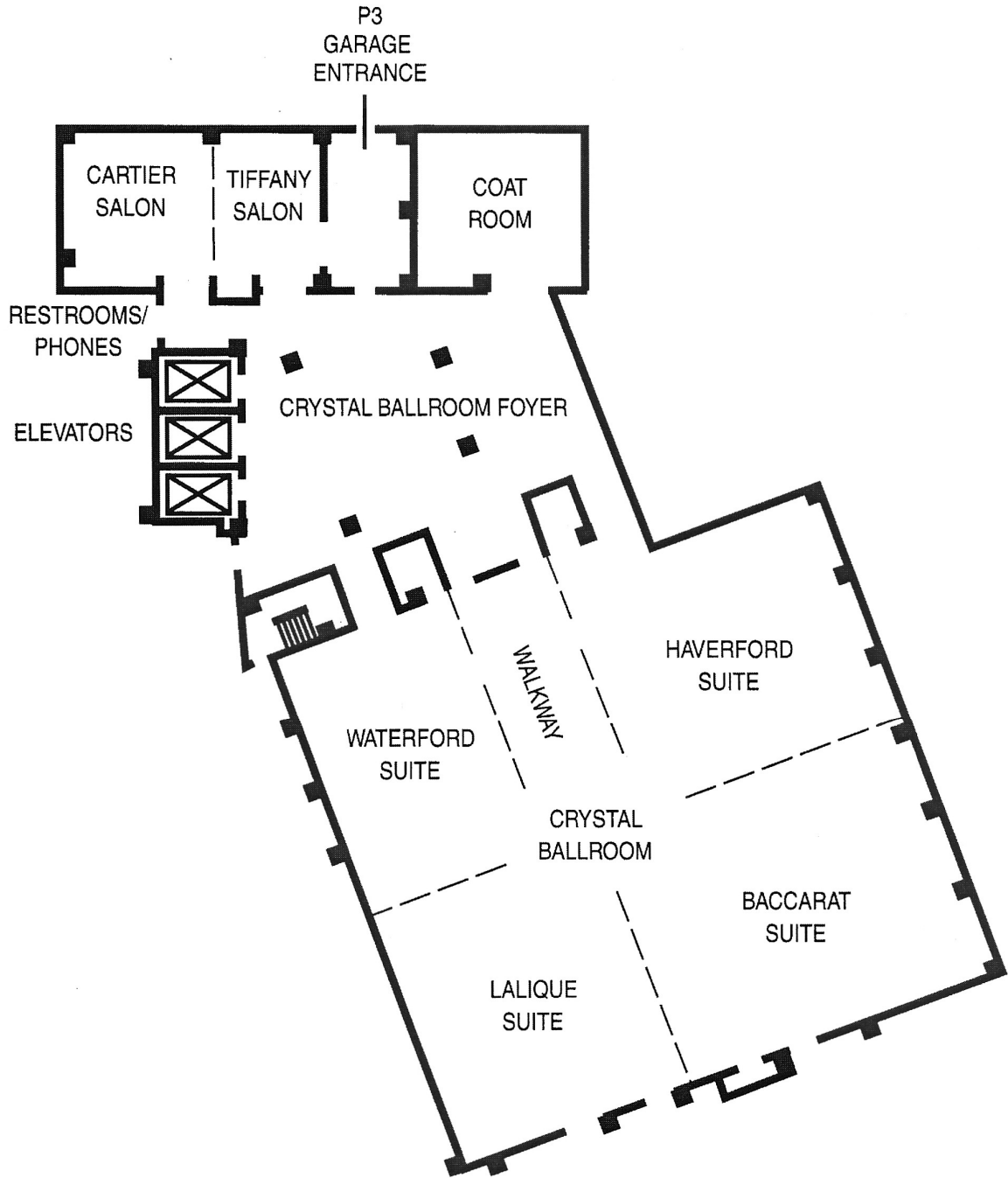
W

Watson, Dorothy	Pg. 19
Weaver, Constance	Pg. 32
Whitson, Tony	Pg. 18
Williams, Travis	C.04
Wilson, Jennifer	Pg. 17
Wilson, Lorraine	Pg. 24
Wolk, Steve	Pg. 33

Y

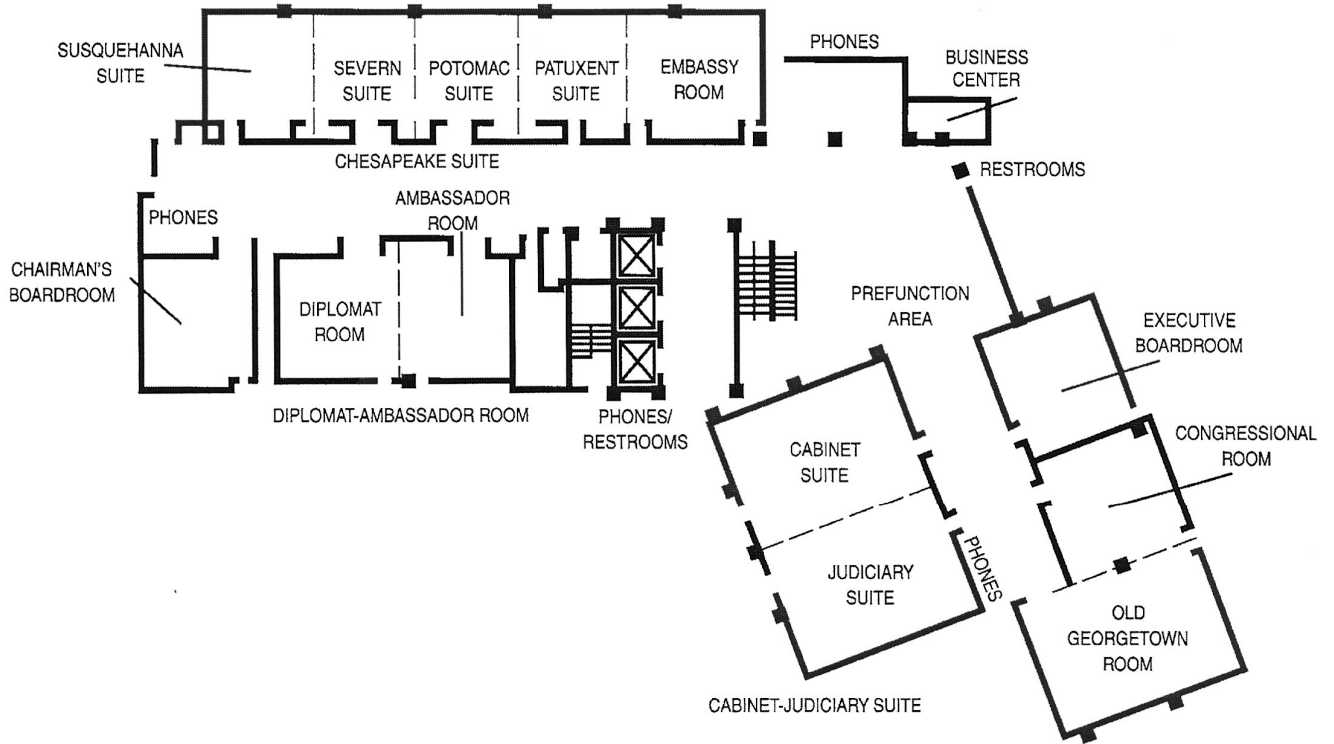
Yang, Shih-hsien	D.06
Yeh, Hui-chi Vicky	A.07

Hyatt Regency Bethesda



Hyatt Regency Bethesda

CONFERENCE LEVEL





[Join NCTE](#) | [About NCTE](#) | [Contact Us](#) | [Search](#) | [Site Map](#)

Elementary | Middle | Secondary | College | NCTE Home

Join NCTE!

Welcome to the National Council of Teachers of English.

Additional Resources for Teachers

NCTE Links



Annual Conference

WLU LINKS/HOME

[Meetings & Conferences](#)

[Awards](#)

[Books](#)

[Journals](#)

[Discussion Groups](#)

[WLU/NCTE Membership](#)

[Executive Board](#)

[Interest Action Groups](#)

Site Links

- [Books](#)
- [Conventions](#)
- [Elections/Leadership](#)
- [FAQs](#)
- [Issues/Positions](#)
- [Journals](#)
- [Membership](#)
- [NCTE Directory](#)
- [News](#)
- [Online Bookstore](#)
- [Press Center](#)
- [Solutions](#)
- [Teacher Talk](#)
- [Teaching Ideas](#)

- [Affiliates](#)
- [Assemblies](#)
- [Commissions](#)
- [Committees](#)
- [NCTE Research Foundation](#)

- [CCCC](#)
- [CEE](#)
- [CEL](#)
- [TYCA](#)
- [WLU](#)

13th Annual International Umbrella Conference

Restoring The Passion: Thriving in a Standards Environment

Bethesda, MD / Washington, DC
July 25-28, 2002

The aim for this year's conference is to promote holistic teaching, in all of its diversity and to draw all holistic teachers together under the whole language umbrella.

Pre-Conference

The [pre-conference](#) this year is entitled "**Child-Centered, Inclusive, Democratic Schools**" and will focus on politics and building stronger links between the Whole Language and Inclusion communities. [MORE...](#)

Opening Session

Shelley Harwayne has been affiliated with the New York City public schools for over 30 years as a teacher, staff developer, co-director of the Teachers College Writing Project, founding principal of the Manhattan New School, and currently as superintendent of Community School District #2, in the World Trade Center in Manhattan. Shelley will kick off events at the Thursday night Opening Session with her address entitled "Writing: Now More Than Ever; Children's Writing in the Wake of September 11."

Conference Within a Conference

FRIDAY, July 26:

Annual International Conference

[2002 Homepage](#)

[Conference Preview \(HTML\)](#)

[Conference Preview \(PDF\)](#)

[How to Use HTML Version of the Preview](#)

[Conference Program](#)

[Conference Schedule](#)

[Featured Speakers](#)

[Hotel Information](#)

[Invitation from WLU President](#)

[Pre-Conference Information](#)

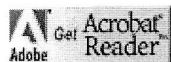
[Registration Information](#)

[Registration Form \(ONLINE\)](#)

[Registration Form \(PDF\)](#)

[Ray Roussin Memorial Scholarship](#)

[Theme/Topics](#)



Holistic Teaching for Students with Special Needs

- Multi-level teaching for effective inclusive education
- How whole language and inclusive education work together
- Change, politics, and creating inclusive schools and classrooms
- Parents and inclusive teaching
- Reading strategies for children with special needs

Featured Speakers: Michael Peterson, Carol Gilles, Curt Dudley-Marling, Lynn Tamor

SATURDAY, July 27:

Guided Reading / Multiple Paths

- Strategies and Structures for Guided Reading
- The Role of Phonics in Reading Instruction
- The Importance of High Quality Literature
- Using Running Records and Miscue Analysis

**Featured Speakers: Gay Su Pinnell, Ellen Thompso
Karen Feathers and Nancy Creech**

Friday Evening Dessert

Replacing the Friday Evening Banquet this year is a dessert event featuring **James W. Loewen**, author of *Lies My Teacher Told Me* and *Lies Across America*. Jim's humorous and enlightening talks help audiences to understand what they haven't been told about American history. This is crucial knowledge for teachers if we are to help children to be critically literate citizens.

Meal Functions

FRIDAY, July 26 — Sheree Fitch will be the featured luncheon speaker on Friday, July 26. Sheree is the author of *If I Were the Moon* and *Everybody's Different on Everybody Street* and is a mother, poet, storyteller, author, educator, and activist who has performed her work in libraries, schools, and writing festivals in her home country of Canada as well as venues in the United States, Belize, and Mexico for over 15 years.

SATURDAY, July 27 — **Lester Laminack** will be the featured luncheon speaker on Saturday, July 27. Lester is the author of *Trevor's Wiggly-Wobbly Tooth* and *The Sunsets of Miss Olivia Wiggins* and is currently with Western Carolina University, Cullowhee.

Closing Session

Monty Neill is currently the Executive Director of the National Center for Fair & Open Testing (FairTest), the nation's leading independent assessment reform advocacy organization. Monty will be the closing speaker on Sunday morning with a topic focused on how teachers can respond to standardized testing.

Post-Conference

Two new post-conference events are offered this year to take advantage of being near Washington D.C.

SUNDAY, July 28 (1:00–6:00 pm)

War, Writing and the Wall

Join us for this powerful writing experience focusing on war, writing and the Vietnam War Memorial. The session includes time spent on writing at "The Wall" itself as well as an introductory program at our hotel in Bethesda. Your writer's workshop and your own writing will never be the same after this experience. (This event is free with a paid registration. Transportation to the wall will not be provided. Participants must be able to use public or their own transportation to get to the wall). Pre-registration is required.

MONDAY, July 29 (9:00 am–5:00 pm)

Teachers on the Hill: A WLU Lobby Day

Stay over an extra day in D.C. and let your senators and representatives know what you think! We'll spend Monday morning with a lobbyist learning how to lobby and about up-coming legislation. In the afternoon, we'll go up to Capitol Hill to meet with legislators in an effort to help them better understand the needs of children and public schools, and what we know, really know about reading. (This event is free with a paid registration. Transportation to Capitol Hill will not be provided. Participants must be able to use public or their own transportation to get to Capitol Hill). Pre-registration is required.

Co-Sponsors



The Rouge Forum



Center for Expansion of
Language and Thinking

NCTE

*A Professional Association
of Educators in English Studies,
Literacy, and Language Arts*

The National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL 61801-1096

Phone: 800-369-6283 Fax: 217-328-9645, Email: public_info@ncte.org

Copyright © 1998-2001 National Council of Teacher of English. All rights are reserved.

Read our [Privacy Policy Statement](#) and [Links Policy](#). Use of this site signifies your agreement to the [Terms of Use](#).

This site best viewed with Internet Explorer 5 and higher or Netscape 4 and higher.

If you have difficulty viewing this site, please see [additional information](#). [Help navigating](#) this site is also available.

This page's URL: <http://www.ncte.org/wlu/conference/2002.shtml>

Last Modified on Wednesday, May 22, 2002. Maintained by [Debbie Zagorski](#)



[Join NCTE](#) | [About NCTE](#) | [Contact Us](#) | [Search](#) | [Site Map](#)

[Elementary](#) | [Middle](#) | [Secondary](#) | [College](#) | [NCTE Home](#)
 Welcome to the National Council of Teachers of English.
 Additional Resources for Teachers [NCTE Links](#)



Featured Speakers

WLU LINKS/HOME

- Meetings & Conferences
- Awards
- Books
- Journals
- Discussion Groups
- WLU/NCTE Membership
- Executive Board
- Interest Action Groups

Site Links

- Books
- Conventions
- Elections/Leadership
- FAQs
- Issues/Positions
- Journals
- Membership
- NCTE Directory
- News
- Online Bookstore
- Press Center
- Solutions
- Teacher Talk
- Teaching Ideas

- Affiliates
- Assemblies
- Commissions
- Committees
- NCTE Research Foundation

- CCCC
- CEE
- CEL
- TYCA
- WLU

13th Annual International Umbrella Conference

Restoring The Passion: Thriving in a Standards Environment

Bethesda, MD / Washington, DC
July 25-28, 2002

- Bess Altwerger**, Towson State University, Maryland
- Carol Austin**, Mountain Crest High School, Hyrum, Utah
- Barbara Bell**, Western Carolina University, Cullowhee
- David Bloome**, Vanderbilt University, Nashville, Tennessee
- Brian Cambourne**, University of Wollongong, Australia
- Linda Cameron**, University of Toronto, Canada
- Gerry Coles**, Ithaca, New York
- Nancy Creech**, Dort Elementary School, Roseville, Michigan
- Aurelio De Silva**, San Antonio, Texas
- Curt Dudley-Marling**, Boston College, Chestnut Hill, Massachusetts
- Carole Edelsky**, Arizona State University, Tempe
- Karen Feathers**, Wayne State University, Detroit, Michigan
- Bobbi Fisher**, Sudbury, Massachusetts
- Barbara Flores**, California State University, San Bernardino
- Rich Gibson**, San Diego State University, California
- Carol Gilles**, University of Missouri, Columbia
- Kenneth Goodman**, University of Arizona, Tucson
- Yetta Goodman**, University of Arizona, Tucson
- Violet Harris**, University of Illinois, Urbana-Champaign
- Alis Headlam**, Rutland, Vermont
- Lenise Jackson-Gaertner**, Mothers for Race Unity and Equality, Colton, California
- Robert E. Kay**, Philadelphia, Pennsylvania
- Lynn Meeks**, Utah State University, Logan
- Rick Meyer**, University of New Mexico, Albuquerque

Annual International Conference

[2002 Homepage](#)

[Conference Preview \(HTML\)](#)

[Conference Preview \(PDF\)](#)

[How to Use HTML Version of the Preview](#)

[Conference Program](#)

[Conference Schedule](#)

[Featured Speakers](#)

[Hotel Information](#)

[Invitation from WLU President](#)

[Pre-Conference Information](#)

[Registration Information](#)

[Registration Form \(ONLINE\)](#)

[Registration Form \(PDF\)](#)

[Ray Roussin Memorial Scholarship](#)

[Theme/Topics](#)



Drue Miles, Fulton Elementary School, Lancaster, Pennsylvania
Thomas Neuville, Millersville University, Pennsylvania
Michael Peterson, Wayne State University, Detroit, Michigan
Gay Su Pinnell, The Ohio State University, Columbus
Marc Rosa, Wayne State University, Detroit, Michigan
Wayne Ross, University of Louisville, Kentucky
Amy Seely Flint, Indiana University, Bloomington
Karen Selby, Kalamazoo College, Michigan
Ramon Serrano, St. Cloud State University, Minnesota
Becky Stitch, Bill Brown Elementary, New Braunfels, Texas
Steve Strauss, Franklin Square Hospital, Baltimore, Maryland
Lynn Tamor, Wayne State University, Detroit, Michigan
Ellen Thompson, University of Vermont, Burlington
Vivian Vasquez, American University, Washington, DC
Dorothy Watson, University of Missouri, Columbia
Connie Weaver, Western Michigan University, Kalamazoo
Lorraine Wilson, North Carlton, Australia
Steve Wolk, Northeastern Illinois University, Chicago



*A Professional Association
of Educators in English Studies,
Literacy, and Language Arts*

The National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL 61801-1096
Phone: 800-369-6283 Fax: 217-328-9645, Email: public_info@ncte.org

Copyright © 1998-2001 National Council of Teacher of English. All rights are reserved.
Read our [Privacy Policy Statement](#) and [Links Policy](#). Use of this site signifies your agreement to the [Terms of Use](#).

This site best viewed with Internet Explorer 5 and higher or Netscape 4 and higher.
If you have difficulty viewing this site, please see [additional information](#). [Help navigating](#) this site is also available.

*This page's URL: <http://www.ncte.org/wlu/conference/2002speakers.shtml>
Last Modified on Wednesday, May 22, 2002. Maintained by [Debbie Zagorski](#)*



Join NCTE | About NCTE | Contact Us | Search | Site Map

Elementary Middle Secondary College NCTE Home

Join NCTE!

Welcome to the National Council of Teachers of English.

Additional Resources for Teachers

NCTE Links



Pre-Conference

WLU LINKS/HOME

Meetings & Conferences

Awards

Books

Journals

Discussion Groups

WLU/NCTE Membership

Executive Board

Interest Action Groups

Site Links

- Books
- Conventions
- Elections/Leadership
- FAQs
- Issues/Positions
- Journals
- Membership
- NCTE Directory
- News
- Online Bookstore
- Press Center
- Solutions
- Teacher Talk
- Teaching Ideas

- Affiliates
- Assemblies
- Commissions
- Committees
- NCTE Research Foundation

- CCCC
- CEE
- CEL
- TYCA
- WLD

Child-Centered, Inclusive, Democratic Schools

Bethesda, MD / Washington, DC
July 25, 2002

The pre-conference this year is entitled "**Child-Centered, Inclusive, Democratic Schools**" and will focus on politics and building stronger links between the Whole Language and Inclusion communities. See the [SCHEDULE](#) of events below.

Norman Kunc, internationally recognized speaker and activist for social justice, will open the pre-conference with his presentation "**Ally or Albatross? Inclusive Education in the Whole Language Debate.**" Would supporting inclusive education hinder or benefit the field of whole language? **Norman Kunc** provides a realistic and thought-provoking analysis of this question and suggests that inclusive education has the potential to benefit whole language in some unexpected ways.

After lunch, **Gerry Coles** address "**The Reading Wars: Let's Surrender and Win**" will focus on how the reading research really does support holistic literacy practices and will conclude with recommendations for implementing a public information campaign aimed at disseminating an alternative view that does not simply debunk the research and skills-emphasis teaching, but uses the research to inform positive policy for literacy education.

On-Line Discussion Groups

These groups are intended to provide participants an extended opportunity to focus on topics that need far more time to understand than a single conference session can provide. Groups will meet on-line from May 1 through the conference as well as meeting for a session at the conference itself. Advance [registration](#) and a working e-mail address are required. Individuals are

Annual International Conference

2002 Homepage

Conference Preview (HTML)

Conference Preview (PDF)

How to Use HTML Version of the Preview

Conference Program

Conference Schedule

Featured Speakers

Hotel Information

Invitation from WLU President

Pre-Conference Information

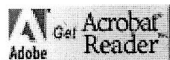
Registration Information

Registration Form (ONLINE)

Registration Form (PDF)

Ray Roussin Memorial Scholarship

Theme/Topics



limited to participation in only one group and the groups are limited to 25 participants each. Participation in a group is free with a full paid conference registration and spaces will be filled on a first come first served basis.

Brain Research and Reading – Steve Strauss, MD

This on-line discussion group will take a critical look at the nature of current "brain research" and what it really implies about reading. Participants will read and discuss basic and current work in brain research.

Setting Up and Maintaining a Reading/Writing Workshop – Amy Seely-Flint

Need help getting started with a reading writing workshop? Or do you need some help making your existing workshop work as you hope it could? WLU President-Elect Amy Seely-Flint and a group of experienced teachers will help you develop a variety of approaches for making your workshop soar.

Cambourne's Conditions of Learning – Brian Cambourne

For many years Brian Cambourne's "Conditions of Learning" have been a touchstone for many Whole Language teachers thinking about literacy instruction. In the past several years Brian has also been re-visiting this work and what it means in the classroom. Join Brian for this discussion of what the conditions mean and how they can impact classroom instruction.

SCHEDULE

WELCOME (10:00–10:15 am)

Gerry Oglan, Rich Gibson, and Michael Peterson

KEYNOTE ADDRESS: Norm Kunc (10:15–11:30 am)

Norman Kunc, internationally recognized speaker and activist for social justice, will open the pre-conference with his presentation "**Ally or Albatross? Inclusive Education in the Whole Language Debate.**" Would supporting inclusive education hinder or benefit the field of whole language? Norman Kunc provides a realistic and thought-provoking analysis of this question and suggests that inclusive education has the potential to benefit whole language in some unexpected ways.

VALUES ON WHICH WE STAND: Towards Organizing a Movement for Child-centered, Inclusive, Democratic Schools (11:30 am – 12:00 pm)

Nancy Creech, Rich Gibson, Michael Peterson, Wayne Ross, Lynne Tamor, and others. This session will present a clear front describing the values and practices on which we stand, suggesting that three key issues are intertwined and interactive and must be addressed simultaneously:

narrow skills-based instruction versus holistic learning; exclusion versus inclusion; and child-centered assessment versus standardized testing.

LUNCH (12:00–1:00 pm)

A box lunch will be served as part of the registration fee. People at tables will be asked to discuss implications of both presentations and needs for actions related to (a) holistic learning, (b) inclusive education; and (c) standardized testing and curriculum.

**THE READING WARS: LET'S SURRENDER AND WIN
Gerald Coles (1:00–2:00 pm)**

Advocates of skills-emphasis reading instruction cite the research in the National Reading Panel Report as the gold standard of evidence for guiding reading instruction and supporting the Bush reading legislation. This talk will argue that literature-based/whole language supporters should agree to use the Report to inform policy and legislation because it actually provides evidence to support the use of literature-based/whole language instruction, to reject mandating skills-emphasis instruction, and, therefore, to move instruction and policy in a very different direction from that advocated by the NRP Report and mandated in the Bush reading legislation. This talk will review the research in the NRP Report and discuss how it can and should inform literacy education, policy, and legislation.

ORGANIZING FOR . . . (2:00–4:00 pm)

- **holistic, empowered learning, *against* segmented, controlled instruction.**
- **inclusion, *against* segregation.**
- **authentic assessment, *against* standardized tests for any purpose.**

Small groups will develop a FEW simple actions related to (a) holistic learning, (b) inclusive education; and (c) standardized testing and curriculum that they can and will put into play in their own local areas. Facilitators will be available and will work across groups who are knowledgeable related to each of these key focal areas who will act as resources to action planning groups. Facilitators: Rich Gibson, Bess Altwerger, Lynne Tamor, Wayne Ross, Mickey Vanderwerker, Mary O'Brien, Nancy Creech, Carol Holst, Becky Stich, Thomas Neuville, Karen Selby.

SATURDAY 6:30–8:00 pm

MOVING THE AGENDA FORWARD: Organizing for Child-Centered, Inclusive, Democratic Schools.

This will be a time when we can come back together,
bringing new people to revisit our plans, organize better
activities and pull new people in, a time to assure we will
go back as a Community of Action for change.



*A Professional Association
of Educators in English Studies,
Literacy, and Language Arts*

The National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL 61801-1096

Phone: 800-369-6283 Fax: 217-328-9645, Email: public_info@ncte.org

Copyright © 1998-2001 National Council of Teacher of English. All rights are reserved.

Read our [Privacy Policy Statement](#) and [Links Policy](#). Use of this site signifies your agreement to the [Terms of Use](#).

This site best viewed with Internet Explorer 5 and higher or Netscape 4 and higher.

If you have difficulty viewing this site, please see [additional information](#). [Help navigating](#) this site is also available.

This page's URL: <http://www.ncte.org/wlu/conference/2002precon.shtml>

Last Modified on Wednesday, May 22, 2002. Maintained by [Debbie Zagorski](#)