

93RD ANNUAL CONVENTION PARTNERS IN LEARNING



National Council of Teachers of English November 20–25, 2003 San Francisco,
California The National Council of Teachers of English in association with the Central
California Council of Teachers of English and the California Association of Teachers of
English

Sunday Afternoon, 12:15–1:30 p.m.

Panel

M.38 PARTNERSHIPS AS SOLUTIONS (S) Moscone West Convention Center/Room 2000, Second Floor This session will explore how a variety of diverse partnerships has helped language arts educators find solutions to educational challenges faced by both beginning and experienced teachers. The panelists will lead discussions on university/high school partnerships, co-teaching partnerships, and mentoring early service teachers, with special emphasis on addressing the needs of diverse learners, maintaining sound educational practices, and teaching within the context of high-stakes testing. Presenters: Regina Dunlavey Derrico, Williamsville East High School, East Amherst, New York John Harmon, Skaneateles Central School, New York, “Mentoring Early Service Teachers” Diane Zigo, State University of New York, Buffalo, “University-High School Partnerships: Who Benefits? Our Students” Classroom

Demonstration/Urban Strand

M.39 FROM READING TO INTERPRETATION: A COGNITIVE STRATEGIES APPROACH TO TEACHING THE INTERPRETIVE ESSAY, GRADES 6–12 (S) Moscone West Convention Center/Room 3001, Third Floor This session will review specific cognitive strategies that students can use to move from what the text says (reading) to what the text means (interpretation), and to write a thoughtful interpretive essay. Presenters: Carol Booth Olson, University of California, Irvine Todd Huck, Santa Ana College, California Classroom

Demonstration/Urban Strand

M.40 ENGAGING POETRY IDEAS WE HAVE CREATED AND STOLEN (S) Moscone West Convention Center/Room 3020, Third Floor As a new (or experienced) teacher, are you intimidated by poetry? Do some of your students claim to hate poetry? Do their eyes glaze over when they are faced with sonnets? This demonstration will show the ideas which these teachers have developed for teaching poetry

that energize and involve the students in their diverse urban school. Chair: Dorothy Tsuruta, San Francisco State University, California Presenters: Patricia Lavelle, Franklin High School, Seattle, Washington Judith H. McBroom, Franklin High School, Seattle, Washington Reactor/Responder: Mary K. Echave, Lafayette School, Washington, D. C.

Individual Presentation

M.41 UNITING THE FIVE STRANDS OF THE IFTE CONFERENCE IN MELBOURNE, AUSTRALIA (S) Moscone West Convention Center/Room 2002, Second Floor Sponsored by the Standing Committee on International Concerns, open to all This session will report on the best features of the five strands of the IFTE conference at Melbourne and offer insights as to how they might be integrated into our teaching and how effectively they might promote engaging learning in the test-driven educational environment of America’s schools. Chair: Joe Milner, Wake Forest University, Winston-Salem, North Carolina Presenters: Mary Graciano, University of Michigan, Ann Arbor Kelli Zellner, Reservoir High School, Fulton, MD

Panel

M.42 DEVELOPMENT OF THE ACT ASSESSMENT WRITING TEST: CHALLENGES AND OUTCOMES (S–C) Moscone West Convention Center/Room 3002, Third Floor Beginning in the 2004–2005 academic year, ACT will offer a Writing Test as an optional component of the ACT Assessment. In this session, ACT staff will present information about the test and discuss issues related to developing a large-scale writing assessment. The presenters will invite discussion of how such an assessment might be used to improve student writing. Chair: Bobbi Ciriza Houtchens, Arroya Valley High School, San Bernardino, California Presenters: Rosanne Cook, ACT, Inc., Iowa City, Iowa, “Using a