

INDIANA TEACHERS OF WRITING
39TH ANNUAL CONFERENCE:



**Fostering Creativity: On the Page
and in the Classroom**

IVY TECH COMMUNITY COLLEGE
INDIANAPOLIS, INDIANA
OCTOBER 5, 2019

Indiana Teachers of Writing
www.indianateachersofwriting.org

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Dear ITW Conference Participants,

Welcome to ITW's 39th annual conference: **Fostering Creativity: On the Page and in the Classroom.** We are so pleased you decided to spend your Saturday speaking with and learning from other writing teachers about ways to enhance your own writing and/or your teaching practice.



This year's conference brings many exciting opportunities, including the following: a keynote young adult author to share his perspectives on encouraging creativity in student writing, breakout presenters from all levels of schooling, and an afternoon lunch followed by students sharing their reading and writing experiences. While the presenters come from specific teaching levels, we encourage you to search for new perspectives and understandings and then make them applicable to your teaching.

We hope you learn from colleagues today and encourage you to join in conversations between sessions.

This year, two board members assume new roles with ITW. Heather King, Assistant Professor of English at Ivy Tech, will become our Vice-President for Communications, and Stephanie Barrientos, fifth grade Humanities teacher at Zionsville West Middle School, will become our Middle Representative (serving for the next three years). Their emails as well as those of all board members are listed with the biographies in this program.

Finally, please complete the conference survey/evaluation form to let us know how well the conference meets your needs. We want to know what you think.

Thank you for attending and have a great conference!



Ryan Batsie
Executive Director, ITW

“There is no greater agony than bearing an untold story inside you.”

— Maya Angelou

**Indiana Teachers of Writing
39th Annual Fall Conference
Ivy Tech Community College, Indianapolis, IN
Saturday, October 5, 2019**

SCHEDULE OF EVENTS

8:30 a.m. to 8:55 a.m.	Registration, Check-in, Continental breakfast
9:00 a.m. to 9:45 a.m.	Welcome and Conference Opening with Keynote
10:00 a.m. to 10:45 a.m.	Concurrent Sessions Choose from four 45-minute interactive sessions
11:00 a.m. to 11:45 p.m.	Concurrent Sessions Choose from four 45-minute interactive sessions
11:45 p.m. to 12:45 p.m.	Poster Sessions Displayed Lunch
12:45 p.m. to 2:00p.m.	12:45pm–1:00 pm ITW Business Meeting, Ryan Batsie, Executive Director 1:00pm–1:15pm National Writing Project Summer Institute Readers
1:15pm–1:45pm	Roundtable conversations with <i>Tyler Johnson was Here</i> Book Club Students Arsenal Technical High School, Indianapolis, Indiana

ITW will be taking pictures of the conference, which will include attendees, presenters, and students, that will be used on ITW's website and possibly in future promotional materials. If you would not like pictures of yourself used in this way, please see or contact an ITW Board member.

Opening Session
9:00 a.m. to 9:45 a.m.

Keynote Speaker
Author, Jay Coles

As teachers of writing, we hope to see our students grow into writers who use the written word to evoke emotion, reaction, understanding, and change. Often, we ask students to participate in writing that asks them to critique, analyze, compare, argue, or inform. In today's conference we ask how can teachers use imaginative thinking to inspire their students to see themselves as writers? How can teachers foster creativity within a world of standardization? How do we help our students see writing as a creative art? What collaborative writing practices foster creativity? In what ways do we use writing in our classrooms to engage students in creative problem solving?

This year we are so excited to welcome author Jay Coles to join us in discussing how we as teachers can foster creativity on the page and in the classroom.



Jay Coles, Author

Jay Coles is a young adult and middle grade writer, a composer with ASCAP: The American Society of Composers, Authors, and Publishers, and a professional musician residing in Muncie, Indiana. He is a graduate of Vincennes University and Ball State University and holds degrees in English and Liberal Arts. When he's not writing diverse books, he's advocating for them, teaching middle school students, and composing music for various music publishers. Jay's young adult debut *Tyler Johnson was Here* is about a boy whose life is torn apart by police brutality when his twin brother goes missing, inspired by events from the author's life and the Black Lives Matter movement.

Jay is currently at work on a second YA novel, *Until You Came Back*. His short stories appear in the anthologies *Black Enough*, edited by Ibi Zoboi, and *Hungry Hearts*, edited by Elsie Chapman and Caroline Richmond. You can find more information about Jay at his website, which if you ask him desperately needs updating, at: jaycoleswrites.com

A special thanks to the Arsenal Technical High School book club students:
Hannah Negash, Emmanuel Alonge, Lashanti Thompson, Sarah Petree, Wynter Hurt
Taylayia Johnson, Kierra Kennedy, Mia Pommals, Aderbarale Adelekan

**10:00 am – 10:45 am Concurrent Session A
45-minute Interactive Sessions**

24 Hours to Change the World: Play-writing in the Classroom

Room 404

Paul Satchwill, Batesville High School

My session will introduce attendees to my process of playwriting in (and out of) the classroom. As the creator of the Batesville High School 24 Hour Plays, a time-limited theater event, I will share the creative writing exercises I use to spark imagination, critical problem solving, and scriptwriting. I challenge my writers to answer critical questions that influence their writing and guide them to build a world of their own.

Creativity and TED, Talking to and with Students

Room 406

Stacy Embry, Rebecca Cash: MSD of Lawrence Township

I use technology, and the rudiments of best practice writing, to create an original and profound personal experience. It's often good writing, occasionally great prose, but always impacting and rigorous. By using planning, based on person experience, student write and then give a TED type talk. We film it, analyze and critique it individually and in groups. I use my multiple licenses in English, Speech & Theatre and G/T to create a safe world for students to explore and create. I use my Educational Psychology masters to give teachers the tools and confidence to let students be free to create showing teacher easily how to document and track this project over the course.

Writing On and Off the Page:

Room 504

The Role of Multimodal Composition in Fostering Critical and Creative Thinking

Jessica Bannon, University of Indianapolis

As part of daily life, students experience writing in hypermediated multimodal public platforms that blend academic, professional, and creative writing. To meaningfully participate in such platforms, they must recognize and synthesize a variety of visual, textual, digital, and aural rhetorical practices, a process requiring critical and creative thinking. This session provides examples of individual and collaborative assignments that build students' fluency with multimodal composition and the creative potential of rhetoric.

Putting the 'A' Back in E/LA: Using the Arts to Teach Literary Analysis

Room 506

Jennifer Sherbak, Mt. Vernon High School

When students struggle with writing literary analysis, art and music are creative means to help them gain a new perspective. This session will focus on short lesson ideas to help students with literary analysis. The session will also explore a project that combines art, literature, and writing: The English 9 Honors classes at Mt. Vernon went to the Indianapolis Museum of Art where they chose works of art to help them analyze the novel Frankenstein.

11:00 am – 11:45 am Concurrent Session B
45-minute Interactive Sessions

Immigration Simulation

Room 404

Rico Gonzalez, Southport High School
Student Presenters: Naomi Hruai, A Le, Hailey Pardue

Students of varying backgrounds collaborated with instructors to take personal narratives and real-world situations to create a simulated experience of immigrants and refugees from all over the world. Students needed to adapt true stories from actual students into presentable narratives while finding means to provide relevant information and clear backgrounds.

**"The Image" According to Lynda Barry:
Creating Writing that Pops Up from the Page**

Room 406

Sara Harrell, IUPUI English Department

To woo my students to “image” (the noun)—to ignite, or re-ignite, the excitement of writing, I use Lynda Barry writing exercises. She says that “images are alive,” and “you see more when you write it down.” So, when we urge our students to show, don’t tell, we must show them how. Then, it’s vital they make the leap to realizing that helping readers see, is a hallmark of powerful writing—not only in creative writing, but also in non-fiction papers, science research articles, business reports, political speeches, and even text messages.

Tech Tools to Empower Struggling Writers

Room 504

Jeremy Rinkel, Cowden Herrick High School

Take students to the next level using tech tools and apps to enhance and simplify the writing process. Apps for brainstorming, collecting and organizing research, providing feedback and editing will be explored. Introduce your students to Flipgrid, Google Keep, Wakelet, Screencastify and variety of other apps to foster learning and creativity on a blog, the typed page and in the classroom.

Cultivating Critical Engagement/Writing Through Creative Technologies

Room 506

Justin Hodgson, Indiana University Bloomington, Dept. of English

This session will focus on strategic ways to leverage digital technologies for creative engagement and expression. More specifically, I will demonstrate my technology-as-pedagogy principle (i.e., integrated with rather than in addition to regular instruction), with a specific attention on how free authoring platforms like Adobe Spark Page & Adobe Spark Post invite creative engagement with course content, help students develop and distribute their ideas, and allow for the creation of visually dynamic digital narratives.

11:45 am – 12:45 pm

Poster Sessions

Reggio Emilia in Middle Level Writing: Do you know Reggio?

Laura McCracken, Northside Middle School, Columbus, Indiana

Reggio Emilia is a student-centered, constructivist, primary grade teaching method and philosophy capitalizing on students' curiosity and creativity. It was developed in post-WW2 Italy as it rebuilt socially and physically.—an effort to help heal traumatized children and give them hope for the future. RE dovetails very well within a Universal Design for Learning Framework where teachers and kids use multiple means of engaging interest, gathering and learning knowledge, and expressing their learning.

Using techniques from Art Therapy to inspire Writing about Character

Julie Breeden, Sara Kohne: Southport High School

Our poster session focuses on the use of mask-making in overcoming PTSD. Participants will see how mask-making is used by Art Therapist Melissa Walker to help veterans make progress in therapy. These techniques have been adapted to the study of *The Things They Carried* by Tim O'Brien and used to prompt student engagement in writing character analysis and becoming more aware of mental health challenges and therapies.

Visit the ITW website at
www.indianateachersofwriting.org

NATIONAL WRITING PROJECT-INDIANA NETWORK

For more professional development related to the teaching of writing, check out the National Writing Project site nearest you. There are sites in Muncie, Indianapolis, South Bend, Hammond, New Albany, and Fort Wayne. Each site offers intensive, invitational summer institutes, year-round workshops, and customized professional development for schools and districts. For links to each site, go to: <http://iwp.iweb.bsu.edu/nwpnetwork.html>



ITW Board Members 2019-2020

April Adams, Thomas Gregg School, Vice-President of Professional Development

April Adams teaches third grade at Thomas Gregg Neighborhood School on the near eastside. Prior to that, she taught elementary school in Lawrence Township. April enjoys seeing children develop as engaged writers and readers who also connect with their community. April is a teacher-consultant with the Hoosier Writing Project. She will be in his third year of a three-year term.

Email: april@thomasgregg.org

Stephanie Barrientos, Zionsville West Middle School, Middle Representative

Stephanie Barrientos has been an educator since graduating from Butler University in 2003. She is currently a Humanities teacher and High Ability Instructional Coach at Zionsville West Middle School. She received her Masters in Effective Teaching and Leadership from Butler as well. She strives to cultivate students who will use a love of reading and writing to impact the world and is passionate about teachers developing their own identities as readers and writes. She will be in her first year of a three-year term.

Email: sbarrientos@zcs.k12.in.us

Ryan Batsie, Zionsville West Middle School, Executive Director

Ryan Batsie has been a language arts teacher since 2003 and currently teaches at Zionsville West Middle School. He has also taught education classes at Indiana University since 2016 and is currently working on his Ph.D. in Literacy, Culture & Language Education with IU. He loves sharing current classroom experiences with future teachers to inspire the next generation of educators. As an avid reader and passionate writer, he cares deeply about literacy instruction in the state of Indiana and beyond. ITW has helped welcome him into a community of Hoosier educators who truly care about students. He will be in his third year of a three-year term.

Email: executivedirector@indianateachersofwriting.org

Steve Fox, IUPUI, Secretary

Steve Fox is Professor of English and Director of Writing at IUPUI. He also directs the Hoosier Writing Project, a site of the National Writing Project, which offers professional development for teachers of writing at all levels. Steve has been involved with ITW as board member and presenter since 1992. He will be in his second year of a three-year term.

Email: sfox@iupui.edu

Jaclyn Keller, Franklin Central High School, Vice-President of Finances

Jaclyn Keller teaches English at Franklin Central High School. She is a graduate of Hanover College and, before transitioning to teaching, worked in the journalism field. She is currently pursuing her Masters of English degree through IUPUI. She will be in her second year of a three-year term.

E-mail: jaclyn.keller@ftcsc.org

Heather King, Ivy Tech Community College, Vice-President of Communications

Heather King is Assistant Chair of the English Department and Associate Professor of English at Ivy Tech Community College—Indianapolis. She has been a Teacher-Consultant with the Hoosier Writing Project since 2011 and a campus representative to LEAP Indiana and AAC&U since 2015. Her current work focuses on student success initiatives, faculty mentoring, curriculum development and alignment, integrative learning, and promoting high-impact practices in general education. She will be in her first year of a three-year term.

Email: hking61@ivytech.edu

Amy Peddie, Southport High School, English as a New Language Representative

Amy Peddie has served in Perry Township Schools for twenty years, where she chairs the Department of English Learners and teaches intermediate English as a New Language classes. She is a member of INTESOL and was named 2015-2016 Southport High School Teacher of the Year. Most recently, she was awarded a 2018 Lilly Teacher Creativity Fellowship for a project entitled, "Making Hope Visible: A Journey of Reflection and Connection Along the Borders of the United States, Mexico, and Canada." She will be in her third year of a three-year term.

Email: apeddie@perryschools.org

Paul Satchwill, Batesville High School, Secondary Representative

Paul Satchwill is a 5th year high school English teacher at Batesville High School. He also serves on the Batesville Area Arts Council as the social media chair, and works closely with local organizations and corporations on many community events and outreach programs. Paul has a collection of essays featured in *Project 229: A Photographic Journey*, a visual narrative telling the story of his community. Paul's classroom focus is inclusivity and creativity, and working with students to create a community they can all be proud of. He will serve a one-year term.