## Friday, Oct. 10, 2014 Session One: 8:45 – 10:15 am

Alice Sullivan Doctoral Student; Teaching Assistant and University Facilitator UT Urban Teachers Program University of Texas at Austin

## Rethinking Citizenship Education in a Digital World

This workshop examines the critical role of media literacy in preparing students for democratic citizenship. With a special focus on strategies for teaching news literacy related to contemporary legal and political issues, this workshop offers professional development and pedagogical designs that can be integrated with existing state standards and applied to the classroom at various grade levels. Participants will come away with concrete examples of ways to make civic education relevant and meaningful in an increasingly digitized world. Participants invited to bring digital devices.

**Alice Sullivan** is a third-year doctoral student in Social Studies Education at the University of Texas at Austin. She holds a bachelor's degree in English from Rhodes College and a master's in Gifted Education from Columbia University Teacher's College. Her research interests include best practices for K-12 critical media literacy education and its implications for civic education, including student agency and activism.

Allison Butler Lecturer University of Massachusetts, Amherst

Lexi Ladd Wheelock College, Boston, Massachusetts

#### Courtroom & Classroom Considerations: Legislation for Media Literacy

This interactive workshop focuses on legislative and in-the-field efforts to include comprehensive media literacy in the classroom. Comprehensive critical media literacy trains teachers and students to explore the media from a position of inquiry and invites them to work together to make sense and meaning of media in their lives. This serves to fundamentally shift the classroom, providing students and teachers greater opportunities to make connections with each other and their communities. Workshop facilitators share work done in Massachusetts to bring comprehensive media literacy to classrooms through legislative efforts and curriculum development. Facilitators share the strengths and struggles of introducing media literacy to the classroom and explore how to move inclusion further.

**Allison Butler** is a Lecturer and Coordinator of the Media Literacy Certificate Program at the University of Massachusetts, Amherst. She is the author of multiple articles and two books on media literacy, including Media Education Goes to School (2010) and Majoring in Change (2012).

**Lexi Ladd** teaches at Wheelock College in Boston, Massachusetts. Butler and Ladd co-run Mass Media Literacy, a grassroots organization that supports legislation of, and develops curriculum for, media literacy in Massachusetts public schools. Each works closely with state legislators on media literacy policy while also working in classrooms and with community organizations to bring media literacy to young people.

Michelle Ciulla Lipkin Executive Director National Association of Media Literacy Education (NAMLE)

## Media Literacy on the National Stage

NAMLE is the only national organization dedicated to media literacy education. As a membership organization, NAMLE represents educators and media makers from all around the country and the world. Discussion on the great strides media literacy has taken over the past decade. Using NAMLE resources such as the Core Principles of Media Literacy Education and the Educator's Guide to Media Literacy Education and the Common Core Standards, presenter will discuss the resources available to educators and the impact media literacy education can have on students.

Michelle Ciulla Lipkin is the Executive Director of National Association for Media Literacy Education (NAMLE). NAMLE's vision is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world. Michelle's focus has been growing NAMLE's visibility, membership, and fundraising efforts so that the organization can better serve its members and work effectively to expand the practice of media literacy education in the U.S. Prior to working at NAMLE, Michelle taught media literacy education and production in NYC public schools for the Learning About Multimedia Project. Besides her work at NAMLE, Michelle regularly conducts workshops for parents and children on media use and digital citizenship. She currently serves on the New York Advisory Committee of the News Literacy Project.

Cyndy Scheibe Executive Director, Project Look Sharp, Professor, Dept. of Psychology Ithaca College

#### Reading the World: Constructivist Media Decoding and Citizenship

This fast-paced interactive workshop will present models for integrating media analysis across the curriculum from kindergarten through college. Inquiry-based media decoding has the potential to engage all students in the process of learning Common Core literacy skills, exploring controversial issues from multiple perspectives, and developing life-long habits of inquiry about credibility, sourcing, bias, and other key citizenship skills. The activities will demonstrate how educators can use engaging media documents, coupled with key questions and targeted probing, to teach both core content and critical thinking skills, using examples from health, science, social studies and ELA.

**Cyndy Scheibe** is the Executive Director and Founder of Project Look Sharp and co-author of the book The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World (2012, Sage/Corwin). She is also Professor of Psychology at Ithaca College where she has taught courses in developmental psychology, media research, and media literacy for more than 25 years. She was a founding board member of the National Association for Media

Literacy Education, and is author of several articles on media literacy education and practice. She is a contributing editor to many of the media literacy curriculum kits developed by Project Look Sharp, and co-author of the Critical Thinking and Health kit series based on media literacy for elementary grades. She received her doctorate in Human Development (1987) from Cornell University.

Janis Schachter Teacher Northport High School

### Implement a "News Literacy" Curriculum in the Secondary Classroom

Empowering students as informed, engaged citizens is a challenge for our schools. In the "digital age" our students are constantly bombarded by information from multiple media sources. They must be able to determine what information is news, what information is credible, what information is fair (unbiased), and what information is "actionable." The presenter, a classroom teacher who has successfully implemented Stony Brook's News Literacy course at Northport High School, will share turn-key resources and strategies to teach news literacy to secondary students. Session will build connections to lunchtime address by Howard Schneider, Dean of Stony Brook University School of Journalism.

Janis Schachter is a Social Studies teacher at Northport High School, where she teaches a News Literacy course that she developed and implemented in partnership with the Center for News Literacy at Stony Brook University. Schachter has been a speaker at the Center for News Literacy's National Conference and has twice participated in the News Literacy Summer Institute at Stony Brook. She is also an instructor in the LYC/PATCH Law and Civic Education Summer Institute for NY educators. Prior to becoming a teacher, she worked as a journalist.

# Friday, Oct. 10, 2014 Session Two: 10:30 am -noon

Erin McNeill President Media Literacy Now

#### Policy Solutions to Media Literacy

Teachers are working to incorporate media literacy in classrooms but are often fighting their administration to do it. There is a movement today toward policy solutions to ensure that students are getting the media literacy skills needed for health, well-being and future participation in the civic and economic life of a democracy. We'll discuss the legislation moving in New York State, Massachusetts and New Jersey, activity in other states, why legislation is needed, and how participants can get involved. New York is a leader in this movement. It's important to gain support in the state to demand that lawmakers take action, as well as to pressure other states to move forward. The hands on session will include recent research, talking points on civic engagement and media literacy, a legislative action toolkit, and also a review of online curriculum resources curated by Media Literacy Now.

**Erin McNeill** is founder and president of Media Literacy Now (MediaLiteracyNow.org), the leading national advocacy organization for statewide media literacy policy. The organization provides policy and advocacy information, expertise, and resources to develop state laws enacting comprehensive media literacy education in schools. She is also a journalist, media consultant and entrepreneur who writes about her investigations into the effects of marketing and media directed at children and teens at MarketingMediaChildhood.com

Panelists: Michael J. Grygiel, Esq.

**Greenberg Traurig, LLP** 

Jay Worona, Esq.

General Counsel & Director of Legal & Policy Services for the New York State School Boards Association

Jonathan Fellows, Esq. Bond, Schoeneck & King, PLLC

Do You Know What Your Children Are Saying Online? The First Amendment Rights of Public School Students in the Digital Age

This program will examine, from a variety of perspectives, the constitutional free speech rights of public school students when exercised in electronic digital formats outside of the school environment. This area of First Amendment law, which remains unsettled, emerges from the intersection of modern communications technology and First Amendment principles. Recent cases addressing the issue, including the leading decisions from the Second Circuit, will be examined and important issues/trends in the developing law will be identified.

Michael J. Grygiel focuses his practice on national media law, with an emphasis on defending news and entertainment organizations from news-gathering and publication-related claims, including defamation, copyright infringement and invasion of privacy matters. He also represents media companies and other clients in complex Lanham Act, trade secret and Internet-related litigation and counseling. He is experienced representing the press in a wide range of matters involving applications for access to civil and criminal court proceedings and records, and freedom of information law cases in both federal and state courts. Prior to Michael's career in private practice, he was the Director of the Arthur Levitt Public Policy Center at Hamilton College, where his teaching concentrated on First Amendment and constitutional law.

Jay Worona is general counsel to the New York State School Boards Association where he is responsible for representing its membership of approximately 700 school districts. He joined the Association as Assistant Counsel in 1984 and has served as Associate Counsel and Deputy Counsel and Director of Litigation Services. Worona is the Past Chairman of the Board of Directors of the National Council of School Attorneys, an organization that represents the interests of school lawyers throughout the nation. A member of the LYC Committee,he is a frequent lecturer throughout the state and nation on education law and labor law issues. He also serves as an adjunct professor at the School of Educational Administration and Policy Studies at the State University of New York at Albany and at the College of Saint Rose in Albany.

Jonathan Fellows has a diverse litigation practice including commercial disputes, complex products liability, employment litigation, white collar criminal defense, civil rights, media law and insurance. He has tried numerous jury cases to verdict in both state and federal courts and has handled over one hundred appeals, and has argued in the First, Third and Fourth Departments, the New York Court of Appeals, and in the United States Court of Appeals for the Second, Sixth and Eighth Circuits. In 2009, he obtained one of the largest arbitration awards in the history of FINRA, a \$40 million award against Merrill Lynch. Fellows clients include higher education institutions, pharmaceutical and medical device companies, media companies, school districts, and religious institutions. He served as Law Clerk to the Honorable Phyllis A. Kravitch, U.S. Court of Appeals, Eleventh Circuit.

Miller Mary Education Service Director New York News Publishers Association

Carol Hacker Instructor, Literacy Specialist Queens College, The Lowell School

### Was the Story Covered Fairly?

This engaging, interactive presentation will ask participants to evaluate coverage of one or more news stories by reading/viewing/listening from a variety of news sources and evaluating the "fairness" based on Overby's (former president and CEO of Freedom Forum and Newseum) Fairness Formula: Accuracy + Balance + Completeness + Detachment + Ethics = Fairness; and critically evaluate quotations to determine the question asked to assess bias. Literacy strategies for diverse learners will be demonstrated. Free online resources that can be duplicated for classroom use will be displayed. Virtual discussion with NSA coverage Pulitzer Prize winning journalists including national security reporter Ellen Nakashima and editor Anne Kornblut.

Mary Miller has been the Education Services Director for the New York News Publishers Association (NYNPA) for over 12 years. She has helped develop a growing library of Newspaper In Education (NIE) curricula aligned to current student standards/assessments. Her vision for NIE in New York State includes strategic partnerships with other organizations interested in providing teachers with easy to use tools to ultimately improve student achievement and develop lifelong learners. She has increasingly used new and emerging technologies to help meet the wants and needs of newspapers, teachers and, most importantly, students. She has worked with the We the People and Project Citizen programs and serves on the board of the New York State Family Engagement Coalition. The NYNPA NIE Program has been recognized with numerous regional and national awards and continues to strive for increased student engagement and understanding.

Carol Hacker, board member of the New York State Reading Association and on the digital literacy committee, currently teaches literacy at The Lowell School, a nonpublic school in NYC and is on the faculty of Queens College, secondary education literacy department teaching literacy assessment and instruction. She previously coordinated educational programs for Newsday including the award winning journalism mentoring project for high school faculty and students. She has written and edited a variety of educational materials for Newsday in Education.

Stacey Schults, Criminal Justice Teacher Northport High School

David A. Scott, Project PATCH Coordinator Northport - East Northport UFSD

Lynn Betschart, Special Education / Inclusion Teacher Northport High School

### Teaching with High-Profile Criminal Trials

High profile criminal trials, like the O. J. Simpson, George Zimmerman, Drew Peterson, and Casey Anthony trials, are extensively covered by the media. This coverage can shape our students' perceptions and / or misconceptions about our courts, the criminal justice system, and the criminal trial process. Participants will explore ways that high-profile criminal trials can be utilized in the law-related classroom to engage students in learning about the criminal justice system and the challenge of balancing individual rights and public safety under our Constitution. Key areas for discussion will include the 4th, 6th and 8th Amendments. Resources will be shared appropriate for the differentiated / inclusive classroom.

**Stacey Schults** is the lead teacher for the Criminal Justice course at Northport High School as part of Project PATCH, the Northport - East Northport School District's K-12 Law-Related Education Program. Ms. Schults regularly serves as an instructor in the LYC / PATCH Law and Civic Education Summer Institute where she leads sessions related to Criminal Justice and Criminal Law.

**David A. Scott** is a licensed attorney and Social Studies teacher at Northport High School, NY. He is the Coordinator of Project PATCH, the district's K-12 Law and Civic Education Program. He is a past recipient of the New York State Bar Association's Distinguished Service Award for an Educator and recipient of the ALA National Law-Related High School Teacher of the Year Award. He is an instructor at Stony Brook University in the Educational Leadership Program where he teaches School Law. He served as a curriculum developer for iCivics. At Northport High School he teaches American Law, advises the Mock Trial team, and leads a district-wide community service project. He serves as the Long Island Regional Coordinator for the We the People Program. Scott was recently recognized by the New York State Council for the Social Studies with the Distinguished Social Studies Educator Award.

**Lynn Betschart** is a Special Education and Social Studies Teacher at Northport High School. She currently teaches inclusion Criminal Justice and Participation in Government / Economics (self-contained). Prior to her tenure at Northport High School she worked as a Court Advocate for the Coalition for Domestic Violence, Suffolk County, NY, in cooperation with the Suffolk County District Attorney's Office.

## Robert Kubey Professor of Journalism and Media Studies Rutgers University

## Covering the Field: Lessons from Three Decades of Media Literacy Exploration

The presentation will focus on many of the critical questions in media literacy education that the speaker has addressed in three decades of experience in the field. How is media literacy of critical relevance to the maintenance of our democracy? How can media literacy be employed to reduce violence while promoting thoughtful conflict resolution? The speaker will also show how nearly all educational media literacy issues can be taught to students regardless of age. He will also address why the United States lags behind all other English speaking countries in the teaching of media literacy.

Robert Kubey is professor of Journalism and Media Studies at Rutgers University. Dr. Kubey has been named by the Center for Media Literacy as a "pioneer" in media literacy education. He has been an Annenberg Scholar in media literacy at the University of Pennsylvania. Professor Kubey received his doctorate from the University of Chicago. Over the past 35 years, Professor Kubey has published three books and over 50 journal articles and book chapters. He has also edited a series of research volumes on media literacy. In addition to his scholarly writing, Dr. Kubey has written articles for Scientific American and the New York Times. Professor Kubey has spoken about media literacy around the world and consulted for many groups from the British Film Institute to the U.S. Senate Committee on the Judiciary.

# Friday, Oct. 10, 2014 Luncheon: 12:15 – 1:15

Luncheon Keynote ~ Howard Schneider Dean of the School of Journalism, Stony Brook University

Howard Schneider is the founding dean of the School of Journalism at Stony Brook University, spearheading the team that developed the proposal for SUNY's first School of Journalism. For more than 35 years. Schneider was a reporter and editor at Newsday. For nearly 18 of those years, he was managing editor and then editor. Under his tenure, the paper won eight Pulitzer Prizes in categories including investigative reporting deadline reporting, arts criticism, specialized beat reporting and foreign affairs reporting. Under his leadership, Newsday was among the first newspapers in the country to create news websites; he also led efforts to introduce TV and radio into what had been an all-print newsroom. At Stony Brook, Schneider helped develop the nation's first course in News Literacy, which seeks to have undergraduates across all disciplines study how to become discerning news consumers. The course has subsequently spread to universities around the nation. He is the executive director of the school's Center for News Literacy. He also collaborated with the actor Alan Alda in launching the country's first Center for Communicating Science, which is housed in the journalism school, and which trains future and current scientists on how to communicate more effectively with the public.

Schneider began his teaching career at Stony Brook as an adjunct professor of journalism from 1980-1982. Previously, he had been an adjunct professor of journalism at Queens College in 1979. In 2003, Schneider was the recipient of the Columbia Graduate School of Journalism Alumnus Award (MS '67). He earned his BA at Syracuse University in psychology and journalism ('66). He has been a member of the Pulitzer Prize judging panel three times.

# Friday, Oct. 10, 2014 Session Three: 1:30 – 3:30 pm

### Plenary Session; Panel Discussion

Mary Beth Tinker grew up in Iowa, where her father was a Methodist minister. In 1965, about 170,000 U.S. soldiers were stationed in Vietnam. Graphic footage of the war was carried into households every day in this first "televised" war. As a 13-year-old student in eighth grade, Mary Beth was strongly affected by news of the war. She and her brothers and sisters, along with other students in Des Moines, decided to wear black armbands to school to mourn the dead on both sides of the Vietnam war. The armbands were also in support of a Christmas truce called by Senator Robert F. Kennedy that year. The Des Moines school board tried to block the students from wearing the armbands, and most of the students who wore them were suspended. The case eventually went to the Supreme Court, which ruled in a landmark decision in 1969 that students in public schools do have First Amendment rights. Justice Abe Fortas wrote in the majority opinion that students and teachers do not "shed their constitutional rights...at the schoolhouse gate."

Mary Beth continues to educate young people about their rights, speaking frequently to students groups across the country. An advocate for the rights of youth, particularly in the areas of health and education, she is a pediatric nurse who is active in her union and holds master's degrees in both public health and nursing. In 2000, the Marshall-Brennan Project at Washington College of Law at American University named its annual youth advocacy award after Mary Beth. In 2006, as a tribute to Tinker's devotion to the rights of young people, the ACLU National Board of Directors' Youth Affairs Committee renamed its annual youth affairs award the "Mary Beth Tinker Youth Involvement Award."

John Tinker was 15 years old when he wore a black armband to school to protest the Vietnam War. Against that war's background, John and Mary Beth's mother made plans to attend an anti-war march in Washington. John went with her, and on the bus ride back to Des Moines he met Christopher Eckhardt, who had attended the march with his mother. On the bus, the two boys tried to think of ways to keep the march's feeling alive back in Iowa. They settled on the idea of wearing black armbands, which would serve as a symbol of both mourning for the war's dead and support for Senator Robert F. Kennedy's proposal for a Christmas Truce. Back in Des Moines, they held a meeting among students to spread the word about the armbands. When school administrators learned of their plan through an announcement meant for the school newspaper, the school district promptly banned armbands on the ground that "schools are no place for demonstrations."

Despite the prohibition, Eckhardt wore his armband to school. John wore a dark suit to school the day he wore the armband, which was after the school board president had refused to call a meeting to reconsider the prohibition. No one noticed the camouflaged armband until gym class, at which point he had to change into a white T-shirt. John, Mary Beth, and Christopher were suspended. John was also banned from participating in the marching band during an upcoming parade, Mary Beth received a death threat over the phone, and red paint was thrown on the Tinkers' house. Three years later, their case was before the Supreme Court.

John Tinker, describes himself as having "majored in protest" at college, and he is still active in supporting students in their struggles against school boards. He often joins sister Mary Beth touring the nation and visiting students.

Cathy Kuhlmeier Frey was one of the original student journalist plaintiffs in the landmark Hazelwood School District v. Kuhlmeier case. Students enrolled in the Journalism II class at Hazelwood East High School were responsible for writing and editing the school's paper, The Spectrum. Two of the articles submitted for publication in the final edition of the paper contained stories on divorce and teenage pregnancy. The divorce article featured a story about a girl who blamed her father's actions for her parents' divorce. The teenage pregnancy article featured stories in which pregnant students at Hazelwood East shared their experiences.

To ensure their privacy, the girls' names were changed in the article. The school principal felt that the subjects of these two articles were inappropriate. He concluded that journalistic fairness required that the father in the divorce article be informed of the story and be given an opportunity to comment. He also stated his concerns that simply changing the names of the girls in the teenage pregnancy article may not be sufficient to protect their anonymity and that this topic may not be suitable for the younger students. As a result, he prohibited these articles from being published in the paper. Because there was no time to edit the paper if it were to go to press before the end of the school year, entire pages were eliminated. The student journalists then brought suit to the U.S. District Court for the Eastern District of Missouri, alleging that their First Amendment rights to freedom of speech and press had been violated.

The U.S. District Court concluded that they were not. The students appealed to the U.S. Court of Appeals for the Eighth Circuit, which reversed the ruling, stating that the students' rights had been violated. The school appealed to the U.S. Supreme Court, which granted certiorari. The case was found in favor of Hazelwood School District, overruling a Court of Appeals reversal of a District Court ruling. There were five votes for Hazelwood, and three against. The majority of the justices believed that the censorship did not violate the student's First Amendment rights of free speech.

Frey is currently the Risk Management Lead at Bass Pro Shops. She is a graduate of Southeast Missouri State University. Mary Beth Tinker and Kuhlmeier Frey travel all over the country and talk to students to not only advocate for the First Amendment but to also encourage them to stand up for what they believe is right.

**David L. Hudson** is the author, co-author or co-editor of more than 35 books, including Let The Students Speak: A History of the Fight for Free Expression in American Schools (Beacon Press, 2011), The Encyclopedia of the First Amendment (CQ Press, 2008) (one of three coeditors), The Rehnquist Court: Understanding Its Impact and Legacy (Praeger, 2006), and The Handy Supreme Court Answer Book (Visible Ink Press, 2008). He has written several books devoted to student-speech issues and others areas of student rights. He also serves as a First

Amendment contributing editor for the American Bar Association's Preview of United States Supreme Court Cases. He is a permanent judicial clerk for Justice Sharon G. Lee of the Tennessee Supreme Court. Before joining Justice Lee's staff, he was a First Amendment Scholar at the Freedom Forum First Amendment Center at Vanderbilt University.