

FRIDAY CONCURRENT SESSION A – 9:45 – 10:45

How Do We Raise Our Students' Social Awareness and Develop Empathy with Literature?

Aileen P Hower - Millersville University, Lynne Dorfman - Co-Director, PA Writing & Literature Project, Mwenyewe Dawan - Phoenixville Area School District, Renee Jacobs - Tredyffrin Easttown School District

How do we raise our collective social awareness in classrooms by creating opportunities to access quality literature and have rich conversations about issues and themes? How can we help ourselves and our students understand our reading and writing identities, and how each unique identity contributes to family, school, and community cultures? Videos and student samples help educators observe and reflect upon how students read, write, and discuss life lessons learned from literature in exploring personal identities and social issues. Presenters discuss literature through “windows” and “mirrors” to help illustrate that stories are powerful tools for social awareness and identity development.

Elementary (K-5), Middle (6-8), General

Collaboration as Self-Care and Self-Preservation: Avoiding burn-out

Hannah Lewis - Pennsylvania Leadership Charter School

This presentation focuses on the ways that teachers can rely on a trusted network of respected peers in order to develop a teacher identity, deepen instructional quality, reduce stress, and make a seemingly impossible workload manageable. Teacher burn out is a major problem and teachers often feel isolated and overwhelmed. Furthermore, students often feel huge amounts of stress trying to balance their workloads. Teachers can reduce stress and anxiety by leaning in to peer support networks, and by prioritizing self-care, we can model for our students healthy ways in which to manage work. My unique career path has led me to many stressful situations and periods of extreme overwork and I have used networks of peers both within my school district and in the larger English teaching community to help me to remain consistently student-focused, and to help me to continually innovate and prepare quality lessons regardless of other tasks that needed to be completed. Without my peer networks of support, I would have been overwhelmed by the non-instructional tasks on my plate and would not have been able to balance quality instructional development that is student-centered with the administrative tasks I was responsible for.

Middle (6-8), Secondary (9-12), General

When You Give Your Kids a Press Pass: Journalism Education as a Mode for Collaboration

Hannah Shumsky - Slippery Rock University

Multimedia and converged journalism (journalism across the print and broadcast modes) is transforming within a new age of digital consumption. Now, student journalists are communicating and collaborating with more sources, mentors, and modes than ever before. This presentation will discuss the academic, social, and civil effects of converged journalism education as well as the connections and collaborations within journalism education—between high school and college students, educators, professors, and professional journalists—that set journalism apart from other in-class experiences.

Secondary (9-12)

Fostering a Collaborative Climate Through Action Research

Janice Ewing - Cabrini University, Mary Buckelew - West Chester University, Courtney Knowlton - Eugenio Maria de Hostos Charter School, Philadelphia

Are you interested in learning how action research can foster collaborative inquiry among colleagues as well as between teachers and students? In an interactive session, the presenters will share strategies to bring action research to your setting. The presenters will include strategies for overcoming obstacles to collaboration based on their experiences with action research in a summer writing institute and their own classrooms, which span first grade to the graduate level. Attendees will leave with practical tools to begin to build a sustainable inquiry community.

Elementary (K-5), Middle (6-8), Secondary (9-12), College, General

Blended Learning to Create Time for Teacher Conferencing

Brooke E Markle - Mechanicsburg Middle School, Kristen Mast - Mechanicsburg Middle School

ELA has a plethora of standards to cover and not enough time in the school year to teach them all, much less ensure students are mastering the concepts. Blended learning allows a way for teachers to differentiate instructional methods to allow for students to learn and master concepts at their own pace with a variety of leveled supports. Additionally, when students work on blended learning modules, the teacher has time built in to conference with students on their learning goals. The blended learning module was created to ensure more one-on-one conferencing time with students while also meeting the needs of a variety of students who have varying levels of understanding of grammatical concepts and confidence with their writing skills.

Middle (6-8), Secondary (9-12)

Connecting with Texts, Conversing with Students, and Collaborating on Curriculum: Engaging Middle Grades Students through Textual Follow-up

Jason Griffith - Penn State University, Clarisse Cofrancesco - Penn State University, Spencer Hay - Penn State University, Abigail McMenamin - Penn State University, Brady Sahn - Penn State University

This presentation will embody the PCTELA theme Connections, Conversations, and Collaborations by demonstrating a collaboration between an Assistant Professor who teaches undergraduate methods courses (Jason) and three pre-service teachers/undergraduate students at Penn State University (Clarisse, Spencer, Abigail, and Brady). These pre-service teachers took Jason's LLED 402: Teaching Children's Literature, Grades 4-8 course during Fall, 2018 and will showcase the results of their critical inquiry projects where they selected a contemporary middle grades text, conducted an in-depth analysis of the text, shared the text with a middle grades-aged student, and drew from this conversation with the middle grades reader/listener to design a follow-up lesson designed to build on, broaden, and/or deepen the student's connection to and learning from the text.

Each pre-service teacher will take 8-10 minutes to present, with Jason taking 5 minutes for both an introduction and conclusion. Remaining time will be devoted to Q and A with the audience. Specifically in our session, Clarisse will present on Jason Reynolds's *Patina* and a resulting lesson on teamwork,

Spencer will present on furthering pop-culture connections to Peter Sis's historical graphic novel *The Wall*, Abigail will present on "flipping" differences in response to Cece Bell's *El Deafo* (which she selected before she knew Bell would be keynoting PCTELA!), and Brady will present on Ann Martins' *Rain Reign* and considering social interactions through the lens of Asperberger's Syndrome. Jason will open the session by describing the project and a few key quotes from fundamental scholarship, and he will close the session by reviewing the sequence of Conversational, Textual Follow-up as a practice that both pre and in-service teachers can apply to their practice.

Middle (6-8)

Electrify Your Class with Social Media Literacy & Gamification

Special Concurrent Session with featured speaker Ken Lindblom

Reading, Writing, Speaking, and Listening have been truly changed by social media and digital communication. Ken explores engaging, best practices for taking up new genres and strategies (many inspired by online and traditional gaming) that will complement English instruction while also tapping students' interests and improving their digital and traditional literacy skills. He will draw from NCTE's *Continuing the Journey* series and his own experimental teaching.

General: ATTENDANCE IN THIS SESSION WILL BE LIMITED TO 10 PARTICIPANTS

FRIDAY CONCURRENT SESSION – B – 11:00 – 12:00

Transforming the Traditional Research Paper into a Collaborative Oral History Documentary

Vicki Truchan - North Hills Middle School

It was time to revamp the traditional research paper in my eighth grade English class. I knew it, and the students felt it. The papers were stagnant...just like the students' interest in the process and content of the final product. Once I had this realization three years ago, I began a journey to collaborate with others in order to transform this dry, dusty research paper into a vibrant oral history documentary. Through collaboration with a social studies teacher, a librarian, and a special education teacher, our team has catapulted this old research paper into the new millennium. In my concurrent session, I will discuss how an isolated traditional research paper assignment can be transformed into a collaborative oral history documentary that connects students with peers, teachers, family, and community members.

Middle (6-8)

Perceived Choice, Real Learning - High School Reading Groups

Diane Senior - The Baldwin School

With student literacy and engagement in mind, I read several books on the value of full-class texts vs. free-choice or book-group reading this past summer. As a result, we did a "Book Group" unit for the first time this year in Baldwin's high school. We have previously only done full-class texts, with no choice and no independent reading assignments.

It was hugely successful, measurable by (1) the quality of the presentations and midterm papers. Because students could "seemingly" choose what they read and how they approached their learning, outcome improved (we can show the data). Not only did students gain greater understanding, but they showed (2) greater interest in learning how they learn - students expressed their success with annotation and outlining for writing, collaboration, thinking and speaking, as well as the importance of focusing their ideas, finding evidence to explain what they mean, and expressing joy and frustration in the books they read in small groups (again we can show the data). More students participated more actively and felt valued for their participation.

In this presentation my co-teacher and I will go through the steps we took in accessing students' preferences, grouping them, and mapping a unit that at once appeared to have a lot of room for students to be on their own yet at the same time had benchmarks and organizational frameworks that allowed us to monitor progress and engagement (we can show the data). We will discuss our highlights and frustrations with being silent observers in our classrooms Growth Through Change: Successful Vertical Teams and Cross-Curricular Planning Leading to Curricular Growth

for an entire unit. We will note how this test case is now being implemented more widely across the high school English program. We will join up with other initiatives to create a Culture of Reading (and of student choice!) across the school.

Secondary (9-12)

Growth Through Change: Successful Vertical Teams and Cross Curricular Planning Leading to Curricular Growth

Jill Lenick - South Western High School, Suzanne Wimsette - South Western High School

For more than two years, we have been updating and refining the eighth, ninth, and tenth grade curriculum to ensure a smoother middle school to high school transition while cooperating with STEM and humanities teams to create a stronger, more consistent learning climate. Our journey includes utilizing various vertical and cross-curricular teaming strategies to encourage reading, writing, speaking, and listening skills throughout the curriculum. Our discussion will include continuing evolution of our teams, development of performance tasks as the cornerstone of the curriculum, and use of ELA best practices to support learning in all curricular areas.

Collaboration in Action: Building Group Understanding and Transforming Instruction Through Teacher-Led Workshops

Amy Nyeholt - PA Cyber Charger School, Jessica Kos - PA Cyber Charter School

Work smarter, not harder. Our creation of teacher-led workshops promoted an environment that allowed our teams to work smarter by working together. These collaborative environments encouraged and supported the role of teacher-as-leader in professional development to build group understanding of content, generate confidence, and transform instruction for the benefit of teachers and students.

Our presentation will discuss the systems we put into place to give teachers center stage when it comes to their learning and instruction, why collegial professional learning and practice is necessary, and how utilizing these workshops promotes collaboration and engagement on both the teacher and student level. Teachers and leaders will come away with ideas to promote collegial learning in their own teacher teams. Join in on the conversation – we're better together!

Elementary (K-5), Middle (6-8), Secondary (9-12), College, General

Big Issues in YA or "Wait! Is that book banned?"

Pam Brown Margolis - Schwenksville

Kids deal with a lot of issues today. YA and children's literature frequently addresses these issues to help kids process them. During this interactive discussion, we'll develop a list of issues relevant to today's readers and crowdsource lists of titles that fall under these topics. The lists become great resources for teachers, parents, counselors, therapists, etc.

Middle (6-8), Secondary (9-12), College, General

Literacy Carnivals as Collaborations with Families to Support and Extend Learning at Home

Christine Walsh - Slippery Rock University, Laura Kelley - Slippery Rock University, Danaye Morris and Madi Bruni.

Acquire methods to engage children and families in collaborative learning at Literacy Carnivals. Families leave the event with new skills and materials to support authentic reading and writing at home. View examples of activities for metacognitive comprehension strategies, word solving strategies, shared

reading of poetry, and games to practice foundational skills. Participants will gain ideas for implementing family engagement events in their schools.

Elementary (K-5)

Connecting on a Global Scale: Using GIS to Understand Relationships, Power, and Purpose

Allison Irwin - Wilson High School

"Geographic Information Systems (GIS) - what is that?? It's a dynamic, interactive version of a map that inspires problem solving, small and large scale connections, and collaboration beyond classroom walls. While it can be challenging at first, students will find their local communities and global community come alive - increasing motivation, engagement, and critical thinking. Teachers have been doing some incredibly inventive things with GIS for the last 20 years (but hardly anyone talks about it and it's still infrequently used in the classroom).

In its most simple terms, GIS is a color coded map with layers of data that can be manipulated and analyzed. For example, a class might be reading a novel based in Brooklyn. They could analyze and discuss a GIS that looks like this: a map of New York City that has been color coded to represent different income levels. Overlaid on top of this map would be any number of things like locations of landfills and major highways, incidents of major crime, location of major museums and public libraries, or anything else. Then the class could locate the area that the main character lives and discuss how the GIS gives them insight into the major themes and conflicts in the novel.

GIS fits into every classroom, every discipline, and every level. Teachers can embed into literacy lessons systems that have already been created by someone else (thousands to choose from on the internet!) or design a lesson around their own self-created GIS that is specific to their neighborhood. In this session, teachers will see many examples of GIS and learn how to access and use GIS in their own classrooms. They will have time to brainstorm and write a list of ways to go home and use it this school year! It is a lot easier than it sounds. As an added benefit, many career fields now use GIS. Getting students to understand how it works is a huge benefit to their long-term career readiness.

Five Principles for Making It New: Challenges for the Veteran Teacher

Special Concurrent Session by featured speaker, Leila Christenbury.

This interactive workshop I will be detailing five insights gained from Leila's year-long observation of 100 veteran teachers. She will be use different pieces of literature to explore how these principles can be incorporated in the classroom.

General: ATTENDANCE IN THIS SESSION WILL BE LIMITED TO 10 PARTICIPANTS

SATURDAY AUTHORS' BREAKFAST 7:45 – 9:15

The Keystone to Reading Secondary Book Awards and Author, Jared Reck

Aileen P Hower - Millersville University, Emily Reed - Northern York School District

High quality trade books for middle school readers, grades 6-8 and high school readers, grades 9-12 will be shared for the Keystone to Reading Book Awards - Secondary for 2019-2020. This session provides an explanation of how to participate in this annual award, book talks, and annotations for each book included in a handout. All books shared will be given away and all books reviewed from the previous year will be up for grabs too!

SATURDAY CONCURRENT SESSION C – 9:30 – 10:30

Making Connections through School Library Collaborations Tara Foor Southport High School
Indianapolis, IN

In the world where topics like fake news and self care are prevalent, it is even more difficult than ever to get our students engaged in our content area. How do we encourage grit and perseverance among our students when sometimes we feel as if we lack the resources ourselves as teachers? In this session, a school librarian will discuss ways that, through collaborations with teachers in their school library, have invigorated curriculum and instruction to help make students independent thinkers and lifelong learners.

Secondary (9-12)

Adolescent Literacy: More than Mockingbird!

Jessica Talada, Elmira City School District, Elmira College & Liberty University

Building a culture of readers requires innovative approaches to literacy. Students need to interact with books and instruction that captures their interest in truly motivating ways. Infusing diverse literature selections with truly stimulating instructional opportunities can ensure that teachers are capturing their students' interest. This presentation will provide participants with innovative strategies and resources to meet the needs of today's youth.

Elementary (K-5), Middle (6-8), Secondary (9-12), College, General

Teaching Writers to Reflect: Strategies for a more Thoughtful Writing Workshop

Anne Whitney - Penn State, Colleen McCracken - Easterly Parkway Elementary School, Deana Washell - Easterly Parkway Elementary School

We plan authentic, thoughtful writing experiences for our students in writing workshop-- yet sometimes it seems they're just following directions, going through the motions. In this session, we will share how we have worked to make our student writers more thoughtful and deliberate, using specific tools for reflection. We will show you how we teach reflection in second and third grade writer's workshop, with application to other grade levels as well. Using vivid examples from our students' work, we will share our strategies for helping students turn writing experiences (experiences that end when our school year

ends) into writing capacities and writing identities (capacities and identities that students take with them wherever they may go).

Reflection “turns experience into learning” (Boud, Keough, and Walker, 1985; Lee & Boud, 2003), making learning portable (Schon 1983) and making it students’ own (Spalding & Wilson, 2002; Yancey, 1998). This is our vision for our students: that their writing experiences be layered with rich reflection, so that as they write, they not only produce the specific products they’re working on but also they develop as writers who know for themselves what they are doing and why. To accomplish this vision, we have to teach kids directly how to reflect on writing.

Our strategies center around three components that we find essential to teaching students to reflect. First, we use strategies to help them remember experiences from writing workshop in a vivid way so that they can be accessed and analyzed. Second, we teach them to describe writing experiences using specific vocabulary and shared understandings in our writing community, so that their reflective talk can be more productive. Third, we teach writers how to act on what they learn from reflection, knowing that it’s one thing to know something in the abstract and quite another to reliably apply it next time.

All of these strategies are based on work across two years of shared inquiry resulting in our forthcoming book, to be published by Heinemann in spring 2019. Session attendees will have the opportunity to interact in small groups to experiment with the strategies we present.

Elementary (K-5)

Assessing Composition in Writers' Workshop: Collaborations Between K-12 Teachers

Nicholas A. Emmanuele - McDowell Intermediate High School, Jennifer L. Toney - Sharpsville Area Elementary School

Writers’ workshop invites all students to develop their identities as writers and celebrates diverse perspectives across all grade levels. However, how do we assess in a writers’ workshop? How do we balance process and product? What are students supposed to be writing about, and how do we assess if students are writing on different topics? After a brief introduction on how workshop can be implemented at both the elementary and secondary level, the presenters will divide participants into two groups: one gear toward an early childhood or elementary audience and a second focused on the middle and high school experience. During this time, the presenters will share their own approaches to assessment in writers’ workshop and facilitate conversations and collaboration amongst participants. Finally, participants will reconvene as a large group to explore connections between literacy instruction from Kindergarten through senior year to diversify participants’ perspectives on the assessment of writing in a workshop model.

General

Approaching Analysis as Critical Thinking and Empowerment with Middle Schoolers through Read Alouds, Sketch Notes, and Multiple Modes of Text

Caroline Lehman - Hershey Middle School

Do your students freeze when they see the word “analysis”? Do they struggle to interact with texts because they do not know what to write about or what to notice? Middle school students are being asked to make inferences and connections at a deep level in classrooms and on standardized state

testing, yet some students get stuck at the mere mention of the word “analysis.” Text Dependent Analysis essays and questions are a reality in our classrooms, so by showing students that they have the power as a reader and thinker, teachers of literacy can help students conquer the uncertainty associated with analysis. This session will not focus on the structure of TDA prompts and writing as much as the thinking needed to be successful with those tasks.

The journey from examining student data on the PSSAS to researching best practices and implementing solutions in the classroom will be shared. If you are looking for a way to move middle school readers and writers beyond their uncertainty and concrete thinking, this session will provide you with strategies that focus on fostering students’ own awareness of literal, inferential, and critical thinking through whole class read alouds, sketchnotes, annotating texts, and building confidence through multiple modes of text. Participants will learn about the best practices and research behind our move towards critical thinking and away from students’ uncertainty when approaching analysis, and they will experience strategies used with students in order to help them engage with texts at a deep level.

Middle (6-8)

How Can Book Talks Impact Students’ Motivation to Read?

Lynne Dorfman - Arcadia University, Brenda Krupp - PAWLP West Chester University

What is the power of students sharing their reading lives through book talks that inspire peers to read? How do book talks create an environment of wonder and awe around the act of reading? This session examines the potential of asking students to create their own book talks with opportunities to share books with others in their reading community as well as the community at large. Video clips, student samples of book talks, and various structures for sharing are examined, modeled, and discussed. Time to reflect on the power of book talks takes educators inside elementary school classrooms to observe readerly discussions.

Participants imagine book talks in their own community as facilitators share video clips and student samples. Whether it's through the more traditional approach of standing in front of a group of peers and speaking about a book that is loved or posting a video for the world to see on social media, book talks may be one of the most powerful catalysts to make reading contagious within a community of readers.

Facilitators model book talks with various structures that help students orally rehearse or compose book talks for their peers. These scaffolds reach all genres. An exploration of scaffolds allows educators to imagine a choice of genres and presentation methods in their classrooms.

Finally, this session takes participants inside K-8 school classrooms to observe readerly discussions where students reflect on the power of book talks to inspire them to read. The discussion leads to an understanding of the importance of each student’s role in the reading community as they share their reading identity through book talks. Facilitators will end with a Q & A and distribute scaffolds for engaging book talks.

Elementary (K-5), Middle (6-8), General

"I wish we would have learned this last year": The Importance of Lesson Planning for Future Teachers

Gabriel T. Acevedo - Pennsylvania State University

In this presentation I take a look at the importance of tackling basic ideas and knowledge of lesson planning for future teachers. I mainly focus on the writing classroom yet, such ideas can and should be utilized in a broader educational context. I look at and try to understand how students who are about to become teachers do not have a clear understanding on how to plan their lessons and ask for such instruction. Looking at experiences and examples from the writing methods courses in both, elementary and secondary level, which I teach at Penn State University I seek to understand, contextualize, and bridge a gap with lesson planning instruction and the necessity of future educators.

Creating and Maintaining a Culture of Care Through Rituals, PLCs and Teams.

Renee Owens - Hershey Middle School/Derry Township, Abby Eggert - Hershey Middle School, Stevie Hegge - Hershey Middle School

It is a widely-accepted truth that operating in an environment where you know you are cared for results in positive growth in many ways. For adults, feeling valued and cared for allows us to be contributing members of our professional communities and to be happy and fulfilled in our personal lives. For students, feeling valued and cared for are essential conditions for success in almost every way. The importance of creating and maintaining a culture where students- and teachers- are certain of their worth is as crucial as ever, and this session will explore the ways in which three ELA teachers have created such a culture through the cultivation and maintenance of classroom rituals, through the conversations and protocols of their PLC, and collaborative efforts with teams.