

Day One

Keynote • 9:00 – 9:30 am

“Doing English’ in the Age of Artificial Intelligence” – Trevor Aleo

What does it mean to “do English” in the age of artificial intelligence? Far from making English obsolete, the rise of AI provides us with an opportunity to anchor our courses in deeper and more interesting questions about language, literature, and the human condition. Let’s kick off an exciting two-day conference with some deeper philosophical questions that seek to put the “human” back into the humanities while also harnessing the processing power of AI.

MORNING SESSIONS • 9:40 am – 12:10 pm

Choose **ONE** Full Morning Session OR **TWO** 70-Minute Sessions • *One mid-morning break*

Full Morning Session • 9:40 am – 12:10 pm

A-1: Rethinking AI Ethics: From Policing to Partnership – Trevor Aleo

Move beyond the AI detection arms race and build a classroom culture founded on trust and understanding. Learn strategies for designing “process-visible” assignments that naturally discourage AI misuse while promoting authentic learning. Explore methods for citation and academic integrity in an AI-enhanced environment without relying on imperfect detection tools that create false positives. Leave with practical approaches for transforming AI from a source of anxiety into a catalyst for deeper discussion and learning.

First 70-Minute Morning Sessions 9:40 – 10:50 am

CHOOSE ONE: A-2 or A-3

A-2: Grade Less, Teach More: Simplifying Grades for Meaningful Learning

– Joel Clements

In this session we’ll deconstruct the actual framework of our grading as part of moving the conversation from “how can I raise my grade?” to engagement with the ELA concepts themselves. Through a series of strategies to streamline what we grade and why, we’ll explore ways to classify what needs grading, how it should be graded, and what can be assessed differently. Leave with strategies for ensuring completion without grade attachment.

A-3: Increase Your Students’ Motivation and Endurance to Write – Rebecca Gault

Get your students writing and KEEP them writing by explicitly teaching them how to endure beyond their frustrations. Utilize practical, brain-based strategies to make the skill of writing more relevant and motivating. Discover proven methods that build students’ growth mindset and increase their productivity beyond what you (and they) could have imagined! You’ll be amazed at how long your middle and high school students can and WILL write with these powerful strategies.

Second 70-Minute Morning Sessions 11:00 am – 12:10 pm

CHOOSE ONE: A-4 or A-5

A-4: Engaging Your Reluctant Writers: Video Essays That Transform Student Writing

– Joel Clements

Discover how you can use video essays to engage all your students, especially your reluctant writers, while helping them develop crucial 21st-century skills. Gain easy-to-incorporate strategies for introducing, teaching, and assessing video essays from the ground up. Learn techniques for guiding students through the process of planning, scripting, and producing compelling video content. Explore frameworks that connect traditional writing competencies with digital storytelling approaches.

A-5: Leverage Technology to Better Support Your Most Struggling Students – Rebecca Gault

Explore ways to better meet your students’ needs using the latest, best tech tools for increasing student growth and learning in English/Language Arts. Easily incorporate high-impact, low-prep tech tools that will develop students’ fluency, comprehension, creativity, grammar, and research skills. Leave with use-tomorrow strategies perfect for boosting your struggling students’ reading and writing skills using tech tools perfect for use in grades 6-12 ELA classrooms.

Lunch break • 12:10 – 1:10 pm

“One of the best conferences I’ve attended. So many useful, practical tools to explore! All the presenters were knowledgeable, enthusiastic, and helpful.”

– Misti Johnson, ELA Teacher



“Fantastic conference! I highly recommend it! Honestly, I’d attend again just to continue learning from the presenters and their highly actionable ideas.”

– Elisabeth Jeffries, ELA Teacher



Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

One Person: \$595

Team of 3+: \$565 per person when enrolled at the same time

“Glad I attended this conference! So many ideas I can’t wait to implement!” – Hilary Mathis, ELA Teacher **3**

Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



Can't Attend? Online Professional Development Options:

Related Online Courses

Related On-Demand Video-Based Online Learning courses, *Strengthening Students' Writing Skills While Decreasing Grading Time*, for Grades 6-12, *Strengthening Your Students' Writing Skills by Teaching Smarter, Not Harder*, for Grades 6-12, and other related courses are available for immediate registration. To enroll, visit www.ber.org/online

Day One

AFTERNOON SESSIONS • 1:10 – 3:40 pm

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:10 – 3:40 pm

B-1: Boost Student Success on Standards-Based Writing Tasks – *Rebecca Gault*

Gain strategies to boost the writing success of even your most struggling students. Improve student writing in response to analytical, argumentative, and informational prompts and questions. Help them learn how to write a powerful claim statement, use the best textual evidence, and incorporate it in their reasoning. Give your students the skills necessary to acquire the highest levels of achievement every time they write in response to standards-based assessment tasks.

First 70-Minute Afternoon Sessions 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: “But What Would the Swifties Say?”: Multimodal Composing With Communities in Mind – *Trevor Aleo*

Examine the shift from traditional literacy to multiliteracies in English/Language Arts education. Explore the Design Analysis Framework as a practical tool for helping students analyze and create multimodal compositions with specific audiences in mind. Learn how to incorporate diverse genres and aesthetic forms that resonate with students' interests while building rhetorical agility. Gain immediately applicable classroom strategies for fostering multimodal composition across different discourse communities.

B-3: Leveraging Preformatted Comments for Student Growth – *Joel Clements*

Explore how preformatted comments can save you valuable time while providing your students with consistent, high-quality guidance in language they understand. Learn how to create feedback collections that facilitate student comprehension and encourage independent problem-solving. Discover techniques for developing customized response libraries that address common writing issues while promoting student agency and streamlining post-writing analysis for them and you. Transform your feedback approach from time-consuming to time-efficient without sacrificing effectiveness.

Second 70-Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Re-Imagining Rigorous Research: AI as a Research Assistant – *Trevor Aleo*

Dive into the next phase of student-driven inquiry, research, and knowledge production. Discover platforms like Elicit for efficient academic source discovery and AskYourPDF for dynamic document analysis. Gain strategies to teach students to maintain scholarly rigor while using AI to process complex texts, synthesize findings, and identify key themes across multiple sources. Help students distinguish between AI-hallucinated content and verified information. Leave with methods to transform overwhelming research tasks into manageable steps.

B-5: The Final Draft is the First Draft: Transforming Revision Without Increasing Grading Time – *Joel Clements*

Revision is at the very core of writing itself, and yet we know the overwhelming majority of our students' writing is often done as a barely revised single draft. Discover effective strategies that transform revision from an afterthought to the core of writing instruction. Gain practical techniques for embedding meaningful revision into the writing process, helping students better see their own growth. Increase student ownership, completion, and success with writing assignments.

Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions
One mid-morning break

Full Morning Session • 9:00 – 11:40 am

C-1: Strategic Assessment: Accelerate Learning While Lightening Your Workload – *Joel Clements*

Discover how to streamline your grading process while maximizing student growth. Learn techniques for zeroing in on specific writing elements that yield the greatest learning gains and for transforming your assessment approach by focusing feedback on targeted areas rather than comprehensive marking. Leave with strategies to significantly reduce grading time while accelerating student writing development. Reclaim your evenings and weekends while providing more meaningful, actionable feedback that your students will actually use.

First 75-Minute Morning Sessions 9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Beyond the Margins: NotebookLM as Literary Thought Partner – *Trevor Aleo*

Transform active reading and text analysis using Google's NotebookLM, a unique AI tool designed specifically for deep engagement with texts. Learn how this platform allows students to upload documents and engage in dynamic dialogue with their readings through AI-powered questioning, summarization, and note-taking features. Practice designing assignments that leverage NotebookLM's ability to track themes, generate connections, and support student analysis while maintaining authentic interpretation. Deepen comprehension without replacing critical thinking with this powerful tool!

C-3: Strengthen Students' Independent Revising and Editing Skills – *Rebecca Gault*

Your students will feel they can indeed "fix" their papers! Explore practical revision and editing techniques designed to "light up" students' desire to improve their writing. Underperforming students often feel alone and embarrassed within the editing and revision process. Gain strategies specifically designed to help students feel comfortable and to work more effectively with partners or groups. Acquire a host of ideas to provide the structure your students need.

Second 75-Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: Creative Catalysts: AI Tools in the Multimodal Writers Workshop – *Trevor Aleo*

Enhance your writing workshop and expand students' creativity using generative AI. Explore innovative tools like TextFX for dynamic wordplay and Adobe Firefly for multimodal storytelling, while acquiring strategies to maintain authentic student voice. Practice designing writing prompts that use AI's capabilities as springboards for original student work. Combine AI-generated elements with personal expression across multiple modes – text, image, and sound. Spark student creativity, emphasizing how AI can enhance rather than replace human imagination.

C-5: Elevate Student Skills With Numerous Ready-to-Use Activities – *Rebecca Gault*

Build sustained attention and improved student focus with a host of instructional resources to better meet the diverse needs of your class. Explore highly effective resources for incorporating imagery and figurative language, techniques for quoting and paraphrasing sources, and ways students can improve beginnings and endings in their writing. All these techniques are embedded in ready-to-use personal and analytical writing materials you can use tomorrow with your students.

Lunch Break • 11:40 am – 12:40 pm

Comprehensive Digital Resource Handbook

You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don't attend. These materials include:

- The best, most current strategies to strengthen the learning of your English/Language Arts students
- New and innovative strategies to dramatically reduce time spent grading while giving meaningful, specific feedback
- Numerous techniques to increase the motivation and performance of your ELA students
- Highly engaging, ready-to-use strategies to greatly enhance your students' skills and learning in English/Language Arts

"I learned so many things. Great variety of sessions and all the presenters were knowledgeable, provided excellent resources, and were willing to answer questions."

– Jill Flynn, ELA Teacher



"The presenters provided tons of valuable information and resources." – Renee Goedert, ELA Teacher

On-Site Training

Conferences like this one along with many other topics can be brought to your school or district. Please view all of our On-Site PD options at www.ber.org/onsite or call 877-857-8964 to speak with an On-Site Training PD Consultant.



ABOUT BER CONFERENCES

Outstanding Instructors

All programs are led by outstanding, top-rated BER national trainers.

Extensive Digital Resource Handbook

You'll receive an extensive digital Resource Handbook full of practical strategies and resources.

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You'll be able to ask questions, consult with the instructors, and share ideas with other participants.

Program Guarantee

As we have for 48 years, we guarantee the high quality of our programs. If you are not satisfied, we'll give you a 100% refund.

Day Two

AFTERNOON SESSIONS • 12:40 – 3:20 pm

Choose **TWO** 75-Minute Afternoon Sessions

One mid-afternoon break

First 75-Minute Afternoon Sessions 12:40 – 1:55 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: Navigating New Terrain: Critical AI Literacy for the Modern ELA Classroom – *Trevor Aleo*

Develop students' critical awareness of AI's limitations and biases to help them better understand our post ChatGPT media landscape. Guide students in analyzing how AI perpetuates dominant perspectives through its outputs related to culture, literature, and media. Explore ways to use AI's limitations as teaching opportunities about critical thinking, diverse perspectives, and the uniquely human aspects of reading and writing. Leave with tools to support students' navigation of our increasingly complex and automated AI world.

D-2: Transforming Ineffective Peer Evaluation Into Meaningful Collaborative Learning – *Joel Clements*

Learn a new approach to peer- and self-evaluation. Explore multiple specific strategies that can greatly transform peer grading from largely superficial exercises that rely on the luck of the draw to powerful learning opportunities. Explore structures that promote student autonomy while ensuring accountability. Leave with ready-to-implement protocols that make peer assessment a valuable tool for increasing understanding and independence.

D-3: Practical Ways to Improve Your Students' Narrative Writing Skills – *Rebecca Gault*

Acquire creative ways to approach all modes of narrative writing: personal narratives, memoirs, vignettes, realistic fiction, and creative fiction. Teach students how to develop compelling characters, establish chronology, and use figurative language and sensory images. Unmotivated students will suddenly find themselves interested in assignments highlighting their individuality and uniqueness. Help students harness the power of the narrative to capture their audience's attention. See the amazing motivation, endurance, and voice that emerges from your students!

Second 75-Minute Afternoon Sessions 2:05 – 3:20 pm

CHOOSE ONE: D-4, D-5 or D-6

D-4: Building Top-Notch Text Sets: AI as a Curation Partner – *Trevor Aleo*

Leverage AI tools to curate rich, multi-genre text sets that deepen student learning. Explore four key models: Sunburst (supplementary texts that enhance core readings), Duet (contrasting viewpoint texts), Tree Ring (source investigation), and Solar System (texts orbiting central themes). Practice crafting effective prompts to generate developmentally appropriate text suggestions across various modes and genres. Leave with strategies to build text sets that engender engagement, invite inquiry, and produce powerful intertextual learning.

D-5: Academic Skills in Disguise: Creative Writing That Builds Core Competencies – *Joel Clements*

Creative writing can be the key to reengaging reluctant writers and cementing understanding of essential concepts. Discover how imaginative writing activities can reinforce analytical thinking, organizational strategies, and rhetorical awareness. Learn techniques for designing creative exercises that develop transferable writing competencies. Leave with engaging activities that will "wake up" disengaged students while building essential writing foundations.

D-6: Highly Motivating Strategies for Developing Students' Analytical Reading Skills – *Rebecca Gault*

Explore multiple strategies to help students build their analytical reading skills. Discover engaging ways to use contemporary songs as accessible texts for analyzing speaker perspective and thematic content. Learn methods to guide students in identifying literary devices within lyrics, drawing parallels to traditional literature. Encourage students to delve into character traits, character motivations, and themes, thereby reinforcing comprehension of literary elements. Build student confidence, motivation and success with reading analysis.