



# Connections

Newsletter of the Western Massachusetts Writing Project

## Diana Callahan receives Pat Hunter Award



Diana Callahan, a long-time WMWP co-director and program leader, was presented with the fourth annual Pat Hunter Award during the Best Practices program on November 1.

The award, which was established in Pat's memory in 2000, is given to "a member of the WMWP community who has contributed substantially to the work of WMWP and who best exemplifies the values that Pat Hunter embodied in her work with teachers and writers."

In presenting the award to Diana, site director Bruce Penniman said, "I can think of no one else who so thoroughly fulfills these criteria. Diana's contributions to WMWP are legion—from leading the Summer Institute to establishing and maintaining teachers as writers programs to serving faithfully on the Executive Board. She exemplifies the values that Pat Hunter modeled not only by working tirelessly on behalf of teachers and students but also by working to empower them—to see themselves as capable, talented, and smart."

Diana commented that the award meant a great deal to her, particularly because she had worked closely with Pat as a colleague and friend.

## From standards to practice March 20 'Saturday Seminar' will focus on benchmarks, rubrics, assessments

Standards, assessments, rubrics, and benchmarks have been the by-words of education reform for the past several years. State and school district expectations in these areas are enough to make a classroom teacher's head spin.

To help teachers translate these confusing concepts into effective practice, WMWP will offer a special **Saturday Seminar on Standards** on March 20, in Bartlett Hall at the University of Massachusetts.

The morning program will consist of two rounds of concurrent sessions. Andrea Griswold will present **Beyond the Rubric: Establishing**

**Writing Exemplar Benchmarks**, and Martha Potyrala will offer **What Engages Students in Their Own Learning? Essential Question**.

Also, Karen Sumaryono and Davide Valade will present **English Language Proficiency Benchmarks and Outcomes: How Language Objectives Facilitate Content Learning**, and Mary Farrin will lead a session entitled **Student-Generated Rubrics**.

The Saturday Seminar is open to all teachers, who will be eligible for 3-10 PDPs. The \$15 fee includes refreshments. For more information and a registration form, see page 6.

*Congratulations to*

**Cynthia Waring**

*winner of the WMWP*

**Name the  
Newsletter  
Contest**

*Cynthia's entry,  
"Connections," was  
selected by the WMWP  
Executive Board.  
Cynthia will receive a  
\$50 credit toward any  
WMWP Teachers as  
Writers activity.*

# ELL course premiers in Holyoke schools

Four WMWP teacher-consultants have designed a course to help content teachers work with English language learners in their classes. The course is designed for classroom teachers in all subject areas who may have little formal background in language acquisition issues.

The course, **Working with English Language Learners in the Content Areas**, is an interactive hands-on course that will review the current research on second language acquisition and explore specific strategies to help diverse English language learners participate meaningfully in the classroom.

The course is currently being presented for the first time as a professional development offering in the Holyoke Public Schools.

The course facilitators, Karen Sumaryono, Renata Pienkawa, Wilma Ortiz, and Sylvia Fisher, bring a wealth of experience working with ELLs at the elementary, middle, and high school levels. Karen and Wilma attended a National Writing Project ELL Network Writing Retreat in June 2003 and have co-written an article, "An Invitation to Educators: Facilitating English Language Learner Success in the Content Classroom," which highlights some of the important points explored in the course. To read this article, visit the WMWP News web log (<http://blogs.writingproject.org/blogwrite60/>) or use the link on the WMWP home page, <http://www.umass.edu/wmwp/>).

Course participants will read, respond and discuss articles on the five topics of the course: Second Language

Acquisition Theory, Strategies for Teaching English Language Learners, Understanding Bilingual/Bicultural Children, Modifying Lessons through Sheltered English Instruction, and Writing to Learn. Teachers will also create or adapt a piece of curriculum incorporating the strategies and principles from the coursework.

The course can be taken for PDPs and/or 3 credits through the University of Massachusetts Continuing Education Program. After the Spring 2004 course in Holyoke, the course will be available to other districts through WMWP Professional Development Coordinator Susan Biggs. Susan can be reached at 413-545-5466.

## Resources for Teaching ELLs

### Web sites

- [http://www.everythingsl.net/in-services/TESOL\\_2002.php](http://www.everythingsl.net/in-services/TESOL_2002.php) (ESL lesson plans and more)
- <http://www.cal.org/ericcll/faqs/RGOs/mainstream.html>
- [http://education.uncc.edu/MORE/Pre\\_in\\_service/Resources\\_Content-Area.htm](http://education.uncc.edu/MORE/Pre_in_service/Resources_Content-Area.htm)
- <http://www.nwrel.org/request/2003may/ell.pdf> (strategies and resources for mainstream teachers)
- [iris.peabody.vanderbilt.edu/info\\_briefs/eric/ericdigests/ed469207.pdf](http://iris.peabody.vanderbilt.edu/info_briefs/eric/ericdigests/ed469207.pdf) (ELLs with special needs)
- <http://home.triad.rr.com/mythak/links/mainstre.html> (ESL resources for mainstream teachers)
- <http://www.matsol.org/> (professional organization)

### Books

- Chamot, Ana Uhl, and J. Michael O'Malley. *The CALLA Handbook*. Reading, MA: Addison-Wesley, 1994.
- Crandall, JoAnn, ed. *ESL Through Content-Area Instruction*. McHenry, IL: Delta Systems Co., 1995.
- Echevarria, J., M. Vogt, and D. Short. *Making Content Comprehensible for English Language Learners: The SIOP Model*. 2nd ed. Needham Heights, MA: Allyn & Bacon, 2004.
- Gersten, Russell Monroe. *Teaching English-Language Learners with Learning Difficulties: Guiding Principles and Examples from Research-Based Practice*. Reston, VA: ERIC Clearinghouse on Disabilities and Gifted, 1998.
- Herrell, A., and M. Jordan. *Fifty Strategies for Teaching English Language Learners*. 2nd ed. Upper Saddle River, NJ: Prentice-Hall, 2003.

## Research effort progresses

WMWP's federally funded research project examining the effects of having a "critical mass" of Writing Project teacher-consultants in one school is well underway, thanks to the great work of the research team: Jack Czajkowski, Joanne Wisniewski, Bruce Penniman, Charlie Moran, and Susan Biggs.

Anne Herrington has proven an invaluable resource as she helps us navigate our way through the data of our first set of interviews. In early December, we also benefited from a site visit by the National Writing Project's research consultants Linda Friedrich and Paul LeMathieu.

On January 21, Charlie and Susan headed to Berkeley, the site of NWP headquarters, to meet with Linda and Paul again and the other NWP sites that received research grants. Charlie and Susan received further support and guidance from NWP and from these other projects during their time at the retreat.

## WMWP goes to Springfield

Charlotte Lak, Sara Palmer, Diana Callahan, and Bruce Penniman met recently at the Springfield Professional Development Center to develop ideas for WMWP-sponsored events in the Springfield area. The ideas ranged from response groups to graduate courses.

The group came up with two projects to get things started. The first will be a **writing-and-response group** called "Time to Write" open to WMWP alums and any other teachers who want to come. The group will meet 3:30-6 p.m. at the PD Center on three Friday afternoons this spring: March 26, April 30, and May 28. This group will be set up like the one that meets at UMass on Saturdays: time to talk, time to write, time to share and respond. Charlotte will act as convener.

The second project will be a one-week **open institute** on the teaching of writing to be offered in Springfield the week of June 28-July 2. This institute will be available to any teacher but aimed especially at newer teachers and those who want to brush up their work with writing in the classroom. Participants will get a taste of all three elements of the summer institute: writing and responding, sharing best practices, and looking at published research. Some, we hope, will move on to participate in the full summer institute another year. Charlotte will co-lead this institute with Nina Tepper.

Our hope is that these programs will spur conversations leading to other offerings. One idea was to form a group next fall to share classroom practices and student work. Out of that effort might come a plan for a graduate course for spring 2005.



2003 Summer Institute participants reunited in Hadley January 10 for food, fun, and follow-up. Front, from left: Jane Baer-Leighton, Sara Palmer, Bruce Penniman, Kevin Hodgson; back, Kristen Iverson, Diana Callahan, Dawn Fontaine, Andrea Griswold, Annie Agard. Not pictured: Mark Staples.

### Top 18 Reasons to Join the WMWP Summer Institute

Written collaboratively by the alums of the 2003 Institute

18. Finally, having time to write.
17. Getting great feedback from other teacher/writers.
16. Having opportunities to present workshops and improve techniques in giving workshops.
15. Learning new material from other K-12 teachers' best practices.
14. Being treated as a professional **and** a human being at the same time.
13. Participating in honest discussions about teaching with others who are truly invested in sharing and learning curriculum and pedagogy.
12. Luxuriating in an opportunity to research what you want without the requirement of a massive research paper and with positive implications for your classroom.
11. Learning the blog and PowerPoint and real-life reasons for using technology from technology guru Paul Oh.
10. Working with the best co-directors in the world – Bruce and Diana!
9. Meeting someone like Mark ... attend and you shall see.
8. Parking for free for a month with a coveted UMass parking permit.
7. Vacationing in Amherst with air-conditioning.
6. Earning more PDPs than you can shake a stick at.
5. Earning 6 valuable graduate credits paid for by your stipend.
4. Indulging in delicious breakfasts.
3. Spending time well – one month goes by quickly and you are sad to leave your newfound friends.
2. Learning strategies to elicit even better writing from students.
1. Meeting teachers from a multitude of subject areas and grade levels and participating in a network of educators who support your curricular and pedagogical development.

Winter getting you down?

Think summer!

Check out WMWP's  
**summer programs**  
in the calendar on page 7.

Get more information and enroll  
on-line at [www.umass.edu/wmwp](http://www.umass.edu/wmwp)

## WMWP teacher-researchers invited to writers' retreat

Four years ago the University of Georgia started a research project funded by the Arthur Vining Davis Foundation. Its goal was to involve many teachers from across the country in an effort to find out what would happen if teachers collaboratively inquired into practice across classrooms and geographic boundaries. What could this mean for professional development, and what could teachers learn from each other? The program was slated to run for one year with two meetings in Georgia and much research, along with cross-site visitations, happening in-between. The project was named PorTRAIT, standing for "Practitioner or Teacher Researchers As Inquiring Travelers."

Four WMWP teachers who had recently participated in Anne Herrington's Teacher As Researcher Seminars joined others from Writing Projects across the country. Bonnie Tipaldi, Linda Fernsten, Jack Czajkowski, and Joanne Wisniewski all became part of this adventure. They learned about themselves, their teaching methods, and what others around the country were thinking and doing. That first year was intense with meetings and visits. Teachers from Georgia and Indiana visited Massachusetts to observe first-hand teachers at work and also saw many sights in Amherst and Boston.

So many ideas were shared and discoveries made that they need to be available to writing teachers everywhere. Now a writers' retreat is planned for Presidents' Weekend in Georgia, and organizers hope that all the research can become a book. Some WMWP participants plan to join the writers in person while others will e-edit. We hope to have more information about this project soon.

## Student publication program features classroom projects

For nine years WMWP has been encouraging and publishing student work. The annual student writing workshop and student writing anthologies are events that many have come to expect and anticipate. This year WMWP has revamped its program by creating a series of workshops for teachers to help them bring the publishing program to their schools or classrooms.

Twelve teachers from western Massachusetts are participating in this series of workshops, called Get Published! The monthly workshops began in December and will continue through the spring. The focus of the workshops, coordinated by Mary-Ann Palmieri and Pamela Howes, is on helping the teachers develop and produce a publication project for their schools or classrooms. Each month the workshops topics vary from how to help students write for publication to the use of technology in publishing.

The projects that the teachers are developing are varied and creative. They include a publication celebrating the 150th year anniversary of a school, literary magazines, a publication that incorporates art and photography, and a class publication on a social issue the students will choose.

### Student Writing Workshop Scheduled for March 17

In addition to creating their own publications, each of the 12 teachers will lead a workshop for students and teachers at the WMWP student writing workshop day on Wednesday, March 17.

The day, entitled "Creative Journeys," will begin with a keynote address by Nancy Hope Wilson, a published author. Teachers as well as students are invited to participate in the writing day, which is offered as a field trip destination.

Teachers and students will take part in two workshops. The workshop choices include fiction, non-fiction and poetry. Each workshop is offered at three different levels: elementary/intermediate, middle, and high school. Lunch will be provided. The cost for the entire day is \$10 per participant (student or teacher).

To register, use the form on page 5. Call the WMWP office at 413-545-5466 to reserve space by **February 25**.

# The Student Writers' Workshop: Creative Journeys

Bartlett Hall, University of Massachusetts  
March 17, 2004  
8:30 a.m. - 3:00 p.m.

## Schedule for the Day



8:30	Registration and refreshments - <i>Bartlett Hall Lobby</i>
9:00-9:30	Keynote speaker - Nancy Hope Wilson
9:45 - 11:15	Writing workshops session A (see below)
11:30 - 12:15	Lunch
12:30 - 2:00	Writing workshops session B (see below)
2:15 - 3:00	End of the day - Group Share

The Student Writers' Workshop is open to all students in grades 5-12. The registration fee of \$10.00 includes snacks and lunch. Participation is limited, so register ASAP. The deadline for registration is February 25. In case of bad weather, call the WMWP office at 413-545-5466 after 7 a.m. for cancellation information.

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## Student/Adult Registration Form

Please circle the writing workshops that you wish to participate in.

(You will be placed in a group with students of approximately your own age)

- 1. Fiction
- 2. Non-Fiction
- 3. Poetry

Name (please print clearly) \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Grade \_\_\_\_\_

**Parent/guardian permission:** I give permission for the above-named student to travel to the University of Massachusetts/Amherst with \_\_\_\_\_ to participate in the WMWP Student Writers' Workshop on March 17, 2004. I also give permission for emergency medical treatment should it become necessary.

Emergency Contact #: \_\_\_\_\_

Signature of parent or guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# SATURDAY SEMINAR ON STANDARDS

*Workshops by Western Mass. Writing Project Teacher-Consultants*

**March 20, 2004 — 8:30 a.m - 12:30 p.m.**

**Bartlett Hall, University of Massachusetts/Amherst**

**\$15 registration fee — 3-10 PDPs\***

**Schedule**

- 8:30** Coffee & registration
- 9:00** A sessions
- 10:45** B sessions
- 12:15** Optional meeting for additional PDPs\*

**A1. Beyond the Rubric: Establishing Writing Exemplar Benchmarks.** *Andrea Griswold, Mohawk Trail Regional High School, Shelburne Falls.* E/M/H.

Learn how to establish writing exemplar benchmarks, the reliable assessment tools that demonstrate the writing traits that rubrics describe. Exemplar benchmarks can be used by individual teachers, departments, and school districts at all grade levels.

**A2. What Engages Students in Their Own Learning? Essential Question.** *Martha Potyrala, Van Sickle Middle School, Springfield.* E/M/H.

How can you assess multiple learning styles in one classroom? This workshop will demonstrate how teachers can organize curriculum for effective assessment through questioning techniques. Creating rigorous learning questions will drive assessment and curriculum.

**B1. English Language Proficiency Benchmarks and Outcomes: How Language Objectives Facilitate Content Learning.** *Karen Sumaryono, West Springfield High School, and David Valade, ELL Program Supervisor, Holyoke Public Schools.* E/M/H.

Explore the recent DOE frameworks for English Language Learners (ELL), the “English Language Proficiency Benchmarks and Outcomes.” Familiarize yourself on how to use the document to differentiate instruction for English language learners in your classes.

**B2. Student-Generated Rubrics.** *Mary Farrin, Michael Smith Middle School, South Hadley.* E/M/H.

Learn how to engage students in the process of self-assessment and feedback at the beginning stages of writing process using rubrics. See how writing process, feedback, and writing standards are connected in a seamless flow from prewriting through final assessment with students in the driver’s seat.

\*Teachers who complete follow-up projects based on the workshops will be eligible for up to 10 PDPs. Details will be provided at a 15-minute meeting starting at 12:15.

**Registration Form: Saturday Seminar on Standards**

Please send in this form with your \$15 fee by March 12 to WMWP, 258 Bartlett Hall, University of Massachusetts, Amherst, MA 01003:

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 School \_\_\_\_\_

Please make \$15 check payable to the University of Massachusetts

**To aid us in planning, please indicate your workshop choices:**

A1 \_\_\_\_\_ B1 \_\_\_\_\_  
 A2 \_\_\_\_\_ B2 \_\_\_\_\_

For directions to UMass, go to [www.umass.edu](http://www.umass.edu); click Visiting Campus. Free parking is available in Lot 32. Any questions? Call 413-545-5466 or e-mail [wmwp@english.umass.edu](mailto:wmwp@english.umass.edu).

## WMWP alum pens baseball book

WMWP teacher-consultant Michael Silverstone, a teacher at Wildwood School in Amherst, recently published his fifth book, *Latino Legends: Hispanics in Major League Baseball* (Capstone, 2003).

The book includes profiles of such notables as Juan Marichal, the Alou brothers, Roberto Clemente, and contemporary superstar Miguel Tejada. It was written as part of the "High Five" Reading series, created by Red Brick Learning to engage emerging readers.

In the spring, Michael will publish his sixth book, called *Paramedic: Saving Lives in an Emergency!* as part of the same series.

## UM MFA Program to offer summer writing institute

The UMass MFA Program will offer six days of writing workshops, craft forums, readings, and manuscript consultation June 13-18. Award-winning faculty and writers-in-residence include Grace Paley, James Tate, Leslea Newman, and presenters from Eric Carle Museum.

Applications will be accepted until April 30. Workshops fill quickly, so early application is recommended. Scholarships available. For more information, to request a brochure, or to apply, e-mail [juniperinstitute@hfa.umass.edu](mailto:juniperinstitute@hfa.umass.edu) or visit [www.umass.edu/juniperinstitute](http://www.umass.edu/juniperinstitute).

**Are you receiving e-mail updates on the WMWP list-serv? Would you like to? Send us your current e-mail address, and you will always be among the first to know about our new programs.**

## WMWP Calendar 2004

(Continued from page 8)

### Teachers as Writers Retreat

Thursday-Saturday, May 6-8.

Hancock, MA, Jiminy Peak.

*Write with other teacher-writers, working in small response groups in a relaxed environment. Open to all K-12 teachers. Fee \$225 per person, double occupancy; \$325 with single room upgrade.*

*afternoon. 35 PDPs. Limit 20. Fee \$99.*

### A Week of Writing and Response for Educators

Monday-Friday, August 2-6, 9-12. UMass, Tobin Hall.

*Led by Mary-Ann Palmieri, this program offers teachers an opportunity to work on their writing in a stress-free environment. Free.*

### Summer Programs

#### Invitational Summer Institute

Tuesday-Friday, July 6-30, 8:30-4.

Orientation Day: June 5, 8:30-2.

UMass, Tobin Hall.

*Led by Diana Callahan and Bruce Penniman, this four-week program for K-13 teachers focuses on writing and the teaching of writing. 120 PDPs and 3-6 graduate credits. By application. Limit 16. Stipend \$600.*

#### Advanced Institutes

(Open to Summer Institute alumni from all NWP sites)

#### Making Technology Work in the Classroom

Monday-Friday, June 28-July 2, 9-4. UMass, Bartlett Hall.

*Led by Paul Oh, this workshop will focus on the use of weblogs to create community in the classroom but will also incorporate other tools such as PowerPoint and digital cameras to further teachers' goals for their students' learning. 30 PDPs. Limit 15. Fee \$25 (subsidized by NWP grant).*

#### Revitalizing Writing

Monday-Friday, June 28-July 2, 9-4. Springfield (specific site TBA).

*Led by Charlotte Lak and Nina Tepper, this institute is open to all K-12 teachers who want to revitalize their work with writing in the classroom. Ideal for newer teachers in all areas. See page 3. 35 PDPs. Limit 20. Fee \$99.*

#### Professional Writing Retreat

Monday-Friday, July 19-23, 9-4.

UMass, Tobin Hall.

*Led by Susan Biggs and Charlie Moran, this program will provide teachers the opportunity to explore questions that arise in their professional lives and to prepare a piece of writing for publication. 30 PDPs. Limit 15. Fee \$99.*

#### Teachers as Writers 7

Monday-Friday, July 26-30, 9-4.

UMass, Tobin Hall.

*Led by Lucile Burt, this workshop builds on the idea that teachers benefit from working on their own writing and identity as writers. The group will write together in the morning, do private writing midday, share and respond in the*

*For more information, visit us at [www.umass.edu/wmwp](http://www.umass.edu/wmwp), call us at 413-545-5466, or e-mail us at [wmwp@english.umass.edu](mailto:wmwp@english.umass.edu).*

## WMWP Calendar 2004

### Executive Board Meetings

Wednesdays, 4-5:30. February 12, March 11, April 8, May 13, June 10. Amherst, Five Colleges, Inc.

*The Executive Board consists of WMWP co-directors and program leaders. To present a concern or an idea for consideration, e-mail [wmwp@english.umass.edu](mailto:wmwp@english.umass.edu).*

### Writing and Response Group

Saturday mornings, 9-1. February 7, April 3. UMass, Bartlett 256.

*Led by Diana Callahan, this informal writing group is open to all K-12 teachers in western Massachusetts. Time to talk, time to write, and time to share. Free.*

### Teachers as Writers Workshop:

*Nourishing Ourselves as We Teach* Saturday, March 6, 9-3.

UMass, Bartlett 316.

*A full-day personal writing workshop for K-12 teachers led by Peter Elbow. There will be ample time for sharing and response. Limit 20. Fee \$50 (includes lunch).*

### Creative Journeys

Wednesday, March 17, 8:30-3. UMass, Bartlett Hall.

*This students writers' workshop program is open to western Massachusetts students in grades 5-12 and their teachers. See pages 4-5 for details. Fee \$10 (includes lunch).*

### Saturday Seminar on Standards

Saturday, March 20, 8:30-12:30.

UMass, Bartlett Hall.

*Concurrent sessions on putting standards into practice with benchmarks, rubrics, and assessments. See pages 1 and 6. Fee \$15.*

### Time to Write

Fridays, 3:30-6. March 26, April 30, May 21. Springfield P.D. Center.

*Led by Charlotte Lak, this new writing-and-response group is open to WMWP alums and all other interested teachers in the Springfield area. See page 3. Free.*

**(Calendar continued on page 7)**

*Saturday Seminar on Standards March 20! See pages 1, 6.*

A-117675

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