

Instruments in a Common Band

Voice, Identity, and Respectful Dialogue

WMWP's Annual Best Practices in the Teaching of Writing Conference

Keynote by Kelly Norris, author of *Too White*

Saturday, October 13, 2018
South College, UMass Amherst

\$60 Registration Fee
(\$30 for full-time undergraduates)

6 professional development hours
12 PDPs available with extension

Fee includes morning refreshments
and luncheon

Register online at www.umass.edu/wmwp (please indicate session preferences)

Western Massachusetts Writing Project has a proud tradition of featuring selected workshops by its newest Summer Leadership Institute class and veteran teacher-consultants at its annual Best Practices conference. This year's program includes ten morning workshops, followed by a luncheon featuring keynote speaker and local teacher and writer Kelly Norris. Five additional workshops will be offered in the afternoon.

Schedule

- 8:00** Coffee & Registration
- 8:30** A Workshop Sessions
- 10:15** B Workshop Sessions
- 12:00** Luncheon & Keynote by Kelly Norris
- 1:30** C Workshop Sessions
- 3:00** Closing & PD hours certificate pickup

A Sessions (8:30-10:00)

A1. WALK A MILE IN MY SHOES: EXPERIENCING DIVERSITY THROUGH STUDENT PERSPECTIVES
Heather Brown

This session occurs during two consecutive blocks. Participants must attend both the A and B sessions.

In order to create equitable educational experiences for all children, it is important to understand where our students are coming from as well as to unearth our own biases and misconceptions. Once we face these, we can begin to interrupt inequities in our classrooms and be the "warm demanders" that our students need us to be: teachers who, as Lisa Delpit explains, "expect a great

deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment." Through a low-stakes simulation called "C'est La Vie: A Game of Social Life," we will experience how the interplay of our students' identities (intersectionality) causes different forms of discrimination to overlap and ultimately negatively impact their experiences in school and in the larger community. After the simulation, we will reflect on how we as educators can disrupt oppressive systems that keep our students from accessing the opportunities they deserve.

A2. GETTING STUDENT VOICE TO FLOURISH IN ARGUMENTATIVE WRITING *Anthony Marando*

So often when writing arguments with students we move through the pre-writing stages too quickly. Because of this pace, students' ideas do not develop enough, and they often produce a piece of writing that is missing a crucial element: their voice! We are so focused on organization or a formula that we sometimes forget about the unique people we have sitting in our classroom. They are brimming with ideas, but they need to time to develop and refine them. Using the inquiry method we will explore how to further student voice in argumentative writing. We will move through the steps of inquiry by modeling different discussion models and active learning strategies until we end with a working thesis that includes voice and individual beliefs.

A3. WHAT DOES IT MEAN TO BE AMERICAN? A DISCUSSION OF THE FILM *AMERICAN CREED**Bruce Penniman and Floris Wilma Ortiz*

In the PBS film *American Creed*, former Secretary of State Condoleezza Rice and Pulitzer Prize-winning historian David M. Kennedy come together from different backgrounds, life experiences, and points of view to explore the idea of a unifying American creed. Their inquiry frames the stories of a range of citizen-activists striving to realize their own visions of America's promise across deep divides. This session will include a partial screening of the film, a review of the rich resources for student writing and discussion that the National Writing Project has developed, and an exploration of the participants' own stories and relationships with ideas about American identity and mythology examined in the film. Potential classroom and community applications will also be considered.

A4. TAKING THE WRITE STEPS: STRATEGIES FOR INTEGRATING WRITING INTO THE READING CLASSROOM *Nicole Godard*

For years, the English Language Arts curriculum has been built around whole-class novels and whole-class reading instruction. The standardized tests that we give our students focus overwhelmingly on assessing reading skills and, as a result, opportunities for writing instruction and authentic writing tasks have fallen by the wayside. Many English teachers recognize the deficit in their classes, but cannot easily reconstruct their curricula to make room for writing. In this workshop, participants will practice a variety of writing tasks, procedures, and activities that integrate seamlessly into reading instruction. Using Penny Kittle and Kelly Gallagher's writer's notebook model, as well as tasks such as passage studies and meta-moments, participants will practice strategies that they can take home and immediately implement into their classrooms.

A5. WRITING OFF THE PAGE: ENHANCING LITERACY THROUGH ARTS INTEGRATION*Jenn Murphy*

Are you curious about arts integration but uncertain how to implement it in your classroom? In this workshop, we will consider how arts integration provides students with opportunities to access curriculum through different modalities and how it supports many different learning styles. Participants will explore their own creativity by engaging in arts-inspired activities. Participants will learn creative teaching strategies and reflect upon how they can be applied to their particular grade levels or content areas.

Refreshment Break (10:00-10:15)**B Sessions (10:15-11:45)****B1. WALK A MILE IN MY SHOES: EXPERIENCING DIVERSITY THROUGH STUDENT PERSPECTIVES***Heather Brown*

Continued from Session A1. This is one continuous workshop; participants must attend both sessions.

B2. CREDOS: WRITING FROM STRONG BELIEF*Jonathan Weil*

This workshop is based on a "credo" project that was inspired by NPR's "This I Believe" series. Because credos demand that writers start with a deeply held belief, the students are more immediately motivated. Credos demand both honesty and a sense of craft, so they're a great way for students to develop their own voices and try new writing techniques. It's an empowering project that values the individual student voice and also casts the classroom as a safe and collaborative space in which to be heard. In this workshop, participants will learn about the rationale and origins of the project, hear specifics about the assignment, experience some of the process first-hand, receive samples of student work, and discuss how to adapt the project for their classrooms.

B3. HOW WRITER'S NOTEBOOKS CAN HELP STUDENTS WRITE MORE OFTEN WITH INCREASED STAMINA *Michelle Bartman*

This workshop will focus on writer's notebooks, something educator guru Penny Kittle uses in her classroom. Teachers will see student and teacher examples of a writer's notebook, and they will learn different prompts to help encourage students to write in a low-stakes, informal way. The workshop will also show teachers how to use these low-stakes tasks as a jumping off point for students to write longer, more formal pieces. Some interactive elements include participation in low-stakes writing. Teachers will spend time thinking and writing about themselves in terms of various prompts and will leave this workshop with a toolkit of writing prompts they can implement in their own classrooms.

B4. HOW TO BUILD STUDENT ENGAGEMENT FOR ASSIGNED READING *Nikki Grossfeld*

In this workshop, informational data and resources will be presented via a projected slideshow. A variety of activities will be proposed as ways to build student engagement for assigned whole-class novels, and as a group we will even practice a couple of them. Surveys will be demonstrated with instant data production, and engagement will be heightened surrounding assigned literary practices.

B5. CONVERSATIONS FROM THE DIGITAL MARGINS *Kevin Hodgson*

Interacting meaningfully with digital texts and media requires more than just passive reading skills. It requires active participation. An ongoing civic engagement initiative through the National Writing Project entitled "Marginal Syllabus" invites educators and their students to engage in conversations in the "margins" of digital texts through a free tool called Hypothesis, which allows for annotation conversations to unfold at the sides of texts. This session will explore some of the texts and discussions from "Marginal Syllabus" as well as the use of various emerging technology tools to encourage positive online dialogue. Along with Hypothesis for text, we will explore possibilities such as NowComment and ThingLink for image, Vialogues for video annotation, and old-fashioned sticky notes.

**Luncheon and Keynote Address at UMass
Campus Center (11:45-1:30)**

C Sessions (1:30-3:00)**C1. THROUGH THE LOOKING GLASS: USING CRITICAL LENSES TO EXAMINE PERSPECTIVES IN LITERATURE** *Anne Marie Osheyack*

Participants will get an overview of critical lenses used in my classes - Marxism, post-colonial theory, feminism, and psychoanalysis - using Deborah Appleman's text as a guide. We will practice looking at clips and reading short texts to use the lenses to discuss literature. I will also bring along student work from various points in the unit and allow educators time to think about how they might bring one or more lenses into their classrooms this year, and which texts might work well with them.

C2. TEACHERS WHO WRITE ARE THE BEST TEACHERS OF WRITING! *Samantha Briggs*

Take a break in the day to indulge in your own writing, just for you. After some low-key, creative warm-ups, we will reflect on our current writing projects and/or list our hopes and dreams for future projects or pieces. You will have time to start something new, continue something you're in the midst of, or just keep playing/experimenting with prompts. At the end there will be time for optional sharing and feedback.

C3. PLACE-BASED EXPLORATION: WRITE OUT *Kevin Hodgson, Harriet Kulig, Emilia Grimaldi, Julia Devine*

A national summer initiative called "Write Out" invited educators from across the United States to venture into open spaces, historic sites, and parks to think about how to inspire students to be inspired with place-based writing. The Write Out project is part of an ongoing partnership between the National Writing Project and the National Park Service. Locally, WMWP has forged connections with the historic Springfield Armory - an NPS site with a focus on innovation, engineering, and primary source history - through projects with Springfield schools. This session will explore the possibilities of place-based writing (be prepared to leave the building!), the Write Out project, and ways you might connect your students and professional learning to the Springfield Armory and other historic and natural spaces close to school and home.

C4. SUMMER LEADERSHIP INSTITUTE REUNION**C5. C3WP INSTITUTE REUNION** (*ending at 4 p.m.*)

These reunion meetings are working sessions reserved for participants in the institutes.

**Best Practices Keynote: Kelly Norris, author of *Too White: A Journey into the Racial Divide***

Kelly Norris is a teacher, mother, writer, and activist living in Amherst, Massachusetts. Several of her essays dealing with anti-racism in the classroom have appeared in anthologies and online journals. As a Teacher-Consultant with the National Writing Project, she has presented workshops for fellow educators on topics such as teaching for social justice, using hip-hop in the classroom, and addressing privilege with privileged groups. Kelly holds an MFA in Creative Nonfiction from Lesley University and is working on a second book, *Teaching To Kill a Mockingbird: A Social Justice Lens for the 21st Century*. She can be found online at kellynorrisbooks.com.

WMWP Fall/Winter Planner

College, Career & Community Writers Program

Thursdays, beginning September 20, 4:15-6:45 p.m.
West Springfield High School

One of three new WMWP leadership institutes, this well-researched National Writing Project program focuses on the teaching of argument in grades 6-12. Participants will engage in readings, discussions of strategies, writing their own argument pieces, teaching mini-units, and studying student work. **Registration fee: \$500.** 90 PDPs or 4 credits available.

WMWP Executive Board Meetings

Thursday, September 27, 4:15-6:15 p.m.
Five Colleges, Inc., 97 Spring Street, Amherst
Executive Board meetings are open to all WMWP teacher-consultants. Come and participate in discussions about inquiry topics and planning sessions for WMWP programs! Please let us know you are coming by e-mail to wmwp@english.umass.edu. Winter and spring meetings are tentatively scheduled for January 17 and May 21, locations TBA.

Civics Literacy Leadership Institute

Tuesdays, beginning October 2, 4:15-6:45 p.m.
Collaborative for Education Services, Northampton
The second of three new WMWP leadership institutes, this PK-12 program reflects the Massachusetts history framework's focus on civic engagement. Participants will practice strategies to teach civics, create model lessons, engage in action research, and present professional development workshops. **Registration fee: \$500.** 90 PDPs or 4 credits available.

Best Practices in the Teaching of Writing: *Instruments in a Common Band: Voice, Identity, and Respectful Dialogue*

Saturday, October 13, 8:30 a.m.-3 p.m.
South College, UMass Amherst
WMWP's annual fall conference features three rounds of concurrent sessions, plus a luncheon, awards, and a keynote speech by WMWP teacher-consultant Kelly Norris, author of the just-published memoir *Too White: A Journey into the Racial Divide*. **Registration fee: \$60 including luncheon** (\$30 for full-time undergraduate students). Register at www.umass.edu/wmwp. 12 PDPs or 1 credit available with extension option. (See full conference details on pp. 1-3.)

Science Literacy Leadership Institute

Mondays, beginning October 22, 4:15-6:45 p.m.
Ludlow High School

The third of three new WMWP leadership institutes, this PK-12 program reflects the Massachusetts science, technology, and engineering framework's emphasis on scientific reasoning. Participants will practice strategies to teach science literacy, create model science lessons, engage in action research, and design and present professional development workshops. **Registration fee: \$500.** 90 PDPs or 4 credits available.

Effective Collaborative Coaching & Mentoring

Saturdays, Oct. 20, Nov. 17, Jan. 12, 10 a.m.-3:30 p.m.
Location TBD

This course will enhance the work of mentors and coaches by deepening their knowledge of adult learning and connecting them with important resources to help them develop strategies. Participants will conduct independent research, develop a personal philosophy of collaborative coaching, and refine their current practice while engaging with colleagues and sharing resources. **Registration fee: \$250** (\$200 in district team of three or more). 22.5 PDPs or 1 credit available. To register, e-mail WMWP PD Coordinator at wmwppd@english.umass.edu.

Exploring with a Lens on Local History: Historical Artifacts and Innovative Practice

Thursdays, Nov. 29, Dec. 13, Jan. 17 and 31, 4-7 p.m.
Springfield Armory National Historic Site
This course will provide K-12 educators opportunities to immerse themselves in the extensive primary source materials at the Springfield Armory with the goal of designing lessons that engage students in multiple disciplines, including the "STEAM" subjects as well as social studies and ELA. Lesson-design projects will integrate standards from the new history framework. **Registration fee: \$25.** 22.5 PDPs or 1 credit available. Register at www.umass.edu/wmwp.

Writing & the Teaching of Writing

Saturdays, monthly, Jan. 12 to June 1, 9:30 a.m.-2 p.m.
South College, UMass Amherst
This course, which includes theoretical and practical approaches to literacy learning and writing pedagogy, is a core requirement for the WMWP Certificate in the Teaching of Writing. More details available soon.