



INVITATIONAL SUMMER INSTITUTES

Teachers with at least three years of experience and an endorsement from an administrator or PAWLP Fellow may apply to one of three Institutes this summer. All three Institutes meet four days per week for four weeks from June 27 - July 21.

Writing Institutes will run at West Chester University's Graduate Business Center (GBC) and at the Bucks County IU in Doylestown. An Institute in Reading and Literature will also meet at the GBC.

Institutes allow experienced teachers time to gain valuable knowledge and skills, to reflect on what they learn, and to initiate positive changes in their classroom practices that directly benefit their students.



Participants work with two co-directors who have extensive elementary and secondary teaching experience.

Meg Hayes, a participant in the 2010 Writing Institute, summed up her experience this way:

The most important thing about the PAWLP Summer Institute is the community.

The shared ideas, the shared writing.

The shared struggles and the shared successes.

This community gives us the power to take risks.

It allows us to move forward at our own pace.

It provides us with a network of support.

It is what I will miss the most.

The most important thing about the PAWLP Summer Institute is the community.

For more information and an application packet please call the office at 610-436-2202 or e-mail Sally Malarney at smalarney@wcupa.edu.

Two outstanding authors to Keynote PAWLP Spring Literacy Conferences

On April 2, **Donalyn Miller**, author of *The Book Whisperer*, will present a keynote address at West Chester University's Graduate Business Center entitled "Learning from Lifelong Readers." She will also conduct two workshops, "Rethinking Whole Class Books" and "Creating a Classroom Where Readers Flourish." This conference will also feature exciting research by PAWLP Fellows.



Donalyn Miller

Katie Wood Ray will keynote the April 30th Spring Conference at Central Bucks South High School with an address on "Understanding the Craft of Writing." She will also conduct workshops on planning units of study in the writing workshop. Other breakout sessions with PAWLP Fellows will also be available to participants.



Katie Wood Ray

For details on both events see page 4 or visit our website at www.pawlp.org.

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FROM THE DIRECTOR ANDREA FISHMAN

Losing, Sharing, and Gaining More Control of Our Teaching

At our recent Bucks PAWLP Day, I had the pleasure of seeing Jeff Anderson present. As we experienced his wonderful strategies for teaching style and conventions, I wondered why anyone would *not* want to teach those domains exactly as Jeff suggested. Distracted initially by that question, I was even more distracted by an intriguing possible answer: “The tricky part of this kind of teaching,” I wrote in my notebook, “is the seeming loss of control.” We can’t predict exactly what will happen when we open our classrooms -and ourselves - to best-practice experiences. And that’s just plain scary.

Jeff called many of his strategies “invitations.” Invitation to notice. Invitation to imitate. Invitation to celebrate. But what if teachers offer these invitations and students decline them? Or what if students accept the invitation to notice, for example, but notice things their teacher doesn’t see, or isn’t prepared for, or even doesn’t like? It is surely safer to teach from a handbook, worksheet, or program. A good teacher’s manual supplies not only what teachers should say, but how students will reply and teachers should respond. That kind of Initiation-Reply-Evaluation teaching has a long history and certainly seems more efficient - and secure - than the kinds of open-ended experiences we had with Jeff. And it might seem particularly well-suited for what seem to be right-answer subjects like style and conventions.

I want to suggest here, however, that right-answer-oriented teaching may

seem efficient and secure, but in the words of a favorite truism, it *teaches easy, learns hard*. In other words, those I-R-E lessons are easy to plan. They just aren’t easy to learn from. In fact, I suspect everyone reading this column has tried to teach parts of speech, complex sentences, or parallel structure that way without the results s/he hoped for. I would suggest that’s because the tighter any of us holds on to a plan, the less our students can participate in and learn from that plan. While the more we’re willing to let go, the more there is for them -and then for us - to grab hold of.

But how do we deal with the fear of letting go, of perhaps being seen as not in control of our lessons? First and foremost, trust yourself. I know many teachers worry that they don’t know what their students will say to an open-ended question, but anyone who has been teaching for more than a year or two does know some of what they will say. This year’s fourth or eighth or eleventh or any other graders are not all that different from last year’s (or the year before). So you can predict some of what you will get in response to an invitation to notice the stylistic features of *Scaredy Squirrel* or *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, or *I Know Why the Caged Bird Sings*. Besides, you’ll only choose texts with evident features, so even with a grade you’ve never taught before, students can’t go too far wrong. And when they do point out something you hadn’t noticed, you can say, “That’s great!” because now they are teaching you. The lesson has become reciprocal, giving everyone more ownership.

“But you can’t plan for what you’ll get,” some teachers worry. And that’s true. You can’t plan for every single thing students will say. But that’s

always true. The teachers’ manuals don’t tell us what to do when something they haven’t predicted occurs - and it almost always does. Best-practice writing lessons are not a roadmap. They’re the journey itself. You decide where the class is going. You know the main roads you will take. What you don’t know are all the sights you will see along the way or the detours that might be necessary -or just so appealing - that you have to take them. And when a student says something seemingly outrageous, you can always respond, “Tell me more about that,” creating the opportunity for reflection on both the student’s part and your own. Teaching and learning aren’t robotic; they’re organic, with all the human qualities that implies. Let students breathe. And let yourself breathe, too.

Am I recommending that we all just wing it? Of course not. Not only do we have to choose our mentor texts and scaffold our lessons with great care, but we should try them ourselves. What do you notice when you read a text? What happens when you try to imitate a particular author’s sentence? Can you actually follow your own directions exactly as they’re written? If you’re too close to a particular forest, let a trusted colleague - or a child or a partner - try to do what you’re asking. They’ll point out the trees you missed.

And finally, trust your students. Ask them real questions, questions to which you don’t have all the answers. Create lessons that are shared inquiry, instead of shared anxiety. You won’t lose control by sharing it. You - and your students - will have more control than ever. And everyone will learn more in the process.



Spring Courses

Strategies for Teaching Writing, 4 - 12

PWP 503-01

Location: PAWLP Classroom, WCU

Dates: Wednesdays, January 19 - May 4

Time: 4:15 - 7:00 p.m.

Coordinators: Diane Dougherty/Linda Kerschner

Do you want to learn new, fresh, practical strategies for teaching writing? In this course you will participate in writing activities, explore your own writing style, and share strategies for writing instruction with your peers. You will experience community building, pre-writing techniques, drafting, revising, editing, and publishing activities which you can take directly into your classroom for your students to experience. You will also work with a response group to polish your writing and to take on the role of student as writer-teacher. Addressing the PSSA rubric continues throughout the course as it relates to activities.

Creating Author and Genre Studies, K - 12

PWP 599-02

Location: PAWLP Classroom, WCU

Dates: Two weekends, March 18 - 20 + April 1 - 3

Time: Fridays, 6:00—9:00 p.m.

Saturdays/Sundays, 8:00 a.m.—4:30 p.m.

Coordinators: Lynne Dorfman/Diane Dougherty

Research proves that students who read a wide variety of texts and read a great many of those texts become better, more engaged, and more focused readers.

This course provides:

- Opportunities to investigate authors/genres appropriate to individual grade-level groups and content areas
- Vehicles to search for books and authors for your students
- Activities to help students examine an author's craft
- Discussion and investigation of the aspects of reader response
- Examples of appropriate assessment and accountability
- Connections to Common Core Standards

This course includes the Spring Conference with Donalyn Miller on April 2

Units of Study in the Writing Workshop, 2 - 8

PWP 599-01

Location: Bucks County IU, Doylestown

Dates: Tuesdays—March 1, 8, 15, 22, 29,

April 5, 12, 26

Saturday/Sunday April 30 + May 1

Time: Tuesdays 5:00—8:00 p.m.

Saturday/Sunday 8:00 a.m.—4:30 p.m.

plus 5 independent hours

Coordinator: Angela Watters

Experience a units-of-study approach by becoming actively involved in expanding curricular possibilities and asking big questions about writing. In this course, you will gain practical know-how to fill your writing curriculum with rigor and challenge. Build confidence to engage in authentic study with your students, motivating them to produce high-quality, authentic writing pieces and grow as writers. Learn how to incorporate a units-of-study approach using the following components:

- Best practices for teaching writing
- The rights of every student writer
- The writing process
- Components of the writing workshop
- The writer's notebook
- The architecture of a mini-lesson
- Authoring your own unit of study

This course includes the Spring Conference with Katie Wood Ray on April 30

Literacy in Bloom: Botanical Inspirations for Reading, Writing, and Learning, K - 12

PWP 510-01

Location: Longwood Gardens, Kennett Square

Dates: Five Saturdays: January 8 and 22, February 12,

March 12, April 9 (snow/make-up dates 2/5 + 3/5)

Times: 8:30 a.m. - 4:00 p.m.

Coordinator: Patty Koller

Spend five Saturdays at beautiful Longwood Gardens. Engage in literacy activities inspired by the natural surroundings, participate in behind-the-scenes tours by Longwood Gardens professional staff, research a topic of personal interest, and collaborate with other teachers to create nature-inspired learning experiences for your students.

Spring Literacy Conferences

Learning from Lifelong Readers

Keynote and two breakout sessions presented by

Donalyn Miller

Author of *The Book Whisperer*,
Awakening the Inner Reader in Every Child

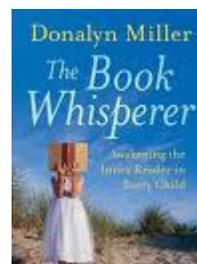
April 2, 2011

8:00 a.m. - 12:30 p.m.

West Chester University's Graduate Business Center

General Public \$50/PAWLP Fellows \$25

(add \$20 to have WCU record Act 48 hours)



Wondrous Words for Your Readers and Writers

Keynote Speaker:

Katie Wood Ray

April 30, 2011

8:00 a.m. - 3:00 p.m.

Two Keynotes by Katie Wood Ray

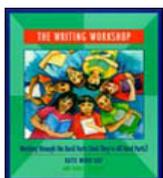
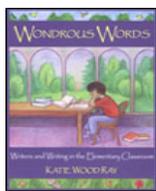
plus two breakout sessions presented by Katie Wood Ray and PAWLP Fellows

Central Bucks South High School, Warrington

General Public \$100/PAWLP Fellows \$80 for payment received by April 8

On-site registrations: General Public \$115/Fellows \$95

(add \$20 to have WCU record Act 48 hours)



Register on-line at www.pawlp.org (Coming Events)

e-mail smalarney@wcupa.edu

or call 610-436-2202 for more information.

Register 3 or more participants from the same district at the same time and get a \$10 discount per teacher!

Attention: Chester County teachers

Watch for information about PAWLP's third annual e-poetry contest for students K - 12. Information will be distributed to Chester County schools and posted on the PAWLP website in mid-January, with entries due by March 19, 2011.

Invitational Summer Institutes

- Join other experienced teachers to examine your classroom practice, study the latest research about teaching, and develop your teaching skills
- Become better prepared for teaching in your own classroom and for teaching other teachers
- Learn to engage students in a reading and writing life
- Find the antidote to teacher burnout
- Discover what happens after “THE END”

Writing Institute

- Write in diverse genres and modes in writing workshop
- Breathe life into tired writing by participating in an energetic community of writers
- Read current professional literature on the teaching of writing
- Experience strategies that work with all students, K - 12
- Explore an issue central to your teaching
- Create a professional presentation on a writing activity of your choice

Two locations to choose from!

WCU Graduate Business Center

Bucks County IU

“NWP Summer Institutes provide the space and time for teachers of all grade levels and disciplines to reinvigorate their teaching and enhance their knowledge of theory, research, and practice to help students become better writers and learners.”

- Sharon Washington, NWP Executive Director

Reading and Literature Institute

- Read diverse kinds and genres of literature as a community of readers
- Experience literature circles, grade level groups, and whole class formats
- Read current professional literature on the teaching of reading, literature, and literacy, with opportunities to pursue topics of individual interest
- Experience reading and teaching strategies appropriate for all students across the curriculum
- Create a professional presentation on a reading activity of your choice

Meets at the WCU Graduate Business Center

Institutes run four days per week for four weeks

June 27 - July 21, (no class July 4)

8:00 a.m. - 3:00 p.m.

Participants become teacher-consultants of the National Writing Project and join a large local and national professional development network.

Stipends from the National Writing Project help reduce tuition and fees for the six-credit Institute.

Please call 610-436-2202

or e-mail Sally Malarney at smalarney@wcupa.edu for an application packet. Enrollment is limited. Applications are accepted on a rolling admission basis.

Summer Schedule

Invitational Summer Institutes

Writing Institute

Two locations!

Graduate Business Center, WCU
Bucks County IU, Doylestown

Six graduate credits
June 27 - July 21
8:00 a.m. - 3:00 p.m.
Four days/week (no class July 4)

Reading and Literature Institute

Graduate Business Center,
WCU

Please call 610-436-2202 or e-mail smalarney@wcupa.edu for an application packet.

Courses

At WCU Graduate Business Center

Manage a Writing/Reading Classroom, K - 8	June 27 - July 1
Growing Readers, K - 5	June 22, 23, 24, 27, 28
Teacher as Writer, K - 12	June 29, 30, July 1, 5, 6
Popular Mechanics, 4 - 12	July 11 - 15
Reading and Writing to Learn Math, 4 - 12	July 11 - 15
Strategies for Teaching Writing, 4 - 12	July 18 - 22
Nonfiction in the Writing/Reading Classroom, K - 8	July 18 - 22
Writing and Children's Literature:	
Creating Successful Writers with Mentor Texts, K - 8	July 25 - 29
Strategies for Reading, Writing, and Teaching Poetry, 3 - 12 (1 credit)	August 3 - 4

Bucks County IU, Doylestown

Mentor Texts, K - 8 (1 credit)	dates TBD
Writing Essentials, 1 - 8	July 11 - 15
Moving the Writing Workshop into the 21st Century:	
Integrating Technology and Language Arts, 3 - 8	July 18 - 22
Comprehension Connections, 2 - 8	August 8 - 12

At Longwood Gardens, Kennett Square

Literacy in Bloom: Botanical Inspirations for

Reading, Writing, and Learning, K - 12 July 18 - 22

with mandatory meeting June 7, 5:00 - 7:30 p.m.

At the James A. Michener Art Museum, Doylestown

Visualizing Words and Worlds: Writing, Literature, and Art, K - 12 July 25 - 29

The Summer Institutes and most 3-credit courses apply toward the WCU Master's Degree in Writing, Teaching, and Criticism.

For course descriptions and registration information visit our website at www.pawlp.org e-mail Sally Malarney at smalarney@wcupa.edu or call 610-436-2202.



Two one-credit courses will be offered on-site in the Hempfield School District this summer.

Contact the PAWLP Office to find out how to bring a course to your district.

Second Saturdays For PAWLP Fellows

You are Invited...



The 30th anniversary celebration luncheon in the fall reminded us of our Summer Institute experiences. All of us agree that at some level, our participation in the Summer Institute was life changing. We may not be able to replicate that level of commitment in our day-to-day learning lives, but we'd like to give all of our Fellows the vehicle for reviving and refreshing our own professional development. To that end we propose instituting "Second Saturdays," a series of opportunities to re-connect with your Project.

At 9 a.m. on the second Saturday in January and each second Saturday thereafter through June, we will be opening the office at 210 Rosedale Avenue to provide space for group meetings that can take one of several formats.

Writing Group(s) - Write and share your writing. Members of this group

may decide to take turns as leaders, providing writing prompts or activities or facilitating writing protocols. Often, we say we don't have time to write but that we would write if we had time. Keep one Saturday a month for yourself as a writer. Practice and hone your skills, respond to the writing of others, and receive feedback on your work in progress. This is an ideal way to set and meet deadlines and to find your niche as a writer. Think of how this experience will enhance your classroom practice. Think of what you might be able to share with your own students.

Study Group -Is there a classroom issue that you would like to discuss with other teachers? Standardized testing, anyone? Flexible grouping? Protocols for discussing student work? Responding to student work? Effective mini lessons for reading and/or writing workshop? This group would likely begin as a discussion group but

would probably evolve over time as its members implement and share classroom practices. Group leadership would be flexible as in the writing group mentioned above.

Professional Book Club-So much good professional literature is published every year. It's impossible to keep up with it all. Here is an opportunity to read a new professional book and discuss its implications and applications with other teachers on your grade and/or subject level. Book choice would be made by the participants who would also set schedules for reading.

All of the above groups will be flexible. You may decide to switch from the Writing group to the professional book club group over the course of the year. The important thing, we believe, is to keep our Project friendships strong and to keep our professional hats ready-to-wear. Make it a point to mark the Second Saturdays from January to June as your time for renewal. Looking forward to seeing many old friends and new ones.

- Diane Dougherty
Co-Director for Continuity

KUDOS

PAWLP Director Andrea Fishman and Associate Director Mary Buckelew had their book, *Reaching and Teaching Diverse Populations: Strategies for Moving Beyond Stereotypes*, published by Sage Publications, Inc. in October, 2010.

Cecelia Evans, '81 WC Writing, was honored as the outstanding graduate of the School of Education by the Black Alumni Association of the University of Pennsylvania at their 2010 Living Legends Reception on October 3rd. Cecelia earned both her MS in 1976 and her EdD in 1985

YW/YR Teacher Applications Summer, 2011

Applications for teaching in the summer Youth program will be mailed to all PAWLP Fellows in late December.

Summer Youth classes run during the month of July. The exact dates for each site will be posted on the PAWLP website in early January.

If you are interested in teaching Young Writers/Young Readers and do not receive an application form, please contact Toni Kershaw at 610-436-3089 or tkershaw@wcupa.edu.



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and
Reading
Brighten
Your
Mind

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The Pennsylvania Writing and Literature Project *Newsletter* is published several times a year by and for those affiliated with the Project. Submissions are always welcome and can be mailed to the Pennsylvania Writing and Literature Project, West Chester University, West Chester, PA, 19383.

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