

## **Greater Houston Area Writing Project**

### **New-Teacher Summer Institute**

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#### **What is the program design?**

A two-week new-teacher summer institute has been developed as an extended writing workshop during which new teachers learn by experiencing strategies for effective instruction in writing. It is scheduled to coincide with the summer invitational institute to take advantage of some of the exciting features and events at the invitational. The new-teacher institute is open to teachers who have one to three years' experience in the classroom or are new to teaching language arts.

#### **How is it implemented?**

The day-to-day activities were planned to dovetail with the core reading, Katie Wood Ray's *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. Each day teachers are led through the writing process, starting with read-alouds and the use of the writer's notebook on the first day, and culminating with publishing two pieces in a group anthology.

Presentations to the new teachers are carefully thought through in terms of how they will enhance what the new teachers are currently reading or doing. The agenda for the institute reflects what the new teachers state they need—a model for implementing an effective writing classroom.

As chapters in Wood Ray's book are read, a variety of strategies are utilized to interact with the reading. "Open spaces" are intentionally built into the agenda to provide places for dynamic response to the new teachers' needs. Since the participants all receive a copy of the agenda in advance, it serves as a guide for the institute in addition to providing a model to new teachers for planning and implementing the writing workshop model in their own classrooms.

Finally, the agenda/schedule serves as a planning tool for the facilitators. As the agenda has evolved over the three years of our institute, we have been able to review and reflect on what we did before, and continue to enhance and fine-tune our plans for future new-teacher summer institutes.

#### **What is the design rationale?**

The new-teacher summer institute was conceptualized to take advantage of the time when new teachers would be unburdened by the school year agenda and district induction requirements. Indeed, by attending the new-teacher summer institute, new teachers are able to receive credit toward these requirements, and the summer institute is an attractive offering. It is scheduled to coincide with the summer invitational institute to take advantage of guest speakers and special events.

Experiencing the writing workshop daily as their students would, new teachers come to understand the role of writing teacher from the inside out. The agenda for the new-teacher

summer institute is an organizational tool that helps move new teachers through the writing process and make them more confident writers and teachers of writing.

Additionally, the institute has become a platform to recruit new teachers to other workshops offered by the site, in particular the summer invitational, where they will encounter similar agendas.

**New-Teacher Institute Agenda - July 17 - July 27, 2006**  
**Sponsored by the Greater Houston Area Writing Project (GHWAP)**

	Monday, July 17	Tuesday, July 18	Wednesday, July 19	Thursday, July 20	Friday, July 21
9:00—10:30	<b>Introductions and Reflections</b> -Read Aloud and Journaling- Break	<b>Writing and Sharing</b> Nature Walk & Writing -Read Aloud and Journaling- Break	<b>Writing and Sharing</b> --“ <i>Save the Last Word</i> ” Protocol (Ch. 8) -Chapter 2 & 3 Presentation -Read Aloud and Journaling- Break	<b>Writing and Sharing</b> -Reader of the Day- Reading Response Groups: Written Conversations	<b>10:00 Museum of Fine Arts Tour and Writing Marathon (Writing and the Arts)</b>
10:30—11:45	<b>Getting to Know You—A Community of Readers and Writers:</b> “Me Book”	<b>Jigsaw Assignments Protocols for Problem Solving</b> “Critical Incidents”	<b>Helena Goense</b> “Multi-genre Writing with <i>Helen Keller and Angelina Jolie</i> ”	Group Presentations	
11:45—12:45	<b>Poetry Alive</b> Bring your lunch or buy a sandwich at Quiznos	Lunch: On Your Own	Lunch: On Your Own	Lunch: On Your Own	<b>Lunch:</b> Café Express at the museum or bring your own
12:45—2:30	<b>Poetry Alive: Performing poetry in the classroom</b>	--Reader of the Day-- <b>Reading Workshop and the Reading-Writing Connection:</b> Mary: <i>Readers’ Tea Party</i>	--Reader of the Day-- <b>Writing Workshop: Multi-Genre Writing</b>	--Reader of the Day-- <b>Natasha Bondar</b> <i>Grammar in the Writing Workshop</i>	Museum Resources for Teachers
2:30—3:00	--Reflections and Wrap-ups--	--Reflections and Wrap-ups--	--Reflections and Wrap-ups--	Group Presentations	
Nightly Readings and Reflections	<b>Read Ch. 1 &amp; 2 (Katie Wood Ray)— Respond to reading in notebook.</b>	<b>Read Ch. 9 Respond to reading in notebook.</b>	<b>** Prepare for Presentations</b> <b>**Work on multi-genre writing</b>	<b>** Prepare for Presentations</b> <b>**Work on multi-genre writing</b>	<b>Work on Writing</b>

	Monday, July 24	Tuesday, July 25	Wednesday, July 26	Thursday, July 27
<b>9:00–10:30</b>	<b>Writing and Sharing</b> -Read Aloud and Journaling- Remaining Group Presentations	<b>Writing and Sharing</b> -Read Aloud and Journaling-	<b>Writing and Sharing</b> -Read Aloud and Journaling- Break	<b>Writing and Sharing</b> -Read Aloud and Journaling-
<b>10:30–11:45</b>	<b>The Writing Workshop– Making it work in my classroom</b>	<b>Writing Response Groups</b>	<b>Ideas for Assessment</b>	<i>Where Do We Go from Here?</i> <i>--Reflections and Wrap-ups--</i>
<b>11:45–12:45</b>	<b>Lunch: On Your Own</b>	<b>Lunch: On Your Own</b>	<b>Lunch: On Your Own</b>	<b>Lunch: Potluck</b>
<b>12:45–2:30</b>	<i>--Reader of the Day--</i> <b>Conferencing with Students</b>	<i>--Reader of the Day--</i> <b>Building Community</b>	<i>--Reader of the Day--</i> <b>Peer Response Groups</b>	<b>Naomi Shihab Nye: Poetry Workshop</b>
<b>2:30–3:00</b>	<i>--Reflections and Wrap-ups--</i>	<i>--Reflections and Wrap-ups--</i>		
<b>Nightly Readings and Reflections</b>		<b>Read Ch. 15 and 17; Respond to reading in notebook.</b>	<b>Write final copy of piece(s)</b>	<b>Keep in Touch! We want to know how your year is going.</b>