

## **MONOGRAPHS**

### **Continuity**

***The Continuity monograph set focuses on the practices that nurture ongoing professional development and provide a critical source for sustained leadership development at local sites.***

***The Challenge of Change: Growth Through Inquiry at the Western Massachusetts Writing Project***

Changing circumstances led the site to rethink its leadership structure and take an inquiry stance toward planning work and programs.

***Supporting On-Site Teacher-Consultants: New York City Writing Project's Community of Learners***

The New York City Writing Project's Friday meetings offer professional development to its on-site teacher-consultants in a safe, academically rigorous, and reflective professional community. The author traces the program's evolution in response to the changing educational environment.

***Continuity in the Rhode Island Writing Project: Keeping Teachers at the Center***

Developed to support teacher-consultants offering inservice work in schools, the Presenters' Collaborative Network has turned out to be one of the Rhode Island Writing Project's most effective continuity programs.

### ***Models of Inservice***

***Read about models of inservice from nine writing project sites, written by teachers and site leaders. The monographs are a great resource for developing programs at your site and are applicable across sites nationwide—whether veteran or new, urban or rural.***

***The Story of SCORE: The Mississippi Writing/Thinking Institute Takes on a Statewide Reading Initiative***

The story of a Mississippi statewide secondary reading inservice program developed, designed, and implemented for teachers of all subjects.

***On-Site Consulting: New York City Writing Project***

Authors describe their experiences with weekly on-site consulting in teaching writing at a middle school and with literacy-based school reform at a high school.

***The Johnston Area Writing Partnership***

Authors recount how they established and have maintained a district-based satellite writing project site an hour's distance from the NWP site.

***The Fledgling Years: Lessons from the First Four Years of the National Writing Project in Vermont***

The founders of a new writing project site chronicle their first five years, focusing on the development of school-based inservice work.

***The Professional Leadership Development Project***

Leaders at the Kennesaw Mountain Writing Project describe their flexible model for promoting teacher leadership within urban schools.

*The Saginaw Teacher Study Group Movement: From Pilot to District-wide Study Groups in Four Years*

A district-wide approach to teacher-led study groups results in significant changes in teacher practice and student learning as well as leadership development among teacher facilitators.

*Southside Elementary Writing Focus: Site-Based Leadership Reforms the Writing Curriculum*  
The story of an inquiry-centered approach to professional development designed and led by teachers that could be a model for any school.

*Oklahoma's Marshall Plan: Combining Professional Development and Summer Writing Camps*  
How writing project teacher-consultants and site-based teachers collaborated to plan professional development before, during, and after a summer writing camp.

*Statewide and District Professional Development in Standards: Addressing Teacher Equity*  
The authors present a model of standards-based professional development that draws on their experience in developing statewide standards in Michigan.

***Summer Institute Monographs***

***The invitational summer institute is at the core of NWP's model of "teachers teaching teachers." Read more about the intentional and complex design of NWP summer institutes and how they support teachers as professionals, as researchers, and as writers.***

***Developing Citizen-Teachers Through Performance Arts in the Summer Institute***

Nancy Mellin McCracken and Anthony Manna describe the journey they undertook integrating the arts into the summer institute.

***A Work in Progress***

Site leaders at the Southern Arizona Writing Project needed to increase their pool of summer institute applicants, so they created a plan to recruit early.

***Enabling Communities and Collaborative Responses***

Red Cedar Writing Project leaders noticed that responses to summer institute demonstrations lacked the energy that characterized other activities in the institute, so they created a new protocol for responding.

## **OTHER ARTICLES AND RESOURCES**

### ***Inservice - School-Year Programs***

***Writing project sites employ a variety of forms of professional development, among them workshops, coaching and mentoring, model lessons, and study groups. These programs are designed by the site to meet the needs of the schools and are led by teacher-consultants. Explore the resources below for examples of these programs.***

#### ***Featured Resources***

##### ***Viva la Revolución: Transforming Teaching and Assessing Student Writing through Collaborative Inquiry***

Molly Fanning and Brigit Schmidt write about how they took action after their summer institute at the Capital District Writing Project to change their classrooms and the way professional development looks at their middle school. In addition to excellent teaching practices, this article explores the intricate links of support provided by a local writing project site to individual teacher consultants as they lead their colleagues in new ways of thinking.

##### ***Study Groups Build Community in Vermont Site's Inservice Offerings***

The National Writing Project in Vermont is harnessing the power of teacher study groups as an important model for teacher-consultant-led professional development in schools—and learning much from the process.

##### ***Integrating Writing Project Practices into a Mandated Program***

Required to implement a mandated program in their schools, San Diego teacher-consultants launched an inquiry group that developed ways to use the mandated materials as a venue for creative approaches based on writing project principles.

##### ***Literacy Coaches Explore Their Work Through Vignettes***

What is the work of a literacy coach? During a weekend retreat funded by an Urban Sites Network mini grant, twelve UCLA Writing Project teacher-consultants serving as literacy coaches explored this question.

### ***Inservice - Partnerships***

***An NWP site often establishes partnerships with schools, school districts, or county offices as part of its inservice work. A partnership is a formal collaboration between a writing project site and a school or district with the intent to offer a variety of learning opportunities, often over a number of years. It includes shared goal-setting, planning, and reflection/assessment.***

***The following resources include descriptions of partnerships designed by a sampling of NWP sites.***

##### ***On-Site Consulting: New York City WP***

Nancy Mintz and Alan L. Stein, teacher-consultants from the New York City Writing Project,

describe their experiences with weekly on-site consulting in teaching writing at a middle school and with literacy-based school reform at a high school. Introduction by Marcie Wolfe.

#### *The Saginaw Teacher Study Group Movement: From Pilot to Districtwide Study Groups in Four Years*

Mary Weaver and Mary Calliari, teacher-consultants at the Saginaw Bay Writing Project in Michigan, describe a district wide approach to teacher-led study groups that resulted in significant changes in teacher practice and student learning as well as leadership development among teacher facilitators.

*Southside Elementary Writing Focus: Site-Based Leadership Reforms the Writing Curriculum*  
Nancy Remington and Robert McGinty from the Great Basin Writing Project in Nevada describe a long-term school partnership that gave teachers at Southside Elementary the opportunity to redesign curriculum and reshape the writing culture of their school.

#### *Johnston Area Writing Partnership*

Patsy Butler, Sandra O'Berry, and Ruie J. Pritchard recount how they established and have maintained a district-based satellite writing project site an hour's distance from the NWP parent site.

#### *Inservice - Open Programs*

*In contrast with invitational summer institutes and school- or district-specific partnerships, an open program is any type of writing project inservice that is "open" to interested individual teachers in the service area. Open programs vary in length and format, including one- or two-week summer short courses, weekend events, and school-year courses, and they often focus on specific issues related to the teaching of writing. Participants in open programs may make excellent prospects for the invitational summer institute, and many sites develop plans to recruit participants into more involvement with the site. The following resources provide a sampling of open-program designs.*

- \* Vermont Writing Project Saturday Specials 2006-07
- \* San Diego Area Writing Project's Open Programs (PDF)
- \* Bay Area Writing Project's Summer Workshops for Teachers

#### **Summer Institute**

##### *Ten Readings That Make a Difference*

Compiled by Scott Peterson, Third Coast Writing Project (MI), for a 2008 Annual Meeting workshop entitled The Invitational Summer Institute: Preparing Teacher-Consultants for Learning and Leading, this collection of readings can be used by a summer institute planning team or site leadership team to help plan the different stages of a site's summer institute.

##### *Resources for Selecting Readings and Research for the Summer Institute*

This resource outlines some of the criteria for selecting summer institute readings and describes bibliographies that include readings that address the social issues affecting a local site's communities.

*Project Outreach at the Connecticut Writing Project-Fairfield: Change the Readings, Change the Site*

Connecticut Writing Project-Fairfield asked itself whether its philosophy and methods made clear, practical sense to teachers of urban students in its service area. In response to the question, the site changed its summer institute readings to explicitly introduce topics of race, culture, and language.

*Reading in the Summer Institute: How, Why, and What*

Nick Coles and Richard Louth, seasoned writing project directors, not only share what was read in their sites' institutes, but also discuss why and how they read in the summer institute.

*More Thoughts on Reading in the Summer Institute*

Lucy Ware reflects on how summer institute organizers at the Western Pennsylvania Writing Project learned to better integrate reading into their institute model by letting participants choose their reading topics and providing a clear purpose for the reading.

*Digging Deeper: Teacher Inquiry in the Summer Institute Demonstration*

Art Peterson explores writing project summer institute teacher demonstrations as a form of teacher inquiry. The article focuses on the Northern California Writing Project's inquiry-based demonstrations and the Red Cedar Writing Project's group response strategies.

*Toward a Scholarship of Teaching Practice: Contributions from NWP Teacher Inquiry Workshops*

Describing in detail a presentation on mock trials, Patricia Lambert Stock shows that teacher workshops not only have the customary elements of research published in professional journals but have four additional characteristics that make them a uniquely valuable genre of research in education.

*Coaching and the Summer Invitational Institute*

The director of the Redwood Writing Project shares some tips and insights about the role of coaching in helping prepare teachers for their summer institute demonstrations.

*James Gray on Coaching: An Excerpt from Teachers at the Center*

In this excerpt from *Teachers at the Center*, NWP founder James Gray shares some of the history and early insights behind developing the practice of coaching teachers before their demonstration at the invitational summer institute.

*Professional Writing in the SCWriP Summer Institute: Letter to Summer Fellows by Sheridan Blau*

Sheridan Blau, director of the South Coast Writing Project at the University of California in Santa Barbara, gives new summer institute participants the following piece, which examines the genres and purposes for professional writing in the institute.

*Working Writing into a Comfortable Fit*

Even though Karon Henderson thought of herself as a confident teacher of writing, it wasn't until

she attended the Central Texas Writing Project Summer Institute that she considered herself a writer and experienced all the discomfort writing can entail.

*The E-Anthology: A Catalyst for Professional Writing?*

The E-Anthology was established to encourage teachers to write about their summer institute experiences, share classroom practices, and discuss key issues in education. How can the online forum include more professional writing as a platform for discussion?

*Well-Seasoned Teacher Thrives at Summer Institute*

A middle-school teacher for twenty-eight years, Carol A. Lafrance finds she can still be a learner when she attends the Third Coast Writing Project's summer institute.

*Special-Focus Networks in Action, Blogging the Summer Institute*

The Technology Liaisons Network supported Bonnie Kaplan in exploring weblogs, which she then brought to the Hudson Valley Writing Project's summer institute. Her site is just one of many that are beginning to learn from the process of blogging the summer institute.

*Continuity - Teacher Leadership*

***A writing project site depends on teacher-consultants to lead its work and share the responsibility for conducting its activities. These resources include information about approaches to supporting leadership at local sites.***

*Viva la Revolución: Transforming Teaching and Assessing Student Writing through Collaborative Inquiry*

Molly Fanning and Brigit Schmidt write about how they took action after their summer institute at the Capital District Writing Project to change their classrooms and the way professional development looks at their middle school. In addition to excellent teaching practices, this article explores the intricate links of support provided by a local writing project site to individual teacher consultants as they lead their colleagues in new ways of thinking.

*Tapping the Potential: Building Teacher Leadership While Rethinking Your Site*

Why is it that some directors stick around for years and others do not? Why do some burn out while others are energized by their work?

*After the Summer Institute: Opportunities for Teacher Leadership*

This article, drawing on interview data from a study conducted by the NWP, Inverness Research Associates, and Ann Lieberman of the Carnegie Foundation for the Advancement of Teaching, highlights teacher-consultants' descriptions of how they contribute to their students, their peers, and their writing project sites, and how their connection with their local writing project nurtures them as teachers and leaders.

*The Role of an NWP Technology Liaison*

This document was written to help local site leaders think collaboratively about the role technology can play at a writing project site.

### *Continuity – Models and Programs*

*Teacher inquiry programs, study groups, professional reading groups, writing groups, and other types of learning communities keep teachers engaged in the writing project and support their continued learning. The resources below offer examples of approaches to continuity at selected sites.*

*Working Toward Equity: Resources and Writings from the Teacher Research Collaborative*  
What is equity? What does it mean to work for equity in schools? What does it mean to make equity central in our work as teacher-researchers? Working Toward Equity explores these and other questions in 13 narratives from a broad spectrum of educators. (This is a book.)

### *Keep the Spirit Going*

How can teachers create a space during the school year for the kind of collaborative work that happens at the summer institutes? Noting that structured collegial conversations about student work provide a way to sustain reflective practice, the NWP's Teacher Inquiry Communities (TIC) Network convened the LETSWork (Learning Essentials from Teacher and Student Work) Institute in 2003 to study the method.