

# 2017 HVWP YWP Orientation

Agenda: May 2017



## I. Write First & then short Introductions (Name, Summer YWP program, Favorite excerpt)

Our programs attract a wide range of students - some who are budding authors and some, for whom, writing is incredibly challenging - write about one concrete activity you have done in a YWP or would like to do that supports the diverse group of young writers we meet each summer. What do you hope that a kid leaves the week feeling? Knowing how to do?

Parent feedback:

*She loved the freedom she had with her writing, much different than the school year.*

*The program does not just ask children to write, but it also gives a wide variety of inspirations to stimulate interest and help writing.*

*My daughter enjoyed the experiences the teachers used to inspire her to writing. She said the teachers were very kind, but she was hoping for more feedback about her writing. She wanted to learn specific techniques to improve her writing skills. Not sure if that was the purpose of the program.*

*He thought the teachers would read his writing over and provide some editor's feedback in terms of grammar and clarifying story line. Providing writing inspiration is nice, but HVWP should offer a class where they read the kids writing and provide feedback.*

## YWP Week

<b>Monday</b>	-Community building activities, writing prompts w/mentor texts
<b>Tuesday</b>	-Community building, next writing prompts, peer-to-peer sharing
<b>Wednesday</b>	-Place-based writing, Response & revision activities, whole-group reflecting
<b>Thursday</b>	-Friday preparation: Response & revision & celebration practice → Final work for Anthology collected and sent to HVWP office
<b>Friday</b>	-Reflecting on the week and sharing, going public with parents/friends → Collect student written evaluations

YWP **curricular principles** inform our instruction

1. HVWP creates opportunities for students to experience writing and reading in a safe community in which people talk through ideas and share writing.
2. HVWP teachers provide many opportunities that invite writers to explore who they are while expressing their *voices* and honoring multiple perspectives.
3. HVWP teachers share their own writing and select "mentor texts" so that writers can study and talk about features of others' writing in order to inspire their writing.
4. HVWP provides students with writing choices and opportunities to draft several pieces and then work toward various forms of publication while learning about and practicing relevant revision, editing, and presentation skills.

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**Planning Time** → Look at artifacts; share contact info; begin to plan → Consider supplies & place arrangements

- Letters to parents/families
- Anthologies
- HVWP Resources (old logs, anthologies, etc.)
- NWP Website: <http://lead.nwp.org/kb/> -- for example: [30 Ideas for Teaching Writing](#)

## THE WORK *OUTSIDE* OF THE SUMMER CLASSROOM

- **Teaching teams collaborate and work with a variety of stakeholders** – you will interface with each other, SUNY New Paltz future teachers, museum educators, parents and other family members. **Make certain that your contact info and working cell phone number is accurate for Diane.**
- **Teaching teams plan and lead a celebration focused on the students' writing** for an audience that includes and engages the writers' family members and other stakeholders; this will involve practicing with students so that they develop public voices; it will also involve creating and distributing anthologies.
  - Consider the needs of the audience: have families hold anthologies in order to see what they are reading; split the group; read excerpts; ask authors to write about or explain origin of piece; invite parents to write to a prompt; post-it note/golden lines, etc.)
- **Teams document and reflect on the program in order to build better programs and inquiry-based presentations.** Make a set of **Electronic logs for the week** (select FILE, select MAKE COPY) electronic teaching logs, taking photographs, and saving curriculum resources, student writing and artwork. Electronic logs and blogs are easier to share; however, hand-written is fine.
  - We use logs in a variety of ways: we share with our teacher leaders; we use them to help us explain our program to stakeholders and incorporate information from them into our grant writing.

### Ongoing Communication before, during, and after the program:

- **Diane Rawson, Coordinating Director of YWP** (dianearawson@gmail/ 845.943.8437) will be your contact for support, questions, and concerns.
- Cell-phones -- TCs need to have a working cell-phone at all times in cases of emergency
  - HVWP will handle all correspondence with families; if they write you directly, please CC Diane on email correspondence. BCC if you happen to write a group email.

### TO DO:

**Please help recruit:** 14 programs for students aged 7-17 in Ulster, Orange, and Dutchess, Columbia.

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**Place Flyers:** Coffee shops, doctors offices, churches, community centers

**Advocate:** Speak with kids, parents, counselors, colleagues, PTAs, and friends

→ **Forward HVWP Website:** <http://www.newpaltz.edu/hvwp/ywcamp.html>

→ **Sliding scale scholarship applications...**all participants pay something.

**By June 11 -** Send Diane a copy of your Parent letter; Celebration start end/time

**Within one week after program** Send Diane a copy of Final Logs, Student Evaluations, Receipts for less than \$75 for miscellaneous, out-of-pocket receipts

**Before Sept. 30** Participate in a debriefing google hangout with Diane

Dorothy/John

Steve

Paul, Nora

Val, Laura S

Barbara

Terri & Vince, Nina, Steven

Austen, Ashley, Rachel, Amy

Ann, Andrew, Christine Urio, Julia McCullagh

Lori-

???

Steve Masson

Valerie, NP MS, Exploring NP/Historic Huguenot -- opportunities to try different styles; use mentor texts

Laura - having a sense of individuality in writing

Nora - Get a sense of what students want; how to give them rich feedback

Paul - Wappingers

Nicole S - TCA; appropriate feedback

Nina - challenge of having a performance

Vince - end goal - confidence to write and perform

Stephen - 15 yo, reading aloud work meant to be read aloud

Terri - accordion style, all together and breaking apart

Barbara -

Kamani, UG - be inspired to tell a story

John, MAT SS -- writing is a means, rather than an end

Dorothy - sharing is courageous, Nature/outdoors universal motivators

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Diane

Julia - SKAC - kids can write about anything

Christine - SKAC

Ashley - Teen Writers' Institute -- building community while providing feedback; putting pen is a way to build community

Austen - Teen Writers' Institute -- going to the Art Museum

Amy - community building

Rachel - understanding self and wants/needs

Ann H. -- feel like it was well spent -- writing groups; helping students give peer feedback

Andrew S. -- prepare students to talk effectively about their writing with each other

Laura - students feel inspired to write