



INVITATIONAL SUMMER INSTITUTES

A life-changing experience in participants' own words

"I love Writing Workshop! I can't even explain the difference in my teaching. I feel so much more confident and excited about teaching writing every day."

- 4th grade teacher



"I have become a better writer, better colleague, and a better teacher. I feel armed with the tools to make a real change." Who knew that four weeks could change a philosophy!" - 8th grade teacher



"It was an amazing experience! Not only did I grow as a reader and teacher, but I met people who are excited about teaching - just like me!" - Reading Specialist



"There are easier ways to earn graduate credit, but there is no better way."

- Diane Dougherty, PAWLP Co-Director



"This is the MOST informative, participatory four weeks I have ever spent in summer professional development. I feel so much more confident as a teacher and writer. This class was a life-changing experience!" - 2nd grade teacher



"I will never look at literature the same way, in teaching or my personal reading. I appreciated the modeling of techniques and strategies implicit in the schedule of activities. It will change you as a teacher." - 10th grade teacher

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FROM THE DIRECTOR
ANDREA FISHMAN

Consider this odd exchange I had recently:

"We just finished scoring our district writing assessment," a teacher told me, "but no one's told us what to do with it." She paused, then asked a question I'd never faced before. "What do you think we should do with it?"

What should they do with their writing assessment? Several possibilities came to mind, but I needed more information. "What rubric did you use?"

"The same one they use for PSSA," she replied.

Wondering why they modeled in-district assessment after state-wide assessment, I pressed further. "Why holistic instead of domain?"

"Because that's what they use for PSSA," she repeated.

Modeling district assessment after state assessment seems to make sense. But does it really? Are the state's purposes the same as the district's? Does data that meets state needs also meet local ones? Do we have time in this data-driven age to stop being so driven and wonder where we're headed, where we really want to go, and how best to get there? Our entire country asked itself a similar question on November 4, and a clear majority answered "Yes."

The recent election of Barack Obama marks a sea change in American culture. It replaced long-

held beliefs with new empirical knowledge. It seems we always believed, for example, that white voters would never elect a black President. Now we know differently. We believed Hispanics would never vote for an African-American. Now we know differently. We believed college students might enjoy rocking the vote, but they would never bother to actually vote. Now we know differently. And some of us even believed that women would vote for a woman, any woman. Now everyone knows differently about that, as well.

The discredited belief most interesting to me, however, is the one asserting that Americans are anti-intellectual and would never vote for that kind of "elitist." Now we know differently about that, too. Barack Obama is not just an Ivy-League graduate (as is George W. Bush). He is a practicing intellectual - someone interested in ideas and unafraid of complexity. Someone who is curious, who asks real questions and wants honest answers. Someone who recognizes expertise in others and aspires to accomplishment himself. Someone who speaks in complex sentences and even writes his own books. Someone who, in our profession, might be called a reflective practitioner.

What will it mean to have this model of intellectual integrity and curiosity as President? Might he charge Congress with revising NCLB in significant ways, perhaps eliminating one-size-fits-all tests? Eliminating single-score data? Eliminating uni-dimensional measures of multi-

dimensional children? Eliminating measures chosen for their simplicity and cost-effectiveness instead of their value to teachers, students, and parents?

Apart from particular legislation, perhaps Obama will embody a new model of leadership for all professions. Perhaps he will replace ready-fire-aim with stop-look-and-listen. Perhaps process can matter as much as product, and growth over time as much as scores now. Perhaps the teachers and administrators I mentioned earlier will feel empowered to ask what kind of district assessment can best meet their district's needs. Perhaps they'll have a model for stopping to think and talk about what really matters to them - a definition of good writing that can inform good teaching and support authentic learning.

In February, 2007, President-elect Obama said, "We are the ones we've been waiting for." We certainly can hope so.



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

Writing Institute

Revision, Rhyme, and Reality: Writing for Life

- Write in diverse genres and modes in model writing workshop
- 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

Two locations!

WCU Graduate Business Center
Bucks County IU

Reading and Literature Institute

Beowulf, Virginia Woolf, and The Big Bad Wolf: Reading for Life

- 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

Meets at the WCU Graduate Business Center

All Institutes run four days/week for four weeks

Monday - Thursday

June 29 - July 23

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.

Spring Courses

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

PWP 510-01

Longwood Gardens in Kennett Square

5 Saturdays: January 10 and 31,
February 28, March 21, April 18
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.

Poet as Teacher: Teacher as Poet

PWP 521-01

PAWLP Classroom, WCU

5 Saturdays: March 14 and 21, April 4, 18, and 25
8:00 a.m. - 4:00 p.m.

Coordinator: Don LaBranche

If you love poetry or if you're skeptical; if you haven't written since seventh grade or if you write every day; if you believe the last great writer was Shakespeare, or if you're wild about everything modern; if you teach poetry every day, or wait until the spring when everything else is covered -- this is the course for you. Spend each morning immersed in the reading, critiquing, writing, conferencing, and revising of poems. Then in the afternoon, apply these insights and experiences to the craft of teaching poetry in the classroom.

Strategies for Teaching Writing, 3 - 12

PWP 503-01

Amity Intermediate School, Daniel Boone SD

Dates and Times TBD

Coordinators: Teresa Moslak and Amy Hicks

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 also experience community building, pre-writing techniques, drafting, revision, editing, and publishing activities which you can take directly into your classroom. And you will learn how the PSSA rubric relates to both teaching writing and assessing it.

Strategies for Teaching Reading in the Secondary English Classroom

PWP 510-02

PAWLP Classroom, WCU

Mondays, January 12 - April 27
4:15 - 7:00 p.m.

Coordinator: Vicki Steinberg

Ever heard of Quaker reading? Hot spots? Somebody Wanted But So? These strategies, and many more, engage students in the secondary language arts/English classroom before, during, and after reading. To create independent readers, participants study theory as well as practical activities in assessing dependent readers' needs, explicit instruction in comprehension, learning to infer, constructing meaning, fluency, extending meaning, responding to literature, and vocabulary.

This course enables teachers to understand and implement strategies for reading in the literature classroom. Participants examine effective ways to help students with pre-reading, during-reading, and post-reading strategies. Essential lessons for engaging students with text are modeled. Assessment and evaluation are revisited and linked with state and national standards.

The Essentials of a Writing Workshop

PWP 599-01

Bucks County IU in Doylestown

April 17, 18, 19, May 8, 9, and 15
Fridays: 5:00 - 9:00 p.m.

Saturdays and Sundays: 8:00 a.m. - 4:30 p.m.
Includes conference with Ralph Fletcher!

Coordinators: Chris Kehan and Angela Watters

This course addresses the rationale and management system for the writing workshop approach to writing instruction. Participants reflect upon best practices they use to manage the key components of community, time, choice, space, and response. They examine the methods they use to enhance community building and the structure of the organization for their writing workshop. Teachers deepen their understanding of the domains and the importance of a writerly life.

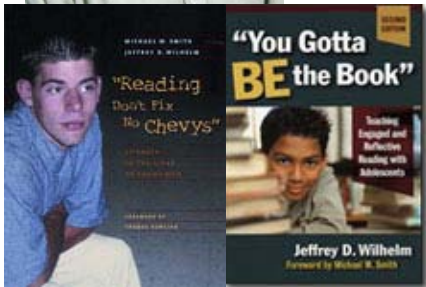
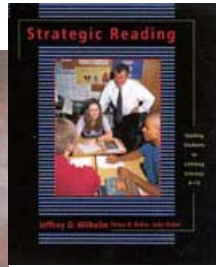
Registration:

on-line at www.pawlp.org

Call 610-436-2202

e-mail [SallyMalarney at smalarney@wcupa.edu](mailto:SallyMalarney@wcupa.edu)

Spring Literacy Conferences



You "GOTTA" Be the Reader and Writer

featuring

Jeff Wilhelm

and breakout sessions with PAWLP *Mentor Texts* authors Lynne Dorfman and Rose Cappelli and children's book author Frank Murphy

Date: Saturday, March 28, 2009

Time: 8:00 a.m. - 3:30 p.m.

Location: WCU Graduate Business Center



Unlocking the Writers and Readers in Your Classroom

featuring

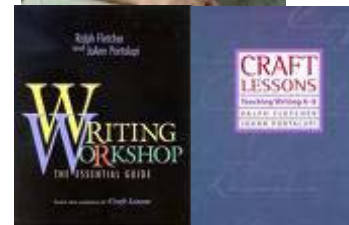
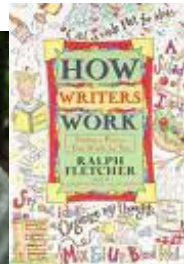
Ralph Fletcher

and a variety of breakout sessions with PAWLP teacher-consultants

Date: Saturday, May 9, 2009

Time: 8:00 a.m. - 3:30 p.m.

Location: Central Bucks South H.S.



COST: \$65/day (\$50 for PAWLP Fellows)

or

\$110 for both days (\$100 for PAWLP Fellows)

Registration fee includes light breakfast and lunch.

Registration for both events or WCU/Wilhelm only must be received by March 18.

Registration for Bucks/Fletcher only

must be received by April 29.

e-mail smalarney@wcupa.edu

or call 610-436-2202 for more information.

Summer Schedule

Invitational Summer Institutes

Writing Institute

Two locations!

Graduate Business Center, WCU
Bucks County IU, Doylestown

Six graduate credits

June 29 - July 23

Four days/week, Mon. - Thurs.
8:00 a.m. - 3:00 p.m.

Reading and Literature Institute

Graduate Business Center,
WCU

Institute participants become teacher-consultants of the National Writing Project and are eligible to teach in our summer Youth program, present in-service programs, and coordinate PAWLP courses.

Stipends are available to help reduce cost.

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

Courses

At WCU Graduate Business Center

Manage a Writing/Reading Classroom, K - 8	June 29 - July 3
Growing Readers, K - 5	June 29 - July 3
Teacher as Writer, K - 12	June 29, 30, July 1, 2, 6, and 7
Strategies for Teaching Literature, 4 - 12	July 13 - 16 and 20 - 21
Strategies for Teaching Writing, 4 - 12	July 20 - 24
Reading and Writing in Digital Spaces, 5 - 12	July 20 - 24
Writing and Children's Literature, K - 8	July 27 - 31
Popular Mechanics, 4 - 12	July 27 - 31

At Bucks County IU, Doylestown

Units of Study for Writing, 2 - 8	June 22 - 26
Popular Mechanics, 4 - 12	July 6 - 10

At Upper Moreland Intermediate School, Hatboro

Linking Technology with the Writing/Reading Classroom, 1 - 8	June 23, 24, 25, 30, July 1
Math Academy, 4 - 12	July 6 - 10

At Longwood Gardens, Kennett Square

Literacy in Bloom: Botanical Inspirations for Reading, Writing, and Learning	July 13 - 17
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At The Highlands Historical Society, Ft. Washington

Partnering with Children to Read, Write, and Talk History, 3 - 6	July 14, 15 (one credit)
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The Summer Institutes and most 3-credit courses apply toward the WCU Master's Degree in Writing, Teaching, and Criticism.

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

Visualizing Words and Worlds: Writing, Literature, and Art

3 locations!

July 20 - 24, with introductory meeting TBD at the
James A. Michener Art Museum, Doylestown

July 27 - 31, with introductory meeting June 23, 1 - 4 pm at
GoggleWorks in Reading

August 3 - 7, with introductory meeting June 24, 1 - 4 pm at the
Brandywine River Museum, Chadds Ford

Education Matters

a column from Michaels Associates

PAWLP Fellows Lynne Dorfman and Rose Cappelli have authored an important new book to follow their nationally best selling *Mentor Texts: - Nonfiction Mentor Texts*. They have chosen the same publisher, and the book is almost ready for publication. The authors, the publisher, and Michaels Associates LLC are all very excited about this forthcoming addition to the literature available about working with the crucial genre of nonfiction texts. The following description has been graciously supplied by Stenhouse Publishers at my request:

***Nonfiction Mentor Texts
Teaching Informational
Writing Through Children's
Literature, K-8***

By LYNNE DORFMAN
and ROSE CAPPELLI
Foreword by Tony Stead

In their first book, *Mentor Texts*, Lynne Dorfman and Rose Capelli demonstrated how teachers can use children's literature to guide and inspire student writers. Now, in *Nonfiction Mentor Texts*, Rose and Lynne guide teachers through a variety of projects and craft lessons that

demonstrate how teachers can help students become more effective writers of good nonfiction.

The Your Turn lessons at the end of each chapter use the gradual release-of-responsibility model to guide and empower student writers. Each Your Turn lesson encourages reflection, motivating students to think about what they've learned, the purpose of learning and practicing a skill or strategy, and how they might use this technique in the future.

Teachers will find the treasure chest of books organized by chapter an invaluable resource. This list includes every title mentioned in the book, as well as a host of other titles that teachers can use to help students learn about the qualities of good nonfiction writing and from which students can discover their own topic ideas. Rose and Lynne have either read or used all of the featured books in their classrooms and have selected the "just-right" books that meet the needs of students at varying levels. Additionally, each chapter ends with a section called "An Authors Voice" in which authors of children's nonfiction provide insight, encouragement, and advice for student writers.

As Tony Stead writes in his foreword, "Lynne and Rose have clearly shown that nonfiction is far more

than simple narrative texts that present a series of facts." The book provides a set of practical strategies for helping both teachers and students uncover the power and craft of effective nonfiction writing.

About the authors: Lynne Dorfman is a literacy coach in Upper Moreland Township SD where she has taught for more than thirty years. She is a PAWLP co-Director and teaches graduate courses in writing, writing/reading connections, and assessment for the Project. Rose Cappelli is a primary grade reading specialist in the West Chester Area SD where she has taught for the past twenty years. Rose is also a course coordinator and teacher consultant for PAWLP. Both Lynne and Rose are frequent presenters at conferences nationwide.

Thank you, PAWLPers for your support of professional reading, our own Dorfman & Cappelli, and Michaels Associates LLC. Look for this important new book soon on the Michaels Associates LLC website;

www.michaelsassociates.com

Cordially,
Greg Michaels

SUMMER YOUTH PROGRAMS TO CELEBRATE 25TH ANNIVERSARY IN 2009!

Programs run July 6 - 31

at WCU, in 12 sponsoring school districts, and at several special locations.

All PAWLP Fellows are eligible to teach in summer Youth.

Look for an application in your mailbox soon or call 610-436-3089 for an application form.

THE PENNSYLVANIA WRITING & LITERATURE PROJECT NEWSLETTER IS SPONSORED BY

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The Pennsylvania Writing and Literature Project *Newsletter* is published two 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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