



## **Eastern Illinois Writing Project Fall 2016 Newsletter**

The Eastern Illinois Writing Project  
<http://castle.eiu.edu/~easternnwp/>



### **Summer Institute 2016**

The 2016 EIWP Summer Institute initiated our hybrid version of English 5585, the writing workshop summer institute. We met online for one third of the class, sharing readings and gaining a foundation in literacy across the curriculum. Then we met on campus in CH 3130 and 3210 for the remaining two thirds of the class. The following outlines our class breakdown:  
Online: June 15, 16, 20, 21, 22  
On Campus, 10:00 a.m.-3:30 p.m.: June 13, 14, 23, 27, 28, 29, 30 and July 5, 6, and 7.

The 2016 Invitational Summer Institute kicked off with 11 dedicated teachers and 3

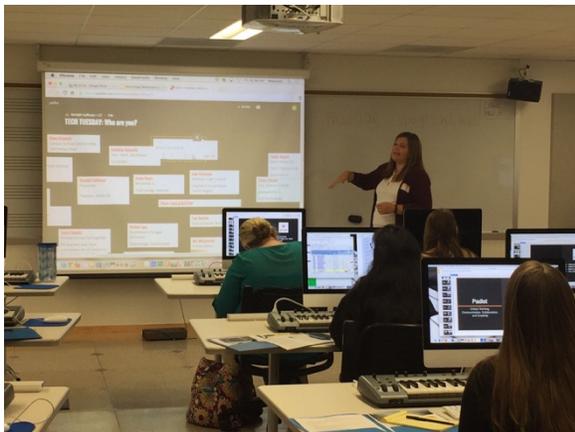
coaches/co- directors coming together to learn, teach, and celebrate writing. The Summer Institute provided opportunities for these teachers to celebrate writing and reading across the curriculum at all grade levels, while helping to teach and build a community of peers. Teachers designed and developed writing and reading programs to meet their and their colleagues' needs. Activities included formal and informal writing workshops, teaching demonstrations, reading and research, small and large group discussions, coaching sessions with directors and teaching consultants, and celebrating reading and writing for all of the power and potential they possess.

As a way to introduce our year's focus on argument writing, teachers read and responded to three books during our online portion of the class: *Because Digital Writing Matters*, *Content-Area Writing: Every Teachers Guide*, and *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. For these discussions, teachers were divided into two groups, and each group provided slideshows or other digital presentations on selected readings. The rest of the group (including coaches) responded to the presentations. During this online portion, teachers also began to blog about their classroom action research projects and teaching demonstration ideas. These blogs served as starting points for their iSearch research papers (an alternative to traditional research papers), as well as brainstorming for

their teaching demonstrations. They also worked with their coaches online during this period

During the face-to-face portion of the ISI, teachers wrote every day during morning sacred writing time, implemented their teaching demonstration, worked on their research iSearch projects in their groups, and enjoyed out-of-classroom mini-writing marathons on the square in Charleston, in the campus greenhouse for a corpse flower demonstration, and in the Doudna Fine Arts Center for a tour and writing/discussion time. Author's chairs were included at least once a week. Culminating projects included the teaching demonstration write-up, iSearch paper, and a creative piece gleaned from sacred writing or writing marathons. These were collected in three anthologies shared with the teachers. Hard copies of the demonstration anthologies were also provided for peers and administrators who attended the post-ISI Celebration luncheon.

## **Kendall Huffman New EIWP Teacher Leader!**



We are pleased that the Teacher Leader grant allowed High School English teacher Kendall Huffman to join us for our 2016

EIWP Invitational Summer Institute and our EIWP Leadership Team. It was a delight watching her become an integral part of our community. She is an amazing teacher leader, who has already provided opportunities at the site, with her colleagues, and in the field.

Kendall excelled during all aspects of our ISI workshop: online presentations, discussions and blogs; daily journaling (sacred writing), teaching demonstration preparation and responses, research for her iSearch paper and the project associated with it, as well as creative work completed for an anthology and shared with her peers.

But Kendall moved far beyond the usual workshop outcomes. When our technology liaison broke her leg and couldn't travel down to the ISI, Kendall stepped in and facilitated our ISI technology luncheons, sharing the technology tools she gathered for the Tech Tuesdays she implemented in her own district. She not only spearheaded the technology luncheons. She also created a Google Folder where teachers can continue to share resources. [Kendall Folder](#)

Her tools—plus those from other teachers shared in the Google Drive folder—definitely enhanced our learning experiences and provided multiple ways to approach digital writing in all disciplines and across all grade levels.

With all these skills as a writer, researcher, technology liaison, and presenter, we are very pleased Kendall will be joining our EIWP Leadership Team as a coach and co-director. She presented some of the amazing technology resources during a breakout session for our EIWP Fall Institute Day this October. More importantly, she will be sharing her innovative ideas with our team this year and in the future. Already she is

planning a spring 2017 renewal day outing at a “Safe Room” in our area. Kendall has so many great ideas to share and will be an amazing addition to our team.

## **Feedback from Past ISI Attendees**

### **Casey Crowhurst**

#### **About the experience:**

“While attending the SI, I was able to create and share personal writing in a comfortable atmosphere of my peers. Teachers rarely take the time to write, and I loved the ability to create and share with others. Since most attendees are teachers, I was able to connect with professionals from a variety of districts across Central Illinois. Along with writing, we also shared and modeled some of our favorite lesson plans. The SI has allowed me to bring back different strategies, ideas and lesson plans that were shared during the summer. I've implemented some of these in my classroom.”

#### **Summer Institute Recommendation:**

“If you're contemplating the possibility of attending the institute, just go for it. I needed something engaging to do during the summer, and I loved the experience. The Institute is open to teachers of any subject and grade level, which opened my mind to perspectives on writing instruction I hadn't considered. Every member had something to add to the program. It's also free, and as an English M.A. candidate, worth six credit hours. After the summer institute, I decided EIU was where I wanted to continue my English studies.”

### **Carol Smith**

#### **About the Experience:**

“I have been with the institute since the EIWP started. I was a coach for several

years. Now I help with planning and do a presentation about chronologies each year. I am retired, but I used many lessons from both the EIWP and Illinois State's Writing Project in my classes. My students benefitted greatly from lessons I learned through the Writing Projects. The summer institutes changed my teaching strategies and made me a much better creative writing teacher. My students experienced using many different genres to express themselves creatively.”

#### **Recommendation:**

“I already recommend the institute to all English teachers I meet. My other advice is that those considering becoming a fellow should do it. "Don't be intimidated by the syllabus. You will soon become absorbed in all you are learning and in the camaraderie that permeates the institute. The research you do is of your own choosing, and you will leave the institute with many new lessons your students will enjoy!”

### **Traci Becker**

#### **About the experience:**

“My experience during the summer institute was professionally reinvigorating. It provided me with an opportunity to meet myself again as a writer, and as a teacher through learning from other teachers and their exciting curriculum ideas. I have been able to add many of the ideas from the summer institute into my classroom. Additionally, creating a new network of friends and professionals to share ideas with has been greatly beneficial.”

#### **Recommendation:**

“This is one of the best teaching courses I have ever taken. It is practical immediately to my classroom. I would recommend it to all teachers, of all subject areas and age groups. There is nowhere that you can go for

such a short time that produces such great results.” Don’t wait! Apply to the summer institute today to secure your spot in this educationally rewarding Summer Institute at Eastern Illinois University.

<https://castle.eiu.edu/easternwp/machform/view.php?id=1>

## **Eighth Annual Fall Institute Day October 14, 2016**



This year’s conference focused on alternative approaches to teaching argument across disciplines, including math, science, history, social studies, and technical subjects. Teachers from across disciplines and grade levels will share their teaching ideas in two breakout sessions with a choice of teacher-driven presentations and workshops, maintaining a teachers teaching teachers model to creatively meet the Common Core Standards. Teachers in attendance also earned 5 CPDHs!



In addition to the teacher-driven presentations and workshops, EIU teacher-researchers Dr. Tim Taylor and Dr. Fern Kory delivered the keynote address titled “Beyond Pro vs Con: Motivating Productive Arguments.” Their workshop and discussion highlighted new ways of approaching argument.

As always, the Fall Institute Day was free and open to all. While current educators at all levels and disciplines are strongly encouraged to register for this beneficial conference, anyone with an interest in education and writing would profit from this information.

## **The Graduate Certificate in the Teaching of Writing at EIU**

This certificate is available to any already certified teacher across the curriculum and grade levels, and builds on the work completed during the EIWP Summer Institute. To meet the requirements for the certificate you must complete only 18 hours of graduate work in the Teaching of Writing. The only six hours required for this certificate are those earned during the summer institute, ENG 5585. This certificate (which appears on transcripts) professionally recognizes the accomplishment of completing 18 hours in the teaching of writing. These courses that

you complete can also be applied toward an MA in English or other discipline. The following outlines the current requirements for the graduate certificate: All students must complete the following **six-credit** course:

- ENG 5585 Writing Project for K-12 Teachers\*\*

Students should choose at least **four** of the following **three-credit** courses:

- ENG 4760 Studies in Professional Writing\*
- ENG 4801 Integrating the English Language Arts
- ENG 4906 Problems in the Teaching of English\*
- ENG 5007 Composition Theory and Pedagogy



## Proposals for the Advanced Institute Grant and New Leadership Grant are Underway

It is no secret that institutions of higher education are hurting for funding right now with the current budget crisis in Illinois which is why obtaining funding from other sources is incredibly important. We are in the process of completing drafts of proposals for two grants.

The first grant is the National Writing Project's College-Ready Advanced Institute Grant. The central goal of the College-Ready Writers Program (CRWP) is to help students become skilled at writing

arguments from nonfiction sources. The program includes scaffolded teaching and formative assessment resources created by a team of NWP teacher-leaders that support the development of students' argument writing. CRWP's teaching resources focus on reading and analyzing multiple perspectives on important issues, developing thoughtful and precise claims, and effectively using nonfiction texts as evidence. These resources are designed as models that teachers can adapt for and integrate into their curriculum. The program features systematic formative assessment to inform next steps in instruction, including the Using Sources Tool, which supports teachers in analyzing how students make and support claims using evidence from sources.

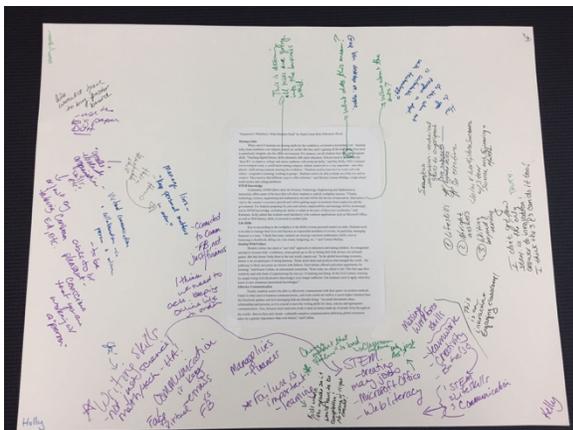
The purpose of the Advanced Institute to Scale Up the CRWP is for participating sites' teacher-leaders to:

- study CRWP curricular and formative assessment tools;
- plan for using CRWP curricular materials in their own classrooms in 2017–18;
- read and discuss articles and books about source-based argument writing;
- use CRWP formative assessment tools to look at student writing together at least twice during the school year; and
- plan with others at the site to offer professional development in high-need schools in 2018–19 and beyond (e.g., identifying existing strengths and needs of teachers and students, preparing to model and debrief teaching strategies in classrooms, identifying where CRWP cycles of writing fit within existing curricula, facilitating the analysis of student writing to inform instruction, coaching teachers,

building relationships with teachers and administrators).

The second grant is the NWP Invitational Leadership SEED Grant. As part of the Supporting Effective Educator Development (SEED) funding awarded to NWP by the U.S. Department of Education, funds are available to NWP sites for the purpose of investing in developing **new** teacher-leaders through invitational institutes. Invitational institutes engage K–16 teachers in building leadership skills and creating knowledge across the disciplines, as well as focusing on specific areas of need, such as teaching English Language Learners. These leadership skills equip teachers to lead work at their sites, in their schools and districts, and as active participants in an educational landscape of rigorous standards and technological innovation. The purpose of this grant is to offer each eligible NWP site funding for an invitational institute that will invest in 12 or more new teacher-leaders at each site. Keep an eye out for further updates on the status of these two proposals.

## Institute Day 2016 Poster Session Artifact



## Technology Tools: PlayPosit

Backed by AT&T and Stanford's startX, PlayPosit (formerly known as eduCanon) is an online learning environment to create and share interactive video lessons. Teachers begin with any online video (screencasts, Khan Academy, TED, etc.) and transform what is traditionally passive content into an active experience for students, with time-embedded activities.

Awarded the "best open educational resource", PlayPosit is designed for K-corporate, flipped, and blended environments.

Here are two reviews from teachers:

By Kelsey Cannadore, Math Teacher

February 18, 2014

I tried eduCanon with my Algebra students in class last week and I think they enjoyed using the product. I had some trouble at first loading the correct YouTube video into the website so I've rated the product lower on learning curve. Other than that, I liked my experience with it. I've recommended this product to one colleague and await her feedback.

By Benjamin Levy

January 13, 2014

Update: eduCanon now supports TeacherTube, as well as Vimeo and YouTube! If your school network filter blocks YouTube, you might find more luck with TeacherTube—not to mention 400,000 educational videos!

Flipped or blended. eduCanon: unleash video's potential.