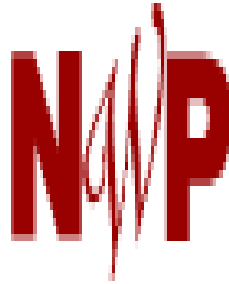
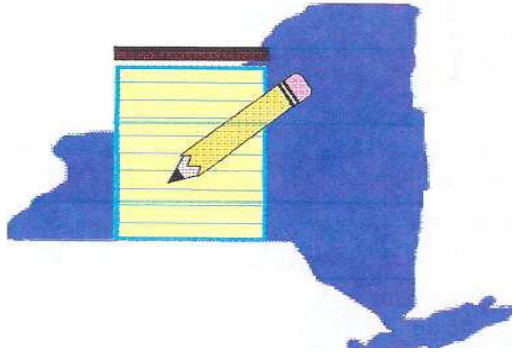


Western New York Writing Project 2009-2010

Saturdays at 10 Special Event



Saturday, October 24, 2009

Canisius College

Old Main Second Floor

First Annual Teacher-to-Teacher Conference

Breaking Boundaries: Innovative Approaches for Teaching Writing in 21st Century Classrooms

AGENDA

8:00-8:45 *Continental Breakfast, Registration*

9:00-10:15 *Workshop Session One*

10:30-11:30 ***Keynote Speaker: Mick Cochrane***

Mick is the author of three novels, most recently, *The Girl who Threw Butterflies*. He is a professor of English and the Lowery Writer-in-Residence at Canisius College.

11:30-12:00 *Book Signing*

12:15-1:30 *Workshop Session Two*

Thank you to the New York City Writing Project for their generous guidance in the creation of our first annual Teacher-to-Teacher Conference.

Workshop Descriptions:

From the following eight workshops, select two first choices (for Sessions 1 and 2) and provide two alternate selections.

Workshop 1

What Color is Your Cluster? Visual Strategies for Improving Reading and Writing

Developed and Presented by: Moira Molloy-Krum
Target Audience: Teachers in grades 4-12

Tired of asking students to “Be more specific” or to “Add more details and examples” and yet seeing very little improvement in this area? This workshop deals with the nitty-gritty of essay writing — the all-important details and examples needed for a good essay. We will explore two strategies geared toward visual learners, both of which can especially help struggling readers and writers. Participants will:

- Explore two strategies for helping students improve their expository texts, especially regarding how to add necessary supporting details and examples to the first draft of a paragraph or essay
- Use these visual strategies as tools for helping students recognize the organization of an expository text, and subsequently improving their comprehension of a text

Workshop 2

Enriching the Essay: Writing About Literature

Developed and Presented by: Ruth Robson
Target Audience: English teachers for grades 5-12

Are you frustrated by student writing that plateaus at a level of mediocrity no amount of practice seems to lift them out of? Tired of the focus on format, not content? Perhaps you need different writing prompts; prompts that push students to think specifically and originally. By redesigning your Response to Literature assignments, you can access your students’ multiple intelligences, and enrich their understanding of the elements of fiction.

Participants will:

- Examine the five elements common to all works of fiction
- Receive multiple writing prompts addressing each element
- Modify assignments to suit their particular literary selections/students

Workshop 3

Learning from the Pros: Using Author's Craft to Revise Student Writing

Developed and Presented by: Jessica Wagner

Target Audience: Teachers of grades K-3

As teachers, we have access to a plethora of picture books. Let these books help you teach quality writing! By using rich literature as models, teachers can help their students improve the quality of their own writing. In this workshop, we will explore using picture books as the foundation for revision during writing workshop. The crafts on which we will be focusing are openings, closings, circular structures, and see-saw texts.

Participants will:

- Participate in a model mini-lesson
- Read and explore a variety of picture books, which model various authors' crafts
- Experience writing and revising their own work using inspiration from various picture books

Workshop 4

Captain's Log: Star Date 2010. Daily Writing Promotes Progress

Developed and Presented by: Lynn Friel

Target Audience: Teachers of all grades and content areas

Differentiated instruction and assessment are manageable using student writing in logs, diaries, and journals. Those written by a variety of fascinating figures will motivate students to write their own accounts. This expressive writing meets standards and is considered by experts to facilitate critical thinking and problem solving. Excitement awaits as you and your students become engaged with this authentic and enjoyable kind of writing!

Participants will:

- Delve into dozens of examples that inspire
- Watch a motivating film segment
- Uncover ways to increase learning with logs, diaries, and journals
- Compose logs, diaries, and journals as models, writers, and lifelong learners

Workshop 5

Digital Storytelling and Poetry

Developed and Presented by: Kristen Frawley

Target Audience: Teachers of middle school and high school

Note: This workshop will be conducted in a PC computer lab for a hands-on experience.

Note: Preliminary knowledge of the computer is required.

Participants will learn how to use digital media to showcase student interpretations of poetry and to broaden their understanding of the art of storytelling. Teachers will learn software applications that may be used by students to build digital interpretations of literature. These applications will include Powerpoint and iMovie or Movie Maker. Importing graphics and music, finding digital resources, publishing student work and applying the digital storytelling concept to the content areas will be discussed.

Participants will:

- View sample projects
- Learn how to manipulate pictures, music and effects to enhance the digital presentation
- Discuss resources, publishing options and applications in content areas

Workshop 6

Be More Than a Hero in Your Classroom. Be an ACTION Hero. (Informing Practice with Action Research)

Developed and Presented by: Marie Larcara

Target Audience: K-12 teachers

Unlike some professions, teachers do not simply go to work to complete a routine task. What we do is complex, demanding, and can often benefit from collaboration, reflection, and analysis. Informed practice must come from those practicing in the field. Action research can inform practice, professionalize our profession, motivate and rejuvenate faculty, meet the needs of diverse students, and improve successes with standards-based reforms.

Participants will:

- Understand the purpose, need, and benefits of action research
- Explore the steps of the action research process
- Identify an issue or problem that affects their practice, discuss it with colleagues, and construct a problem statement
- Formulate researchable questions based on their problem statements

Workshop 7

Presentation Matters

Developed and Presented by: Amy Utzig

Target audience: Teachers of all subject areas, all grade levels

Give your student's work the publicity it deserves! From kindergarten to 12th grade; teachers, students, parents, and administrators appreciate seeing student work creatively displayed. This workshop will examine ways of exhibiting student's writing by learning a variety of simple bookbinding techniques that can be implemented immediately in any classroom!

Participants will:

- Learn several binding techniques for your students to use in displaying their writing
- Discuss recycling and ways of displaying student work with minimal resources
- Practice a bookbinding technique effective in organizing review materials
- Write in journals that have been created during workshop

Workshop 8

Write to Read-Read to Write: Supercharging Reading Comprehension

Developed and Presented by: Katrina Sutherland

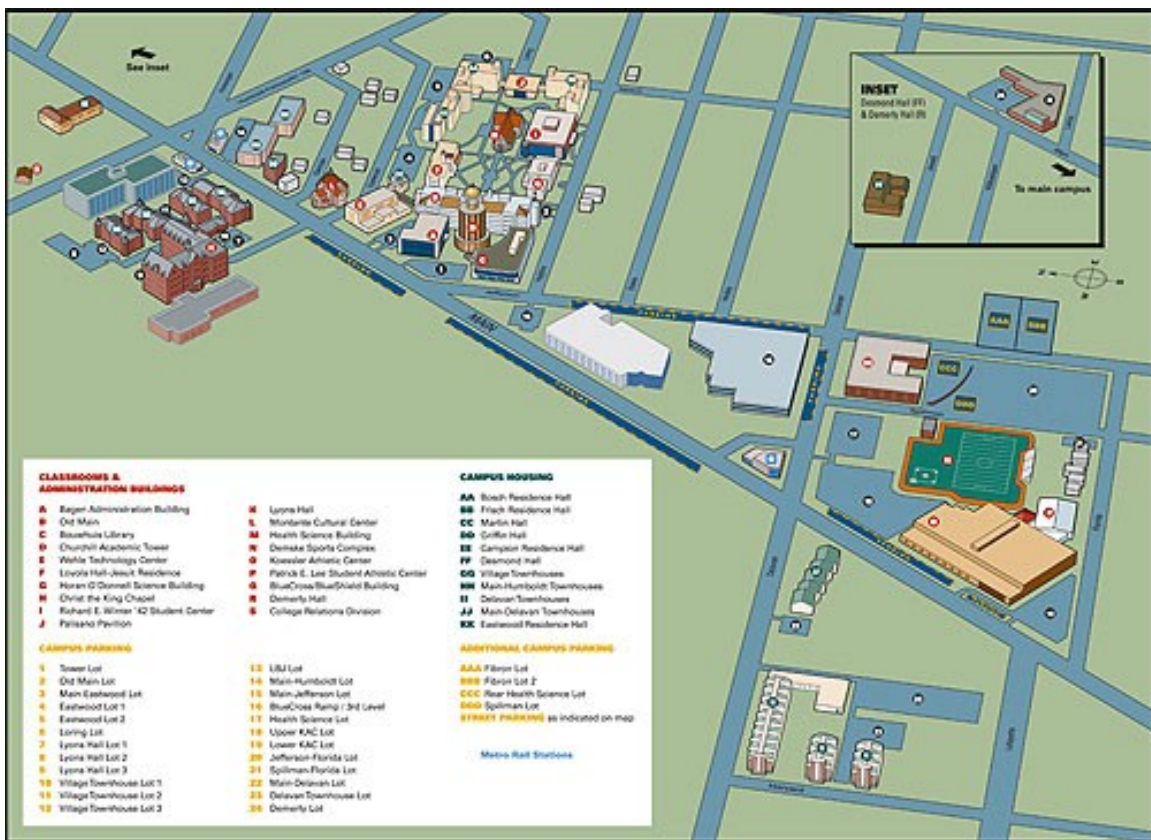
Target Audience: Teachers of grades 1-6

Yes, your students are decoding, but are they understanding? Are they able to predict, summarize, connect, visualize, analyze, and synthesize information from stories that they read? This workshop demonstrates how teachers can infuse important comprehension strategies into reading responses, literature circles, and book clubs. Writing is used as a tool for organizing thoughts about texts using sticky notes, graphic organizers, paragraph or essay form. Your decoders will become super readers before your very eyes.

Participants will:

- Become well-acquainted with essential comprehension skills through examination of current research
- Respond to text using comprehension skills examined
- Engage in their own literature circle using comprehension strategies as individual roles
- Explore ways to start a book club at their own school

The Western New York Writing Project is an affiliate of the National Writing Project which is an authorized program within the Elementary and Secondary Education Act (Title II, Part C, Subpart 2). Professional development for educators stands at the core of the National Writing Project's work to improve the teaching of writing in our nation's schools. A central feature of the NWP model is that the design of professional development programs is tailored to local needs, reform priorities, and school conditions. All the workshops offered here were designed by WNYWP Teacher Consultants in response to the needs and goals of WNY schools.



Registration will be in Old Main 2nd floor.

Parking in the ramp on Jefferson St.

Western New York Writing Project

2009-2010

Teacher-to-Teacher Conference

Saturday, October 24, 2009

Canisius College

Old Main Second Floor

Participant Fee \$20

Name: _____

School: _____

Grade Level: _____

Content Area: _____

Contact (telephone # and email address): _____

Your registration for the conference will be confirmed via email.

Conference Registration Form

Workshop Choices

The conference will include two workshop sessions. Please read the workshop descriptions and choose a first and second choice for **each** session by writing the session number in the appropriate space. *Every Effort will be made to give participants their first choice but to avoid overcrowding in any one session, we may need to place you in another workshop. Therefore, please make sure to include a second choice or we may need to assign you at random.*

Session One

First Choice: _____

Second Choice: _____

Session Two

First Choice: _____

Second Choice: _____

Registration must be received by October 16, 2009

Participant Fee \$20

Total Enclosed: _____

NOTE: Certificates of Professional Development Participation will be given at the conclusion of the conference.

*Check or money order made payable to **The Western New York Writing Project***

Please return no later than October 16, 2009

Send to:

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