

The Kentucky Writing Project Network



Professional Development Catalog

What is the Kentucky Writing Project?	2-3
KWP Advanced Institutes (for current WP members)...	4, 14
Striving Readers Literacy Leadership Cadres	4-5
Integrated KWP-KRP Institutes	6
School Partnership Models (Embedded PD)	7-8
Traditional Summer Institutes	9-10
1- to 3-day Workshops (regional or at your site).....	11-14
Hybrid Workshops (part face-to-face, part online).....	15
Contact us	16

KWP: Dedicated to ...

increasing the number of teachers and other school leaders who are effective in improving student achievement in literacy for all, and closing the gap by providing low-income and diverse students greater access to effective instruction

...since 1981

The Kentucky Writing Project Network

A Strong Tradition of Informing Writing Instruction in Kentucky

<http://www.kentuckywritingproject.com>

We know Kentucky education because we are Kentucky educators.

*Our reach is vast:

---116 out of 120 Kentucky counties served in 2016-2017.

*Our network is extensive:

---2,600 teacher leaders in Kentucky.

*Our work is far-reaching:

---total attendance at site-sponsored programs for the past 5 years is 24,270.

*Our ability to provide comprehensive, job-embedded PD is proven:

---provided 4,800 teachers over 20+ hours PD in the past 5 years.



The Internationally-acclaimed National Writing Project regards the Kentucky Writing Project as an exemplary model of teachers teaching teachers within their 180-site network.

Professional learning options for all levels, all contents:

- ◆ Reading and writing across contents
- ◆ Critical thinking and analysis
- ◆ Writing with ESLs
- ◆ Writing workshop
- ◆ Multi-disciplinary literacy strategies
- ◆ Project-based learning/makerspace
- ◆ Motivation and engagement
- ◆ Assessment
- ◆ The National Writing Project's College, Career, Community Writing Program

**We will craft an individual professional development plan
with you to meet your school or district's challenges and focus areas.**

Contact Jean Wolph , Director of the Kentucky Writing Project

jean.wolph@louisville.edu

502-852-4544

How does Kentucky education benefit from KWP?

KWP IMPROVES STUDENT ACHIEVEMENT IN WRITING

Excerpt from *Status of Writing Instruction In Kentucky Public Schools* (EPSB, 2012)

In a study of on-demand writing assessments, EPSB analyzed the scores of 184,264 students taught by 3,476 teachers. Their findings are below:

One result about the effective teachers does bear consideration: **more effective teachers of writing were more likely to have participated in programs of the [Kentucky] Writing Project.** NWP activities were highly rated by both the teacher respondents and the institutional respondents, and it seems clear that participation in these activities may be the single most attractive mechanism for improving the quality of writing instruction, both for teacher candidates and for teachers already in the classroom.

One Teacher's On-Demand Data

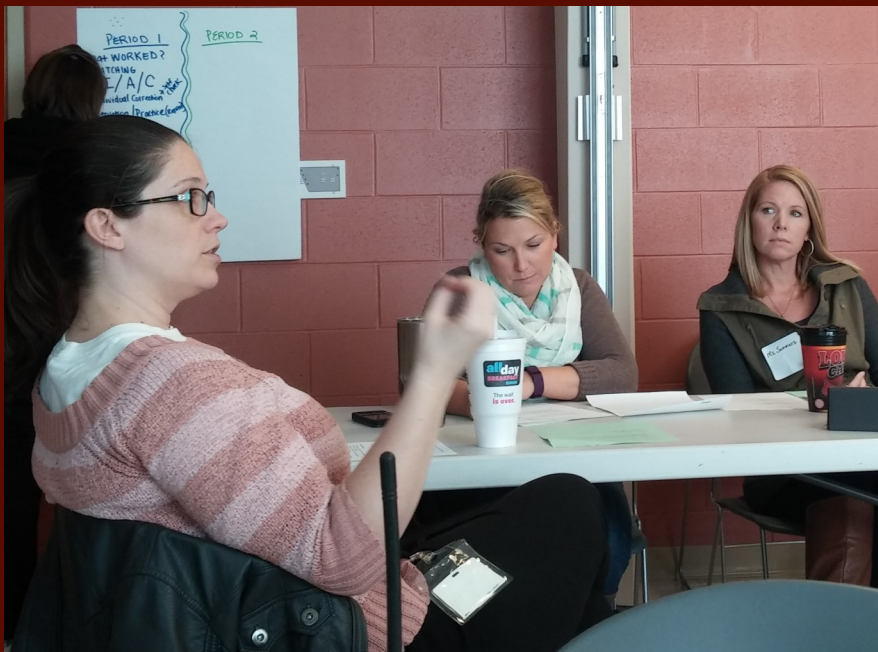


	<u>Before WP</u>	<u>After WP</u>
Novice:	9.8%	8.4%
Apprentice:	58.2%	47.3%
Proficient:	30.1%	33.2%
Distinguished:	2.0%	11.1%

*Leslie A. Workman
Bath County High School
Morehead Writing Project*

KWP OFFERS OPPORTUNITIES, P-20 , IN ALL CONTENTS

The principles of effective writing instruction stretch across all levels and disciplines.



The National Writing Project focuses the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners.

Kentucky Writing Project Models & Opportunities for Partnerships

These opportunities are open to all interested schools and districts.

KWP Striving Reader Advanced Institute for Writing Project Fellows:

As you form your leadership teams, we encourage you to recruit Writing Project Fellows-- teachers who have participated in a Writing Project Invitational Summer Institute (a 3- to 4-week experience) have been prepared to take on literacy leadership roles in their schools and districts.

To support these teacher leaders, KWP offers a special advanced institute focused on preparing for the Striving Reader work.

Schools are invited to send their Writing Project Fellows at no charge to a two-day advanced institute to help prepare them to take on leadership roles that will support grant implementation at your site. This opportunity does not substitute for the regional July leadership institute.

Dates: June 25-26 in Louisville OR June 28-29 at Big Sandy Community & Technical College in Floyd County OR July 2-3 at Murray State University.

Registration deadline, June 1: jean.wolph@louisville.edu; 502-852-4544. *Travel costs, teacher stipends, and lodging are at your school's expense.*

Regional KWP Striving Reader Literacy Leadership Cadres:

KWP will provide intensive summer institutes and regular support meetings to which schools and districts may send instructional leaders for the two years of the grant. Depending on locations of participating schools/districts, we hope to have 3 locations, one each in the western, eastern, and central areas of the state. *Participants may earn college credit at their own expense.*

One team (up to approximately 25% of your staff) attends from **each school participating in the grant**, who will be supported as teacher leaders in their buildings. Ideal configuration: teachers from each grade level (with preference given to Writing Project Fellows, if possible) representing a variety of content areas and special populations (e.g., English Learners and special education), and 1 or more administrators to support both vertical and horizontal implementation. In Year 2, schools may double their teams to increase capacity.

Year 1

Summer 2018 Launch:

4-day Institute to develop leaders' understandings of research-based literacy practices and abilities to model key practices for colleagues, as well as to support their integrating these practices into the curriculum and culture of the school. Writing Project Fellows (if any) from the school will take on leadership roles during the institute.

Kentucky Writing Project Models, continued

2018-19 School Year: Seven follow-up sessions (September, October, November/December; January, February, March, April/May) to support leaders in classroom implementation and teacher learning at the school, analysis of student work/assessment literacy, and development of literacy leadership skills. Writing Project Fellows (if any) from the school will be provided leadership opportunities during these school year sessions.

Year 2

Summer 2019:

2-day leadership institute for Year 1 participants and Writing Project Fellows to prepare for the 4-day institute

4-day teacher institute; Year 1 participants assist in leading the Year 2 institute

2019-20 School Year:

Seven follow-up sessions (September, October, November/December; January, February, March, April/May) to support whole-school classroom implementation and teacher learning at the school, analysis of student work/assessment literacy, and continued development of literacy leadership skills.

Year 3

Summer 2020:

3-day leadership institute for teachers leaders to prepare for leading intensive institutes at their own sites for new hires and for providing job-embedded professional learning in their schools for all teachers. Special focus: Effective PLC protocols, student work analysis protocols, peer coaching and lesson study approaches.

August and September virtual meetings to share initial efforts and troubleshoot implementation.

Cost: \$60,000 per year (\$120,000 for Summer 2018 through Summer 2020) with the potential for multiple schools to share the cost, depending on proximity.

Professional development hours provided: 66 in Year 1; 78 in Year 2; 22 in Year 3.

Districts are responsible for teacher stipends for summer work and travel to the regional meetings.

Integrated KWP-KRP-ALP Model:

KWP offers summer institutes focused on integrating reading and writing, collaboratively planned with the Kentucky Reading Project (K-5 elementary reading focus) and the Adolescent Literacy Project (6-12 ELA and content area literacy focus). Districts are invited to send teams of teachers who will participate for two consecutive summers.

This model includes independent school-year action research to apply strategies learned during the two summers of intensive workshops. A school-year follow-up meeting and a classroom coaching visit is included each year, plus the opportunity for college credit (at the participant's expense).

The experience culminates in the coaching of a professional development presentation for the KRP Share Fair, KWP Fall Conference, Writing Eastern Kentucky Conference at Morehead State, Louisville Writing Project Mini-Conference or other professional conference (such as Kentucky Council of Teachers of English, Kentucky Council of Teachers of Social Studies, Kentucky Science Teachers Association, etc.).

Locations will be determined based on the districts who choose this model. We anticipate a minimum of 3 regional institutes: Eastern Kentucky, Western Kentucky and Northern/Central Kentucky. Minimum number of registrants required per regional site to "make" is 15.

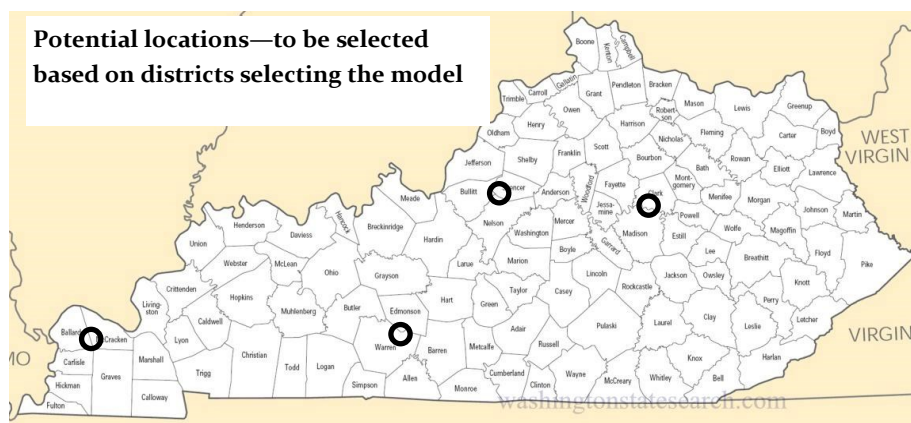
Two models are possible:

A. Five days each of KRP and KWP, scheduled during separate weeks. Participants attend both KRP and KWP for two summers. Districts are responsible for travel costs and teacher stipends (suggested minimum, \$50/day each for summer work). While the price is dependent on the number of districts that request this model, the maximum estimated KWP registration fee is \$1500 per person per year (\$3000 total). *Note: Districts must negotiate KRP costs separately with CCLD; contact keith.lyons@uky.edu.*

B. Integrated: Ten days each summer in an integrated approach with potentially one-half day on reading and one-half day on writing, held at the same site, depending on awardees' locations and facilitators' availability. All teachers, K-12, attend KWP; K-5 teachers attend KRP; 6-12 teachers of all contents including ELA attend ALP). Participants attend both KRP and KWP for two summers. Price is dependent on the number of districts that request this model, but would be similar to those noted above.

The KWP component involves 68 hours of PD for the two-year experience.

In either model, districts are responsible for budgeting teacher travel costs (lodging, if needed, and gas) and teacher stipends (e.g., \$50/day per teacher).



School Partnership Model:

KWP teacher consultants will work with a school, supported by the site, to provide embedded PD based on collaborative needs assessment. ***All dates are for illustration; actual schedules would be negotiated with interested schools.***

SAMPLE ARC OF PROFESSIONAL DEVELOPMENT FOR SCHOOL PARTNERSHIP

Spring 2018, if possible	District Visit for Needs/Assets Review: orientation to KWP, classroom visits, planning time with administrators, coaches, and teachers to agree on dates/times for professional development in 2018-19
July 23-25, 2018 18 hrs. PD	Partnership launch: Research underpinnings of a strong writing program, importance of teacher writing/modeling Possible 4 th day with coaches to integrate work with school or district curriculum maps
Week of August 27, 2018	Pre-assessment Introduction of routine writing in classrooms, with coaches visiting each ELA classroom to co-teach/support launch of work
Week of Sept. 10, 2018	Initial student work analysis to determine student skill levels Continuing to build a culture of writing
Week of Sept. 17, 2018	Teaching of first lesson sequence with coaches modeling in classrooms and/or co-teaching; lesson-study approach to support teacher take-up. Grade-level debriefing.
Week of October 1, 2018	Student work analysis to determine next steps, select an instructional resource and write through it. Planning of routine writing experiences to support students in skill development to use between now and next writing cycle.
Week of October 22, 2018	Teaching of second lesson sequence with coaches modeling in classrooms and/or co-teaching; lesson-study approach to support teacher take-up. Grade-level debriefing.
Week of November 5, 2018	Student work analysis to determine next steps, select an instructional resource and write through it. Planning of routine writing experiences to support students in skill development to use between now and next writing cycle.

Week of November 26, 2018	Teaching of third lesson sequence with coaches modeling in classrooms and/or co-teaching; lesson-study approach to support teacher take-up. Grade-level debriefing.
Week of December 10, 2018	Student work analysis to determine next steps. Planning of revision lessons to support students in lifting the quality of their Fall work.
Week of January 7, 2019	Students complete revisions of one piece of writing writing from the fall. Coaches support through classroom visits.
Week of January 14, 2019	Student work analysis to determine next steps, select an instructional resource and write through it. Planning of routine writing experiences to support students in skill development to use between now and next writing cycle.
Week of February 4, 2019	Teaching of fourth lesson sequence with coaches modeling in classrooms and/or co-teaching; lesson-study approach to support teacher take-up. Grade-level debriefing.
Week of February 18, 2019	Student work analysis and planning of independent writing projects.
Month of March, 2019	Students develop topics, conduct research, form claims, and use the tools they have learned this year to write and revise longer, independent writings. Coaches support through classroom visits.
Week of April 15, 2019	Student work analysis of independent writings. Exploration of On-Demand Resources and planning of on-demand study.
Week of April 22, 2019	Classroom study of on-demand; visits by coaches to support. co-teach; lesson-study approach. Grade-level debriefing.
Week of April 29, 2019	On-demand post-assessment in prep for state assessments
Week of May 12, 2019	Celebration of work, reflection time, and planning for integration into school writing program, including work in 2019-20 with content area teachers

Cost: Estimated at a minimum of \$50,000 per year. Actual cost will be negotiated, depending on staff size and level of support designed by the school in collaboration with KWP as well as distance from university site.

Traditional Summer Institute:

Several KWP sites will be offering institutes designed to develop teachers as writers, writing teachers, and writing leaders in June and July, 2018. We invite you to consider this opportunity as another way to jumpstart your Striving Reader work by sending one or more teachers to become part of our KWP network of teacher leaders who focus on helping their students, schools and districts improve achievement in writing.

Writing Projects share core principles that are enacted in our summer institute work:

- Writing is fundamental to learning. Summer Institutes therefore involve teachers from all disciplines and levels of instruction, primary through university.
- As the process of writing can best be understood by engaging in that process, teachers of writing should write. The summer institute focuses in part on teachers as writers.
- Teachers are the best teachers of teachers; successful practicing teachers have greater credibility with their colleagues than outside experts. A central part of the summer institute involves participants presenting their best writing lessons to one another.
- Real change in classroom practice happens over time. Working as partners, universities and schools can articulate and promote effective school reform. The school year component of the institute therefore involves teachers sharing what they have learned with their colleagues.
- Effective professional development programs are on-going and systematic, bringing teachers together regularly throughout their careers to examine successful practices and new developments (NWP, 1998). Writing Projects therefore offer lifelong PD, with members taking on leadership to sustain the network.

Dates for Summer 2018

**Louisville Writing Project
Invitational Leadership
Institute**

3-6 graduate credits (at regular University rates) or up to 72 hours of PD credit (\$500). The institute includes the following:

- April 27 (evening) and April 28 at Rough River State Park (lodging and meals provided)
- May 2018: Coaching appointments (TBA)
- June 11-22 at Manual HS in Louisville, 8 am—3:30 pm daily, + 1 evening potluck
- 2 LWP Mini-Conferences (Sept. 8, 2018 and Jan. 19, 2019)
- 2 State Conferences (KWP, (tba) and KCTE*, February 2019)
- 6 Saturday Sessions during the 2018-19 school year (tba)
- Summer 2019 Retreat/Advanced Institute (tba by group)

*additional registration fee required

Dates for a September through March version will be available soon, held in Louisville.

For more information:

[2018-19 LWP Writing Institute for Literacy Leadership Development](#)
[and 2018-19 Invitational Institute Teacher Application](#) or contact
jean.wolph@louisville.edu

Traditional Summer Institute:

Dates for Summer 2018, continued

Morehead Writing Project Open Institute

July 2-27 Online Asynchronous Institute

3-6 hours of graduate credit (at regular University rates) OR 36 hours of professional development credit (\$350)

For more information: <http://moreheadwritingproject.org/online-summer-institute/> or contact d.mascl@morehead.edu

Mountain Writing Project Invitational Leadership Institute

June 11- 22, 8:30-3:00, at the Jolly Classroom Center, Hazard Community and Technical College, plus 2 fall follow-up sessions and virtual check-ins.

For more information, see https://docs.google.com/document/d/1od-dSyubgBEVW8vo0P4NeHD328TJWq_72TKWKy6ou_E/edit?usp=sharing or contact sabrina.tackett@jenkins.kyschools.us.

Purchase Area Writing Project

June 4-13 online Summer Institute at Murray State University. Participants must enroll in ENG 604. For more information, contact pwalker1@murraystate.edu.

July 7-25 hybrid on-Line course, Literacy for All, through Murray State. Participants must register for ENG 750 (university rates apply) for 3 hours of graduate credit. Contact dbell@murraystate.edu for more information.

Western Kentucky University Writing Project

WKU Writing Project Summer Institute, June 4-22, 2018: Writing with Young Adult Literature, 9:00-12:15 M-F

Participants in the Institute must enroll in ENG 597 at regular university rates.

We will consider strategies for teaching writing 7-14, using YAL as mentor texts. Attention will be given to multiple writing purposes, formats, and audiences. Students will participate in reading and writing groups and conduct individual inquiry projects resulting in presentations that would be suitable for professional development workshops.

**Western Kentucky University Writing Project Summer Institute
June 3-21, 2019, 9:00-12:15 M-F**

Participants must enroll in ENG 597 at regular university rates.

The topics for the institute will be determined based on interests and needs of regional K-14 educators.

For more information, contact peggy.otto@wku.edu.

KWP summer academies 2018

These workshops can also be scheduled at your school or district. Contact jean.wolph@louisville.edu to discuss costs.

Deeper Learning: Genius Hour, Makerspaces, & PBL

June 12-14: 9:00-4:00 / Bath County MS

Overview of Genius Hour, Makerspaces, & PBL; Hacking the models; Makerspace Tips; Assessment; Troubleshooting; & Funding. Support and sessions available for ELA, Social Studies, Science & Technology, & Math as well as for administrators.

Early-Bird Registration, \$150 by June 1; \$225 after June 1

Writing with English Learners, 5-12

June 13-15, 8:00-3:00 / Lexington

Exploring Culturally Relevant Children's Literature; Informational Writing; English Learners' Vocabulary Development; Argument Writing and English Learners; Using WIDA Writing Rubric to Analyze Student Work and Applying Effect Size Formula to Measure the Impact of Writing Instruction on Student Learning; Strategies to Support Newcomer Students at the Secondary Level; Collaboration and Co-Teaching

Early-Bird Registration, \$150 by June 1; \$225 after June 1

KWP summer academies 2018

These workshops can also be scheduled at your school or district. Contact jean.wolph@louisville.edu to discuss costs.

Research-Based Strategies for Teaching Writing to Primary Students

June 19-20: Louisville, 9:00-4:00

June 25-26: Murray State OR Mt. Sterling, 9:00-4:00

Routine Daily Writing; Structure and Organization of a Writer's Workshop; Use of Mentor Texts in Writing Instruction; Conferencing; Analyzing Student Work; Writing in the Content Areas; Makerspace and Writing; Research-Proven Strategies for Grammar Instruction; Advanced Workshop Techniques

Early-Bird Registration, \$150 by June 1; \$225 after June 1

Components of a Strong Writing Program, Grades 3-6

June 25-26: 9:00-4:00 / Murray State, Paducah, KY

July 12-13: 9:00-4:00 / Peak's Mill Elementary, Frankfort, KY

Day 1: Daily Writing to Build Fluency & Stamina; Connecting Reading and Writing; Writing for Real audiences and Purposes

Day 2: Writing in Science and Social Studies; Writing for Assessment

Day 1 or Day 2 option: Early-Bird Registration, \$105 by June 1; \$150 after June 1

Two-day option: Early-Bird Registration, \$175 by June 1; \$225 after June 1

KWP summer academies 2018

These workshops can also be scheduled at your school or district. Contact jean.wolph@louisville.edu to discuss costs.

Teaching Grammar as a Craft of Writing, 5-12

June 25-26, 8:30-3:30 / Frankfort

Making grammar relevant for students; Exploring grammar applications in the real world; Approaching grammar as a skill rather than as content; Exploring the connection between grammar and reading comprehension; Addressing grammar as a writer; Exploring the role of grammar in determining an author's purpose; Discovering the function of grammar in communicating with an audience; Integrating student/classroom reading with grammar instruction; Using inquiry instruction to foster grammar acquisition; Unlocking the intimidating mystery of grammar and its applications in writing

Early-Bird Registration, \$125 by June 1; \$175 after June 1

Literacy for All: MS/HS Literacy in the Disciplines

June 26-28, 8:30-3:30 / Murray State and UofL

What is Disciplinary Literacy? Bridging Research Skills from Middle to High to College. Reading and Writing in the Disciplines. Vocabulary Development in the Content Area Classroom. Argument Writing in the Disciplines. Assessing Writing in the Content Area Classroom. Developing Inquiry Questions to Drive Project-Based Learning. Collaboration and Co-Teaching. Finding Student Voice in Content Areas. Multidisciplinary Planning. Effective Uses of the Media in the Classroom. Multimodal Instruction/Learning

Early-Bird Registration, \$175 by June 1; \$200 after June 1

Hybrid On-Line option: Literacy for All, July 7-25. Register for ENG 750 (university rates apply) for 3 hours of graduate credit. Contact dbell@murraystate.edu for more information.

KWP summer academies 2018

This workshop can also be scheduled at your school or district. Contact jean.wolph@louisville.edu to discuss costs.

Argument Writing Across Content Areas

July 10, 11, 12: 9:00-4:00 / Mt. Sterling

Adapting a research-supported framework to your unique classroom context

Create a culture of argument, Develop claims, Use sources purposefully to advance arguments, Adapt formative assessment tools; Applications for on-demand writing

Early-Bird Registration, \$150 by June 1; \$225 after June 1

KWP Advanced Institute: College, Career, Community Writing Program

Begins July 6: 9:00-4:00 / Louisville

This opportunity is ONLY open to current Kentucky Writing Project teachers, 3-12

Writing Project Fellows (educators who have completed an invitational institute through an NWP site) will experience the entire program as writers in order to prepare to be leaders in KWP programs. This is a hybrid experience that requires weekly online meetings throughout the summer and early fall, to be scheduled by the group. A follow-up face-to-face meeting will be held at our fall conference on Sept. 8. Successful participants will earn a badge in C3WP.

No direct cost; travel is at your own expense,
as is registration at the KWP Fall Conference (\$100).

KWP *hybrid* summer academies 2018

These workshops can also be scheduled at your school or district. Contact jean.wolph@louisville.edu to discuss costs.

Reading Novels as Theory Work

Accessible strategy integrating critical thinking, reading, and writing

Proven to raise test scores

Begins June 12/plus online follow-up, 9:00-12:00 / Louisville Male HS

Reinventing the book study; Close reading; Drawing inferences; Making connections; Crafting explanations; Applying analysis; Designing related writing assignments. Dates to be selected by group, including a culminating face-to-face meeting. Up to 12 hours PD credit.

Early-Bird Registration, \$150 by June 1; \$225 after June 1

Project-Based Learning

...where reading/writing workshop and project-based learning meet to build 21st century college & career-ready skills. *Teaches task and time management. Student driven. Integrates reading, writing, community, and project management*



Liz Prather, KWP, ELA

Begins July 30, 8:30-3:30 plus online follow-up
Up to 12 hours of PD credit

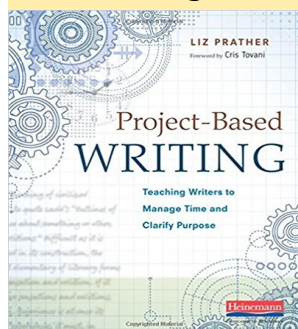
Lafayette High School, 400 Reed Lane, Lexington, KY

One 6-hour planning meeting face-to-face in my classroom

Three 2-hour online sessions to support the work (dates/times selected by participants)

Participants will receive instructional material and a copy of *Project-Based Writing: Teaching Writers to Manage Time and Clarify Purpose* (Heinemann Press).

Early-Bird Registration, \$150 by June 1; \$225 after June 1



KWP sites

Bluegrass Writing Project

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Louisville Writing Project

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Purchase Area Writing Project

Debbie Bell and Paul Walker, Co-Directors
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**Western Kentucky University
Writing Project**

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**Please contact the Kentucky Writing Project directly to
arrange any of the opportunities described in this catalog:**

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[https://louisville.edu/education/centers/
nystrand/lwp](https://louisville.edu/education/centers/nystrand/lwp)

