

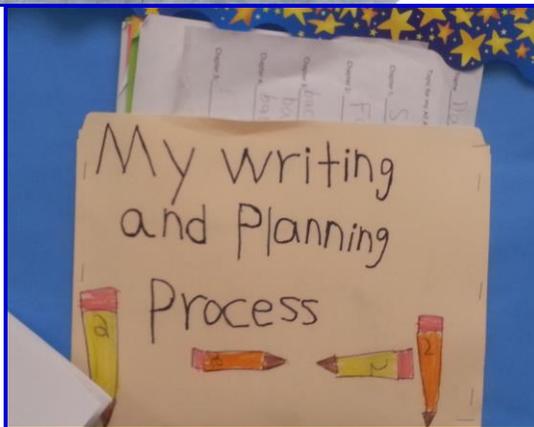
Paramus Public Schools presents



The Summer Institute on the Teaching of Writing

July 24-27, 2017

East Brook Middle School
190 Spring Valley Road, Paramus, NJ 07652





Writing, to me, is simply thinking through my fingers.

Isaac Asimov

FOR FIRST-TIME PARTICIPANTS

For first-time participants, we offer a special course called, *Teaching in the Age of Common Core: Best Practices for a Writing Workshop*.

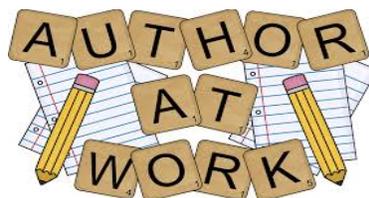
This course will be taught in Grades K-2 by Gravity Goldberg and in Grades 3-8 by Katherine Bomer.



Dr. Gravity Goldberg is the author of *Mindsets and Moves* (Corwin 2015), and co-author of *What Do I Teach Tomorrow?* (Corwin 2017) and *Conferring with Readers* (Heinemann 2007). She is the leader of Gravity Goldberg, LLC, a local consulting organization for schools, through which she consults with local districts on reading and writing instruction.



Katherine Bomer is a nationally renowned speaker on literacy education. She is the author of *The Journey is Everything* (Heinemann 2016) on essay writing, *Hidden Gems* (Heinemann 2010) on building on students' strengths in writing, and *Writing a Life* (Heinemann, 2005) about memoir writing with students. She is co-author of *For a Better World* (Heinemann, 2001), and was our first ever keynote speaker at the Paramus Summer Institutes.





SOME OF THE OTHER KEYNOTE SPEAKERS WHO WILL BE JOINING US....

Vicki Vinton is a nationally renowned literacy consultant. A former staff developer at the Teachers College Reading & Writing Project, she is the author and co-author of many books on literacy instruction including *What Readers Really Do* (Heinemann 2012) and *The Power of Grammar* (Heinemann 2005.) She is a contributing author to *The Teacher You Want to Be* (Heinemann 2015), and regularly blogs for teachers at www.tomakeaprairie.com



Patty McGee is a staff developer at Gravity Goldberg, LLC, and regularly consults with teachers, literacy coaches, and administrators on literacy instruction. She has presented at many national conferences, and is the author of *Feedback that Moves Writers Forward* (Corwin 2017). She is the recipient of the prestigious 2002 Milken Award for Excellence in Education.



FOR RETURNING PARTICIPANTS

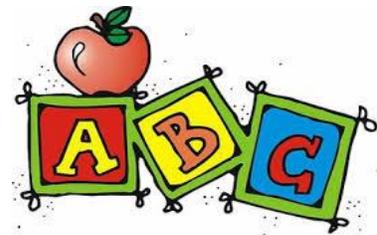


For teachers who have attended writing institutes in the past, or have participated in Littgether Teacher Leader Project study groups or in ongoing staff development in Writing Workshop for at least two years, we offer the following courses of study. These courses are led by teachers and consultants who embed their teaching in real classroom practice. Space is limited and spots will be filled on a first-come, first-served basis, so we ask you to sign up for 1st and 2nd choices for each session.

We have a special *intermediate offering* this year for teachers who have not attended Summer Institutes in the past, but have strong ongoing workshops in their classrooms or have attended just one institute. These choices are listed with a double asterisk. We hope you'll take advantage of these great courses that will supplement your knowledge!

This year, the Paramus Summer Institutes have taken on the important theme of *collaboration for both students and teachers*. We hope these selections will be of great support to you in your practice!

SESSION 1, 9:30-11:30



Section A: Partnering Poetry and Content Area Teaching

Section Leader: Kathy Doyle

Intended Audience: Grades K-5

One of the most powerful tools for writers is poetry. Period. We've explored ways in which it can support reading, and composing other types of writing. Even when it is not its own free-standing unit of study in writing workshop, it helps shape all the learning of the class, building craft and community along the way. This untapped resource is one of the best kept secrets of classroom life, and can also bring new layers of meaning to explorations in science and social studies. Join Kathy Doyle, whose classroom was a laboratory for new thinking for many, many years, in an exploration of how poetry can jump start inquiry-based learning in all parts of your day.

Section B: Sharpening the Tools of Our Teaching**

Section Leader: Christina (nee Joseph) Rizzo

Intended Audience: Grades K-8

Conferring is one of the greatest superpowers that workshop teaching heroes have. In this "Workshop 2.0" study, learn how to hone the power of mini-lessons, conferences, and teaching moves you may already know, manipulating their structure and maximizing students' learning. Hillsdale literacy coach, Christina Rizzo, will offer very practical advice to make your teaching, well, heroic together with your colleagues! *This course is strongly recommended for all Year 2 participants, and for anyone who has not attended our institutes but has been part of strong ongoing writing workshops.*

Section C: Following Students' Leads

Section Leader: Gravity Goldberg

Intended Audience: Grades K-8

Our instruction can sometimes feel detached from what students really need. However, when we work to partner our teaching with student needs, our teaching and students' learning join hands, because you'll find just what matters. In this session, Gravity Goldberg will help you focus on student-driven decision making so that your instruction matches your student writers. Participants will also use the gradual release of responsibility model to help students become independent and thoughtful writers, who make decisions for themselves. We will spend special attention on struggling writers, ELL's, and students who are already writing above grade level. Teachers will leave the session with ideas for how to use conferences, small groups, and all of the balanced literacy components to help all students grow.



Section D: Staying on the Write Path: Maintaining a Love of Writing in Secondary Classrooms

Section Leader: Matthew Morone

Intended Audience: Grades 6-12

We try to convey to our students that writing is a journey, not a destination. However, this becomes more and more difficult in a world of high-stakes assessments, college admissions, and an often disconnected, distracted, and anxious student population. In this course, Pascack Valley High School teacher, Matthew Morone, will demonstrate how to continue the joy of writing instilled at the elementary level to the secondary classrooms, while building fluency, skill, and confidence along the way.

Section E: Re-Envisioning Rubrics

Section Leader: Vicki Vinton

Intended Audience: Grades 2-8

When it comes to reliance on data, the sociologist William Bruce Cameron wisely cautioned that, "Not everything that can be counted counts, and not everything that counts can be counted." In this workshop, Vicki Vinton, author of many books on the teaching of reading and writing, will explore what should really count and then help participants use this belief to design rubrics and other assessments that capture more than just what can be counted. Additionally, participants will look at how to plan units and individual lessons that directly teach into what may be most important but often is hard to measure.

SESSION 2, 1:00-3:00

Section F: Informational and Opinion Writing Academy**

Section Leaders: Various

Intended Audience: Grades K-8

Writing of informational texts is taking a greater and greater role in our classrooms. Live the life of an informational writer to learn new strategies on how to write informational and opinion texts with great depth and elaboration. Join these grade-level-specific breakout sessions and study how to empower students to teach through their writing. *This course is strongly recommended for all Year 2 participants, and for anyone who has not attended our institutes but has been part of strong ongoing writing workshops.*

Section G: Supporting Professional Collaboration in Times of Curricular Change

Section Leaders: Irene Pierides and Margy Leininger

Intended Audience: Administrators

In an age of ever-changing curriculum, testing, and evaluation systems, the school leader's role is also undoubtedly changing. In addition to the many managerial aspects of the job, curricular leaders must provide lampposts for their teachers with clear-cut plans that develop their skills, while motivating them so that their students can be truly successful. Join Glen Rock principal Irene Pierides and Ridgewood principal Margy Leininger, who have partnered with their teachers and with other principals to collaboratively write the story of curricular support and supervision.

Section H: Feedback that Moves Writers Forward

Section Leader: Patty McGee

Intended Audience: Grades K-12

Feedback is an important part of the collaboration between teacher and student. However, corrective feedback, a common response to student writing, can limit, even squash, student voice, passion, and development of technique, often leaving teachers overworked and despondent. In this session, Patty McGee, author of *Feedback that Moves Writers Forward*, offers alternatives to swap out corrective feedback to transform students and their writing by helping build writers who take risks, set goals, make choices, and reflect. Both the writer and the writing flourishes under the influence of this customized approach to feedback.

Section I: Launching Adventures of Inquiry in the Writing Classroom

Section Leader: Vicki Vinton

Intended Audience: Grades K-8

Read any educational website these days and it's likely you'll find an article on an inquiry-based approach, such as project- and problem-based learning, the maker movement, and even tinkering. These approaches have taken hold in STEM classrooms and other disciplines but are far less common in literacy, where direct instruction with teacher modeling is frequently still the norm. In this interactive workshop, Vicki Vinton will explore how to bring inquiry into writing workshop at every level, from designing inquiries that help students construct an understanding of the purpose and structure of genres to inquiries that engage them in discovering the many ways writers can create voice.

Section J: Writing to Change the World: Helping Young People Use Their Voices to Speak for Fairness and Justice

Section Leader: Katherine Bomer

Intended Audience: Grades K-4

When we think about what we most want for our students as readers and writers, the wish to help them be active in shaping the world is key. In today's world, where there is so much need for people who do not just accept, but question, and who act to make a difference in ways that matter, there is nothing more important than helping students to see the power in literacies, even for our youngest! In this section, Katherine Bomer will offer you practical strategies, methods, and tools to put these lofty ideals into practice in your curriculum. She will help you see how critical literacies is not a unit of a study but rather a stance that you can help your students take toward literacy, whatever they are reading, and using their writing to create a better world! Nothing is more authentic, nothing is more collaborative than that!



2017 INSTITUTE FACULTY AND STAFF

The Teaching of Writing



Katherine Bomer is a national consultant on literacy instruction, and the author of *The Journey is Everything* (Heinemann 2016), *Hidden Gems* (Heinemann 2010), *Writing a Life* (Heinemann 2005), and the DVD *Starting with What Students Do Best* (Heinemann 2011). She is co-author of *For a Better World: Reading for Social Action* (Heinemann 2001) with her husband Randy Bomer. You can follow her @KatherineBomer.

Ellen Chapin is a teacher in the Paramus Public Schools. She has taught grades 1 and 4, and basic skills. Her classroom is often used as a labsite for professional development.

Kim Clancey has taught many grades in the Paramus Public Schools. She regularly offers up her classroom as a labsite for professional development sessions, and was trained as a Paramus Literacy Coach under Judy Davis, Isoke Nia, and Dorothy Barnhouse. She is a member of the Litttogether Think Tank, and recently co-taught a study group on text structure in reading and writing with the Litttogether Teacher Leader Project.

Dana Clark is a reading specialist and literacy coach in the Fair Lawn Public Schools. She writes literacy curriculum for the elementary schools in Fair Lawn and coaches in classrooms regularly. She recently led a study group called *Become the Manual: Discovering New Writing Techniques for Your Writing Conferences* for the Litttogether Teacher Leader Project. You can find her on Twitter @dana_dclark.

Christine Diaz is Supervisor of Staff Development for the Paramus Public Schools. She has taught math and science in middle school, and currently facilitates the staff development needs for hundreds of teachers in eight schools.

Caitlin DiGennaro has taught grades 1, 3, and 4, as well as basic skills in the Paramus Public Schools. She is a certified reading specialist and special education teacher and has taught in New York City.

Kathy Doyle is a retired 5th grade teacher in the Tenafly Public Schools. She has appeared in many books on literacy instruction and is a frequent instructor at the Teachers College Reading & Writing Project. She is a member of the Litttogether Think Tank, and recently taught a course called *Reinventing the Writer's Notebook* for the Litttogether Teacher Leader Project.

Kristin Gagliano is a basic skills teacher and instructional coach in the Emerson Public Schools. She has taught grades K-6 in Arizona, Florida, and New Jersey as a classroom teacher and small group instructor. This past fall, Kristin led a study group for literacy coaches on setting up systems to build collegiality based on her research and work as an instructional coach.

Gravity Goldberg is a nationally renowned literacy consultant. A former staff developer at the Teachers College Reading & Writing Project, she is the co-author *What Do I Teach Readers Tomorrow?* (Corwin 2017), the author of *Mindsets and Moves* (Corwin 2015), and co-author of *Conferring with Readers* (Heinemann 2007). She consults both locally and nationally on workshop teaching. She is found on Twitter @drgravityg.

Laurie Hemmerly is a reading specialist and literacy coach in the Paramus Public Schools. She has taught kindergarten and 1st grade and has written literacy units for those grades. A member of the Littogether Think Tank, she recently co-led a study group on text structure in reading and writing for the Littogether Teacher Leader Project. You can find her on Twitter @LHemmerly.

Matt Kimbell has taught grades 2 and 3 in the Paramus Public Schools. He teaches in an inclusion setting, is a member of the Littogether Think Tank, and recently led a study group on fostering creativity in schools for the Littogether Teacher Leader Project.

Margy Leininger is the principal of Travell Elementary School in Ridgewood. A former literacy staff developer in Ridgewood, she has participated in study groups at Teachers College with Lucy Calkins and is a member of the Littogether Think Tank. Margy recently led a study group called *Teaching Deep Comprehension through Social and Emotional Issues of Literature* for the Littogether Teacher Leader Project. You can follow her on Twitter @mdleing.

Patty McGee is a staff developer with Gravity Goldberg, LLC, and the author of *Feedback that Moves Writers Forward* (Corwin 2017). She regularly consults with teachers and principals in grades K-12 on literacy instruction. She has presented nationally at NCTE and Learning Forward. A former classroom teacher and media specialist, she is the 2002 recipient of the prestigious Milken Award for Excellence in Education. She can be found @pmgmcgee.

Lorraine Madden is a literacy coach in the Cranford Public Schools where she guides teachers across her district in their literacy instruction. She is active in NCTE, ILA, and many other professional organizations. You can follow her on Twitter @Sissy66Madden.

Tom Marshall is the principal of Stony Lane Elementary School, leader of the New Jersey Literacy Leaders' Network, and a former staff developer and national consultant for the Teachers College Reading & Writing Project. His website, www.littogether.com, is a resource on literacy instruction for teachers, coaches, and administrators. He is an active member of NCTE and has presented at their conferences at state and national levels. He is writing a book on instructional leadership (Heinemann 2018). You can find him on Twitter @tomlittogether.

Matthew Morone is an English teacher at Pascack Valley High School in Hillsdale, New Jersey, where he currently teaches grade 10. He presently serves as Member-at-Large for the Conference on English Leadership (CEL) and has been published in their *English Leadership Quarterly*. He was recently named a 2016 Princeton University Distinguished Secondary Teacher. Matt's "Open Classroom" instructional model has been featured in *The Bergen Record* and *NCLE* publications, among others. You can follow him on Twitter @MrMorone.

Grace Oh has taught grades K-5 over her 18 years as a classroom teacher, and is currently an instructional coach for Waldwick Public Schools. A former New York City teacher, she holds a Master's Degree in Curriculum and Teaching from Teachers College, and has worked closely with Lucy Calkins, Carl Anderson, and Kathleen Tolan in a number of the Project's Leadership Groups.

Irene Pierides has served an educator for over 35 years in New York City and New Jersey. She has been a classroom teacher, reading specialist, literacy coach, assistant principal, director of curriculum and instruction, and for the past 10 years, she is the principal of Alexander Hamilton School in Glen Rock. Irene strongly believes that the best teachers learn alongside their students every single day and the best leaders learn alongside their teachers. She can be found @irene_pierides.

Christina Rizzo is a literacy coach at the Hillsdale Public Schools. She has taught grades 1 through 4 in various districts in Northern New Jersey and holds her Master's Degree from Teachers College with Lucy Calkins. She has participated in the Northern Valley Curriculum Center's Coaching Academy, and is a member of the Littgether Think Tank.

Erin Solej has taught English in all middle school grades, and has been published in several parenting magazines and two editions of *Chicken Soup for the Soul*. Our institute's writer-in-residence, she writes full time.

Vicki Vinton is a literacy consultant and nationally renowned authority on the teaching of reading and writing. A former staff developer at the Teachers College Reading & Writing Project, she is the co-author of *The Power of Grammar* with Mary Ehrenworth (Heinemann, 2005) and *What Readers Really Do* with Dorothy Barnhouse (Heinemann, 2012), and was one of the contributing authors to *The Teacher You Want to Be* (Heinemann, 2015). She is also the author of *The Jungle Law*, a historical fiction novel for adults, and she writes for teachers and principals on her blog, www.tomakeaprairie.com, and can be found on Twitter @VickiVintonTMAP.





You are a writer already. Today. Now.
So start writing the book, the novel, the blog, your life's work.
Today is a good time to start. Now is even better.

Anonymous