

2017 Teachers as Leaders & Writers Conference

A Collaborative Conference presented by NCTE'ers & National Writing Project @ West Virginia University

8:30-9:00: Enjoy a light breakfast in the Mountaineer Room, pick which sessions you would like to attend, and head to your first session.

<p>Round A: 9:00am-10:00am</p>	<p>#1 - Room: Laurel - Keri Valentine: Creating Stories for "Naked" Graphs in Algebra #2 - Room: Blackwater - Kelsey Frantz: Implementing a Writer's Workshop into a Kindergarten Classroom #3 - Room: Cacapon - Amy Alvarez: Writing Poetry in the High School Classroom #4 - Room: Monongahela - Daniel Summers: Mysteries, Boxes, and Lamplight: Helping Students Write Like Readers #5 - Room: Mountain - Robert Dugan: Online Publication, Authentic Audiences, and the Creative Classroom</p>
<p>Round B: 10:10am-11:10am</p>	<p>#1 - Room: Laurel - Carrie Beatty: Traditional Recipes of Appalachian Students #2 - Room: Blackwater - Andrew Patrick: Collaborative Writing in the Inquiry-Based Classroom #3 - Room: Cacapon - Erica Rodeheaver: Guided Imagery #4 - Room: Monongahela - Toni M. Poling: Writing through Close Reading #5 - Room: Mountain - Shana Karnes: Cultivating a Modern PLC</p>

11:30-12:50 Lunch is held in the Rhododendron Room. Please find your designated table which is indicated on the back of your nametag.

<p>Round C: 1:00 pm-2:00 pm</p>	<p>#1 - Room: Laurel - Carrie Beatty: Traditional Recipes of Appalachian Students #2 - Room: Blackwater - Andrew Patrick: Collaborative Writing in the Inquiry-Based Classroom #3 - Room: Cacapon - Geoff Hilsabeck: Poems as Recipes for More Poems #4 - Room: Monongahela - Jamie Johnson: An Authentic Writing Process Using Turnitin.com #5 - Room: Mountain - Shana Karnes: Cultivating a Modern PLC</p>
<p>Round D: 2:05 pm-3:05 pm</p>	<p>#1 - Room: Laurel - English Interns: True Revision: Developing Students' Identities as Writers through Peer Review #2 - Room: Blackwater - Daniel Summers: Mysteries, Boxes, and Lamplight: Helping Students Write Like Readers #3 - Room: Cacapon - Geoff Hilsabeck: Poems as Recipes for More Poems #4 - Room: Monongahela - Rosemary Hathaway and Isabella Alexandratos: Getting Started with Place-Based Writing #5 - Room: Mountain - Cassie Griffith: Discussion: An Exploration of Craft</p>
<p>Special Session: 3:10 pm-4:00 pm</p>	<p>The Future of the WV Council of Teachers of English - Rhododendron Room - This is a planning session for building West Virginia's Council of Teachers of English (WVCTE). This meeting will be facilitated by the President and Vice President of WVCTE, two English teachers from Martinsburg. They will share how they have restarted WVCTE and their vision for its role in the state. Along with the co-directors of the NWP@WVU, they will facilitate a discussion about developing WVCTE across the state. It will be an excellent opportunity to become a leader in the state in ELA!</p>
<p>Special Session 4:00pm-5:00pm</p>	<p>NWP @ WVU 30th Anniversary Celebration - Rhododendron Room - This session is the 30th anniversary celebration of our NWP@WVU site! Please stay and enjoy our celebration and snacks!</p>

Elementary School:

Kelsey Frantz: Implementing a writing workshop into a Kindergarten Classroom: How to successfully implement a writing workshop into a kindergarten classroom within a period of eight weeks.

All Levels:

Geoff Hilsabeck: Poems as Recipes for More Poems: I'll lead participants through a reading/writing exercise using a single poem, which we'll read, discuss, and then pull from for an original poem, to be drafted in the session. Those original poems will be shaped around various features (ex: tercets, a childhood memory, two questions, a simile) identified in the poem we read.

Daniel Summers: Mysteries, Boxes, and Lamplight: Helping Students Write Like Readers and Vice Versa: Let us face it, holding someone's attention is hard. We try to give students tools like imagery, tone, details, etc... to help them engage readers. In this session we explore how curiosity and connotative understanding help students become better story tellers. This is a skill that has helped students develop as both creative and informative writers. Imagine students approaching writing as an act of discovery. Come explore some of my musings and maybe write a little.

Shana Karnes: Cultivating a Modern PLC: Connecting Teacher-Writers Through Blogs, Twitter, and More: Teachers are inspired, sustained, and improved through regular interactions with colleagues. While the ideas behind Professional Learning Communities are solid ones, too often these meetings with department members in our own schools are encumbered by administrative agendas. To create a Modern PLC, teachers can seek out their own like-minded friends for ideas, support, strategies, affirmations, questions, and resources. Through the vast world of blogging, Twitter, and professional organizations, teachers can beat burnout, improve their pedagogy, and stay fresh and refreshed with the help of colleagues near and far. Join me to learn more and cultivate an active professional presence!

Rosemary Hathaway and Isabella Alexandratos: Getting Started with Place-Based Writing: Intrigued by the idea of place-based learning and writing, but don't know where to start? The journey begins here! ELA classrooms can connect deeper learning of literary themes and genres with a community in rebuild by building a connected third space for learning. Creative writing can impact the way students think about their community and, through authentic publishing and community resources, the community can learn from the next generation. This two way communication can work toward revival and renaissance.

Carrie Beatty: Traditional Recipes of Appalachian Students: This is a practical approach in getting students to publish their writing. At the end of the year, this is our way of celebrating our accomplishments while participating in fellowship and state pride. Students may pair up for this project. Each student or pair is responsible for completing a slide or page of the cookbook. Each page is to have a complete recipe including all ingredients (nothing secret), an explanation about how the recipe is traditional to them, the name of the recipe with their name and finally a picture of the prepared dish. These slides are put into one power point publication. My creative writing students are responsible for editing the slides, naming the cookbook, and organizing the slides into categories.

High School/Middle School:

Keri Valentine: Creating Stories for "Naked" Graphs in Algebra: In this session, participants will investigate opportunities to engage math students in creating stories about "naked" graphs (without numbers). Opportunities like this allow learners to read and write about patterns shown by the overall shape and the slopes of segments of the graph and so on.

Toni M. Poling: Writing through Close Reading: Students in my class practice close reading as a writing strategy. This session explores close reading strategies and how to transition those skills to writing.

Amy Alvarez: Writing Poetry in the High School Classroom: Instruction, Creation, & Assessment: Learn about how to implement poetry instruction into your high school English classroom.

Cassie Griffith: Discussion: An Exploration of Craft: This session will focus on how exploring an author's craft through collaborative discussion can improve students' writing.

Andrew Patrick: Collaborative Writing in the Inquiry-Based Classroom: Increasing Audience Awareness, Revision, and Peer Review Through a Shared Writing Experience: Google Docs has changed the way we collaborate and offer feedback to young writers as a means of communal writing support. In this session, teachers will be presented with a way to use Google Docs to allow students to work together to create a shared writing product that also develops their sense of audience, voice, and purpose in writing. The session will also highlight the use of Socratic Seminar and inquiry-based learning to support writing and critical thought in the classroom in order to create student accountability, autonomy, and choice.

Erica Rodeheaver: Guided Imagery: Through guided meditation practice, students begin to embed imagery into their writing.

Robert Dugan: Online Publication, Authentic Audiences, and the Creative Classroom: Participants will learn how to have students manage an online publication process through a modified version of the writing workshop. Student management of the website and selection for class publication promotes student ownership of writing. Moving student creative work to a social, on demand, and online atmosphere allows students to share their creative work and allows their peers to read literary fiction from the student voice. Students can view analytics for their articles, have discussions about how to increase readership, and receive comments from the public. The public nature of this method encourages writers from the community to participate in critiquing and mentoring student writers, providing voices and perspectives other than the instructor's. This authentic experience is valuable to any student.

Jamie Johnson: An Authentic Writing Process Using Turnitin.com: In our social media 'post-first-edit-later-or-never' society, many teachers face the problem teaching the importance of the writing process to our students. They see little value in drafts and peer editing is more of a popularity contest than a tool to improve writing. In this session, teachers will be presented with the many ways turnitin.com can improve the experience of writing for their students. Students use online drafting posting, double-blind peer editing, teacher comments, rubrics, reflective writing, and a plagiarism checker to create an online portfolio. It also streamlines grading for teachers!

Danielle Poling, Sarah Reynolds-Carper, Katie Nowak, and Charity Costilow: True Revision: Developing Students' Identities as Writers through Peer Review: Peer review is tool for improving student writing, but it's difficult and lengthy process can deter teachers from implementing it. Students who experience ineffective peer review view it as a grammar check rather than a chance to explore and improve other's content. This session details strategies, concepts, and positive results that arose from a semester-long focus on peer review in an English classroom. Through explicit instruction in aspects of writing and skills of peer review, students gained a foundation of knowledge from which to speak. Subsequent review sessions saw a rise in specific, content-focused, positive remarks and an increased sense of student independence. Students began considering complex transactions between authors, editors, and readers as their outlook on writing and peer review improved.