Content Literacy Leadership

A Lane Change for Writing Projects

A Building New Pathways to Leadership Resource

compiled by the

Western Massachusetts Writing Project

University of Massachusetts Amherst

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Finding the Information You Need in This Resource

How can we attract more content-area teachers to our site and induct them into leadership roles?

Content Literacy Leadership: A Lane Change for Writing Projects attempts to answer that question. This resource describes a two-year initiative by the Western Massachusetts Writing Project to develop and implement an alternative route to leadership for content-area teachers for whom the traditional Summer Leadership Institute (SLI) is not a good fit. Our initiative was one of several in the National Writing Project's Building New Pathways to Leadership program.

The six chapters that follow tell the story of that initiative chronologically, but it is possible to skip around if you are looking for particular kinds of information. The questions and chapter annotations below should help you choose. The links will take you to the sections you want to read.

➡ **How can we begin creating a new leadership lane?**

➡ **What strengths can we draw on to aid the process?**

How can we attract more content-area teachers to our site and induct them into leadership roles?

➜ How can we design a civics literacy pathway?

Chapter 3, *Designing the Civics Leadership Institute*, recounts the development and implementation of our new leadership institute for history and social studies teachers: who was involved, what resources they used, what choices they made, and how they structured the program.

➜ What will teachers do and learn in the program?

Chapter 4, *Growing into Civics Literacy Leadership*, provides a participant's view of the new pathway, mostly through the lens of one teacher's institute journal. This chapter also includes interviews with several participants.

➜ How can we align it with our summer institute?

Chapter 5, *Setting Signposts in the New Leadership Lane*, details the micro-credential plan we created to ensure that teachers pursuing leadership through alternatives to the summer institute engage in the same social practices.

➜ What will we need to think about in the future?

Chapter 6, *Moving Forward in Leadership Development*, includes a reflection on our progress to date, spells out our plans for full implementation of our new pathway to leadership, and points to possible future developments.

➜ How can I learn more about WMWP's program?

The Appendix includes key resources referred to in all of the chapters. They may be adapted to your local needs.

NOTE: If you are reading this resource on a desktop or a laptop computer with a large enough screen, the best way to view it is in two-page format. In your PDF reader, select

View > Page Display > Two Page View

and then select

Show Cover Page in Two Page View.

These options will allow you to to view the page spreads as you would in a book.

If you are reading on a tablet, **Single Page View** is usually the best option.

Chapter 1
Facing the Need for a New Leadership Lane

On the first day of our new Science Literacy Leadership Institute (fall 2016), Western Massachusetts Writing Project (WMWP) co-facilitators Hollington Lee and Karen Miele asked participants why they had enrolled. Chrissy Breed, a science teacher from the Westfield Public Schools, offered this comment:

> I was so happy that this professional development course was designed specifically for science teachers. Most of the literacy professional development classes I have attended are for *all* content-area teachers and have references to science and a few examples from science, but this course is focused on science and will have many specific applications to science. This was one of the reasons I signed up for the course.

Chrissy's comment and others like it gave us confidence that we were on the right track with our Building New Pathways to Leadership project. Having reflected on our impact as a site, researched the needs of teachers in our area, and learned from our work with science teachers, we had decided to create a new content-based pathway focusing on civics literacy and designed for history and social studies teachers. This chapter describes our journey to that decision.

The Context

WMWP was founded in 1993. The site grew out of an established professional learning program initiated 20 years earlier by faculty of the Department of English at the

University of Massachusetts Amherst and initially funded by the National Endowment for the Humanities. This pre–Writing Project program included faculty members working with teachers from Springfield, our largest urban school district, on developing writing programs consistent with emerging writing process theory and research. We expanded into an informal regional network, hosted by the Five Colleges Schools Partnership program until becoming a National Writing Project (NWP) site, with the Department of English in the College of Humanities and Fine Arts at the University of Massachusetts Amherst as our home base.

Since our founding as an NWP site, we have grown into a network of hundreds of pre-K through college teachers serving the urban, rural, and suburban areas of Western Massachusetts from the Berkshires to Worcester County—half of the state's area. WMWP has built a well-respected professional development program for area schools, developed advanced institutes and conferences, and conducted contracted programs in partnership with the Massachusetts

South College, home of WMWP at UMass Amherst

Department of Elementary and Secondary Education (DESE) and regional educational collaboratives. Our expertise includes designing curriculum, using digital technologies, working with culturally and linguistically diverse learners, and teaching science literacy. Annually over a thousand teachers and administrators participate in our programs. We are also linked to the Boston Writing Project and the Buzzards Bay Writing Project through the Massachusetts Writing Project state network.

WMWP has developed as a site in the context of changing local needs and the sociopolitical impositions on classroom teaching and learning such as the federal No Child Left Behind Act; high-stakes standardized testing; and the Massachusetts English Language Arts and Literacy Framework, whose 2011 and 2017 editions are based on the Common Core State Standards. These
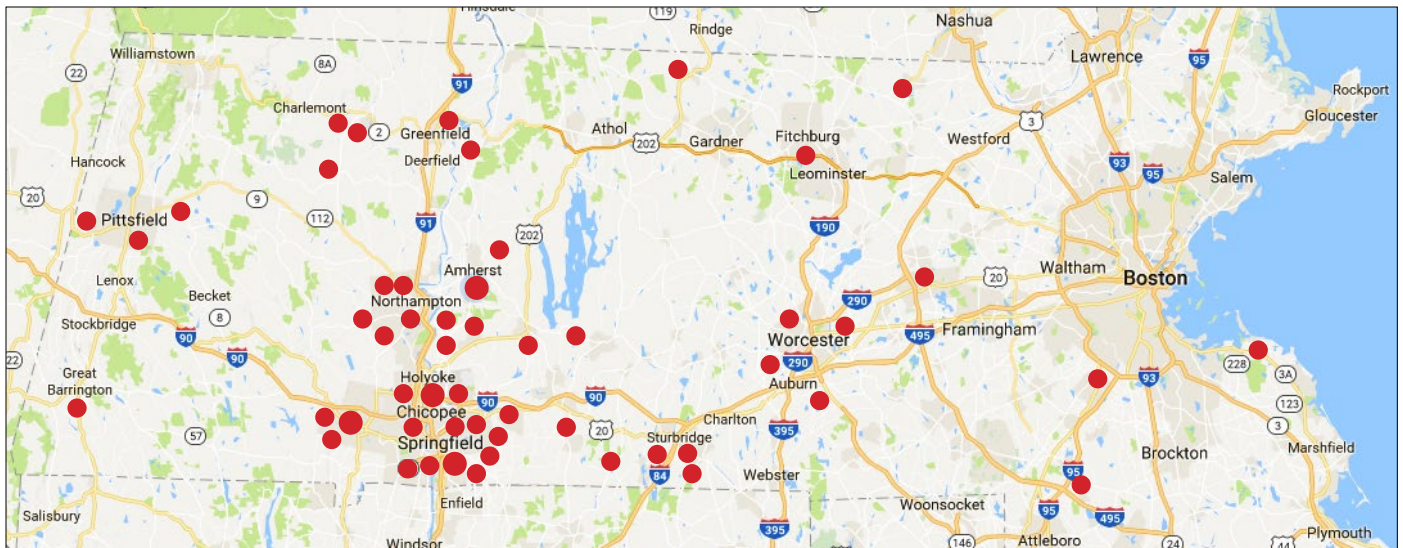
Figure 1-1. Locations of recent WMWP professional development and consulting programs

factors have demanded that we reconceptualize writing as a situated social practice that takes on different forms for different purposes and audiences, as it works with the other literacy practices of reading, listening, speaking, representing, and viewing. When designing programs to help teachers to respond to these external demands, WMWP has endeavored to equip them not just with classroom strategies but also with critical perspectives based on sound research and effective practices. In doing so, we have drawn on a wide variety of approaches to curriculum and pedagogy: Understanding by Design, the Literacy Design Collaborative, Universal Design for Learning, WIDA, content-area literacy, technology, and more. Our professional offerings evolve as the landscape changes.

Social justice is a predominant theme in our work. In 2006 WMWP received an NWP Project Outreach grant, which supported a three-year self-study and action plan focusing on access, relevance, and diversity in our programs. One of the results was the crafting of our mission statement:

> The mission of the Western Massachusetts Writing Project, a local site of the National Writing Project, is to create a professional community where teachers and other educators feel welcomed to come together to deepen individual and collective experiences as writers and our understanding of teaching and learning in order to challenge and

Social justice is a predominant theme in our work.

transform our practice. Our aim is to improve learning in our schools—urban, rural and suburban.

Professional development provided by the Western Massachusetts Writing Project values reflection and inquiry and is built on teacher knowledge, expertise, and leadership.

Central to our mission is the development of programs and opportunities that are accessible and relevant to teachers, students, and their families from diverse backgrounds, paying attention to issues of race, gender, language, class and culture and how these are linked to teaching and learning.

This mission continues to guide our planning and serves as the measure of our success.

The Challenge

The first year of the Building New Pathways to Leadership initiative (2016) provided us with the opportunity to re-examine our mission and the work of our site. The core values of our mission center squarely on diversity and inclusion. In an effort to make our opportunities for leadership more accessible and to increase the diversity of teacher leadership at our site, we began informally to identify educator groups that were underrepresented in our Summer Leadership Institute (SLI) and site leadership. Several came quickly to mind:

- **Teachers with young children.** Many have told us that they would love to participate in the SLI and other extended programs but cannot find or afford summer child care.

- **Teachers who work in the summer.** Many teachers hold second jobs or teach summer school. They cannot afford to devote three weeks in the summer to an institute with only a token stipend.

- **Content-area teachers.** Although literacy is now stressed in all disciplines, many content-area teachers are very focused on the "what" of their subjects and do not see writing as content, and

> Although literacy is now stressed in all disciplines, many content-area teachers are very focused on the "what" of their subjects and do not see writing as content.

many are afraid of "correcting" papers because their own experiences with school writing were negative or they feel unprepared. Our site's being located in an English department probably does not help.

- **Teachers from high-need rural and urban schools.** Teachers from many small rural districts face the problem of distance. The urban districts in our region are closer, but they are separated from the university by a cultural divide. Another problem for teachers in high-need districts is that they suffer from initiative overload and sometimes must attend mandated professional development in the summer.

- **Administrators and curriculum leaders.** We have worked with a number of school and district leaders in our programs, but few have participated in the SLI because they work in the summer.

- **Teachers of color.** The proportion of people of color in leadership roles in WMWP is probably higher than in most schools in our region, but it is still too low. Some may perceive WMWP as a bastion of White, middle-class literacy practices, so we still have work to do in building trust and approaching teaching through a social justice lens.

- **Male teachers.** Most of the reasons for men's underrepresentation are undoubtedly included in the list above, but the fact that institute after institute is made up mostly of women may have created a perception that men are not welcome.

These initial observations underscored the need to diversify our teacher-consultant corps.We always get strong participants in our SLI, but most are from literacy fields: English language arts, English as a Second Language, elementary. We have relatively few STEM and fewer history and social studies teacher-consultants. But there is currently a growing need for cross-disciplinary literacy leadership.

We believe that teachers in our service area will be more likely to feel welcomed, receive relevant professional

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We have relatively few STEM and fewer history and social studies teacher-consultants. But there is currently a growing need for cross-disciplinary literacy leadership.

development, and enhance student learning if our leadership core becomes more representative of their school and life experiences. We also believe that WMWP leadership will be a valuable opportunity for teacher groups who are currently underrepresented in our programs. WMWP leadership prompts reflection, spurs growth, encourages collaboration, and above all, gives teachers a voice. Teachers of all backgrounds and in all circumstances need to be heard.

We certainly have tried to make our SLI more accessible, relevant, and diverse. We have changed its length and timing to leave more of the summer open for teachers who need to work or have family obligations. We now locate the institute at the UMass Center at Springfield in alternate years, which we hope will make it more convenient for urban teachers.

We have also revised the readings and activities, placing more emphasis on critical multiculturalism and current issues facing schools. We have transformed the teaching demonstration into a Teacher Inquiry Workshop prompting deep reflection and action research. We have actively recruited content-area teachers and teachers from high-need schools.

Creating New Pathways to Teacher Leadership

All of our earlier efforts have created a stronger SLI. But these revisions will never address the needs of many of the educators we would like to bring into leadership roles, especially those who are unable to participate in a three-week summer program. During the 2016 phase of the Building New Pathways to Leadership project, we concluded that we needed to develop a new lane to teacher leadership, equivalent to the SLI but different in structure, timing, and focus.

We accomplished our work in three phases. The first (spring) included information gathering with teachers and school leaders to ascertain what they wanted and needed and what the barriers to participation are. The second (summer) was devoted to analysis and problem-solving, and for drafting plans for new pathways for leadership.

The third (fall) was an opportunity for piloting our new ideas and, based on the results and feedback, fashioning a final plan of action for 2017.

Phase 1 (Spring): Information Gathering

In the spring of 2016, we developed a New Pathways to Leadership survey and sent it to hundreds of teachers in our service area through all of our existing contacts and many new ones generated for this purpose (see survey in the Appendix). We were pleased with the results: 318 teachers from across Western Massachusetts responded, 75% of whom had little or no familiarity with WMWP. Several findings in the survey were revelatory. When asked "How would you rate your opportunities to share your knowledge and practices with colleagues in your school district?" 61% of the respondents indicated that they had some, little, or no opportunity to collaborate with colleagues.

In response to the question, "What three characteristics do you value most in professional development experiences?" four areas emerged:

- **Classroom applications.** Learning experiences that are relevant and easily transferable to the day-to-day work of teachers in all school settings: 81.4%

- **Professional learning community.** A network of teachers who have similar interests and a commitment to collaborate within or across school
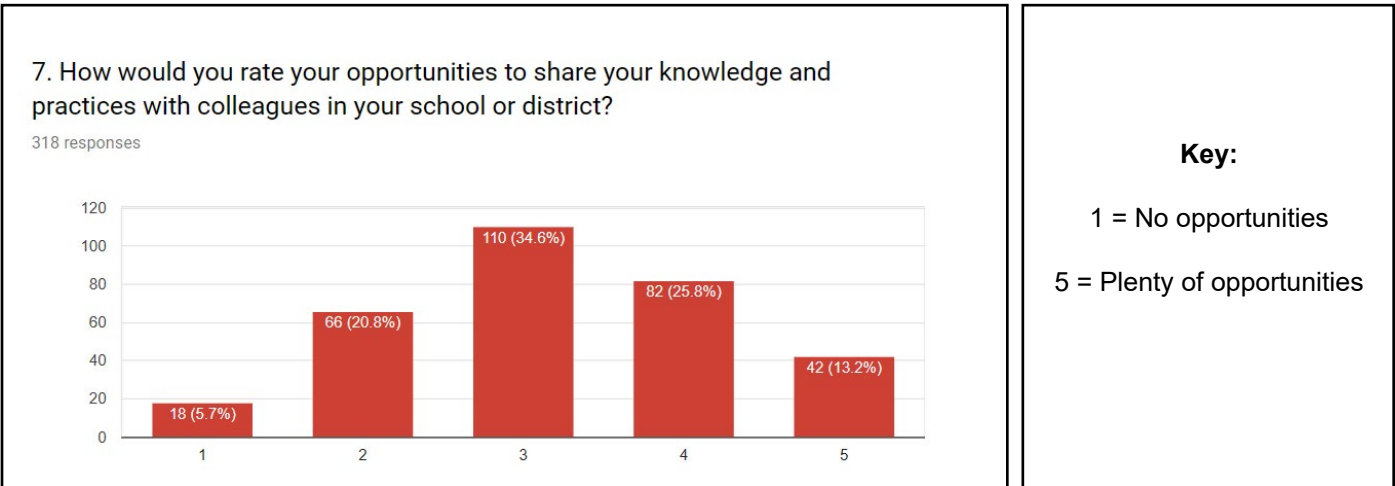

Figure 1-2. Sample item from WMWP leadership survey

contexts, who share ideas and resources, and who offer feedback and support: 57.9%

- **Curriculum development and refinement.** Opportunities for analyzing, creating, and revising curriculum to improve engagement of and support for diverse learners: 50.3%

- **Experiential and reflective learning.** Opportunities to engage in the literacy practices of their disciplines in a supportive environment and reflect on how those practices can deepen understanding of concepts: 35.5%

Working to refine the results even more, we hosted four teacher focus groups and one administrator breakfast in communities across the region (see focus group questions in Appendix). During these discussions, when participants described the most meaningful professional development, they indicated that it must be (1) sustained and research-based, (2) interactive, (3) led by experienced educators, (4) immediate and practical in its implications for the classroom, and (5) inclusive of time to collaborate with others and share ideas.

When describing the type of professional learning opportunities they would like to hear more about, teachers indicated that although they would enjoy the format of an extended cross-disciplinary summer institute, for practical reasons they would gravitate to a professional development program that was more content-focused and included literacy practices as tools for learning.

Another area of need highlighted in the survey and focus groups was mentoring. Teacher leaders in districts recognized the importance of mentoring and coaching, but felt there were few, if any, professional learning opportunities for mentors and coaches to expand and enhance their knowledge of and practices for working with other adults.

Additionally, teachers cited the need to revisit effective discipline-specific literacy practices: effective strategies for vocabulary instruction, support for close reading, resilience—when wrestling with the complex texts,

> To diversify our current cadre of teacher leaders, we would need to provide professional development that speaks to discipline-based literacy needs.

teaching the writing process and writing in different genres, support structures for diverse learners, understanding historical and cultural contexts, speaking and listening, research, and the role of media and digital technologies.

Phase 2 (Summer): Analysis and Problem-Solving

After reviewing the research findings, one understanding became apparent. In order to diversify our current cadre of teacher leaders, we would need to provide teachers with quality professional development opportunities that would speak to their content-area and discipline-based literacy needs. While teachers may not have the time to engage in a traditional three-week SLI, they were very interested in courses, even multiple courses, that would advance their learning and pedagogical practices in their subject areas and allow them to collaborate with other teachers in their disciplines.

The content areas that were least represented in our teacher-leader cohort were STEM (science, technology, engineering, and math) and history and social studies. The latter seems puzzling, as writing is a significant part of teaching these subjects. But since these teachers were underrepresented in our ranks, it seemed that our new **Content Literacy Leadership Pathway** should be developed initially with them in mind.

The rationale for choosing **civics literacy** as the focus of our first new pathway to disciplinary leadership was based on the perceived need for renewed emphasis on civics. Massachusetts education authorities have established task forces and symposia on civics in anticipation of a new state curriculum framework in history and social studies. Civics has been getting national attention not only in terms of civics literacy but also in terms of social justice—for example, with Black Lives Matter and the Letters to the Next President project. Civics literacy also aligns with core values and principles of the NWP network, including writing as a tool for empowerment. Additionally, our site has developed a

partnership with the local Collaborative for Educational Services (CES), working on many professional development projects and writing curriculum for state schools for incarcerated youth. CES has expertise in civics education and service learning and an extensive statewide network of history and social studies teacher-leaders from its Library of Congress Teaching with Primary Sources grants. CES's resources complement our Language, Culture, and Diversity team's experience in social justice education.

We were already prepared to launch a Science Literacy Leadership Institute based on insights gained through the SEED Science program (see Chapter 2). We thought it would succeed because it addressed content, literacy, and pedagogy. Our Building New Pathways team decided that the science literacy institute could be the prototype for a new, discipline-based pathway to teacher leadership. Finally, we decided to draft a micro-credential plan, based on the NWP badging framework, that could be included in our new pathway to teacher leadership (see Chapter 5). Our steering committee divided into teams and began work on these initiatives.

Phase 3 (Fall): Piloting and Final Plan of Action for 2017

In response to our research findings and analysis, we launched two pilot programs in the fall of 2016:

- **Demystifying Disciplinary Literacy Standards: Where We Are Now & Where We Can Go Together**: We approached this seminar through the lens of five years' experience implementing the new literacy standards. In a free afternoon professional development seminar, we offered two rounds of round table discussions on effective standards-based literacy practices, such as Argument (Writing Standards), Close Reading and Citing Evidence (Reading Standards), Socratic Seminars (Speaking and Listening Standards), Academic Vocabulary (Language Standards),

Demystifying Disciplinary Literacy Standards: Where We Are Now and Where We Can Go Together

Western Massachusetts Writing Project
University of Massachusetts Amherst

Presenters: Building New Pathways Team

Introduction to the Disciplinary Literacy Standards (Overview), and Reading the Standards as a Teacher (Unit Planning). (See flyer in Appendix.)

This program turned out to be a negative proof of our gradually emerging concept—that content-area teachers want learning opportunities narrowly focused on their content areas. This seminar was for teachers in all disciplines and therefore, we concluded, poorly attended. The low participation may also indicate that teachers in content disciplines do not yet see themselves as literacy teachers.

- **Effective Collaborative Coaching:** To address the professional development needs of mentors and coaches, we drew on the expertise of our teacher-consultants who were or had been in these roles. We developed a 15-hour course that focused on adult learning research, developing strong mentoring/coaching partnerships, developing strategies for transforming observations into effective feedback, sharing promising practices for modeling effective instruction, and helping coaches develop coaching philosophies that addressed the needs of their districts. The course provided a rich environment for much-needed collaboration.

We decided to locate the course in Berkshire County, where teachers typically have difficulty accessing high-quality professional learning workshops and courses, and where teachers in one of our focus groups had expressed interest in such a program (see flyer in Appendix). This mini-course gave us the opportunity to test the idea of a leadership institute with a narrow focus.

In addition, we undertook several projects to prepare ourselves for creating a new pathway to leadership focused on civics literacy:

- **Planning the Civics Literacy Leadership Institute:** Drawing on key components of our Science Literacy Leadership Institute, just underway at the time, we developed an initial draft of a syllabus for the civics literacy institute. (Our plans changed after our first meeting with NWP staff to discuss our vision for the Civics Literacy Leadership Institute, as noted in Chapter 3.)

- **Contacting history and social studies experts:** We also contacted our partners at CES and reached out to veteran history and social studies teachers who contributed to our initial research.

- **Creating a proposal for additional funding:** Our efforts to draft a syllabus and reach out to partners laid the groundwork for our Annual Meeting "pitch" for a 2017 Building New Pathways to Leadership grant, which provided funding for the development and implementation of the new pathway.

- **Adapting the NWP micro-credentialing model:** Using the NWP social practices badge framework as a guide, we reviewed and refined our SLI strands, identifying equivalent experiences that will meet the criteria and fulfill the spirit of each strand, and developed guidelines for new professional learning offerings that will provide alternative paths to leadership (see Chapter 5).
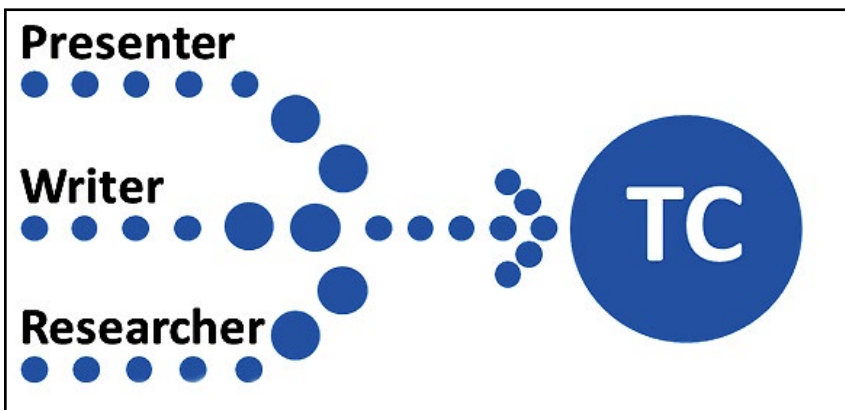
This chapter has told the story of how we prepared ourselves to create a new pathway to leadership at our site. The following chapters will explain what we did and how we did it.

Chapter 2
Leveraging Our Work with Science Teachers

In 2014, WMWP was one of five National Writing Project (NWP) sites to receive a SEED Science Writing grant to study argument writing in middle grades science. When recruiting science teachers for this project, we had to go outside of our teacher-consultant corps because there were very few science teachers within our ranks. We were not alone in this respect; some participants from the other sites in the study were also new to NWP and received a quick orientation to the network at the first national gathering in the summer of 2014.

In their inquiry into science argumentation writing, the eight participants from WMWP each selected a book on writing in the sciences, and the group as a whole studied *They Say, I Say: The Moves That Matter in Academic Writing*, which discusses effective argumentation in general as well as in each discipline. The group also examined lesson and unit plans and resulting student work. When the grant period neared its end and the site still had some funds remaining, it became clear that the knowledge, insights, and questions for further study could be leveraged into a leadership institute for science teachers.

Creating the Science Literacy Leadership Institute

The need for the Science Literacy Leadership Institute became apparent for a number of reasons. First, we knew that very few science content teachers were participating in our three-week Summer Leadership Institute (SLI), yet they craved the type of leadership professional development that our SLI offers. The adoption of
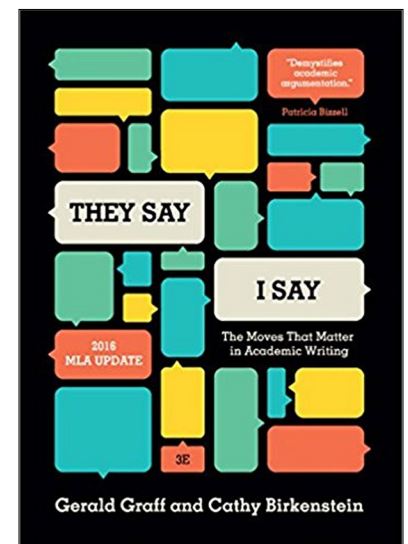
> New standards gave teachers another reason to seek out professional development that catered to the teaching of science in PK-12 classrooms.

the 2016 *Massachusetts Science and Technology/ Engineering Curriculum Framework* (based on the Next-Generation Science Standards) gave teachers another reason to seek out professional development that specifically catered to the teaching of science in PK-12 classrooms. Furthermore, since the 2011 adoption of the *Massachusetts Framework for English Language Arts and Literacy*, which was based on the Common Core State Standards, content-area teachers have been struggling to integrate literacy into their content areas, which is an expectation of the framework.

While creating the syllabus for the Science Literacy Leadership Institute, we wanted to ensure that the institute allowed teachers not only to engage with the new science standards, but also to engage with literacy strategies that they could use with their students. The syllabus specifically noted that the aim of the institute was to "learn and practice strategies to teach science literacy, create model science lessons, and design and present professional development workshops for an audience of their peers to prepare for leadership in their schools, districts, and broader professional communities." (See the complete syllabus in the Appendix.)

We wanted teachers to see the benefits of using literacy to deliver their content, but we were cognizant of the fact that these teachers may not have engaged in many literacy strategies before. We knew that they might not be aware of the struggles that students could encounter when learning literacy skills in the science classroom. To address this need, we included a session on adapting strategies to meet the needs of all learners. Here, participants were taught how to align lessons to Sheltered English Instruction and Universal Design for Learning principles.

We recruited science teachers from schools across Western Massachusetts and encouraged districts to send teams of teachers with the hope that they would be able to work together and support each other throughout the institute. By building and strengthening these relationships through collaborative work in each

session, we hoped that these teams would continue to work together to bring useful professional development to their districts. To entice participants, we offered them Professional Development Points and optional graduate credits. We were able to enroll 14 teachers from seven districts. Seven of those teachers taught in K-6 classrooms from three different districts, and seven taught discipline-specific high school courses in four districts.

Once we had our participants recruited, there was much to consider logistically. We settled on North Middle School in Westfield as the site to hold our institute for several reasons: two of which were that five of our participants taught in the Westfield Public Schools, with which we had a long-standing relationship, and that the school was centrally located, with easy access from a major highway.

We chose three facilitators for the institute:

- Hollington (Holly) Lee, a high school Biology and Human Anatomy and Physiology teacher

- Karen Miele, a high school English teacher

- Zevey Steinitz, a former elementary school teacher with a strong background in science.

Holly and Karen have been involved with WMWP for many years and worked together in the creation of a science curriculum guide for the Massachusetts Department of Youth Services (DYS). Their familiarity with the new science standards and their work in integrating literacy standards into the DYS curriculum allowed them to bring relevant knowledge into the institute. Holly
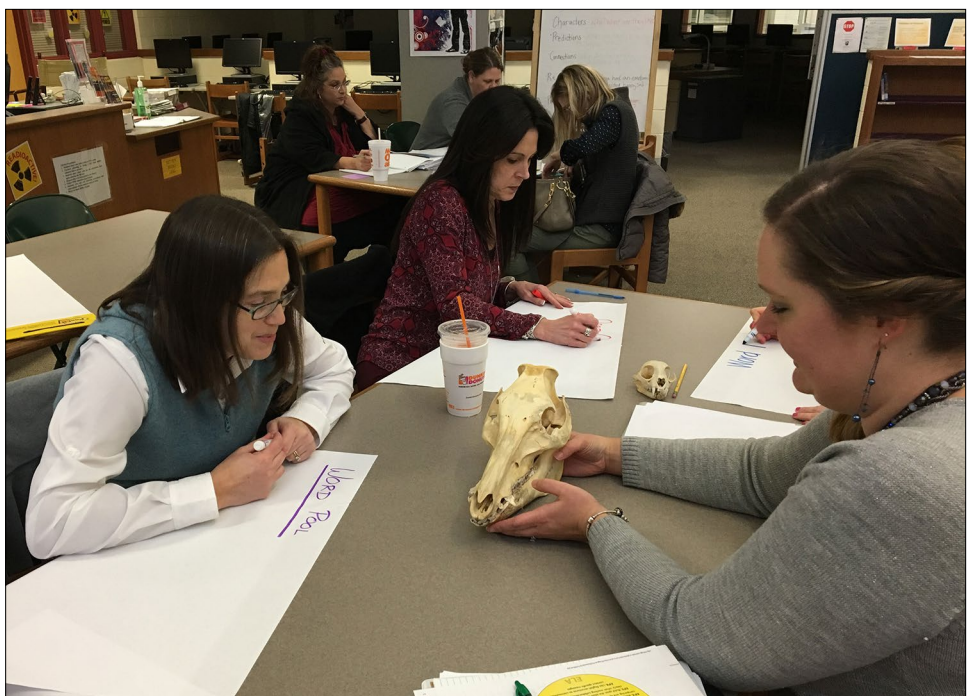
Figure 2-1. Science Literacy Leadership Institute activity

also worked on the SEED Science Writing grant, which engaged him with the new science standards, so his expertise was valuable.

Zevey, who had just completed the SLI, was brought in as a facilitator-in-training. Zevey's work in the SLI focused on literacy in the elementary school science classroom, so it was our hope that she would be a great resource for the elementary school teachers who were involved in the Science Literacy Leadership Institute. The team of three proved to be extremely effective, as each had strengths that she or he could share with the participants, and each could work with a small team of teachers in the short amount of time that they had together at each class meeting.
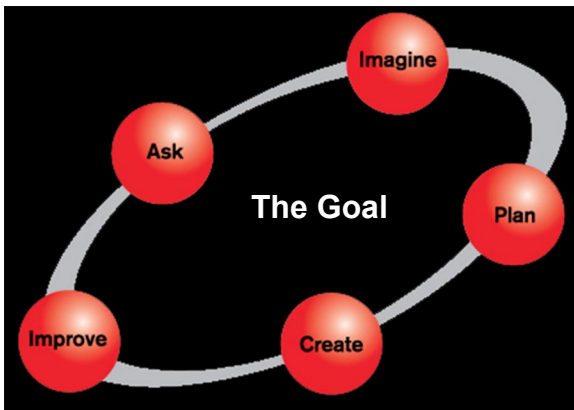
Engineering Design Process
Source: https://engineering4kids.wikispaces.
com/Engineering+Design+Process

Knowing that we had other science teachers in the WMWP network who had specific strengths in teaching science, the facilitators invited two additional teacher-consultants to present to the group. Jack Czajkowski, a middle school science teacher at the Peck School in Holyoke, shared a hands-on model lesson on the engineering design process that engaged teachers with building a tower given a limited set of materials, and Amber O'Reilly, a middle school science teacher at John J. Duggan Academy, a public middle/high school in Springfield, presented on the 5E model of science instruction (Engage, Explore, Explain, Extend/Elaborate, Evaluate) from Biological Sciences Curriculum Study. This model of instruction was cited by many participants as one of the most valuable takeaways from the entire institute.

Balancing Science Content and Literacy Strategies

We began the institute by delving into the Massachusetts Science, Technology, and Engineering Framework, which was based on the Next-Generation Science Standards, to build a common understanding of the content and skills embedded in the new standards. We soon realized that this was a crucial activity, since some of the teachers had not yet seen the new standards despite their having been

adopted almost six months earlier. We realized that this work was the content-driven professional development that our participants were desperate for, as they noted in their responses:

> It was great that it was advertised as a science course even though it is really a literacy course at its core. ... Honestly, if it was advertised as just a literacy course, I never would have signed up.
>
> —*Kerry Breinlinger*

> Many literature classes left me with the "how do I use this?" conundrum. This content-specific course gave me insight on how the Common Core ideas related to the topics I am already teaching!
>
> —*Karen Detloff*

> Everything I learned from this course directly relates to our science curriculum as well as incorporating other areas of the curriculum.
>
> —*Karen Santos*

Throughout the remaining meetings, we balanced the need for content-driven professional development with literacy skills by asking participants to explore literacy strategies and embed them in a series of lesson plans that incorporated the science-specific content that we were exploring together. One lesson plan required that they use writing-to-learn strategies to teach scientific concepts. Teachers created another lesson plan that would engage students in a public writing activity, and a third required that teachers use the 5E model when planning their lessons. Another literacy activity that participants completed was a book talk. They were asked to read at least one science trade book that their students could read, whether it was the entire book or excerpts. They had to think about how they would use the book within a unit of study.

Participants collected a wealth of resources, both created by them and provided by the facilitators. Melissa Martin, a first-grade teacher at Tatham Elementary School in West Springfield, said that she would recommend the institute to others because "the more that you look at the

The 5E model of instruction was cited by many participants as one of the most valuable take-aways from the entire institute.

information that we got … the more ways you can see to use it."

The culminating activity of the institute was a 75-minute presentation that participants could bring back to their schools or present to other schools who were looking for professional development. Most participants chose to work on their presentations with other teachers from their districts, while some chose to work alone or with other members of the institute who taught in similar grades. Our hope was that this culminating activity would provide teachers with a safe and supportive space to hone their presentation skills and that the presentations would give them confidence when presenting at future professional development workshops.

This hope became reality when two of our participants presented their workshop at WMWP's annual Spring Symposium. Lisa Rice, a sixth-grade science teacher at Norris Elementary School in Southampton, and Brittany Rice, a first-grade teacher at the same school, teamed up to show how interactive science notebooks could be utilized in the elementary school classroom. (See interview with Brittany and Lisa, Figure 2-2.)

Lisa had participated in other WMWP activities before joining the Science Literacy Leadership Institute and served as a mentor for Brittany, who is just beginning her

involvement with WMWP and her journey as a teacher-leader. Brittany began to see herself as a leader in her own school and said that she hoped that she could take what she learned in the course to her team and "be used as a resource for questions." Lisa sees her role as a leader in her school changing as well, saying that she "hopes to be used as a resource for developing true inquiry-based science lessons" and to help teachers "take the standards and use that 5E model to develop really engaging, thoughtful lessons that the students are engaged in."

The partner/group presentations proved fruitful in other ways. Some of our participants had been reluctant to present and did not previously see themselves as teacher-leaders. Melissa Martin said she was "not a presenter," but, with two partners, was able to put together a valuable workshop on using the 5E model in the elementary school classroom. (See interview with Melissa and Karen Santos, Figure 2-4.)

While the Science Literacy Leadership Institute was an

Figure 2-2. Brittany Rice and Lisa Rice dicsuss their interactive science notebook presentation (click image to watch video).

Becoming Science Literacy Leaders

Chrissy Breed and Karen Detloff, 9-12 Biology teachers in the Westfield Public Schools, worked together to present their workshop on cross-cutting standards in the NGSS. After presenting their workshop to the Science Literacy Leadership Institute, the pair took their workshop to their department to introduce teachers to the concepts and show them how the standards connect across different science disciplines.

In their workshop, they asked teachers to brainstorm how each of the cross-cutting concepts manifests in their subject areas, share out, and listen to how they are taught in other science areas. For example, a biology teacher might associate "patterns" with DNA, whereas a physics teacher might think of waves.

Figure 2-3. Science Literacy Leadership Institute participant Chrissy Breed co-created a workshop on crosscutting concepts.

Chrissy said that the Science Literacy Leadership Institute was helpful because it "modeled interactive professional development each week and provided exposure to cross-cutting concepts, which interested us and made us want to share it with our peers."

The department's reaction to Chrissy and Karen's presentation was positive. "Our department thought it was useful and interesting. Most of them hadn't heard of this before," Chrissy said. "Teachers who are becoming familiar with the new standards tend to focus on the content area standards, and sometimes the practices, but the crosscutting concepts often get ignored."

overall success (see participant responses in Figure 2-5), there are changes that we will make to the institute when we run it again. The institute ran over a span of six months from October to April. We scheduled 12 meetings with the participants that were held every other week; nine were face-to-face meetings, and three were held online. The online meetings were held in between our face-to-face meetings, but sometimes left us with a span of almost a month without checking in with the participants in person. We felt that the group lost some of its momentum in those long stretches between meetings. Ideally, we will condense the course into a semester-length course, beginning in October and ending in February, with a maximum two-week span between face-to-face meetings. Online sessions will be held in the weeks between face-to-face meetings.

We also want to invite building administrators or curriculum directors to our final meetings to showcase participants' presentations to their supervisors. Not only will this highlight the work that the teachers have done, but it will also allow administrators and teachers to begin

Figure 2-4. Melissa Martin and Karen Santos dicsuss their take-aways with Karen Diaz (click image to watch video).
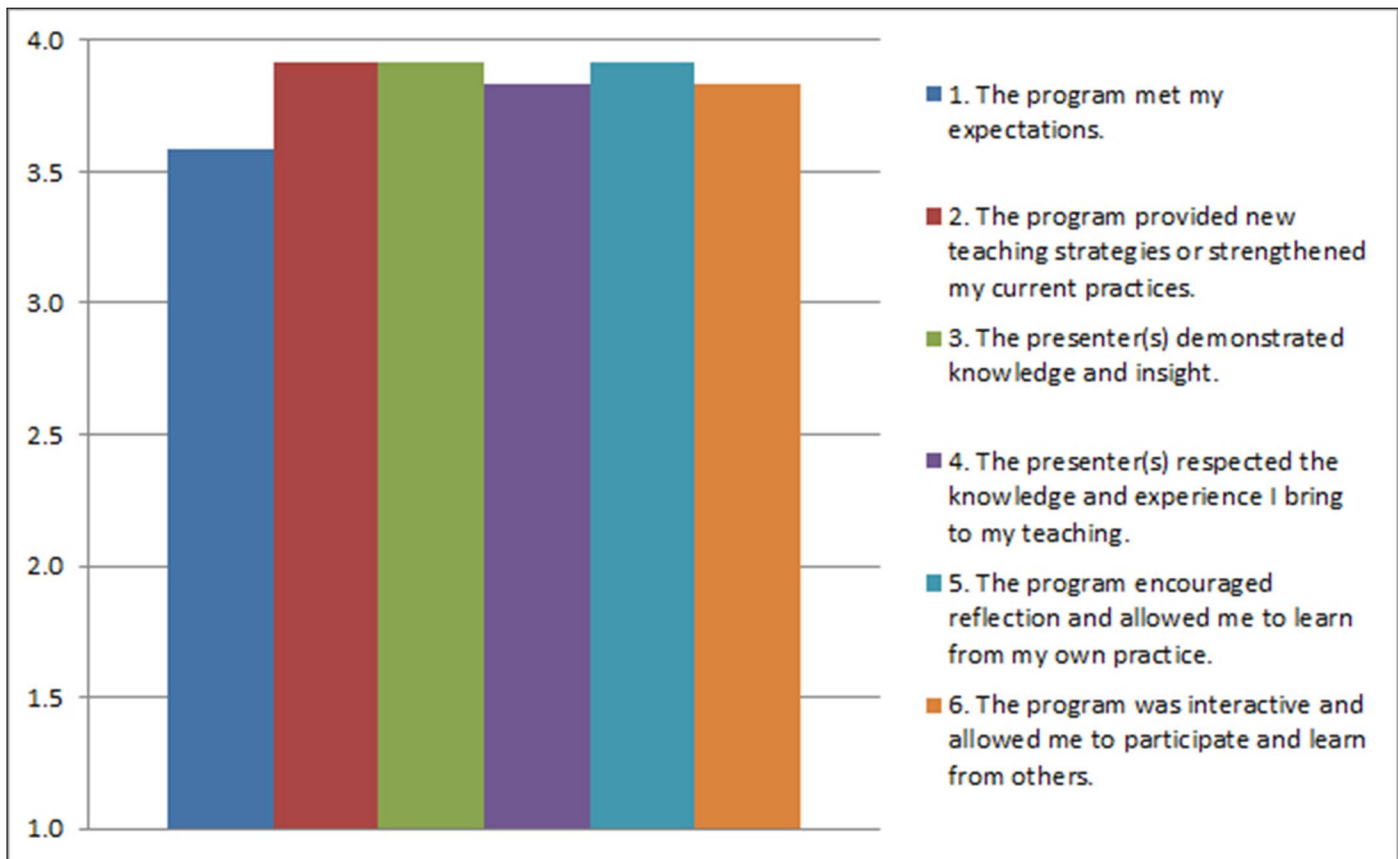
Figure 2-5. Participant evaluations of the Science Literacy Leadership Institute
Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

the discussion of how the teachers' learning can be brought back to the district in the form of professional development for teachers within their districts.

Now that our alternative pathway to leadership model has been finalized (see Chapter 5), we want to offer our participants an option to extend their learning and earn the Teacher-Consultant credential. While the Science Literacy Leadership Institute provided ample experience in Sharing Teaching Practice through presenting, we feel that participants need more opportunities for Writing in Community and Researching Pedagogy, the other two focus areas in the traditional SLI.

Therefore, we will offer an extension activity that will include classroom research and professional writing. Using action research, teachers will study the effects of implementing what they have learned in the institute in their classrooms. They will also write together and share reflections about their practice, their students' work, and

the implications of their research. When participants complete this extension, they will have accumulated micro-credentials (or "badges") equivalent to those earned in the traditional SLI.

In future iterations of the Science Literacy Leadership Institute, we plan to construct the syllabus to allow teachers to earn the presentation and writing badges during the institute proper. They will then participate in an action research activity and thus will have completed an alternative pathway to the Teacher-Consultant credential.

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To read the stories of two science teachers' journeys to leadership in WMWP, see pages 2-12 to 2-15.
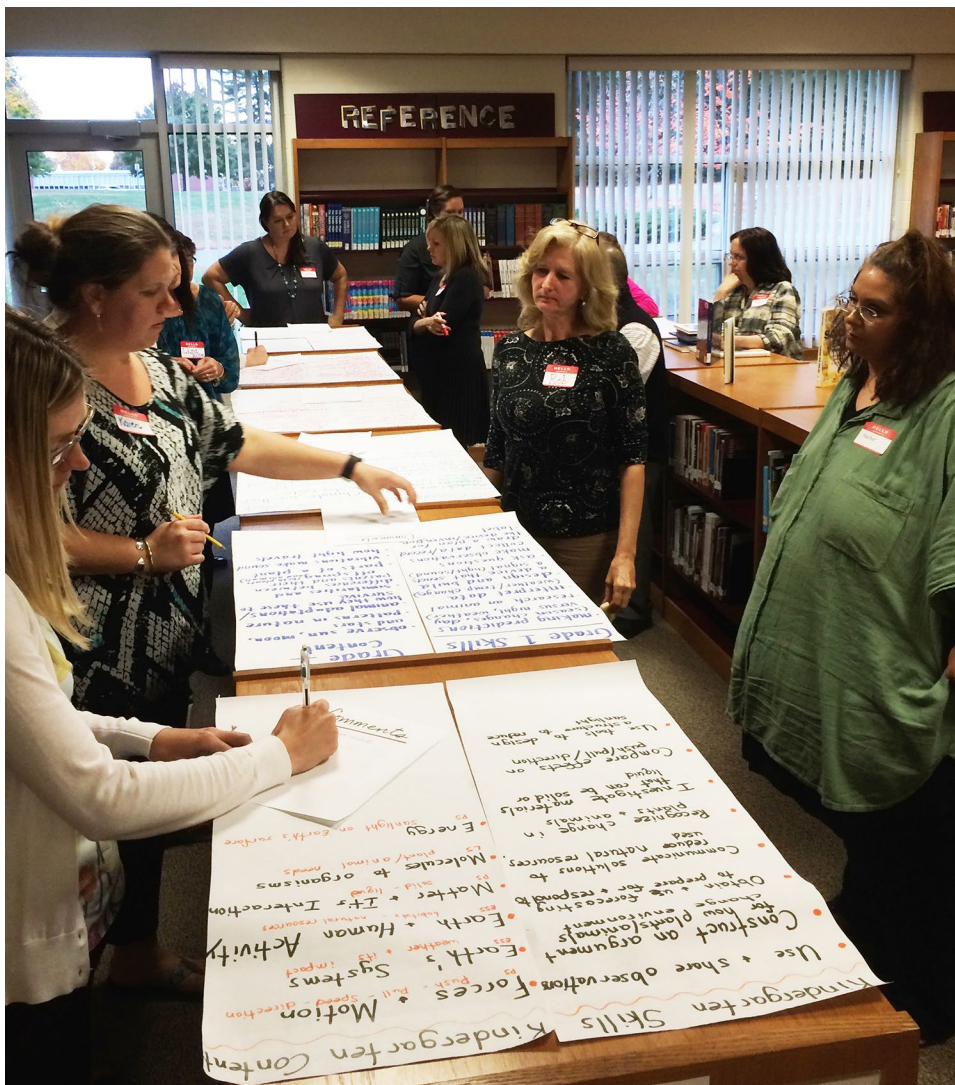
Figure 2-6. Science Literacy Leadership Institute gallery walk

Science teachers on pathways to leadership: **Holly Lee**

Holly's story:

Participating in the Summer Leadership Insititute

In the spring of every school year, our Assistant Superintendent of Curriculum, Diana Roy, would send out notices of a WMWP summer professional development opportunity for teachers. In the past, when I received these e-mails, I didn't pay much attention—too much time (three weeks full time in the summer), too little pay ($400 stipend), and I'm not an English teacher.

But in 2014 I had an idea—what if I did this with another teacher from my school? But who would that be? I had recently partnered with Chris Rea (an English teacher) to run a 10-session technology workshop for my school. We had fun working together, and the feedback from participants was such that we offered another workshop for our next professional development day at school. Given that, I persuaded Chris to apply with me, and we both had a wonderful experience at the Summer Leadership Institute (SLI).

Take-home message:
Find a partner from your district.

The SLI was a luxury in that I was able to spend a full three weeks talking about, thinking about, reflecting on, and doing a lot of my own writing. It was time that I never would have taken otherwise.

Following the SLI, I sat in at meetings of the SEED Science Writing Project. The grant was just getting underway, and they wanted someone who could add a high school perspective to the work they were doing with argument writing at the middle school level. The emphasis on argument writing helped me think about the writing that we do at the high school level and how we could move beyond our typical written assignments (lab reports and research

papers) to using writing-to-learn strategies and developing our students' argument writing skills.

Take-home message:
Talk to teachers at other grade levels.

Concurrently, I was also part of a WMWP team that was writing science curriculum for the Department of Youth Services (DYS) schools in Massachusetts. For this project, I teamed up with Karen Miele, an English teacher. Her teaching background and previous experience writing the DYS ELA curriculum allowed us to create science units that integrated literacy skills in all lessons.

Take-home message:
Work with someone whose skills complement yours.

My latest work was as a co-facilitator for our Science Literacy Leadership Institute. Working with teachers at all grade levels, we introduced strategies that teachers could implement right away in their classrooms. We had a total of over 150 years of teaching experience among us, so teachers had a wealth of ideas to share with each other.

Take-home message:
We are surrounded by experience, knowledge, and great ideas; take advantage of them.

What's next? I'll probably be co-facilitating another Science Literacy Leadership Institute, taking the lessons learned from the one we just completed and continuing to refine what we provide to our participants.

I have also been asked to co-facilitate the WMWP Summer Leadership Institute, the first science teacher to do so.

Take-home message:
I've got things to share and there are plenty of people to share with.
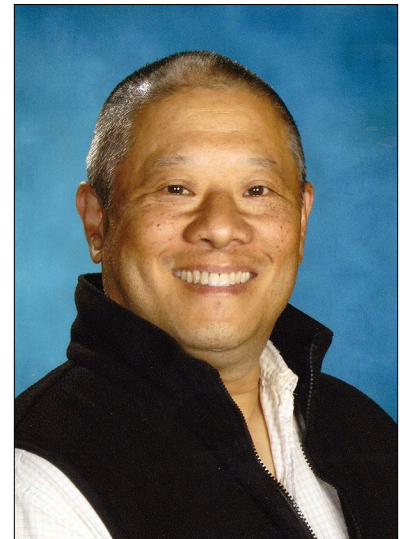
Science teachers on pathways to leadership: **Lisa Rice**

Lisa's story:

Taking an Alternative Pathway to Leadership

In the fall of 2006, Kevin Hodgson, both a colleague of mine and Co-Director of Outreach for WMWP, asked me if I would be interested in taking part in a "Making Connections Weblog" project hosted by WMWP. I readily said yes, as this was a great opportunity to connect and collaborate with other middle school science teachers around the Pioneer Valley. Our goal was to create a weblog site that would be used by our science students to post and share experiments, projects, thoughts, and discussions throughout the school year. Not only were teachers connecting and collaborating around science and technology, but so were students.

SEED Science and Science Literacy Leadership

It was not until the fall of 2015 that I again became involved with WMWP. Kevin once again asked me if I would like to participate in a WMWP project. This time, it was a SEED Science Writing project, which was focused on argument writing in the science classroom. Having an opportunity to once again connect and collaborate with other middle school science teachers in the Pioneer Valley was my motivation for joining this group.

Through this group, I also became connected with the National Writing Project (NWP) and middle school science teachers around the country, as I was able to attend a week-long summer institute in New York. Here, we were able to spend quality time focusing on dissecting the Next-Generation Science Standards, which were on the horizon to be adopted, as well as come up with quality argument prompts to be used with students in the following school year. The resources and connections gained through this experience have enriched both my teaching practice

and professional growth.

Following the SEED Science Writing project, I joined the Science Literacy Leadership Institute, which was another opportunity to collaborate with teachers at all grade levels around the Pioneer Valley and explore a variety of literacy skills and strategies that could be embedded in the teaching of science content. An outcome of this group was to develop a workshop presentation incorporating these practices. I collaborated on a presentation around the workings of an Interactive Science Notebook. This workshop was also presented at the WMWP Spring Symposium in March 2017.

Over the course of the 2017-2018 school year, I will be continuing my work with the SEED Science Writing project with NWP. I will be working with the SRI research group to look at scientific argumentation and writing practices I am using in my science classroom.

Next Steps in Leadership Development

What is next for me and my affiliation with WMWP? I am not exactly sure what that next workshop, institute, or project might be, but I can tell you that I will be continuing to seek out opportunities that are offered as ways to connect and collaborate with teachers and colleagues around best teaching practices.

I am working on becoming a WMWP teacher-consultant through the new alternative pathway program. I have already completed my Sharing Teaching Practice credential, and my continued work on the SEED Science Writing project will complete the Writing in Community and Researching Pedagogy credentials.

Teachers teaching teachers: what a valuable resource to use the knowledge that surrounds us!

Chapter 3
Designing the Civics Leadership Institute

When the opportunity to build a new pathway to teacher leadership arose, our surveys and focus groups told us that teachers in academic disciplines other than English Language Arts feel the need to reserve their limited time (and money) for *discipline-specific* professional development. They do not tend to think of the WMWP Summer Leadership Institute (SLI) as a pathway to acquiring the content-area Professional Development Points (PDPs) that the Massachusetts Department of Elementary and Secondary Education (DESE) requires for re-licensure.

At the time our project began, DESE had begun to focus on history and social studies and on civics education—attention that was long overdue. We decided that we could best serve teachers in those disciplines and attract them to the Western Massachusetts Writing Project by offering a pathway to civics literacy leadership.

Toward a Definition of Civics Literacy

The National Council for the Social Studies (NCSS) defines social studies in part as "… the integrated study of the social sciences and humanities to promote civic competence. ... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." [1]

> We decided that we could best serve history and social studies teachers by offering a pathway to civics literacy leadership.

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[1] The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington: NCSS, 1994): 3.

Civics literacy includes a substantial body of concepts and content knowledge spanning history, economics, political science, and geography that history and social studies teachers support students in learning. Civics literacy also includes analysis of the reliability of sources, exploration and expression of both information and values, and ultimately well-informed civic action.

Considering Our Target Audience

On the national level, the 2017 edition of the NCSS *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* serves as a foundation for history and social studies curriculum. This document features many aspects of writing and a strong emphasis on civics literacy. This focus includes extensive content knowledge, but it also requires critical thinking and the ability to organize and express understandings and beliefs. Massachusetts history and social studies educators have eagerly embraced this charge. They assign a great deal of writing, especially arguments and research. Yet they often have little or no training in the teaching of writing.

Figure 3-1. Co-facilitator Leslie Skantz-Hodgson explains the background and purpose of the Civics Literacy Leadership Institute (click image to watch video).

Despite this gap in their preparation, history and social studies teachers are apt to perceive the National Writing Project (NWP) as an organization focused on the teaching of writing in English language arts. It is vital for them to understand that NWP is just as relevant to history and social studies—and as much about leadership development as writing process.

In most schools, social studies teachers work closely with English language arts teachers. Yet there is often tension between these disciplines, especially in the era of high-stakes testing. A growing number of schools cut social studies teachers to save money, then assign English language arts teachers to teach content they are not familiar with. Even where history and social studies remain strong, there is often a tussle over who is responsible for teaching particular aspects of writing, from approaches to inquiry and research processes down to proper format for citations. And while history and social studies teachers recognize the value in infusing civics literacy across the academic disciplines, it is essential to also recognize the extensive knowledge of history and social sciences required to fully comprehend civics and to teach civics literacy thoroughly.

Traditionally, history and social studies professional development programs consist of a scholar's presenting her or his latest (or greatest) research, followed by K-12 teachers' participating in pedagogical brainstorming sessions about how to apply the scholar's content to their lesson plans. The objective is to make teachers better at teaching content (and sometimes skills) to students. Such an approach rarely requires history and social studies teachers to think of themselves as writers, presenters, or researchers.

Consequently, when planning our institute for history and social studies educators, we decided to pitch the program as a capacity-building opportunity for teachers who aspire to leadership roles and positions, whether formal (department/curriculum chair, district-wide history and social studies director, or NWP-credentialed teacher-consultant) or informal (occasional facilitator of district-

"The primary purpose of the social studies is to help young people make informed and reasoned decisions for the public good ..."

based professional development or informal department collaboration).

How We Developed the Civics Literacy Institute

As noted in Chapter 2, our Science Literacy Leadership Institute (SLLI) was not deliberately designed to produce teacher-consultants. It nevertheless served as a good starting point for science teachers who might be interested in pursuing other opportunities to complete the teacher-consultant credential. It also provided insights into how to design the Civics Literacy Leadership Institute (CLLI). We were able to use certain takeaways from the SLLI in designing the CLLI. For example, the facilitators of the SLLI realized that while participants had gained sufficient experience in Sharing Teaching Practice, one of three micro-credentials or "badges" required to become a teacher-consultant (see Chapter 5), they had only partial experience in both Researching Pedagogy and Writing in Community, leaving gaps to fill in those two areas.

With that in mind, we decided that the CLLI should be designed so that participants would fully complete two micro-credentials and leave one to be pursued later. The resulting design had participants completing the research and sharing practice components, with the writing component to be completed through other WMWP programs offered for this purpose.

We have since come to believe that the writing component should not be left for later, as teachers may be daunted by that last remaining credential and fail to complete it. We believe it would be better to include sufficient writing and sharing time and experiences within the institute, with the support and feedback of teachers in the same discipline, to remove that obstacle. What we would leave for later, then, would be an research component, as in the Summer Leadership Institute (see Chapter 6 for our revised plan).

The Context and Design of the CLLI

Due to long-standing concerns over a decline in civic learning in the state, Massachusetts has been showing

> We decided that the institute should be designed to have participants complete two micro-credentials: research and sharing practice.

Figure 3-2. From left, Civics Literacy Leadership Institute participants Matt Venditti, Akesa Mafi, Valerie Wlodyka, Emily Dumais, and Karen Pleasant work on research.

a renewed commitment to civic engagement by revising its definition of College and Career Readiness to include readiness for civic life, convening a Civics Learning and Engagement Task Force, hosting annual civics literacy conferences, and forming a panel to revise the 2003 *Massachusetts History and Social Science Framework*. This activity comes at a time when 60% of Massachusetts school superintendents have rated the level of civic learning in their districts as insufficient.

The national picture also shows an urgent need for improvement: the 2014 NAEP results for civics showed that only 23% of eighth graders scored at or above Proficient and only 2% scored Advanced.[2] The results were similar for twelfth graders. Additionally, researchers such as Meira Levinson (*No Citizen Left Behind*, 2014) have stressed the importance of addressing the civic empowerment gap, and others argue that schools with civic learning programs are more likely to be "safe,

[2] National Assessment of Educational Progress, "2014 Civics Assessment," *The Nation's Report Card* (NAEP, 2014): https://www.nationsreportcard.gov/hgc_2014/#civics/achievement.

inclusive, and respectful." [3]

Civics means many things, including a substantial body of concepts and content knowledge of history, economics, political science, and geography that social studies teachers support students in learning. Civics also includes exploration of beliefs, analysis of the reliability of sources, K-12 civic action—elements of which also appear across subject areas. Civics-literate students should understand the importance of civic participation and what that participation might look like in their lives and communities.

The committee created to design the institute included its three facilitators plus two other members of the Building New Pathways to Leadership Steering Committee.

Rich Cairn, director of the Emerging America Program, one of 25 national partners in the Library of Congress Teaching with Primary Sources Consortium, is based at the Collaborative for Educational Services in Northampton. He is a highly regarded professional development facilitator who maintains a very large network of history and social studies teachers in our service area and thus had great credibility as an institute facilitator.

Lawrence O'Brien, a second facilitator, is a veteran social studies teacher in Belchertown as well as a former Amherst School Committee member, candidate
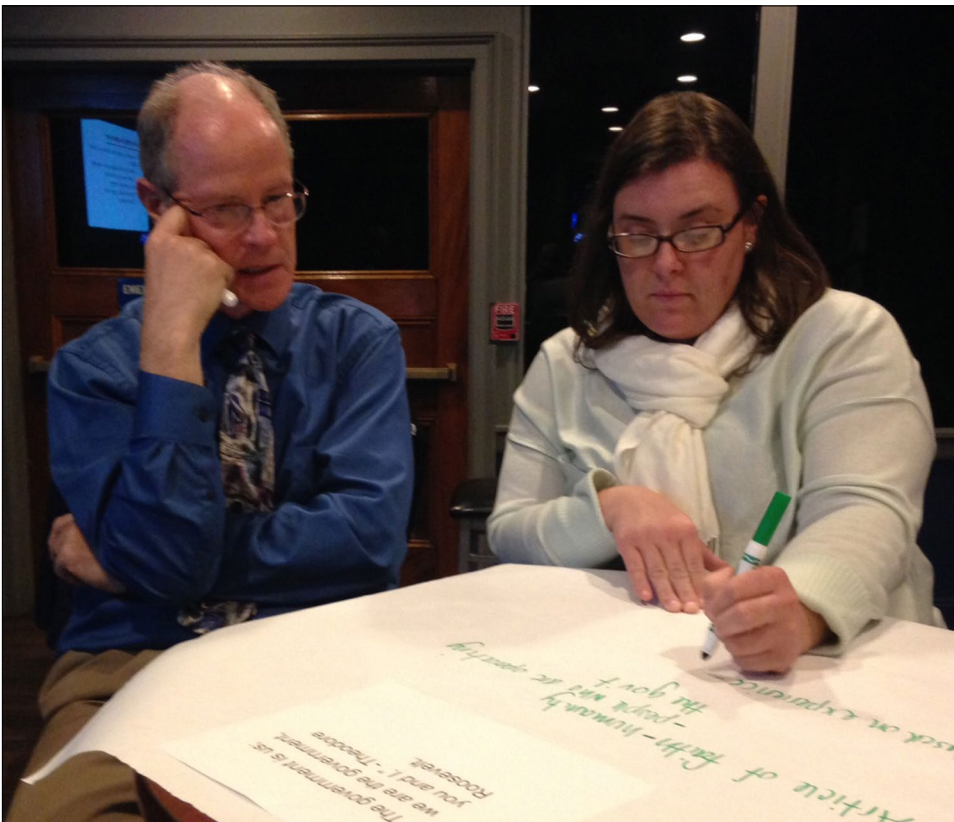
Figure 3-3. Institute co-facilitor Rich Cairn works with participant Emily Dumais at the final session.

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[3] Campaign for the Civic Mission of Schools, *Guardian of Democracy: The Civic Mission of Schools* (Leonore Annenberg Institute for Civics, University of Pennsylvania, n.d.): 7.

for the Massachusetts Hampshire Third District state representative seat, and labor activist in the Belchertown Teachers Association and Massachusetts Teachers Association. He thus brought considerable civic engagement experience to the institute.

Leslie Skantz-Hodgson, the third facilitator, was, at the time of the CLLI, Director of Curriculum and Media Instruction at Smith Vocational and Agricultural High School in Northampton. She is also a WMWP teacher-consultant and helped create the syllabus for the SLLI and brought that experience to the design of the CLLI.

Momodou Sarr is a retired Amherst Regional High School special education teacher and WMWP co-director leading the site's Language, Culture, and Diversity team. An experienced trainer in constructive dialogue, Momodou was tapped to present a workshop to the CLLI on that topic to complement the session's themes of argumentation and civil discourse.

Laura St. Pierre is a sixth-grade social studies teacher at John F. Kennedy Middle School in Northampton who also has experience teaching at the elementary school level.

Rich, Lawrence, and Laura had had minimal experience with WMWP prior to this endeavor; the questions they asked about NWP beliefs and social practices were instructive to us in designing our approach to CLLI participants who likewise were not familiar with WMWP and were not taking the traditional SLI pathway to teacher leadership. We learned from Rich, Lawrence, and Laura that there is a likely disconnect between what history and social studies teachers think about NWP (if they think about it at all) and what it really does. (See Lawrences's reflection on page 3-8.) Both Rich and Lawrence assumed that its focus was limited to professional development on how to teach writing across the curriculum. That's not something that history and social studies teachers particularly want.

In addition to his "outsider" perspective, Rich brought to us a vast network of social studies teachers that was

Committee members who had minimal experience with WMWP asked instructive questions about NWP beliefs and practices.

Design Team Reflection — Lawrence O'Brien

Prior to joining the Steering Committee for this project, I had had limited but positive involvement with WMWP and its teacher-consultants. A few years ago, my superintendent had arranged for two teacher-consultants to provide hands-on training in the craft of curriculum writing to our entire K-12 faculty. Their presentations explaining Understanding by Design principles were articulate and clear, and their one-on-one and small group consultations with our teachers as we wrote curriculum in our content areas were purposeful, constructive, and productive. In 15 years in the classroom, it was the best district-sponsored professional development I had ever gone through.

Nevertheless, it wasn't until I accompanied Bruce Penniman, Leslie Skantz-Hodgson, and Momodou Sarr to the Building New Pathways design conference in New Orleans in January 2017 that I learned how different NWP's philosophy about teacher learning is from the more common professional development experience for teachers. Put simply, in traditional programs, the teacher is presumed to be deficient and in need of development in content and pedagogy. So most social studies programs consist of a set of readings provided in advance, a morning lecture by a university scholar about new research, and an afternoon of moderated discussion with teachers on how they might use the information in their classes.

Figure 3-4. Lawrence O'Brien addresses the civics institute.

In New Orleans I learned that the National Writing Project's approach presumes that K-12 teachers are experts in education, and that the goal of their programs is to help surface the leadership qualities of these educators so that they can be teachers who teach teachers. We arrived at the Stage 2 Design Conference with a more traditional program in mind: lists of presenting scholars, assigned readings, and contemporary topics related to civics. After going through various reflection exercises chosen by the National Writing Project staff—especially the one that asked us to use a game board to physically represent the stages and credentials of our Civics Literacy Leadership Institute—our design team rethought and reconfigured our program toward leadership development and literacy in civics. We no longer unconsciously conceived of our participants as needing more knowledge and understanding about civics, but as experienced educators who, in their professional and personal lives, cultivate and practice engagement in the communities to which they and their students belong.

vital to our marketing efforts. Lawrence's advocacy and political activism experience was a great resource in terms of CLLI content. Laura provided an elementary/middle school perspective. All three of them brought expertise in their discipline.

It was Rich who made the compelling case that participants should not only *think* about how they teach civics; they should also *do* some civic advocacy work, reflect on it, and report on it at the end of the institute. Participants also were required to write an argument piece, to employ the techniques of their discipline and to understand for themselves what they are asking their students to do when they assign argument writing. Participants expressed appreciation for these requirements. They reflected that they had not written arguments nor been civically engaged for some time, and they felt that completing these activities made them better, and more empathetic, teachers.

The Syllabus and the Participants

The idea that the participants should "practice what they preach" about civic involvement informed the development of the syllabus (see Appendix), including the essential questions and goals of the institute:

Essential Questions

- What does "effective participation in civic and democratic life" look like?

- What are the civic responsibilities of K-12 students? Of their teachers?

- What roles do reading, writing, speaking and listening play in civic engagement?

Goals of the Institute

Participants will

- Share, discuss and refine classroom practices in civic engagement, reflecting on their impact on literacy, citizenship, and empowerment.

- Conduct research in self-selected areas, connect it

Participants expressed appreciation for the requirement that they engage in their own civic advocacy work.

to their content and literacy teaching practices, and create and present a workshop.

- Engage in and document advocacy work on an issue of concern.

- Grow into leadership and emerge as change agents and more effective advocates for students.

- Earn two of the three micro-credentials needed to become WMWP teacher-consultants (Teacher as Researcher and Teacher as Presenter).

To recruit teachers (see flyer in Appendix), we relied heavily on Rich's network of history and social studies teachers. We offered no-cost professional development; teachers had the option of registering for four graduate credits at a low rate. We also provided a "book stipend": each participant could order a book related to civics.

We had hoped to attract teachers in two high-need districts in particular: Springfield and Holyoke, urban districts with graduation rates of 68.8% and 62% respectively. For that reason, we scheduled the first three sessions in Springfield, but no Springfield teachers signed up. (We did have one teacher from Holyoke's Paulo Freire Social Justice Charter School.) Thirteen teachers registered for the institute; eight completed it. Those eight came from all over Western Massachusetts and taught in very different schools and communities.

Rich pointed out that all but one of the participants in this institute had graduate-level experience in the pedagogy of Teaching with Primary Sources (TPS), which was valuable prior knowledge that we did not need to devote a great deal of time to during the CLLI, but which other sites considering this model should take into careful consideration.

Spring Sessions

The three spring sessions were held on Thursdays from 4 to 7 p.m. at the UMass Center at Springfield, a satellite facility for the University of Massachusetts. The first, on May 4, established the context for the institute and encouraged participants to think about literacy in history

> We offered no-cost professional development; teachers had the option of registering for four graduate credits at a low rate.

and social studies as well as civic literacy. (The agendas for all of the sessions are in the Appendix.)

The second meeting, on May 18, included time for Lawrence to discuss his experience running for public offices, and for a participant, Matthew Venditti, to explain how his middle school class successfully lobbied the town of Amherst to change Columbus Day to Indigenous Peoples Day. (Matt later presented a workshop that included this project. See Figure 3-5.) We also walked participants through the process of registering for a closed forum on the TPS Teachers Network site, created to allow participants to respond to prompts and one another. Finally, the group examined the several bills proposed to shore up civics education in Massachusetts and reflect on where they stood on the issue.

At the third meeting (June 1), WMWP teacher consultant Susan Biggs presented a workshop on how she drew a higher level of critical thinking out of her students as a model of one way to give a presentation. Then participants were given time to start thinking about what they might want to research and present.

Summer Sessions

After the initial meetings, participants were sent off for just over a month to read *They Say / I Say: The Moves That Matter in Academic Writing*, a book about argumentation, and to write an argument of their own. They were also asked to read the texts purchased with the book stipends.

The CLLI reconvened on July 10 at Smith Vocational and Agricultural High School in Northampton, a location that allowed a shorter commute for those who had driven long distances to Springfield. The group met six hours a day for four days, workshopping argument writing, participating in Momodou's presentation on constructive dialogue, and researching and planning presentations. The first two presentations were held near the end of that week, and two participants gave book talks on their selected books. At the end of this intensive week, participants were sent off with instructions to complete lesson plans involving civics and to respond to three

prompts at the TPS Teachers Network site.

The plan was for the facilitators to provide feedback on the lesson plans while the participants conversed on the TPS Teachers Network site. However, the lesson plans did not come in by the deadline stated in the syllabus, and the conversation in the online forum was not robust. We suspect that, as the gap between the intensive week in July and the September 14 meeting was a big one, participants unwittingly overestimated how much time they had to submit their work until it was overdue. We will avoid such a large gap between face-to-face meetings when planning future institutes. Also, as Lawrence observed, completing a lesson plan (and nothing else) is common in history and social studies professional development. The CLLI asked teachers to complete other, less typical, assignments, which seemed to be of greater interest to them precisely because they were different.

Fall Sessions

We reconvened on September 14, from 4 to 7 p.m., this time in a community meeting room at the Holyoke Public

Figure 3-5. Civics Literacy Leadership Institute participant Matthew Venditti presents his workshop at the WMWP Best Practices in the Teaching of Writing conference (click image to watch video).

3-12

Library. At this meeting we put two participants' lesson plans through a tuning protocol, watched one presentation and one book talk, and viewed "Reclaiming Black Faces," a 13-minute video of a civic engagement project that a Boston-area teacher did with his ninth-grade students, one of the reasons he was nominated for National History Teacher of the Year.

Our next session was on October 14, during the six-hour WMWP Best Practices in the Teaching of Writing Conference at the University of Massachusetts Amherst. The theme for this conference, fittingly, was "Composing Change: Equity and Civic Engagement across Content Areas." One of the CLLI participants, Matthew Venditti, gave his civics institute presentation, "Engaging Students in Civics through Authentic Learning Projects," at the conference, and all participants were required to register for that session (see video in Figure 3-5). In addition to the participants and facilitators, there were about a dozen other attendees in the session, and Matthew gave a high-quality presentation.

Our last session was on November 6, in a private function room. We had our final presentation by a pair of teachers, and everyone presented their civic engagement projects (see Figure 3-6). We also celebrated the success of this pilot program and asked participants to reflect on what went well and what could be improved.

Civics Literacy in the CLLI

From beginning to end, the CLLI employed a number of strategies to enhance the participants' civics literacy:

- To begin with, in their applications to join the institute, teachers wrote a variety of thoughtful definitions of civics literacy.

- The teachers were all aware of growing state interest in preparing students for civic life. Early in the course, participants completed a close-reading jigsaw activity on the several civic education bills before the Massachusetts Legislature. (Rich, one of the co-facilitators, is deeply involved in work with the Massachusetts Council for the Social Studies

> The CLLI employed a number of strategies to enhance the participants' civics literacy.

and the Massachusetts Legislature to advance civic education legislation.) Participants also examined the Massachusetts 2016 Definition of Readiness for College, Career, and Civic Life.

- Participants selected books on aspects of civics literacy (see list in Appendix) relevant to their course goals and presented book talks at various times during the last four sessions. They explained why they chose the books, summarized the content, and explored implications the texts had for their work.

- Midway through the summer portion of the institute, Momodou led a presentation and discussion on strategies to expand collaborative dialogue, focusing on cross-cultural conversations and referencing Everyday Democracy and the film *American Textures*.

Several course "products" also emphasized civic literacy:

- Teachers drafted, presented, and polished arguments on issues of their choosing.

- In order to have experiences of civic engagement to share with students, and to model civic engagement, each participant engaged in a civics activity of her or his choosing. For example, one teacher decided to work on the campaign of a candidate for local office; another became active in the local chapter of the League of Women voters. Documentation of these actions included observational journals, articles for publication, and portfolios with agendas and notes from meetings of advocacy groups, draft policies, photographs, and other evidence of personal participation.

- Finally, each participant developed and taught a lesson that incorporated some of the many potential aspects of civic engagement.

Class discussion turned repeatedly to how best to teach civics literacy. An early fruitful discussion examined in detail the civic action dimension of the NCSS 2017 *College, Career, and Civic Life (C3) Framework*

One teacher decided to work on the campaign of a candidate for local office; another became active in the League of Women Voters.

for Social Studies State Standards. Media literacy, including identifying/analyzing propaganda, arose in multiple contexts. Community service, service-learning, and project-based learning also sufaced in several discussions, ranging from the conceptual to the concrete and practical.

The institute also provided ample time for participants to collaborate and plan their presentations and lessons.

Participant Feedback

At the beginning of the institute, the participants felt intimidated by having to write an argument piece and to participate in a civic engagement project. They were excited to be able to pick out an independent reading and appreciated being introduced to the text *They Say / I Say*.

Figure 3-6. Institute participant Simon Leutz presents his civic engagement project at the final session.

By the end of this institute, participants said that they felt recharged by the institute and that their initial concerns washed away as we progressed through the program.

Participant Emily Dumais's reflection is representative of a recurring theme from participants:

> I am so incredibly happy that I decided to participate in the Civics Literacy Leadership training. The work that was assigned and projects that were completed have so much worth both in and outside the classroom. If there is one big takeaway, it would be how easy it is to incorporate civic learning and engagement in my classroom either as part of the curriculum or as an enrichment activity. As teachers we want our students to be involved not just in their school community but the community they reside in. I think many teachers

see civic engagement as a daunting task and this program showed just how easy it can be. Start small and add as each year passes.

(See additional excerpts from teacher reflections on the institute experience in the box below.)

This chapter has told the story of the Civics Literacy Leadership Institute from the designers and facilitators' perspective. Chapter 4 will relate the experience from the participant's vantage point.

Teacher Reflections on the Civics Literacy Leadership Institute

Catherine: *This course gave me a place and the time to do some big thinking and reworking of what I and my students are doing in my classroom. ... I've been growing increasingly concerned, especially over the last few years in my current school, about the lack of engagement in my students. Simultaneously, we're in a civic crisis as a country. It's our moment as history teachers, but it's so overwhelming. And then a chance to spend quality time with other like-minded professionals working on just the things I was struggling with!*

Valerie: *After reading the legislative documents shared early in the civics program, I knew that a civics component was an additional must for the curriculum of [my school's new] Career Enrichment program, a missing link, you might say. ... Students needed further exposure to civic responsibility before they left high school. ... Attending Civics Literacy classes with primarily social studies teachers that I normally would not have mixed with in a class or conference exposed and sharpened my awareness to topics on civic responsibility that probably is normal conversation in their professional life/classroom, not mine. ...*

Simon: *[T]his course has inspired me to move civics to a central position in both my teaching and my role as a department head. It's been wonderful to be introduced to a wider community of educators all passionate about this topic; I've learned so much from all of them. Here are my commitments: (1) To make civics active, participatory, inquiry and project-based. It needs to be so much more than simply "how a bill becomes a law." (2) The WMWP routine of building writing into all phases of pedagogy. ... I especially want to integrate elements of the* They Say / I Say *text into my teaching of writing. (3) This experience has also made me more committed to advocacy in both my personal and professional life. I want to be a bridge in my role as department head to civic organizations in my community between them and the school.*

Chapter 4
Growing into Civics Literacy Leadership

Eight educators from a variety of school settings completed the Civics Literacy Leadership Instutute. Seven are history and social studies teachers and one a librarian:

- Simon Leutz is social studies department head at Amherst Regional High School, a comprehensive school in a diverse community that is home to a public university and two private colleges.

- Matthew Venditti is a middle school social studies teacher at Frontier Regional School, which serves four small rural communities in Franklin County. He formerly taught at Amherst Regional Middle School.

- Emily Dumais is history department head at Smith Vocational and Agricultural High School, which offers 15 vocational programs. Located in Northampton, SVAHS serves over 40 towns in five counties.

- Akesa Mafi teaches high school social studies at Paulo Freire Social Justice Charter School in Holyoke, a high-need city whose public school district has been placed into receivership by the state.

- Karen Pleasant is social studies department head at Stoneleigh Burnham School, a small, private International Baccalaureate boarding and day school for girls in grades 7-12 located in Greenfield.

- Valerie Wlodyka is the librarian at Pathfinder Regional Vocational Technical High School, which provides 15 vocational programs to 25 communities in three western and central Massachusetts counties.

Seven history/social studies teachers and one librarian completed the Civics Literacy Leadership Institute.

- Catherine Glennon, also from Pathfinder Regional, is social studies department head. She and Valerie participated as a team.

- Theresa Dudziak teaches middle school social studies at St. Agnes Academy, a private Catholic school in Dalton, a small town in Berkshire County, the westernmost part of Massachusetts.

This chapter focuses on these teachers' experience in the institute, told partly through interviews but mostly through one participant's reflections on the activities and assignments.

When we began planning this institute we thought it would be helpful to ask a participant to keep a journal of her or his experience so that we could learn—beyond the end-of-course evaluation—what the course felt like from a participant's perspective, and so we would have detailed responses to help us plan the next version. Karen Pleasant answered our call and delivered a thoughtful, detailed account of her experience, which is presented here with some editing for length.

Figure 4-1. Civics Literacy Leadership Institute participants Catherine Glennon, Matthew Venditti, and Valerie Wlodyka discuss their reasons for enrolling in the course (click image to watch video).

4-2

Karen's Journal: Spring Component

The Application Process: to sign up or not to sign up—that was the question. (See also Figure 4-1)

In March 2017 Rich Cairn, a leader in the Emerging America program, sent out a notice that WMWP was hosting a Civics Literacy Leadership Institute. I was immediately interested. I recently became aware that the Massachusetts Department of Elementary and Secondary Education (DESE) was revising the 2003 *History and Social Science Framework* to include more civics learning.

I have been teaching history for 17 years but have not intentionally engaged in teaching civics to my students or taken an active role in educating adults about civics issues. I thought back to February 2016, when I did a short presentation about the Iowa Caucus at an all school meeting. Many of my colleagues approached me afterward, exclaiming, "I never knew what a caucus was," or "I didn't fully understand how primaries worked." I was surprised by the lack of basic knowledge among adults on the election process and saw a need for greater education in my community, which, alas, I did not fulfill.

I was also attracted to the institute because of the opportunity to earn professional development hours or graduate credit. Finally, I really liked the emphasis on leadership. I felt ready to enhance my writing skills and civics knowledge and apply them outside of my school. "This institute will provide an opportunity for participants not just to teach civic engagement, but to practice and model it." That sounded pretty good to me.

Session 1: Thursday, May 4, 2017

Topics for the day: An introduction to civics literacy and civics education. **Homework due:** Q and A on Social Studies Literacy and the Massachusetts Definition of College and Career Readiness and Civic Preparation.

I am a private school teacher. There, it's out there. Unlike my public school colleagues, I am not mandated to follow most state guidelines, and in consultation with my department and academic dean, I am able to decide what and

> "This institute will provide an opportunity not just to teach civic engagement but to practice and model it." That sounded pretty good to me.

how I teach. Tonight's session made me think that my approach to course topics could be hurting both my teaching and my students' learning. It also potentially makes our school curriculum deficient in terms of our students' graduating not knowing important concepts for civic life that the rest of their Massachusetts peers have. I have also been thinking that if the state feels certain topics are necessary in social studies education, then I, as our school's department chair, should know what they are and intentionally choose to include or not include these areas in our school's curriculum.

I really enjoyed our reading for tonight. In the first article, "Q & A on Social Studies Literacy," what most interested me was the discussion of what a historian is and the types of writing historians do. I told everyone that night that I am a "slave to the five-paragraph essay" and that I do not provide many other ways for my students to write history. I do blame some of this on the International Baccalaureate program and the essay exams that my students will be taking at the end of their senior year. Yes, I have been teaching to the test, but maybe I have been too narrow. I shared this document with my history colleagues and designed an assignment where my students had to write an appeal to the world for assistance in the Spanish Civil War. The students chose their side and what they wanted from the international community. With their written pieces in hand, I took the class to our debate room, and each student stood up and addressed the group. It was great! I continue to consult the "Q & A" for other writing ideas.

The Massachusetts Definition of College and Career Readiness and Civic Preparation was an informative read. It helped me understand what civic literacy education should accomplish so that our students are ready for life beyond secondary school. I was particularly interested in the history of civics education in the state and why this needs to have more emphasis in schools today.

Session 2: Thursday, May 18, 2017

Topics for the day: Advocacy and our own civic engagement. **Homework due:** Book title for purchase, read proposed bills for civics education.

> I told everyone that night that I am a "slave to the five-paragraph essay" and that I do not provide many other ways for my students to write history.

Our evening started with Lawrence O'Brien and his talk on his civic engagement and advocacy work, particularly in the realm of labor relations. He was an excellent example of how people can be fully engaged in advocacy and make a difference in their communities. He was eloquent, engaging, and completely intimidating. I thought, "Is this depth and breadth of civic engagement the institute expects me to aspire to? If so, I am totally terrified and don't know if I can or want to be that actively involved."

In the months that followed, I have thought about my reaction to Lawrence's presentation. First, I realized that advocacy can happen on any level on any subject. I realized too that I am not an advocate by nature, unless I am advocating for something personal. I shy away from public expression about controversial or challenging subjects, because I never want to invite criticism. The first time I had ever advocated for something bigger than myself was when I went to Boston for the Women's March in January. What does that say about me as a history/social sciences teacher? I seem to be able to talk the talk, but not walk the walk. The institute has asked us to get involved in advocacy work. This requirement will really help me to get active. I think my advocacy work will revolve around the League of Women Voters of Franklin County; I joined as a member in January but have not done any work with them outside of attending a couple of initial charter meetings.

The book purchase: I was not sure how to approach this. Do I pick a book that is a practical guide to teaching civics or a nonfiction book about a civics-related topic? I came into the session with eight books in mind. I was very interested in seeing the books that other people picked. I finally chose *Hillbilly Elegy* by J. D. Vance because of its numerous positive reviews, and the author's experiences growing up in America seemed so different from mine. I felt this book could help me better understand the factors that played into the presidential election of 2016.

Session 3: Thursday, June 1, 2017

Topics for the day: Professional development workshop planning, *They Say / I Say* introduction.
Homework due: Ideas for workshop, get going on advocacy work.

> The CLLI instititute has asked us to get involved in advocacy work. This requirement will really help me to get active.

> What struck me was that she wanted to rethink and investigate a problem she had experienced. I had never thought of addressing one of my classroom "fails" with research.

The workshop that we need to present as part of this institute seems a bit daunting. I am glad that tonight we were able to have a workshop presentation to model one of the ways we could implement our presentation. What struck me about Susan Biggs' motivation for the workshop was that she wanted to rethink and investigate a problem she had experienced as an educator. I had never thought about addressing one of my classroom "fails" as a topic for research. Some issues I might want to address are promoting classroom discussion, grade anxiety (for students), subjectivity of grading (for educators), moving kids from discussions to acting on ideas, the newspaper in the digital age, social media, and the immediacy of news.

They Say / I Say seems like an interesting choice of book for us to read. I am one of the coaches of the Debate and Public Speaking Society at our school, and most of what I have learned about argument has come from other coaches, watching student debates, and debate competition preparation materials. I honestly never thought there might be a good book on the subject.

Karen's Journal: Summer Component

Session 4: Monday, July 10, 2017

Topics for the day: Effective arguments, *They Say / I Say* Chapters 1-3. **Homework due:** Read *They Say / I Say*; draft an argument piece.

We started the day with the following writing into the day: "What kind of advocacy work are you interested in doing?" I still hadn't given this much thought, although I was getting regular e-mails from the both the Massachusetts League of Women Voters and the Franklin County Chapter. It just so happened (fate?) that this same night was a meeting of the Voter Services Committee, which I joined (on paper) in the winter. Voter Services works on voter registration, candidate nights, and civics education. The committee has been planning a civics trivia night as a fundraiser for the local league. At the meeting we worked on details for the trivia night and discussed getting a group together to march in the Franklin County Fair parade on September 7. We thought marching with a

Figure 4-2. Catherine, Matthew, and Valerie discuss the writing component of the Civics Literacy Leadership Institute (click image to watch video).

banner would help promote the group. We also talked about setting up a table at the fair for information about the League and to do voter registration.

We were required to come today with a written draft of an "argument piece." Although I had the assignment for well over a month, I spent most of the night before writing it. Although I usually do my work close to deadlines, for this assignment I was really intimidated to write for a public audience. I also rarely do any writing in my job other than lesson plans, e-mails, and college recommendations. Of course, as a history teacher and debate coach, I teach writing all the time; I just do not actively engage in it. (For other participants' reactions to this task, see Figure 4-2.)

To get us into the activity of peer sharing, we were presented with a Writing Workshop Feedback Protocol. The author shares with readers what type of feedback she is looking for. The piece is read aloud, and the audience then shares feedback on the areas the writer requested. I had never heard of this method of doing peer work, and I really liked it. One of the issues with peer feedback is that it can feel like an evaluation (not in a good way) of

the writer's skill and content. This protocol works in a way that feedback is all positive, and the author identifies the area in the piece that the author is unsure about—giving license for all to discuss it. I also liked the read-aloud part, as some people process better with an audio component.

For my argument piece, I decided to tackle the topic of the Electoral College. I started by doing some research, then using the suggestions in *They Say / I Say*, I put together a draft. I was nervous to share my draft, being the first piece of "real writing" I had done in a decade, but my peer group was reassuring, and one member admitted to feeling the same anxiety. I asked my readers to give me feedback on whether or not I had provided enough context for my argument and if they felt I needed to give solutions to the problems I had identified. I was surprised when Rich wanted to know the audience I had written this for. I hadn't thought about that. He also wanted to know, "What is your ask? What do you want people to do at the end of this piece?" Yup, I definitely had not thought about that. He helped me identify what assumptions I was making in my piece that had an impact on language and intent. For example, one assumption I made was that people cared about the Electoral College in the last election. After working through this protocol, I had a really good sense of the changes I wanted to make in my draft.

My group had the opportunity to try the protocol on someone else's draft. I liked being the audience for this piece, because now I had two perspectives on this activity and will have a better grasp when I give this to students in my history classes. The thing that struck me the most with this draft was that the writer was talking about a topic that she was fully invested in—she is a librarian, and her argument was about the importance of school libraries. Her piece made me start to think about those topics that I am fully immersed in that would be good topics for argument.

The next part of our day was a great discussion on *They Say / I Say*. This short book gave me a lot of insight and information on how people present ideas as an argument or discussion point versus just disseminating facts. We formed small discussion groups and used The Final Word

> I was surprised when Rich wanted to know the audience I had written this for. I hadn't thought about that. He also wanted to know, "What is your ask?"

protocol for our conversations—each person picked a passage from the text and read it. Others responded, in turn, to what the passage meant to them when they read it. I really like this way to look at text because everyone gets involved in talking about everyone's passage, and I was surprised how many different interpretations were revealed based on each of our experiences and biases.

Throughout the day Leslie and others in the workshop shared tips and activities that they use in their own classrooms. I enjoyed looking at some of the links Leslie shared about having dialogue in the classroom through investigating fake news and looking at a topic from multiple perspectives.

We had a little time for workshop planning in the afternoon. I was relieved when we all went around the room and shared what our workshop ideas were and how far into the planning each of us was. I wasn't really anywhere and so keenly listened when people shared their ideas and invited others to work with them. Simon discussed a possible workshop topic, "The Frailty of Democracy," an idea that struck him after reading the book *On Tyranny: Twenty Lessons from the Twentieth Century* by Timothy Snyder. I had not read the book, but the workshop topic sounded interesting. We formed a partnership, whew! To help us get a sense of what a workshop could do in terms of intent and format, Leslie shared a PowerPoint by Kevin Hodgson with us: "Presenting to a Group of Teaching Colleagues" (see Appendix).

Session 5: Tuesday, July 11, 2017

Topics for the day: *They Say / I Say* Chapters 4-7, WMWP introduction, impact of current political/media climate on teaching. **Homework due:** Continue to work on workshop/lesson plan/argument/advocacy work.

We started the day with the following writing into the day: "To what extent have the current media and political environments impacted your work in the classroom and library/media center?" Usually, all of my classes, regardless of age or content level, have some project or connection to the current media and politics. I had

> I really like this way to look at text because everyone gets involved in talking about everyone's passage.

sophomores presenting current events every Thursday, mid-January through April. I also tried to help students to learn good research methods when vetting sources. The IB curriculum also requires history students to write OPCVLs on sources (origin, purpose according to the author, content, value to the historian, limitation).

Our discussion helped me think about what I might try to do in the next school year: a unit on "fake news," a current event every day, and a current event project of some sort in all classes. Our discussion also generated the following questions: How do you teach students to consume news with a critical eye? To evaluate claims, evidence, and reasoning? To determine fake news and reliable news? Is the meme today's political cartoon?

We had a second discussion on *They Say / I Say*. I was really interested in the concept of "voice markers," essentially the idea of paying attention to what language and phrases the author uses to tell the reader where he/she/they is coming from versus just summarizing the ideas of others. I guess this really goes to recognizing author bias.

Bruce Penniman came in and talked about WMWP and the National Writing Project. He also indicated that the Professional Writing Workshop he runs is a "teacher as writer" activity that would complete the teacher-consultant credential. (See Figure 4-3 for a participant discussion of leadership opportunities made possible by the institute.)

For the remainder of the day we had time to work on our workshops. Simon and I decided that we were going to use Germany in the 1930s as our case study for the fall of democracy. He and I spent the afternoon individually researching various topics, including aspects of the Weimar Republic. We compiled our research in a series of Google Docs. At the end of the day we had a lot of information and had found a couple of really good websites for content and ideas of how to set up our workshop.

Session 6: Wednesday, July 12, 2017

Topics for the day: Book talks, presentation of workshop #1. **Homework due:** Continue to work on workshop/ lesson plan/argument/advocacy work.

> How do you teach students to consume news with a critical eye? To evaluate claims, evidence, reasoning?

The writing into the day prompt was "What are the various strategies and methods you use to facilitate class discussion among your students?" I teach in a Socratic classroom, which includes a large boardroom table that all the students sit around. I started teaching this way after I learned about Harkness Design. Initially my response was as follows, a list in no particular order of discussion questions for students to use in any order:

- Think, write, pair, share: one person in the group reports out, and that usually leads to comments and elaboration by peers.

- Groups of three with discussion questions: after every question, one person moves to another group.

When we began our group discussion, I was introduced to other great ways to have kids participate more in class. My favorite was Leslie's idea of giving two pennies to each student and telling them that by the end of the discussion, they had to spend both. The caveat is that once their pennies are gone, they can no longer speak. My other favorite, which we tried in the day's workshop, was the concept of the "speed dating" style of conversation.

The remainder of our morning was spent on Workshop #1, presented by Catherine and Valerie on generating good discussions. Leslie provided a sheet on tips for giving constructive feedback on presentations. My takeaway from the workshop was mostly that it was a template for what Simon and I could do in ours. I thought the following things that Catherine and Valerie did were great:

- They introduced themselves and why the audience should look to them as authoritative on their topic.

- They provided a lot of activities with explanations of why they had us do them (practical use outside of the workshop).

- There were handouts for us to take away and, after the workshop, an extensive list of activities relating to fostering discussion in our classrooms.

Watching this was a relief, as I learn best seeing before doing, to understand what I am expected to produce.

Civics Literacy Leadership Institute 2017 Workshop Presentation Topics

1. *"The Harkness Table and Other Class Discussion Techniques" by Catherine Glennon and Valerie Wlodyka (July 12)*

2. *"Rethinking U.S. History II" by Emily Dumais and Akesa Mafi (July 13)*

3. *"Community Service: Lessons Learned" by Terri Dudziak (September 14)*

4. *"Engaging Students in Civics through Authentic Learning Projects" by Matthew Venditti (October 14)*

5. *"A Check-up on Democracy" by Simon Leutz and Karen Pleasant (November 6)*

Topics for the day: Introduction to Teaching with Primary Sources and future Civics Literacy Leadership Institute work, Workshop #2. **Homework due:** Final draft of argument piece.

The writing into the day prompt was "What is special and unique about my individual style of teaching? What makes it work for me? Why do I do what I do?" Whew, this is a huge prompt. I think my personality drives my teaching. I am laid back and find humor in a lot of things. I bring that into the classroom by making funny commentaries about things or joking with students about school topics. We always have a Word of the Day, and some days I highlight funny stories in the news via *The Week* magazine. Some-times my laid-backness leads to being a little lax at the start of class—but I always DO have a plan for the day—some days I just take a little to extra time to get rolling.

I am super passionate about history—and the kids all comment on that in evaluations. I always have loved history and my #1 goal is to have kids in my classes love

Figure 4-3. Catherine, Matthew, and Valerie discuss the leadership opportunities avaiable to participants in the Civics Literacy Leadership Institute (click image to watch video).

it too. This usually happens—kids tell me all the time, "I used to hate history, but now this is my favorite class." At the same time, I readily admit that I do not know a lot of things they have questions about, so we spend some time researching answers in class.

In my early years of teaching I wasn't as respectful and kind to students as they deserved, not that I was mean or disrespectful—I just wasn't as understanding as I could have been, and students commented that I could be more fair in how I treated them. I have worked really hard on this, and as I get older and more experienced, I cringe at my earlier behavior.

I am super interested how kids think and what they have to say—I love our class discussion, because they always teach me. Mapped discussions allow me to give them positive feedback, but I also try to catch kids on their way out of class to tell them what a great job they did. I emphasize with my students that their opinions matter, but that the best opinions are backed up by authority. I always ask: Why do you say that? So what? Prove your point.

I also am very skeptical and do not take anything at face value. I always look for ways to be a devil's advocate. I am extremely analytical and in all scenarios—teaching or not. This is the way I think. I cannot tell you how many times I have tried to solve many road pattern issues when stuck in random traffic! I tell all my students that by the end of my course, I want them all to be serious critical thinkers, and by the end, most of them are.

Being a woman teaching at an all-girls school, I do a lot to convince my students that they have to have extra skills and "tools" in order to make it in a multi-gender world.

Today is our last summer session, so there were a lot of housekeeping issues to cover:

- Workshop planning for those presenting in the fall

- A lesson plan (due in September) in Understanding by Design format

- Advocacy work, with sharing at our final session on November 2.

> I emphasize with my students that their opinions matter, but that the best opinions are backed up by authority.

> The leaders asked a key question for self-evaluation: "Do our students see themselves in our history?" which I took to mean my history class.

We had a formal introduction today to the Library of Congress Teaching with Primary Sources (TPS) Teachers Network. Rich guided us through setting up accounts and learning how to use the network. I was really happy as it has turned out to be an invaluable resource for history material and lesson ideas. We were told today that the writing prompts that we need to complete by the end of the summer will appear as discussions in TPS. The network allows us to respond to the prompts, comment, and see responses from others in our group. We are a closed group that only those approved by the owner can use. I like this because I feel freer to write more honestly since I know everyone who is going to read my responses. Many of the groups on the TPS Network are open to everyone without invitation.

In the afternoon we had our second workshop, "Rethinking U.S. History II." I have taught U.S. History many times, and I was ready to think about the class in new ways. Some of the workshop was interactive and included activities that we could do with our students. We started with a writing prompt about our experiences in high school, what content we learned and how we were taught. The workshop leaders asked an additional question, which has become a key one as I do some self-evaluation as a teacher: "Do our students see themselves in our history?" which I took to mean in my history class.

In one of our early discussions about how to organize a good workshop, we were taught to do some research on the issue our presentation was addressing. It was clear in this workshop that Akesa and Emily did a lot of background investigation for their topic. They talked about global issues and the overall sentiment that textbooks are limited sources. Then, using handouts and a lecture, they presented four models we could use to rethink our courses and school curriculum: ethnic studies, teaching history backward, the thematic approach, and chronological order. It was nice to have the handouts to read at a later date and to have something tangible to take away. Simon and I should think about that for our upcoming session.

Today our writing out of the day was "Sketch out a sched-

ule, to do list, letter to self, or other reminder to keep your-self on task for when we reconvene in September. I am so happy we got this prompt. To be honest, it's been hard for me to keep track of assignments and due dates.

August Assignments: Three Prompts and a Lesson Plan

Prompt 1: Just checking in on how your lesson planning is going: What topic did you choose? What flashes of brilliance have you had? What challenges? How can this group help you through your challenges?

My thinking on this lesson was that it would be for my IB History Standard Level, Year 2, who will be studying the Civil Rights Movement in the U.S. 1954-1965 and Apartheid in South Africa around the same time (hence my thinking on including Nelson Mandela and a non-U.S. document). Ultimately, I didn't create this lesson because of the amount of work I would need to do beforehand, but I still think this lesson could have merit for the future.

Writing Prompt 2: How might you carry forward the discipline of regular writing to support your teaching? To support student writing? To deepen or extend reflection on your own practice? To cultivate emotional/spiritual/political support for your professional labor?

I really liked this prompt because it gave me a lot to pon-der. I had not given any real thought about how to incor-porate writing, and I appreciated this question to have me think specifically about my writing and students' writing.

Writing Prompt 3: As you step up your personal civic en-gagement, what lessons, inspirations, or cautions inform your teaching? Have you had experiences that it would be meaningful and appropriate to share with students? How can you invite and support them to share their own experiences? How will you figure out appropriate levels of emphasis on duty and encouragement?

I have now been to several meetings of the League of Woman Voters, Franklin County Chapter. We have mostly been talking about events that we are holding in the fall: Civics Trivia Night and candidate forums. To make our group more visible to the community, a small group of

I had not given any real thought about how to incorporate writing, and I appreciated the chance to think specifically about my and my students' writing.

League members marched with a banner in the Franklin County Fair parade. We threw candy for the kids and had a few cheers from parade watchers.

How has my teaching been impacted? Hmm, I don't know that it has been overtly impacted. There is a possibility that the local league will host a Civics Trivia Night for students and that they might do it at our school—both options would give my students an opportunity to participate.

What would be meaningful and appropriate to share with students? How can you invite and support them to share their own experiences? I am not sure. I am not really at this point yet. Appropriate levels of emphasis on duty and encouragement? For my students, this would be based on grade level/age and also their grade-level leadership program that all of our students take. In the 10th-grade year, the students are required to do community service. In the 11th grade, students are connected with alumni who are living lives that a student wants to know more about.

The Lesson Plan: I have been having THE HARDEST time doing this assignment. Partly, I keep wavering on the topic for the lesson. I have, in the last few weeks, written two incomplete lesson plans, one on 9/11 and a potentially good one on war memorials. I actually used both of the plans in the first few days of the school year (as they were written so far) as mini-lessons in a couple of my classes. Both went OK, but both were about 15 minutes, and neither had much of a point other than knowledge. I will try to finish the war memorial lesson because I seem to have a better handle on how I could make that into a strong one.

I am going to look at the Tuning Protocol that class will use during our next session to help me think about the main questions of the intent of this lesson: "Is there a problem we are trying to fix?"

Karen's Journal: Fall Component

Session 8: Thursday, September 14, 2017

Topics for the day: Workshop #3, Tuning Protocol for a lesson plan. **Homework due:** Continue to develop workshop, sign up for the Best Practices conference.

> I am going to use the Tuning Protocol to think about the intent of this lesson: "Is there a problem we are trying to fix?"

Writing into the day was a reflection on civic advocacy work so far and where to go from here. "What new knowledge, appreciation, realizations, and or aspirations have you gained?" I have only been to a couple meetings of the League of Women Voters, and those have been specifically for the committee I joined, Voter Services. I have learned that meetings of volunteers are difficult to schedule. The group has made me aware of all the local political news, especially about voting and candidates up for office. We had a good discussion about the elections in September and who was running for which seats. We hope to organize a candidate night in October with either the newspaper or the local TV station. I am really excited about this because I don't pay much attention to the local politicians. I know many of the "hot" issues but not positions of town leaders. I have been encouraged by a colleague and former selectwoman to attend an open meeting of the selectmen to start to understand town politics.

Although Leslie and Rich had repeatedly asked for lesson plans (the summer assignment), only a few of the participants submitted one for tonight's work. Catherine and Valerie submitted the lesson plan "Civic Engagement Project," and we used the Tuning Protocol to review it. Emily gave a book talk on *For the Common Good: Redirecting the Economy toward Community, the Environment, and a Sustainable Future*.

Terri Presented Workshop #3 on student-initiated service projects at her school. I am our school's director of CAS (Community, Activity, and Service), a component of the IB Diploma. One of my jobs will be to facilitate a student-created and -directed service project in our school or local community. I learned tonight that Terri is a great resource for me for advice and to help me think about the do-ability of projects my students want to do.

Session 9, Saturday, October 14, 2017

Topics for the day: WMWP 's Best Practices in the Teaching of Writing conference. **Homework due:** None.

As part of our institute, we were required to register for and attend this conference. I am glad that this was a

> The League of Women Voters has made me aware of all the local political news, especially about voting and candidates up for office.

requirement. For one, although this is an annual conference, I hadn't heard about it before. Also, many of the attendees were English teachers; I was happy that there was a group of history folks to give a bit of a different perspective to discussions in workshops. Maybe next year the organizers will consider asking at least one social studies teacher to lead a workshop.

The second workshop I attended was required for all the participants in our institute, as the presenter was one of our members. Matt led the workshop "Engaging Students in Civics through Authentic Learning Projects," in which he explained his work with his own students and resources he has used for research and ideas about authentic learning. Matt did an outstanding job, and I was very inspired by his creativity and the impressive student work. Matt told his story of his students learning about Christopher Columbus in his class and their decision to work with the town of Amherst to change the celebration of Columbus Day to Indigenous Peoples Day. Matt gave many examples of ways his students are engaging in authentic learning, and I was starting to form my own ideas as to things I might do with some of my students.

I am so thankful to Matt for his presentation. Not only was it an excellent model of a great workshop; it also inspired me to finally create and post my required lesson plan for the institute! Whew! I designed a lesson, over two days, where the students had to write a peace treaty to end World War II. They had the context of a treaty through an assignment a few weeks earlier on the Treaty of Versailles and had just finished studying the Second World War in Europe. The results were awesome! The students were really creative, and every group produced a document that was radically different from the other groups.

The keynote speaker was Sydney Chaffee, the National Teacher of the Year. She was a good speaker; I enjoyed hearing of her methods of "giving voice" to her students. She asked all of us to turn to the person next to us ("Turn and Talk"—a new phrase I picked up at the conference) and describe a poem or text that we are in love with. I could not think of anything! My partner gushed about a

> Matt told his story of students' decision to work with the town to change Columbus Day to Indigenous Peoples Day.

Figure 4-4. Matthew Venditti presents at the Best Practices in the Teaching of Writing conference.

poem she reads often (I hate poetry—can't read it), and I just looked at her blankly. She tried to prompt me with, "Is there any historical text that grabs you?" At that moment, all I could to say was, "No." My embrace of text, or not, is probably a topic good for later exploration.

Our day ended with a meeting of our class. We did a couple of book talks, including the book that Matt had based some of his research on for authentic learning, and I talked about my book, *Hillbilly Elegy* by J. D. Vance. For the next institute, I might suggest that the people order their books later in the program—maybe at the end of the spring classes—once people have chosen their workshops. I was really torn deciding whether to get a book about civics or one that was a manual for teachers of civics. If I had had a good idea of my workshop before ordering the text, I might have picked something different. As it was, I bought Simon's book, *On Tyranny*, after he presented on it, and we decided that our workshop would be loosely based on it.

Western Massachusetts Social Studies Council Fall Conference, October 20, 2017

Taking the learning out of the Institute: On September 8,

Rich e-mailed participants that conference organizers had approved presentations on civic engagement by him and a participant, with this course as a component. I offered to present with him; it seemed to me that it would be a great way to take our classroom learning to the next level, but in a gentle way, by being a co-presenter. We met to sort out the topics and activities. Rich then took our meeting notes and created an excellent PowerPoint that was our guide for the two workshops. I added slides that I used for my reflections on the Civics Literacy Leadership Institute.

The workshops went well. Rich really did most of it, but I learned a lot from his organization, slide design, and pacing. In our meeting we talked a little bit about hands-on activities for participants including reading text and using one of our protocols. Rich brought copies of the bills on civic literacy that we looked at in our second meeting. We had some time at the end of the first workshop to hand out copies to participants and have them give feedback on what they were reading. Most of the 15 people did not know these bills were in discussion at the State House prior to hearing Rep. Linda Dean Campbell describe, during lunch that day, her work on the legislation.

Our discussion on Bill S215 made me realize how lucky I have been to be part of our institute. I am a social studies teacher in the state, and I do have the power to help shape legislation that directly impacts my profession. In private school, I don't have mandates to follow, but I certainly am trying to pay attention to what is happening in the state, and I do have strong views on what I think our students should be learning. I guess I didn't realize it at the start of our Institute in May, but we are engaged in an authentic learning experience in the context of these bills and do have the power to shape legislation to make it real, usable, and meaningful.

Session 10: Monday, November 6, 2017

Topics for the day: Last workshop presentation, our advocacy work, wrap up. **Homework due:** Create advocacy trifold presentation, finish workshop with Simon.

Writing into the day was thought provoking: "Regarding

I didn't realize it at the start of our institute, but we have the power to shape legislation to make it real, usable, and meaningful.

the teaching and learning of civics: What are the responsibilities for K-12 students? Of their teachers?"

Students should be interested in learning about their communities and looking for ways to solve community problems. Students should know that they can be agents of change, that they can live in the community they want to live in—it is their responsibility to learn what it is they want and take steps to achieve their goals. Students also need to be responsible for their language and promote civil discourse. The role of the teacher is to guide students through the discovery process and to introduce students to civics that are inside and outside the classroom. Teachers need to help students discern fake news and help students make informed decisions.

Then it was time for the workshop presentation: Me and Simon, finally! I have to really give Simon a huge THANK YOU for all of the work that he did on the Prezi slide show. The initial writing prompt was really interesting: "What did the 2016 election teach you about democracy?" Participants homed in on the influence of technology and the "show" put on for the masses. I found this interesting because my answer to the question was that the election showed me how divided our country was and how angry people are. People seemed engaged in our activities, and we easily filled the time, something I was a bit fearful of.

After our presentation we all did short talks on our advocacy work (Figure 4-5). Tonight our posters were due, so we all showed our work and talked about what we did, are doing, and hope to do. It was really interesting to see how different our work over the last six months had been. Matt, for example, was hoping to cre-ate an advocacy opportunity in his school by teaching male adolescents about civil behavior and language in regard to girls. Other people presented on a small-town women-for-veterans organization, working on political campaigns, and trying to save a school program for dis-advantaged kids. For some people, the advo-

Figure 4-5. Institute journal author Karen presents her advocacy work.

cacy assignment was easy because they were already civically involved in their communities; what the Institute asked them to do was just an extension of work they were already doing. For most of us, though, the advocacy assignment was the first time any of us got involved. One participant remarked tonight that he is so busy with work and family that advocacy wasn't on his radar, but he was happy we were required to think about it.

Our writing out of the day was to reflect on this course:

- Whether/how it has moved your thinking about incorporating more civics teaching into your courses. What might you do differently? What role will writing have? Civic engagement?

- What were the significant takeaways from the readings and activities? What was their impact on your work in education and your progress as a civics leader?

Karen's Overall Impressions of the Civics Literacy Leadership Institute

I loved having time and instruction to write. My usual writing is confined to e-mails, lesson plans, and college recommendations. Writing into and out of the day was a great way for me to think about topics in that day's session and get my mind to focus on civics literacy. The schedule over the seven months worked well for me. I liked our meetings every two weeks in the spring because it allowed us to see each other frequently and keep information fresh. The week-long summer work was great—I loved the extended time to get to know workshop leaders and participants; it allowed us to move through material and activities in our own time.

Things that worked for me: The flexibility of the schedule that allowed more time to work on our workshop, the constant conversations about pedagogy, and numerous take-away lessons and activities. Things that could be improved or challenges I faced: It would have been helpful for the week-long seminar to have the daily agendas ahead, with the understanding that some things would change.

Taking the learning out of the institute: I have been inspired to be a better educator as a result of this Institute. Ways I am taking my learning forward include journaling, civic engagement, service, and the workshop. I was most nervous about this component. Public speaking is not a problem for me. Creating a workshop for colleagues, where I am an expert trying to teach peers, is a different story!

Chapter 5
Setting Signposts in the New Leadership Lane

A key assumption of the Invitational Summer Institute (ISI) model is that teachers who successfully complete the institute and related continuity activities will have engaged in a range of reflective and social professional practices that will equip them for leadership in the domains of learning to write and writing to learn. The leadership development process is an immersive experience that fosters collaboration and acceptance of the values embodied in the NWP Mission Statement:

> The mission of the National Writing Project (NWP) is to improve the teaching of writing and improve learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

> The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

> The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

https://www.nwp.org/cs/public/print/doc/about/mission.csp

"DSC_3501" Flickr photo by Mirabelka Szuszu https://flickr.com/photos/_szuszu/7818020160 shared under a Creative Commons (BY-SA) license

Although the ISI is an organic and hard-to-define experience, it does have several essential elements. At the Western Massachusetts Writing Project (WMWP), we have traditionally identified three key strands: Teacher as Writer, Teacher as Presenter, and Teacher as Researcher. The logic goes something like this:

- Teachers who write understand the complexities and possibilities of writing process and are thus better equipped to teach others than teachers who don't, so it is important that emerging leaders engage in frequent, varied writing experiences, including sharing, giving and receiving feedback, and publishing.

- Teachers who examine and present their own pedagogical practices for colleagues are better equipped to foster reflective practice in others than professional development providers who merely deliver "trainings," so it is important for emerging leaders to share their work in a spirit of reflection and inquiry.

- Teachers who research pedagogical practices in the educational literature and in the classroom are better equipped to speak with authority on "what works" than educators who rely on hunches or assumptions, so it's important that emerging leaders join the professional conversation through critical reading and discussion of relevant sources and through action research.

Over the course of a year—from the spring orientation meeting through the ISI (which we now call the Summer Leadership Institute or SLI) and several school-year follow-up meetings—WMWP fellows delve deeply into all three areas, producing along the way several "finished" pieces of writing, a Teacher Inquiry Workshop based on a pedagogical practice, and a classroom-based action research project. When they have completed the process, we dub the participants "teacher-consultants" eligible for site leadership roles.

Creating an alternative teacher-leadership lane—one

Creating an alternative teacher-leadership lane—one that does not include an immersive summer institute experience—presents challenges.

that does not include an immersive summer institute experience—presents two challenges: (1) ensuring that the participants have equivalent opportunities to develop their individual capacities and a set of shared values and (2) documenting the participants' achievements in writing, presenting, and research to determine when they have earned the Teacher-Consultant credential.

During the first year of the Building New Pathways to Leadership project, NWP convened a task force to address these challenges. This team drafted the "NWP New Pathways Badge Framework," which included a set of six "social practices" that are embedded in the traditional ISI:

- Write
- Go Public with Our Practice
- Learn/Engage the Profession (researcher)
- Collaborate/Respond
- Lead
- Advocate

The framework also included a list of "micro-credentials" or "performance badges" that could document a teacher's engagement in these practices. A subcommittee of the WMWP Pathways team studied this framework carefully and noted the similarity of the first three bullets to our traditional SLI strands. We ultimately decided to create a credential system adapted from the NWP badges framework. We opted to include just three "badges":

- Writing in Community (Teacher as Writer)
- Sharing Teaching Practice (Teacher as Presenter)
- Researching Pedagogy (Teacher as Researcher)

Our rationale for choosing them had several facets. First, they were deeply embedded in the culture of our site and thus familiar to all of our teacher-leaders. Then too, we felt that aspects of the NWP "Collaborate/Respond" and "Lead" practices were included in the writing,

These three credential strands were deeply embedded in the culture of our site and thus familiar to all of our teacher leaders.

sharing practice, and researching credentials; and that advocacy on many levels was the desired outcome of the credentialing process. Finally, we concluded that a system with just three credentials would be more manageable than one with six.

Crafting a Credential Plan

After making this decision, our Pathways subcommittee developed the **WMWP Credential Plan** outlined in Figure 5-1. This plan, which includes language from the NWP Badge Framework, enumerates criteria, specifies typical SLI activities, and suggests alternative activities for each credential. (A more detailed explanation of each credential may be found in the Appendix.)

An unintended but happy consequence of developing this rubric has been a reexamination of the WMWP Summer Leadership Institute itself to ensure that it faithfully and explicitly addresses all of the listed criteria. We are now using the WMWP Credential Plan to continually rededicate ourselves to the central purposes of our signature program and to explain these goals to our institute fellows.The primary purposes of the plan, however, are to guide program leaders in designing and individual participants in seeking capacity-building activities that lead to achievement of the component credentials of teacher-consultant status.

For program leaders, the Credential Plan serves as a guide for design. Planners must decide what credential(s), if any, to target as they develop courses, workshops, and other site offerings, and then they must be deliberate about including learning activities and products of learning that address the relevant criteria.

When WMWP programs are publicized, information about which credentials they fulfill is clearly specified, and we ask facilitators to be explicit about the leadership development components of their programs so that participants will have a clear idea of what they are expected to achieve.

> For program leaders, the Credential Plan serves as a guide for design. They must be deliberate about including learning activities and products of learning that address the relevant criteria.

WMWP Credential Plan

Teacher-Consultant Program: The purpose of the WMWP credential plan is to identify the skills, dispositions, and knowledge expected of teacher-consultants and to create pathways in addition to the Summer Leadership Institute for teachers to earn Teacher-Consultant Credential.

Strand:	*Teacher as Writer*	*Teacher as Presenter*	*Teacher as Researcher*
Credential	**Writing in Community**	**Sharing Teaching Practice**	**Researching Pedagogy**
Criteria	- Engage in writing activities in reflective, professional, personal, and creative genres - Share writing in collaborative educator writing groups - Give and receive constructive feedback using descriptive and criteria-based response protocols - Revise and publish written work for educator audiences - Apply insights from their own writing experiences to teaching	- Articulate and continually revisit and revise a student-centered philosophy of education - Engage in self-examination of teaching practices and critical analysis of student work - Share effective practices in teaching demonstrations and workshops and provide feedback to others who share their practice	- Engage in critical reading and discussion of professional texts - Formulate research questions and conduct action research project - Gather, analyze, and draw conclusions from data (including student work) to improve practice - Share findings with the larger education community
Summer Institute Activities	- Low-stakes reflective writing, such as writing into and out of the day - Writing marathons and writing group peer-response sessions - Revision and submission for comments of three or more texts - Publication in an SLI anthology and participation in a final read-around session - Development of a writing community based on trust and mutual respect	- Examination of teaching practice and reflection for improvement - Inquiry into best practices and new pedagogical approaches - Discussions with other educators to clarify inquiry questions - Design and delivery of 90-minute Teaching Inquiry Workshops - Debriefing sessions to reflect on the experience of leading TIWs	- Collaborative discussions about best teaching practices - Critical reading and discussion of books, journal articles, and other texts in the educational literature - Development and implementation of classroom action research - Sharing data, findings, and conclusions with the SLI cohort
Other Pathways to the Credential	- Enrollment in a Teachers as Writers Institute or Professional Writing Workshop - Sustained engagement in a site-sponsored teachers-as-writers group - Evidence of regular posting and feedback in a WMWP digital writing space - Involvement in a Professional Learning Community with a strong writing component	- Sharing inquiry-based teaching strategies by making a presentation in a WMWP professional development course or by co-designing and co-facilitating WMWP content institutes or workshop series - Working with a site-approved coach to analyze and share teaching practice	- Site-sponsored or -approved graduate-level research or content institutes with professional literature and action-research components - Writing and publishing research-based studies in the WMWP Professional Writing Workshop or equivalent

Figure 5-1. WMWP Credential Plan

Western Massachusetts Writing Project

University of Massachusetts Amherst

_____

having completed the requirements below and demonstrated leadership
in the field of education, is hereby designated a

WMWP Teacher-Consultant

entitled to lead WMWP programs and professional development activities.

Writing in Community Credential	Program: Date completed:
Sharing Teaching Practice Credential	Program: Date completed:
Researching Pedagogy Credential	Program: Date completed:
Presented by:	Date:

Figure 5-2. WMWP Teacher-Consultant Certificate

For example, the Civics Literacy Leadership Institute (CLLI) discussed in the previous chapters, while not long enough to be the equivalent of an SLI, was specifically designed to confer two credentials: Sharing Teaching Practice and Researching Pedagogy. For site leaders, the Credential Plan is an aid to decision-making about programs needed to provide teachers seeking alternative pathways to leadership options for fulfilling the requirements. In the case of the CLLI, the challenge was to provide a means by which participants could earn the Writing in Community credential in a discipline-rich environment.

Individual participants pursuing teacher-consultant status through an alternative pathway must earn certificates in each of the three areas. These credentials are issued in the form of Professional Development Point (PDP) certificates, which Massachusetts teachers must collect to renew their licenses. WMWP has modified its PDP certificates to indicate which teacher-consultant requirement(s) each program fulfills (see Appendix). Teacher-consultant candidates must monitor their own progress toward completion of the requirements and

notify the WMWP office when all three certificates have been earned. Candidates may consult with the Site Director or Professional Development Coordinator in advance for advice on fulfilling the requirements. Upon certification that they have successfully completed their alternative leadership pathways, candidates become WMWP teacher-consultants and are issued certificates like the one in Figure 5-2. At that point they are eligible to apply for leadership positions in WMWP programs and to be selected to facilitate professional development activities.

The first group of teachers to receive this certificate was the 2016 Summer Leadership Institute cohort, in April 2017. These teachers completed the first two credentials during the SLI, and they earned the final one by conducting action research projects during the following school year. The first teacher to earn teacher-consultant status through an alternative pathway will be Lisa Rice, a participant in our Science Literacy Leadership Institute (see Chapter 2). For an overview of the WMWP Pathways to Leadership program, see the video in Figure 5-3. For a process flow chart, see Figure 5-4.
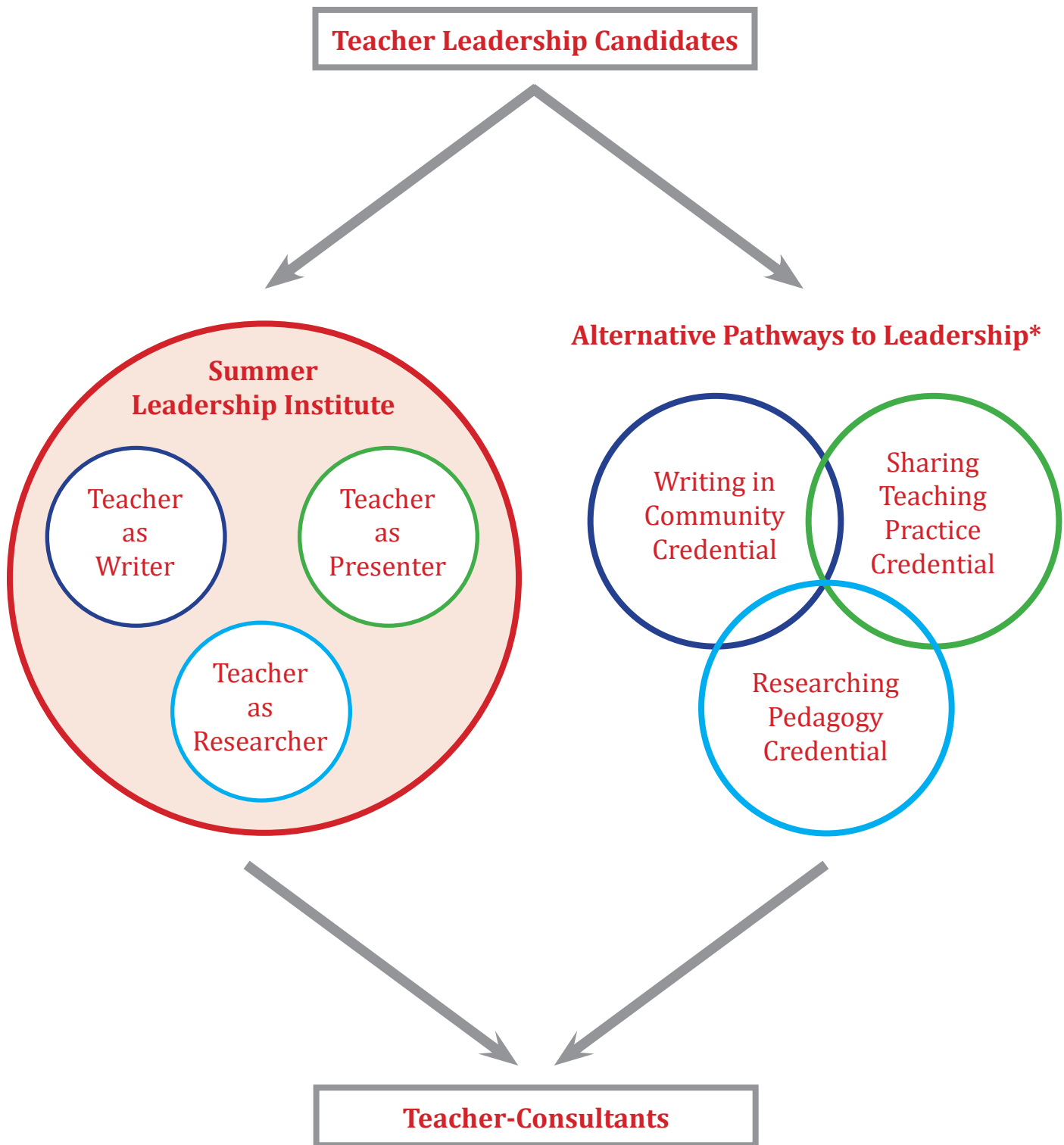

Figure 5-3. WMWP Leadership Pathways Video (click image to watch video)

WMWP Pathways to Leadership Program

Teacher Leadership Candidates

Summer Leadership Institute

Teacher as Writer

Teacher as Presenter

Teacher as Researcher

Alternative Pathways to Leadership*

Writing in Community Credential

Sharing Teaching Practice Credential

Researching Pedagogy Credential

Teacher-Consultants

*Alternative pathway activities may confer one or more credentials, depending on their length and depth. The Civics Literacy Leadership Institute described in Chapters 3-4 included two credentials.

Figure 5-4. WMWP Teacher Leadership Pathways Diagram

Chapter 6
Moving Forward in Leadership Development

The first iteration of the Civics Literacy Leadership Institute (CLLI) is now finished, but we hope that our association with the eight teachers who completed it has just begun. We plan to offer all of them—as well as the science teachers who completed our Science Literacy Leadership Institute—the opportunity to complete the remaining components of the Teacher-Consultant credential and further develop as leaders in their schools and at our site.

We are now focused on making content literacy leadership a permanent part of our leadership development infrastructure, parallel to our Summer Leadership Institute (SLI) but addressing a discipline-oriented audience with different needs and dispositions. For the time being we will continue to attend to the interests of science and history and social studies teachers, but we want to remain open to other kinds of literacy leadership institutes in the future: mathematics, the arts, English Language Learners, special needs, career-technical education. There are many possibilities.

But we begin with some reflections on the CLLI—what worked, what didn't, and what we will change next time—by Leslie Skantz-Hodgson, one of co-facilitators.

Leslie's Reflections on the Civics Institute

Recruiting

When we held our focus groups in Phase I of the Building New Pathways to Leadership project (see Chapter 1), we learned that teachers in the westernmost part of the state

> We are now focused on making content literacy leadership a permanent part of our leadership development infrastructure.
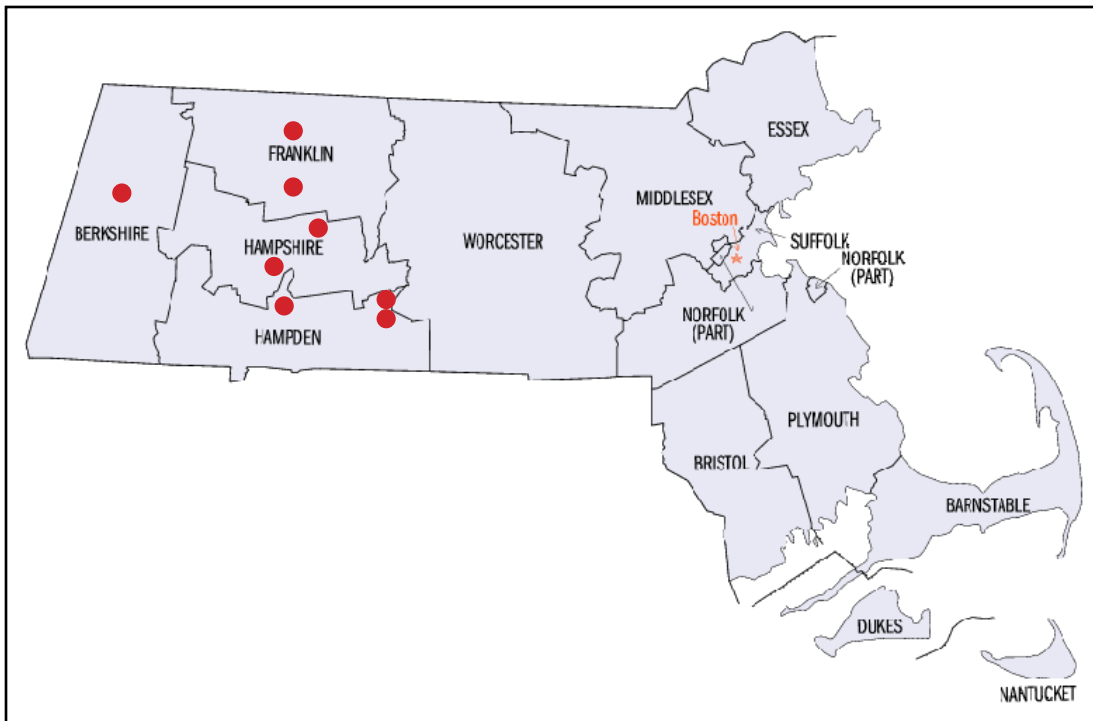
(Berkshire County) were interested in our programs, and they indicated that if we had offerings closer to them, they would participate in them. Reaching teachers in that rural area was not a new goal for WMWP; we always hope to attract educators from that region to our SLI with the aim of establishing a pool of teacher-consultants in that area, which we do not serve as much as we would like to. Another ongoing objective is to better serve teachers from the high-need urban districts of Holyoke and Springfield.

Attracting teachers from these target areas proved to be a challenge. We had one participant from Berkshire County, a seventh-grade teacher from a private Catholic school. We had no participants from Springfield, and one from a Holyoke charter school. Ranked as a Level 5 or lowest-performing district, Holyoke Public Schools has been taken over by the state's Department of Elementary and Secondary Education (DESE), and educators therefore are required to participate in professional development activities prescribed by DESE as part of its "turnaround" plan. We suspect that teachers there did not have much time outside of their district responsibilities to participate in the CLLI. While not at Level 5, Springfield, a much larger district, has invested in Empowerment Zones for several of its schools; educators and the teachers association work with DESE to determine the unique needs and solutions at each school. We theorize that educators are currently working at such a micro level in this early stage of the Empowerment Zones initiative that the CLLI might have seemed too "macro" for them at this time.

Although 13 educators applied and were accepted into the CLLI, only eight completed it. That group, however, represented a diversity of schools: rural and urban; middle and high school; public, private, parochial, career-technical, and charter. The teachers came from four counties: as far west as Berkshire County, as far east as the Hampden/Worcester county border, and as far north as Franklin and Hampshire counties (see Figure 6-1).

Location

Given the wide geographic spread of our teachers, locating the institute was a challenge. We had to

The eight educators who completed the institute represented public, private, parochial, career-technical, and charter schools.

Figure 6-1. Geographic distribution of the eight participants in the WMWP Civics Literacy Leadership Institute.

finalize the location for the first three meetings in order for facilitators and participants to be able to plan on attending, and we selected the University of Massachusetts satellite campus in Springfield, as we were still hoping some teachers from that city would apply at the last minute. The UMass Center at Springfield is a modern space with great technology and support, but participants had to pay for parking, and WMWP had to pay a fee for the room. Some participants drove over an hour, after the school day ended, to get to this location.

The four consecutive, six-hour days in July were held at my school: Smith Vocational and Agricultural High School in Northampton. This location was free, had ample free parking and air-conditioning, and was a shorter drive for some who had driven a long distance to Springfield. The remaining face-to-face sessions were held in the main branch of the Holyoke Public Library, at the University of Massachusetts Amherst campus during the WMWP Best Practices in the Teaching of Writing Conference, and in a function room in downtown Northampton.

Each site had pros and cons in terms of space, parking, distance, and facilities. In future iterations of this institute,

the ideal situation would be for a district (or a cluster of neighboring districts) to host the program at one of its schools and purchase seats for a number of its teachers to attend. We have had success with this model before, and the great benefit to the district is that it gains a cohort of teachers who have received the same high-quality professional development experience that they can continue to cultivate through their own professional learning communities after the institute ends. By moving the institute to a different region each year, we could serve many districts throughout our region over time.

Scheduling

This is always a tricky component that never has a one-size-fits-all answer. Each time we plan an institute like this one, we ask ourselves the same questions: How long a gap between sessions is too long? Will online discussions during that gap be sufficient? If we hold the institute after the school day during the school year, should the sessions be weekly or biweekly? Some teachers liked that this institute stretched over seven months; others exhibited a dip in momentum before picking back up again. We had a break in face-to-face meetings between July 13 and September 14, so we assigned independent lesson planning and participation in three forum discussions, each with deadlines to post and reply to others. The lesson plans were not submitted by the deadline despite repeated e-mail reminders, and discussion on the forum was not as robust as facilitators had hoped. There was no face-to-face session when we had 100 percent attendance for the entirety of the meeting; someone had to arrive late or leave early or was absent altogether. That included facilitators as well.

When we met in July, it was for 24 hours over four days (Monday through Thursday). In retrospect, and coupled with the fact that the lesson plans that were due in August came in long past the deadline and were not all as civics-centered as we had hoped, it would have been better to include a fifth day in July. That way we would have had time to discuss the task in depth and clarify our expectations for the lesson plan, participants would have

> Some teachers liked that this institute stretched over seven months; others exhibited a dip in momentum.

had time to plan and consult with facilitators and one another about their plans, and we could have scheduled another presentation slot. Participants who had children likely had week-long childcare arranged, and we could have eliminated the November meeting.

Alternatively, we could have had a one-day face-to-face meeting in mid-August when participants would be asked to report with their lesson plans in hand for workshopping. The benefit to this option would have been that participants could have had a polished plan with which to start the school year a week or two later, and they could have collected student work resulting from their lessons to look at during a session. The drawback would be that one or more participants might have been on vacation.

The Syllabus

Facilitators agree that the syllabus was strong but that we emphasized its components inconsistently. Specifically, we believe we should have used more of our face-to-face meeting time discussing expectations for the lesson plan component. For example, we could have included a primer in Understanding by Design (UbD) and assisted those teachers who were struggling with how to include a civics angle in the area of history or social studies they were assigned to teach in their grades. While many WMWP teacher-consultants and other Massachusetts public school teachers are familiar with UbD from our state's involvement in a Race To The Top initiative several years ago, we realized that was not the case with several of our participants (particularly the private school teachers).

Also, none of the participants had taught a civics course. (The decline of civics education in Massachusetts districts is one of the reasons we wanted to offer the CLLI.) Some participants taught subjects such as world history or world cultures and struggled with how to fit civics into their lesson plans. It is possible to do so, as evidenced by an impressive lesson by the parochial school teacher who had her seventh-grade world history students study how the Magna Carta influenced the Bill of Rights. Including some time for participants to collaborate and brainstorm might have alleviated some of this struggle.

We should have used more of our face-to-face meeting time discussing expectations for the lesson plan component and giving a UbD primer.

We purposely left the definition of "civic engagement" a bit loose, reluctant to judge any participant's interests or comfort level.

We purposely left the definition of "civic engagement" a bit loose, reluctant to judge any participant's personal interests or comfort level with community involvement. There were a variety of activities and amounts of time spent on the civic engagement component. While we had check-ins with participants (mostly through the Writing Into the Day prompts) on their progress in this area, it appeared that participants could have benefited from more examples, research, or guidance. To be clear, the resulting activities were sufficient—we were not disappointed—but given that some participants had not engaged in such activities before, we learned that front-loading some support would likely have resulted in earlier and deeper engagement. We are proud of our decision to require civic engagement, and participants appreciated the "push" to enter into this kind of activity. As with the task of writing an argument piece, participants stated that they were daunted by the requirement but in the end grateful for it and pledged to continue their civic activities.

Other components that facilitators were very pleased with were the requirement to read the book *They Say / I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein, and to write an argument piece, as well as the session dedicated to discussing the several bills before the Massachusetts Legislature requiring some kind of improvement in civics education in our state. Most of the participants were not familiar with *They Say / I Say* and found it very useful as a teaching tool and as a personal guide to writing their argument pieces.

Regarding the session on legislation, not only were participants surprised and appreciative to learn of these particular bills, but also they learned about how to research those and other bills and sign up for alerts at the https://malegislature.gov/ website. They were invited to advocate for the civics learning bills that they believed would have the most positive impact on their students and also to comment on the new history and social studies framework that DESE was in the process of revising (and which is due to be released in June 2018). In their daily writings and evaluations, participants acknowledged that as history and social studies teachers they needed to be

more aware of what their elected representatives were doing and to do the kind of writing (i.e., argument) that they were asking their students to do.

While other states may not have as many current bills on this topic as Massachusetts, a quick online search of pending legislation revealed that other states are considering the status of civics education, and it is a safe bet that all of them always have bills affecting public, charter, or private education under consideration. We urge sites considering adopting this CLLI model to include a similar component of researching and reacting to pending legislation, as well as components requiring argument writing and civic engagement.

Finally, we were grateful that grant funding allowed us to purchase copies of *They Say / I Say* for everyone and to provide a "book stipend" to participants. Each participant was able to select a book of particular interest to her or him, and each was required to give a book talk about it during one of the summer or fall sessions. If an independent reading is required in future iterations of the course, we may follow participant Karen Pleasant's suggestion that teachers be allowed to make their selections after they determine the topics of their presentations so that the books can aid in their research (see Chapter 4).

Decisions about Future Content Literacy Institutes

The CLLI was designed to enable participants to earn two of the "badges" required for the Teacher-Consultant credential: Sharing Teaching Practice and Researching Pedagogy (see Chapter 5), leaving the Writing in Community requirement only partially fulfilled. This design will require teachers to participate in additional Teacher as Writer activities to become teacher-consultants.

In retrospect, we realized that we should have followed the model that has worked successfully in the Summer Leadership Institute, in which teachers focus on the writing and presenting social practices first, then spend time in their classrooms engaging in action research. Many of the teachers in the CLLI were initially apprehensive about writing and sharing their writing

In future content literacy institutes, we aim to enable participants to earn the Teacher-Consultant credential in one school year.

Proposed Schedule for Content Literacy Leadership Institutes

October–December

- *Writing and responding*
- *Readings and discussions*
- *Workshop preparation*
- *1 credit option*

January–February

- *Formal writing assignment*
- *Readings and discussions*
- *Workshop presentations*

March–May

- *Introduction to action research and formulation of questions*
- *Gathering and assessment of student work*
- *Final reflection and leadership role planning*
- *3 credit option*

with others, so it makes sense that they should focus on building that sense of community while together in the institute instead of leaving that work for them to finish at a later date. We don't want the fear of completing Writing in Community activities to stop participants from earning the Teacher-Consultant credential.

Furthermore, leaving the research work for later would allow teachers to apply what they have learned in the institute in their classrooms and engage in real action research about questions they have surfaced. Teachers need time to do action research after engaging in the activities of the institute, so it would be advantageous for them to be able to spend a semester investigating topics that they found important during the institute.

When offering the science and civics literacy institutes, we did not present a clear picture of how participants would complete the Teacher-Consultant credential. In future offerings of these institutes, we will establish the expectation that teachers will earn all three social practice badges during the course of a single year.

One of the takeaways from the Science Literacy Leadership Institute was that if the course is too spread out across the year, it is difficult for participants to maintain their momentum during long breaks between face-to-face meetings. We held classes from October through April, which proved to be too long. In future science and civics institute offerings, we plan to begin in October (giving teachers a month to get settled into the new school year), but finish the main content of the institute by February. This portion of the program will confer the Writing in Community and Sharing Teaching Practice badges. We will continue immediately with a spring segment that will provide teachers with the Researching Pedagogy badge and thus enable them to earn the Teacher-Consultant credential by the end of the school year (see sidebar).

One possibility is to offer the Researching Pedagogy portion of the program as a combined course for all teachers in the science and civics institutes (if these institutes are running concurrently). Much like teachers

in our Summer Leadership Institute, science and social studies teachers will find, we believe, that they can learn as much from each other as they can from teachers who teach the same content and grade level.

The single-school-year plan for presenting future content literacy leadership institutes has several advantages:

- It avoids conflicts with teachers' summer schedules and thus creates a true alternative to the Summer Leadership Institute.

- It avoids the continuity problems that arise if teachers receive new assignments or change districts over the summer.

- It offers a clear, compact, job-embedded pathway to the Teacher-Consultant credential.

Graduate credit for the leadership institutes will be offered in two courses, as it was in the CLLI: a one-credit introductory course followed by a full-semester three-credit course. This arrangement will allow teachers to "get their feet wet" in the fall semester before making a commitment to complete the entire program and offer a convenient exit point for those who do not find it a good fit. More important, it will provide those who do commit to the institute an incentive to see it through until the end of the action research project.

A key question going forward will be how to support future content literacy leadership institutes, particularly in the absence of federal SEED grants for teacher leadership from the National Writing Project. One possibility is that the Massachusetts Department of Elementary and Secondary Education (DESE) will seek proposals for programs that will facilitate implementation of the new science and forthcoming history and social science curriculum frameworks. We will also pursue grants from private civic and science organizations and seek partnerships with collaboratives and other education organizations.

If no outside funding is available, we will rely on the model that proved effective for the Science Literacy Leadership Institute: (1) Find a district in a region where there is

A key question going forward will be how to support future content literacy leadership institutes.

interest in the program that is willing to host the institute in one of its schools, and (2) Invite other districts and schools in the region to purchase seats in the institute. This arrangement maximizes the chances of reaching full funding of the institute while minimizing the cost for any one district or school. It also ensures that the cohort of teachers who participate in each institute will represent a variety of school cultures and curricula.

Final Reflections

Having designed and piloted content literacy leadership institutes in science and civics, we feel ready to challenge the misconception, reported by Karen Pleasant in her institute journal (see Chapter 4), that WMWP exists primarily to support English Language Arts teachers. As a result of the Building New Pathways to Leadership project, our site is positioned to do a much better job of what we have always aimed to do: serve teachers in *all* content areas. Deep content learning depends on disciplinary literacy skills, and teacher-leaders who are content experts are the best qualified to facilitate professional development that promotes delivery of effective content instruction. We are now equipped to develop and support such leaders.

The project has had other benefits, too. Consideration of alternative pathways to the Teacher-Consultant credential has prompted us to revisit our goals and expectations for the traditional Summer Leadership Institute to ensure that they fully reflect the social practices enumerated and described in our new "badge" framework (see Chapter 5). We have even begun to contemplate implementing an Advanced Teacher-Leader credential program that would complement and extend our existing graduate-level Certificate in the Teaching of Writing (see Appendix).

We hope that this narrative and the accompanying resources in the Appendix are useful to other sites in the National Writing Project network. We would love to learn more about how other sites support content-area teachers and help them develop their leadership potential. We welcome questions, suggestions, and other feedback at wmwp@english.umass.edu.

We feel ready to challenge the mis-conception that WMWP exists primarily to support English Language Arts teachers.

Appendix
Accessing Documents Referenced in the Chapters

This appendix includes a variety of documents alluded to this resource. Any questions about these documents should be sent to wmwp@english.umass.edu.

Click on the titles to access documents referenced in the six chapters in this resource.

Chapter 1 Resources

Pathways to Leadership Survey

The Western Massachusetts Writing Project is studying how best to support teachers in all grades and content areas in becoming teacher leaders. Please complete this survey so that we can better serve the needs of educators in Western Massachusetts. We estimate it will take about 10 minutes to complete. If you would like to participate in a focus group and/or have your name entered into a drawing for a gift card, please leave your name and contact information at the end of the survey.

1a. What is your current school district?

1b. What grade level(s) do you teach or supervise? *
   ☐ PK-2
   ☐ 3-5
   ☐ 6-8
   ☐ 9-12
   ☐ Other:

1c. What leadership responsibilities do you have, if any?

1d. What subject area(s) do you teach or supervise?
   ☐ Elementary - all subjects
   ☐ ELA
   ☐ Social Studies
   ☐ Math
   ☐ Science/Technology/Engineering
   ☐ ELL
   ☐ SPED
   ☐ Fine Arts
   ☐ Vocational
   ☐ Library/Media

2. What does teacher leadership mean to you? Check all that apply:
   ☐ Coach
   ☐ Mentor
   ☐ Cooperating teacher
   ☐ Team leader
   ☐ Curriculum facilitator/content specialist
   ☐ Literacy leader
   ☐ Department head/supervisor
   ☐ Administrator
   ☐ Professional development facilitator
   ☐ Member of professional organization
   ☐ Conference speaker/presenter
   ☐ Professional writer/blogger
   ☐ Other:

3. How would you rate your current level of confidence and capacity as a teacher leader?
    ☐ 1 – Not at all confident
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 – Quite confident

4. What issues, concerns, dilemmas, and/or questions are central to your work as a teacher and potential teacher leader?

5. How important are the skills of reading and writing to the grade level or discipline you teach?
    ☐ 1 – Not at all important
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 – Extremely important

6. How confident are you in your abilities to teach reading and writing to students in your grade level/discipline?
    ☐ 1 – Not at all confident
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 – Quite confident

7. How would you rate your opportunities to share your knowledge and practices with colleagues in your school or district? *
    ☐ 1 – Not opportunities
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5 – Plenty of opportunities

8. What three characteristics do you value most in professional development experiences?
    ☐ Experiential and reflective learning: Opportunities to engage in the literacy practices of their disciplines in a supportive environment and reflect on how those practices can deepen understanding of concepts
    ☐ Explorations of academic literacy: Activities that demystify unfamiliar or uncomfortable literacy practices and promote connections to oral and visual language
    ☐ Classroom applications: Learning experiences that are relevant and easily transferable to the day-to-day work of teachers in all school settings
    ☐ Critical analysis of standards: Sessions that allow for unpacking but also critiquing of standards, noting the forms of literacy they privilege and marginalize
    ☐ Curriculum development and refinement: Opportunities for analyzing, creating, and revising curriculum to improve engagement of and support for diverse learners

- ☐ Attention to cultural contexts: Ethnographic work to discover the literacies that students bring from home, using them as a springboard to increase your own curiosity about students' literacies and drawing on them as opportunities for deepening and expanding of students' academic literacy practices
- ☐ Time and resources for research: Support for pursuing a line of inquiry in your content area or in pedagogy, while deepening and expanding research practices that can be taught to students
- ☐ Professional mentoring: Advising as you engage in critical reflection and inquiry and support as you take on new leadership roles
- ☐ Convenient scheduling: Programs offered on weekdays during the school year at accessible times and locations, or on Saturday with concurrent childcare or youth writing programs, or online, or in some combination to accommodate as many teachers as possible.
- ☐ Professional learning community: A network of teachers who have similar interests and a commitment to collaborate within or across school contexts, who share ideas and resources share, and who offer feedback and support
- ☐ Other:

9. **What obstacles, if any, prevent you from participating in opportunities for professional growth outside of the school day/year? Select all that apply.**
   - ☐ No obstacles, I engage in many professional development opportunities
   - ☐ No obstacles, but I prefer not to spend my own time in professional development opportunities
   - ☐ Other professional responsibilities
   - ☐ Conflicting activities after school and on weekends
   - ☐ Summer job
   - ☐ Childcare responsibilities
   - ☐ Commuting time
   - ☐ Affordability
   - ☐ Other:

10. **How familiar are you with the Western Massachusetts Writing Project?**
    - ☐ Very familiar - I have participated in several WMWP programs at my school or independently.
    - ☐ Somewhat familiar - I have participated in one or two WMWP programs.
    - ☐ Vaguely familiar - I have heard of WMWP but never participated in any programs.
    - ☐ Unfamiliar - I have never heard of WMWP until now.

11. **Would you like to participate in a focus group/reception related to this project? and/or receive more information about WMWP? If so, please provide your name, school/district, and e-mail address. You will automatically be entered into a drawing for a gift card.**

12. **If you would like to be entered into a drawing for a gift card, but would NOT like to participate in a focus group or receive more information about WMWP, please leave your name and email address.**

Focus Group Agenda and Questions

Western Massachusetts Writing Project
English Department
University of Massachusetts Amherst

Teacher Leadership Focus Group

Agenda and Discussion Questions

1. **Introduction:** Welcome, refreshments, sharing of WMWP mission statement

2. **Sharing and discussion:** Please share your name, what you teach, and how long you've been teaching. We will ask a series of questions, the same questions that are being asked at other focus groups in three other districts. This will be a round robin format, so that everyone has an opportunity to respond.

   a. Describe the qualities of the best professional development you have had.

   b. Think of a professional development experience you have had that you felt was ineffective: why was it ineffective?

   c. How do you hear of professional development opportunities? How would you like to hear about them?

   d. What kinds of professional development opportunities would you like to hear more about? What kind of program would get your attention and draw you in?

   e. What do you do for follow-up on, reflect on, or maintain the skills and knowledge you gain from professional development?

   f. What opportunities do you have for collaboration? What structures would support collaborations?

   g. Mentoring scored high in our online survey; in a perfect world, what should quality mentoring look like?

   h. What literacy practices do you want to be able to improve (vocabulary, disciplinary literacy, writing, close reading, etc.)?

   i. What do you need to become a better teacher or teacher-leader?

   j. Of all the things we discussed, what do you think is the most important? Is there anything else we should know?

Literacy Standards Seminar Flyer

Western Massachusetts Writing Project
Teachers teaching teachers since 1993

<u>Free</u> Professional Development Seminar
for Elementary through High School Educators

DEMYSTIFYING DISCIPLINARY LITERACY STANDARDS
WHERE WE ARE NOW & WHERE WE CAN GO TOGETHER

In adopting a new framework for English Language Arts and Literacy in 2011, Massachusetts committed to sharing the responsibility of teaching and learning in reading, writing, speaking and listening, and language among all disciplines. A primary goal was to develop college and career ready students who would be proficient in reading complex informational text and in writing using valid evidence.

While the responsibility may be shared, understanding of how to address disciplinary literacy is not.

- What do the standards mean for each of us?
- What does literacy instruction currently look like in our schools? Disciplines? Grades?
- What *should* literacy instruction look like?

This free seminar will provide opportunities to discuss topics of interest with area educators to learn how disciplinary literacy is developed in other classrooms and schools, share resources, and identify next steps. It is designed for all teachers and administrators, regardless of level of experience with the literacy framework.

DATE AND TIME: Thursday, November 10, 2016, 4 - 6:30 p.m.

PLACE: Chicopee Public Library, 449 Front Street Chicopee, MA 01013 (located near I-391).

REGISTRATION: The seminar is free, but registration is required. Register online at tinyurl.com/StdsSeminar Registration is limited to the first 30 respondents. Others will be waitlisted and notified if there is availability.

PROGRAM: Facilitated by Western Massachusetts Writing Project Teacher-Consultants

1. Opening: Refreshments and introduction: "The Literacy Standards, Five Years In: A Critical Perspective"
2. Round Table Discussions: Participants will choose one topic for each of two sessions.
Argument Writing (Writing Standards) – Rounds 1 and 2
Close Reading and Citing Evidence (Reading Standards) – Rounds 1 and 2
Socratic Seminar (Speaking and Listening Standards) – Rounds 1 and 2
Academic Vocabulary (Language Standards) – Rounds 1 and 2
Introduction to the Disciplinary Literacy Standards (Overview) - Round 1 only
Reading the Standards as a Teacher (Unit Planning) - Round 2 only
3. Closing: Closing reflections, Sharing, and Next Steps

We look forward to seeing you at the seminar! Please share this notice with your colleagues.

Western Massachusetts Writing Project
Professional Development Program

E452 South College – 150 Hicks Way
University of Massachusetts
Amherst, MA 01003

Effective Collaborative Coaching

Course Description: The role of mentor or coach is highly regarded in educational communities. Mitchell Chester, Massachusetts Commissioner of Education affirmed, "... mentoring programs offer critical supports to the growth and development of educators and help them make a strong impact on students. Additionally, these programs offer an opportunity for districts to recognize effective educators and provide them with leadership roles as mentors in their schools and districts." The Massachusetts Guidelines for Induction and Mentoring Programs - 2015 also stipulate, "For the mentor, participation in the mentoring relationship is an important form of professional development for experienced teachers. Regular meetings with other mentors will enable mentors to continue their own professional development, as well as reflect on their own practice and work with beginning teachers."

This course is designed to meet both of these goals: to enhance the work of mentors and coaches by deepening their knowledge of adult learning and connecting them with important mentoring resources including other coach-educators. Participants will reflect on current coaching challenges in school-based settings and develop strategies to address these challenges. Participants will also have the opportunity to conduct independent research, develop a personal philosophy of collaborative coaching, and refine their current practice while engaging with colleagues and sharing resources.

Sessions: The class will meet on three Saturdays from 10:00 a.m. to 3:30 p.m.

Dates: November 19, 2016, January 14, and February 4, 2017

Location: TBD – based on enrollment

Credit: 22.5 PDPs (1 graduate credit from UMass Amherst optional @ $145)

Audience: The course is designed for literacy, instructional, and academic coaches; curriculum leaders; department heads; team leaders; co-teachers, supervisors of paraprofessionals; mentors of new teachers

Instructors: Karen Diaz, Literacy Coach, West Springfield Public School District, West Springfield, (WMWP)

Kathleen Morneau, Vice Principal, Fausey School, West Springfield (WMWP)

Cost: Per person, $200; team of 2 from a district, $375; team of 3 or more, $175 each

Course Registration:

To register: Please contact Jane Baer-Leighton, WMWP PD Coordinator, wmwppd@english.umass.edu
Questions? Please contact Karen Diaz, diaz@wsps.org

Chapter 2 Resources

Western Massachusetts Writing Project

Teachers Teaching Teachers Since 1993

258 Bartlett Hall   413-545-5466
University of Massachusetts   wmwp@english.umass.edu
130 Hicks Way   www.umass.english.edu/wmwp/
Amherst, MA 01003

Science Literacy Leadership Institute

The Massachusetts Department of Elementary and Secondary Education released a new Science and Technology/Engineering (STE) Curriculum Framework in April 2016 with the vision that students' "ability to engage in scientific and technical reasoning through relevant experience results in better understanding of science and engineering, increased mastery of sophisticated subject matter, a better ability to explain the world" (6). Appendix II of the framework emphasizes the essential role of language and literacy in science and technology/engineering learning for all students. To be able to reason, comprehend, and participate in discourse, students of science need relevant literacy instruction.

Literacy and science instruction do not have to be in competition with each other. Educator Elizabeth Birr Moje argues, "Teaching scientific literacy is actually about teaching content. As we teach young people how to make sense of science texts (whether textbooks, newspaper articles, or an excerpt from a scientific report), we are also teaching them science information and, often, science concepts" ("Science Literacy Q&A, 2010, https://education.illinoisstate.edu/downloads/casei/5-B-18Science_Complete%20Set_Final.pdf).

This course will familiarize participants with the new STE framework while also helping them effectively incorporate reading, writing, speaking, and listening to teach the disciplines of science, technology and engineering. Participants will learn and practice strategies to teach science literacy, create model science lessons, and design and present professional development workshops for an audience of their peers to prepare for leadership in their schools, districts and broader professional communities. Readings will include relevant articles and research, along with a trade book selected to help teach a science concept. Finally, participants will be expected to write and contribute to discussions in both face-to-face and online settings.

Dates: Alternating Thursdays, October 20, 2016 - April 6, 2017, 4-7 p.m.

Location: North Middle School, 350 Southampton Road, Westfield, MA 01085

Instructors: Hollington Lee, Karen Miele, and Zevey Steinitz, WMWP Teacher-Consultants; guest presenters

Credit: 3 graduate credits or 67.5 PDPs

Cost to Districts: 2 participants, $350 each; 3 participants, $325 each; 4 or more participants, $300 each (a single-district course for up to 25 participants can be offered on site with a customized schedule for $5,000)

Tentative Syllabus

Date	Topic	Assignment Due
October 20 (face-to-face, all sessions are 3 hours)	**Introduction: Unpacking the STE Framework** ● What to look for in the standards ● Content area literacy ● Modeling literacy strategies	**Due:** Download or obtain hard copy of April 2016 Massachusetts STE Framework
November 3 (face-to-face)	**Storylines in the Science Framework** ● A close look at themes in the standards ● A new vision for science education ● Writing to learn in science	**Due:** Complete assigned readings and post responses online; review and take notes on designated sections of STE framework
November 17 (face-to-face)	**Science Practices and Disciplinary Core Ideas** ● 5E model of science instruction ● Evidence, Reasoning, Claim (ERC) - and CER - making the case for argument writing in science ● Supporting the writing process and public writing	**Due:** Complete assigned readings and post responses online; create writing-to-learn assignment for one science standard
December 1 (face-to-face)	**Exploring Technology and Engineering Standards** ● Making sense of the engineering design process ● Discipline-based reading strategies ● Sharing online resources	**Due:** Select and read science trade book; create authentic public writing assignment for one science standard
December 15 (online)	**Online Science Trade Book Talks** ● Teaching science concepts through fiction or nonfiction grade appropriate texts	**Due:** Post completed book talk template; provide feedback on at least two other book talks
January 5 (face-to-face)	**Meeting the Needs of All Learners** ● Scaffolding science, technology, and engineering instruction through literacy strategies ● Adapting strategies to meeting the needs of all learners: aligning lessons to SEI/UDL principles ● Tuning model science lesson plans	**Due:** Create draft of model lesson for at least one STE standard using 5E template and relevant literacy strategy
January 19 (online)	**Online Model Lesson Plan** ● Revising a lesson plan that incorporates new standards, feedback from tuning protocol, and scaffolds	**Due:** Post your revised model lesson plan; conduct research on what teachers are doing to help students build STE knowledge
February 2 (face-to-face)	**Professional Development Workshop Planning** ● Co-constructing rubric and discuss expectations ● Forming groups and begin workshop planning ● Analyzing literacy strategies from model lessons	**Due:** Post science professional development needs and ideas for workshop topics
February 16 (online)	**Online Construction of PD Workshops** ● Working collaboratively with partner to draft workshop	**Due:** Complete and post workshop draft; provide feedback on at least two other workshops
March 2 (face-to-face)	**Polishing the Workshop** ● Model workshop and fishbowl feedback session ● Editing workshop drafts in teams	**Due:** Revise workshop draft based on peer feedback

March 16 (face-to-face)	**Presentation of Workshops & Formative Feedback** ● Sharing session with protocol for critiques	**Due:** Prepare and practice workshop presentation
March 30	**WMWP Spring Symposium at Westfield State**	
April 6 (face-to-face)	**Presentation of Workshops & Formative Feedback** ● Creating action plans to implement STE practices ● Course evaluation and self-reflection	**Due:** Complete course evaluation and self-reflection by end of class
April 13 (make up day)	If a face-to-face meeting is cancelled due to weather, all subsequent classes will move ahead one meeting date (e.g., if Feb. 2 is cancelled, Feb. 16 will be a face-to-face meeting.	

Requirements and Expectations

Attendance and Participation
Attendance at all face-to-face meetings and on-time posting of online assignments and comments is required. In the event of an unavoidable absence from all or part of a class activity, you must make arrangements with the instructors immediately for makeup work in order to qualify for PDPs or credit. In addition, you are expected to participate actively and constructively in all in-person and virtual discussions.

Writing Prompts
Open-ended, low-stakes writing-into-the-day prompts will invite you to explore your responses to and questions about the assigned readings and other topics in a variety of ways. These prompts will encourage you to develop insights and make connections and serve as discussion starters for each seminar. Writing-out-of-the day prompts will serve as formative assessments or opportunities to solidify the day's learning. During the weeks when the course meets online, writing prompts will be provided on an internet learning platform. Some will involve making comments and suggestions about classmates' work.

Online Book Talk
The goal of this assignment will be to engage you in reading and analyzing a science trade book suitable for classroom use - perhaps one selected from the National Science Teachers Association's searchable database, Outstanding Science Trade Books for Students K–12 (see http://www.nsta.org/recommends/). Using a template, you will summarize the book, connect it with relevant science topics and standards, identify key vocabulary, and develop an accompanying writing task. This work will be posted online for feedback.

Model Science Lesson
The goal of this project will be to use understandings, insights, and teaching strategies learned during the course to develop (and, to the extent possible, implement and assess) a model science lesson based on one or more standards from the Massachusetts STE framework and incorporating relevant literacy practices. After discussing a range of possibilities in class and doing additional research independently, each of you will select a topic around which to build a lesson including texts (in the broadest sense), instruction, student activities, and assessment. These lessons will be presented to classmates using a tuning protocol, revised, and posted to a class "warehouse" of science lessons.

Professional Development Workshop
The culminating project in the course will be development and presentation of a professional development workshop on a topic related to implementation of the STE framework. The class will develop a list of needed workshops, and you will work with a partner to research, organize, and present one of them. The presentations will be followed by feedback sessions, and the workshop materials will be archived online for use by members of the class and other WMWP teacher-consultants. Course instructors will coach and mentor you throughout the process.

Final Reflection
At the end, you will compose a reflection on your learning in the course—including your take-aways from the readings and activities, their implications for your work in education, and your progress as a science leader.

Grades and PDPs
The process of assigning a value to academic work is never a comfortable one, but grades are required for those who register for graduate credit. We will ask you to participate in your own assessment through development of rubrics, reflections, and conferences. Anyone who completes all requirements—including preparation for class, near-perfect attendance, and active participation—in good faith and on time, and who revises and resubmits work when necessary, will earn at least a B grade. Anyone who consistently stretches herself /himself to move beyond the mere basics and do high-quality work will earn an A. In order to earn PDPs, you must complete all requirements satisfactorily and on deadline. We will do our best to facilitate a positive outcome for all participants. Please let us know how we can be helpful in making the course work, which is challenging, accessible and relevant to you.

Chapter 3 Resources

Civics Literacy Leadership Institute Flyer

Western Massachusetts Writing Project

Teachers teaching teachers since 1993

Civics Literacy Leadership Institute

Is civics education finally getting its due after years on the back burner? Are you ready to engage?

The Massachusetts Department of Elementary and Secondary Education is expressing a renewed commitment to civic engagement by revising its definition of College and Career Readiness to include **readiness for civic life**, convening a Civics Learning and Engagement Task Force, hosting annual civics literacy conferences, and forming a panel to revise the 2003 History and Social Science Framework.

Meanwhile, the National Writing Project, through a grant from the Bill and Melinda Gates Foundation, is studying ways to **increase teacher leadership**, via a project called Building New Pathways to Leadership. WMWP is one of seven sites across the nation participating in that project. To leverage this attention from different fronts on civic readiness and teacher leadership, WMWP is eager to identify, support, and empower civics literacy leaders to be ready to take an active role in this movement as it unfolds.

To that end, WMWP is hosting a **Civics Literacy Leadership Institute**, free for K-12 teachers whose responsibilities include teaching social studies, civics, or history, or related subjects, and who aspire to teacher leadership. This institute will provide an opportunity for participants not just to teach civic engagement, but to practice and model it. Participants will:

- Reflect on the kinds of leaders they would like to be (e.g., curriculum leaders, school improvement advocates, professional development facilitators, etc.)
- Conduct research in self-selected areas, connect it to their teaching practices, and create and implement classroom action plans
- Receive book stipends to support research and/or practice
- Receive mentoring, gain confidence, experience opportunities to lead
- Be provided with time and community to grow into leadership
- Emerge as change agents and more effective advocates for students
- Earn 4 graduate credits ($400 plus registration fee) or 90 PDPs (free).

Dates/Times:

- After-school meetings: May 4, May 18, June 1, September 14, November 2; 4 - 7 p.m.
- Summer institute: July 10 - 13; 8:30 a.m. - 3 p.m.
- Best Practices conference: October 14, 8 a.m. - 3 p.m.

Location: Spring meetings at UMass Center @ Springfield, Tower Square. Other meetings TBD.

Application: Online at https://goo.gl/forms/zVCvZpXpflp0gDbH2. **Deadline:** April 14, 2017

Questions: Contact project co-coordinator Leslie Skantz-Hodgson at lcskantz@gmail.com.

Western Massachusetts Writing Project

Teachers Teaching Teachers Since 1993

E452 South College
University of Massachusetts
150 Hicks Way
Amherst, MA 01003

413-545-5466
wmwp@english.umass.edu
www.umass.english.edu/wmwp/

Civics Literacy Leadership Institute

The Massachusetts Department of Elementary and Secondary Education is expressing a renewed commitment to civic engagement by revising its definition of College and Career Readiness to include readiness for civic life, convening a Civics Learning and Engagement Task Force, hosting annual civics literacy conferences, and forming a panel to revise the 2003 History and Social Science Framework. Meanwhile, the National Writing Project, through a grant from the Bill and Melinda Gates Foundation, is studying ways to increase teacher leadership, via a project called Building New Pathways to Leadership. WMWP is one of seven sites across the nation participating in that project. To leverage this attention from different fronts on civic readiness and teacher leadership, WMWP is eager to identify, support, and empower civics literacy leaders to be ready to take an active role in this movement as it unfolds. This institute will provide an opportunity for participants not just to teach civic engagement, but to practice and model it.

Essential questions to be addressed by the institute:
- What does "effective participation in civic and democratic life" look like?
- What are the responsibilities of K-12 students? Of their teachers?
- What roles do reading and writing play in civic engagement?

Goals of the institute: Participants will
- Share, discuss and refine classroom practices in civic engagement, reflecting on their impact on literacy, citizenship, and empowerment
- Conduct research in self-selected areas, connect it to their content and literacy teaching practices, and create and present a workshop
- Engage in and document advocacy work on an issue of concern
- Grow into leadership and emerge as change agents and more effective advocates for students.
- Earn two of the three credentials needed to become a WMWP Teacher Consultant (Upon successful completion, participants will be credentialed in Teacher as Researcher and Teacher as Presenter. The third, Teacher as Writer, can be earned through other WMWP activities.)

Facilitators and presenters:
- Leslie Skantz-Hodgson, Smith Vocational and Agricultural High School
- Lawrence O'Brien, Belchertown High School
- Rich Cairn, Collaborative for Educational Services
- Susan Biggs, Tantasqua Regional High School
- Momodou Sarr, Amherst Regional High School (retired)

Dates, times, and locations:
- Spring: May 4, May 18, June 1; 4-7 p.m.; UMass Center at Springfield, Tower Square
- Summer: July 10-13; 8:30 a.m.-3 p.m.; Dean Technical High School, 1045 Main St., Holyoke
- Fall: September 14; 4-7 p.m. TBD; Best Practices in the Teaching of Writing conference: October 14, 8 a.m.-3 p.m.; UMass Amherst., November 2; 4-7 p.m.; TBD

Requirements and Expectations

Attendance and Participation: Attendance at all face-to-face meetings and on-time posting of online assignments and comments is required. In the event of an unavoidable absence from all or part of a class activity, you must make arrangements with the instructors immediately for makeup work in order to qualify for PDPs or credit. In addition, you are expected to participate actively and constructively in all in-person and virtual discussions.

Writing: Open-ended, low-stakes writing-into-the-day prompts will invite you to explore your responses to and questions about the assigned readings and other topics in a variety of ways. These prompts will encourage you to develop insights and make connections and serve as discussion starters for each seminar. Writing-out-of-the day prompts will serve as formative assessments or opportunities to solidify the day's learning. During the weeks when the course meets online, writing prompts will be provided on an internet learning platform. Some will involve making comments and suggestions about classmates' work. In addition, there will be an argument writing assignment.

Advocacy Work: Document your advocacy work by telling us your advocacy story: In narrative form, tell us: Why did you select this issue? What did you learn in your research of it? How did you address each of the four dimensions of the C3 Framework (asking questions, applying disciplinary concepts and tools, evaluating sources and using evidence, communicating conclusions and taking informed action)? What outcome did/do you hope for? How did you go about working for that outcome? Has there been any response/movement toward an outcome? What, if any, are your next steps?

Model Civics Lesson: The goal of this project will be to use understandings, insights, and teaching strategies learned during the course to develop (and, to the extent possible, implement and assess) a model civics lesson based on one or more standards from the C3 framework and incorporating relevant literacy practices. After discussing a range of possibilities in class and doing additional independent research , each of you will select a topic around which to build a lesson including texts (in the broadest sense), instruction, student activities, and assessment. These lessons will be presented to classmates using a tuning protocol, revised, and posted to a class "warehouse" of civics lessons.

Professional Development Workshop: The culminating project in the course will be development and presentation of a professional development workshop on a topic related to the C3 framework. The class will develop a list of needed workshops, and you will work with a partner to research, organize, and present one of them. The presentations will be followed by feedback sessions, and the workshop materials will be archived online for use by members of the class and other WMWP teacher- consultants. Course instructors will coach and mentor you throughout the process.

Research: Workshop planning, lesson planning, and advocacy all require research. You will be provided with some resources (time and books) to do some of this research, and it is the expectation that you will find time and sources outside of the institute meeting time to do research and connect your findings to your practice and advocacy.

Final Reflection: At the end, you will compose a reflection on your learning in the course—including your take-aways from the readings and activities, their implications for your work in education, and your progress as a civics leader.

Grades and PDPs: The process of assigning a value to academic work is never a comfortable one, but grades are required for those who register for graduate credit. We will ask you to participate in your own assessment through development of rubrics, reflections, and conferences. Anyone who completes all requirements—including preparation for class, near-perfect attendance, and active participation—in good faith and on time, and who revises and resubmits work when necessary, will earn at least a B grade. Anyone who consistently stretches herself /himself to move beyond the mere

basics and do high-quality work will earn an A. In order to earn PDPs, you must complete all requirements satisfactorily and on deadline. We will do our best to facilitate a positive outcome for all participants. Please let us know how we can be helpful in making the course work, which is challenging, accessible and relevant to you.

Tentative Syllabus

Session	Topic	Assignment
1 Thurs., May 4, 4-7 p.m. UMass Center at Springfield	**Goal:** To work toward a shared understanding of civic values Introduction to civics literacy - where we are now and where do we want to be? ● What is civics education? ● Where are we now? ● Where do we want to be?	**Assignment due:** Read the following before Session 1: ● Social Studies Literacy Q & A: http://programs.ccsso.org/content/pdfs/SS_Complete%20Set_Final.pdf ● Mass. Definition of College and Career Readiness and Civic Preparation: http://www.doe.mass.edu/boe/docs/fy2016/2016-01/joint-item1-CivicLearning-clean.pdf
2 Thurs., May 18, 4-7 p.m. UMass Center at Springfield	**Goal:** To develop/increase advocacy among ourselves and our students Sharing our own civic engagement experiences: ● What kinds of civic activities have we as educators participated in? ● How can we incorporate those experiences and skills into our practice? ● How do we help students enter into civic participation?	**Assignment due:** ● Come with title and author of book you want WMWP to purchase with the book stipend. ● Read the proposed bills for civic engagement: ● https://malegislature.gov/Bills/190/SD954 ● https://malegislature.gov/Bills/190/S307 ● https://malegislature.gov/Bills/190/S278 ● https://malegislature.gov/Bills/190/S244 ● https://malegislature.gov/Bills/190/S1038
3 Thurs., June 1, 4-7 p.m. UMass Center At Springfield	**Goal:** To select a research focus for a professional development workshop Professional development workshop planning; introduction to *They Say, I Say* and argument writing	**Assignment due:** ● Come with one or more ideas of topics you would like to research and present on. ● Begin or continue advocacy work and document your activities.
4 Mon., July 10 - 8:30 a.m.-3 p.m. Dean Tech., Holyoke	**Goal:** To construct effective arguments Argumentation (claim, evidence, reasoning) **Sharing of argument drafts**	**Assignments due:** ● Complete reading of *They Say, I Say* ● Compose a piece of argument writing and be prepared to share it ● Begin researching and planning workshop.
5 Tues., July 11, 8:30 a.m.-3 p.m. Dean Tech., Holyoke	**Goal:** To construct effective arguments and counterarguments Argumentation (counterclaim) and workshop planning **Sharing of argument drafts**	**Assignment due:** ● Revise argument essay draft ● Bring in a lesson plan on either analyzing a primary source document or on media literacy/news validity.

6 Wed,, July 12, 8:30 a.m.-3 p.m. Dean Tech., Holyoke	**Goal:** To share research and study teaching practice Sharing of lessons and professional development workshop planning. **Book talks on independent readings** **Presentation of Workshop #1 with fishbowl critique**	**Assignment due:** ● Prepare synopsis of your book choice for sharing at this meeting.
7 Thurs., July 13, 8:30 a.m.-3 p.m. Dean Tech., Holyoke	**Goal:** To develop share best practices and develop presentation skills through workshops **Sharing of completed argument essays** **Presentation of Workshops #2 and #3 with feedback and debriefing**	**Assignment due:** ● Complete final draft of argument essay ● Prepare and practice workshop presentation.
8 August (variable dates)	**Goal:** To develop civics literacy lesson plans Online mentoring on lessons	**Assignments due:** ● Create draft of lesson plan incorporating one of the four dimensions from the C3 Framework. Put your lesson into the Google folder by August 2. ● Continue advocacy work and document your activities.
9 Thurs., Sept.14, 4-7 p.m. Location TBD	**Goal:** To critique and revise civics literacy lesson plans **Presentation of Workshops #4 with feedback and debriefing** **Lesson study on civics literacy lesson plans**	**Assignment due:** ● Complete civics literacy lesson plan.
10 Sat., Oct. 14, 8 a.m.-3 p.m. UMass Amherst	**Goal:** To analyze impact of civics literacy lessons on student learning **Presentation of Workshops #5 at Best Practices Conference** **Cohort meeting with analysis of student work**	**Assignment due:** ● Bring student work from civics literacy lesson to share.
11 Thurs., Nov. 2, 4-7 p.m. Location TBD	**Goal:** To share advocacy work and reflect on institute learning and experiences **Presentation of Workshop #6 with feedback and debriefing** **Advocacy work presentations** **Final reflections**	**Assignments due:** ● Develop presentation based on advocacy work ● Complete course evaluation and self-reflection by end of class.

Western Massachusetts Writing Project

Teachers Teaching Teachers Since 1993

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Civics Literacy Leadership Institute
May 4, 2017

4:00 Writing Into the Day (WITD) - What is the current state of civics education at your school or district in your view?

4:20 Introductions

4:50 Brief update on the status of civics education in the state

5:00 Discuss Shanahan Q & A

5:30 Break

5:40 Diving into the C3 Framework

6:30   Housekeeping and WOTD: What are the "must haves" you would advocate for inclusion in the next Social Studies/Civics Frameworks?

UMass Credit: A total of 4 UMass graduate credits are offered for this program. The courses are English 592T, Topics in Literacy Education (1 credit - spring), and English 592L, Civics Literacy Leadership Institute (3 credits - fall). To enroll, you must obtain (or reactivate) a UMass SPIRE ID number by completing the form at this link: https://tinyurl.com/UMassID immediately. Within two days you will receive an e-mail with information about your SPIRE account. Do not delete this message! As soon as you receive your **SPIRE ID number**, send it to WMWP Site Director Bruce Penniman at penniman@english.umass.edu, who will enroll you in the courses. The deadline for submitting your ID number for the spring course is **May 11**. The cost of credits and registration will be $145 for the spring course and $345 for the fall course. Please note that UMass does not mail invoices. Your bill will be posted in your SPIRE account, which is where you will also be able to generate a transcript after the courses are complete.

Homework:
- Come with title and author of book you want WMWP to purchase with the book stipend.
- Read the proposed bills for civic engagement (URLs for those bills are on the syllabus)

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Civics Literacy Leadership Institute
UMass Center Springfield
May 18, 2017

4:00 - Writing Into the Day:
- What kinds of civic activities have we as educators participated in? What motivated those actions?

4:30 - How can we incorporate those experiences and skills into our practice?
- Matt Venditti & Lawrence O'Brien share their advocacy/civic engagement experiences.
- What have others done with students/would like to do with students? (discussion)

5:15 - Review proposed civic engagement/community service legislation.
- 4A protocol https://www.nsrfharmony.org/system/files/protocols/4_a_text_0.pdf
- Invite participants to sign up for My legislature: https://malegislature.gov/MyLegislature

6:00 C3 Frameworks - Jigsaw
- Round 1
  - All - Intro to Dimension 4: p. 59
  - 4 Groups:
    - Intro Communicating: p. 60
    - Intro Critiquing: p. 61
    - Intro Acting: p. 62
    - ELA - Dimension 4: pp. 63-64
- Round 2
  - Dimension 4 - Grade Bands: p. 60, 61, 62
- Round 3 (if time)
  - Civics Grade Bands: pp. 32, 33, 34

6:25 Heads up to consider your projects for the course. Talk to students prior school end.
    From Momodou Sarr
- What do you know about dialogue?
- What strengths can you see in Dialogue as an instructional strategy?
- What personal qualities are needed to engage in Dialogue?
- I am working with a partner in this presentation.

6:30 TPS Teachers Network - https://tpsteachersnetwork.org/registration
6:45 Book list
6:50 Write Out of the Day - Reflective
    If you had to vote tomorrow, which of the bills would you vote for and why?

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Civics Literacy Leadership Institute
June 1, 2017
UMass Center, Springfield

4:00 - 4:15 - WITD: What issue or best practice are you thinking about doing your workshop presentation on? What understandings/insights are you hoping will emerge? What questions might be useful in guiding you toward your goal?
4:15 - 5:45 - Professional development workshop planning presentation by Susan Biggs
5:45 Break
5:55 - 6:30 - Workshop planning time - explore a resource with your question(s) in mind.
6:30 - 7:00 - Housekeeping and WOTD: Now that you know a bit more about workshop planning and have had all of a half hour to do some research, how might you refine your topic? The outcomes for your presentation? What resources look promising?

For our next meeting:
* Read *They Say, I Say.*
* Write an argumentative piece on an issue of your choosing (this will be shared in a small group when we reconvene).
* Decide on a topic for your presentation and begin doing research on it.
* Think about when you'd like to give your presentation - the first one is scheduled for July 12 - any volunteers?

Recommended civics education organizations and resources:

http://www.civiced.org/
http://www.crf-usa.org/
https://www.everyday-democracy.org/
https://www.icivics.org/
www.civiclifeproject.org
http://emergingamerica.org/
https://www.loc.gov/teachers/civics-interactives/
http://inside.augsburg.edu/publicachievement/
http://facingtoday.facinghistory.org/
http://teachingtolerance.org

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Civics Literacy Leadership Institute
July 10, 2017

8:30: Catching up, WITD: what kind of advocacy work are you thinking about doing?

9:00 - 10:00: Sharing our argument writing using this protocol

10:00 - 11:30: Discussion of Part I (Chapters 1 through 3) of *They Say, I Say* using The Final Word Protocol

11:30 - 12:15:   Lunch

12:15 - 1:30: Presentation on constructive dialogue (Momodou Sarr)

1:30 - 2:45: Workshop planning time

2:45 - 3:00: Housekeeping and WOTD: How does constructive dialogue address a concern you have about teaching your students?

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Civics Literacy Leadership Institute
July 11, 2017

8:30 - 8:50: WITD: To what extent have the current media and political environment impacted your work in the classroom and library media center?

8:50: Media literacy: how do you teach students to consume information with a critical eye? To evaluate claims, evidence, reasoning? To determine between fake news and credible news?

9:50 - 10:00 Break

10:00 - Part II (Ch. 4-7) of *They Say, I Say* Using the Three Levels of Text Protocol

11:15 - 11:30 - Bruce Penniman will discuss grad credits and the micro credential process

11:30 - Lunch

12:15 - 2:40 Workshop planning/consultation time

2:40 - 3:00 housekeeping and WOTD

Explanatory note on advocacy work: There are no formal steps or requirements; what we want is for some kind of "walk the talk" - if we are teaching our students to be civically engaged, __we__ have to be civically engaged. What would you like to see changed, or improved? How will you advocate for that? Some examples:
- *advocating for a mandated civics course in your school. Product: portfolio that includes your plans to create a working group to create the curriculum, a plan of action to get approval from building administration, central office and school committee, etc.*
- *Working on a committee to get a candidate for state representative in your district. Product: a diary documenting your activities on this committee*
- *Working on a League of Women Voters Education Committee. Product: notices, agendas, etc. of the activities by this committee*

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Civics Literacy Leadership Institute
July 12, 2017

8:30 - WITD: What are the various strategies and methods you use to facilitate class discussion among your students?

9:00 - Work on civics lesson/unit plan (or presentation)

10:00 - Workshop #1, followed by feedback

11:30 - Lunch

12:15 - Book Talks (2)

12:35 - Workshop/advocacy/lesson plan research and planning time

2:45 - Housekeeping and WOTD

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Civics Literacy Leadership Institute
July 13, 2017

8:30 - WITD and discussion: *What makes my individual style of teaching unique and special? What makes it work for me? Why do I do what I do?*

9:00 Housekeeping:
 About the lesson plan - we're looking for:
- Context - Where in the unit this lesson is, what essential question does it work toward answering?
- What will students know/be able to do at the end of the lesson?
- How will you know they've achieved that knowledge/skill?
- How will you get them there?
- And of course, a core of civic literacy.

In other words, a basic Understanding by Design lesson plan

We will be checking in with each other online between now and September to provide feedback and answer questions.

- Prompt posted by facilitators July 21 - response by August 1.
- Prompt posted by facilitators August 14 - response by August 21.
- Prompt posted by facilitators by August 31 - response by September 7.
- Review access to TPS Teachers Network. [Rich]

9:45 - Planning time
11:30 - Lunch
12:15 - Planning time
1:15 - Presentation #2 followed by feedback
2:45 - WOTD - Prompt: sketch out a schedule, to do list, letter to self or other reminder/ prompt to keep yourself on task and on schedule for when we reconvene in Sept.

For September 1
- Lesson Plan
- Book Talk (need 2-3 people for 9/14)
- Ongoing work/documenting of advocacy work

*Examples of lesson plans:
http://www.doe.mass.edu/candi/model/download_form.aspx
https://ldc.org/
http://www.tolerance.org/classroom-resources (Click "resources" and then click "lesson")
Emerging America - http://emergingamerica.org/teaching-resources/

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Civics Literacy Leadership Institute
Holyoke Public Library Board Room
September 14, 2017, 4-7 p.m.

4:00 - Writing Into the Day: Reflection on the civic advocacy work you've done so far, and where you hope to go from here. What new knowledge, appreciation, realizations, and/or aspirations have you gained?

4:20 -Looking at lesson plans using a Tuning Protocol (two volunteers are needed for this, please)

4:55 - Book talks (we also need two volunteers for this)

5:15 - Workshop #4 - Terri

6:30 - Housekeeping and writing out of the day

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Civics Literacy Leadership Institute
Best Practices Conference
October 14, 2017, 8:00 a.m. - 3:00 p.m.
University of Massachusetts, South College

8:00 - registration
8:30 - attend an "A" session of your choice
10:15 - attend Matt Venditti's "B" session presentation
12:00 - lunch and keynote
1:30 - Attend the "C" session meeting of our CLLI group
- Discuss the A sessions we attended; feedback for Matt's session
- Book talks (we need three volunteers for this, please)
2:45 - housekeeping and next steps

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Civics Literacy Leadership Institute
Back Room, Platform Bar, Northampton
November 6, 2017, 4-7 p.m.

4:00 - Writing into the day: Regarding the teaching and learning of civics: What are the responsibilities of K-12 students? Of their teachers?

4:15- Presentation by Simon and Karen

5:30 - Presentations on civic engagement activities

6:25 - Book talks: Akesa

6:45 - Housekeeping and writing out of the day: Reflect on this course: whether/how it has moved your thinking about incorporating more civics teachings into your course(s); What might you do differently? What role will writing have? Civic engagement? What were the significant takeaways for you from the readings and activities, their implications for your work in education, and your progress as a civics leader? Please email us your WOTD, so we can include it in our report to the National Writing Project.

Civics Institute Participant Book Choices

Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution.*

Chrislip, Dvid D., and Ed O'Malley. *For the Common Good: Redefining Civic Leadership*.

Epstein, Shira Eve. *Teaching Civic Literacy Projects: Student Engagement with Social Problems, Grades 4-12.*

Lyons, Renee Critcher. *Teaching Civics in the Library: An Instructional and Historical Guide for School and Public Librarians.*

Ross, E. Wayne. *Rethinking Social Studies: Critical Pedagogy in Pursuit of Dangerous Citizenship.*

Snyder, Timothy. *On Tyranny: Twenty Lessons from the Twentieth Century.*

Vance, J. D. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis.*

Presenting to a Group of Colleagues Slides

PRESENTING TO A GROUP OF TEACHING COLLEAGUES

Some advice and possible template for a presentation

START WITH SHORT WRITING PROMPT AS ACTIVATOR

Provide an open-ended writing prompt to activate thinking of audience

Give time to write

Ask for sharing of writing

Use responses to lead into discussion of topic

Give an Overview of your topic

Keep any presentation of information in a slideshow or presentation more visual, less wordy

Be sure to articulate and make clear the "inquiry question" -- the idea that you were wondering about

Explain what you found in your inquiry

Student Work

Quotes from research

Graphs, charts, etc
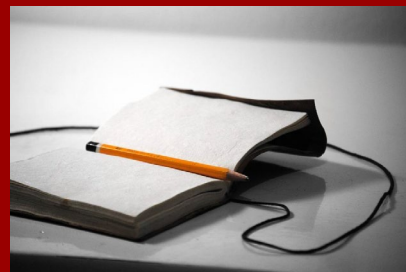
Pause. Think (or write). Share.

This is often a good point in a presentation to have people share what they are thinking about now. You can do this through writing or through a "turn and talk" or any number of strategies.

What are some implications for the classroom?

What are you still wondering about?

Wrap Up with some final reflection

Use a strategy like 3-2-1 sticky notes or a Gallery Walk to allow participants a chance to share what they have learned AND questions they might still have.
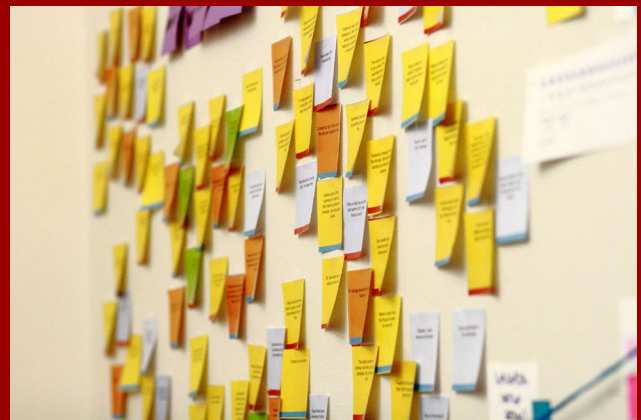
Chapter 5 Resources

Writing in Community Micro-Credential

Western Massachusetts Writing Project
Pathways to Leadership Program

Level 1: Teacher-Consultant
Writing in Community Credential

To become WMWP Teacher-Consultants, candidates must earn credentials representing three strands of National Writing Project activity: Teacher as Writer, Teacher as Presenter, and Teacher as Researcher. These credentials may be earned in the Summer Leadership Institute or through an alternative pathway.

The **Writing in Community** credential (Teacher as Writer strand) recognizes educators as writers with stories to tell, expertise to share, and claims to argue, who can coach writing processes for students from experience.

Credential Criteria	Participants who earn this credential ● engage in writing activities in reflective, personal, and professional genres ● share their writing in collaborative educator writing groups ● give and receive constructive feedback using response protocols ● revise and publish written work for educator audiences ● apply insights from their own writing experiences to their teaching practices
Evidence of Learning (Examples)	Participants who earn this credential produce texts such as ● narratives, articles, letters to editor, or op-ed pieces on educational issues ● public electronic portfolios of personal, reflective, and professional writing ● online texts created collaboratively with other educators ● reflective journal entries and responses; poems, stories, memoirs, essays
Connection to NWP Core Principles and WMWP Mission	Participants who earn this credential embody the principles that ● professional development that includes writing provides opportunities for teachers to develop a deep understanding of writing development ● writing can and should be taught as a recursive process, not just assigned
Summer Leadership Institute Activities	Participants who earn this credential through the SLI engage in ● low-stakes reflective writing, such as writing into and out of the day ● writing marathons and writing group peer-response sessions ● revision and submission for comments of three or more texts ● publication in an SLI anthology and participation in a final read-around ● development of a writing community based on trust and mutual respect
Alternative Activities with Similar Components	Participants may also earn this credential through ● enrollment in Teachers as Writers Institute or Professional Writing Workshop ● sustained engagement in a site-sponsored teachers-as-writers group ● evidence of regular writing and feedback in a WMWP digital writing space ● involvement in a Professional Learning Community with a strong writing component addressing critical pedagogy issues such as equity and diversity
Potential for Capacity Building at WMWP	Participants who earn this credential can support WMWP's growth by ● hosting or facilitating building-, district-, or community-based writing groups ● creating citizen teacher groups advocating for education reform ● creating collaborative and communal spaces where writing takes place

Note: This credential is adapted from the National Writing Project New Pathways Badge Framework.

Sharing Teaching Practice Micro-Credential

Western Massachusetts Writing Project
Pathways to Leadership Program

Level 1: Teacher-Consultant
Sharing Teaching Practice Credential

To become WMWP Teacher-Consultants, candidates must earn credentials representing three strands of National Writing Project activity: Teacher as Writer, Teacher as Presenter, and Teacher as Researcher. These credentials may be earned in the Summer Leadership Institute or through an alternative pathway.

The **Sharing Teaching Practice** credential (Teacher as Presenter strand) recognizes educators as reflective practitioners who study and improve their own teaching philosophies, methods, and strategies, and share them with other educators to improve teaching practice and advance the profession.

Credential Criteria	Participants who earn this credential ● articulate and continually revise a student-centered educational philosophy ● examine their own teaching practices and analyze student work ● share effective practices in teaching demonstrations and workshops
Evidence of Learning (Examples)	Participants who earn this credential produce texts such as ● inquiry-based workshops or presentations on teaching practices ● reflective writing on teaching practices, including analysis of student work ● lesson/units incorporating best practices such as writing-to-learn strategies
Connection to NWP Core Principles and WMWP Mission	Participants who earn this credential embody the principles that ● reflection on teaching practice is essential to professional growth ● informed, effective practitioners can be effective leaders of other educators ● a reflective and informed community of educators is well positioned to challenge and transform teaching practices
Summer Leadership Institute Activities	Participants who earn this credential through the SLI engage in ● examination of teaching practice and reflection on areas for improvement ● inquiry into best practices and new pedagogical approaches ● discussions with other educators to clarify inquiry questions ● design and delivery of 90-minute Teaching Inquiry Workshops (TIWs) ● debriefing sessions to reflect on the experience of leading TIWs and consider ways to refine their presentations
Alternative Activities with Similar Components	Participants may also earn this credential through ● sharing inquiry-based teaching strategies by designing a presentation for a WMWP professional development course and reflecting on the experience ● co-designing and co-facilitating WMWP institutes or workshop series ● working with a site-approved coach to analyze and share teaching practice
Potential for Capacity Building at WMWP	Participants who earn this credential can support WMWP's growth by ● presenting at Best Practices conferences and other site-sponsored events ● collaborating with other Teacher-Consultants to plan, develop, and facilitate school-based professional development workshops and courses ● contributing to site-facilitated curriculum development or evaluation studies

Note: This credential is adapted from the National Writing Project New Pathways Badge Framework.

Researching Pedagogy Micro-Credential

Western Massachusetts Writing Project
Pathways to Leadership Program

Level 1: Teacher-Consultant
Researching Pedagogy Credential

To become WMWP Teacher-Consultants, candidates must earn credentials representing three strands of National Writing Project activity: Teacher as Writer, Teacher as Presenter, and Teacher as Researcher. These credentials may be earned in the Summer Leadership Institute or through an alternative pathway.

The **Researching Pedagogy** credential (Teacher as Researcher strand) recognizes educators as researchers, participating in professional conversations through critical reading of educational literature and reflective inquiry into student learning, using action research to examine, improve, and share pedagogical practices.

Credential Criteria	Participants who earn this credential ● engage in critical reading and discussion of professional literature ● formulate research questions and conduct action research projects ● gather and analyze data (including student work) to improve practice ● share findings within a community of educators
Evidence of Learning (Examples)	Participants who earn this credential produce texts such as ● presentations of research findings, including data analysis and reflection ● journal articles, blog posts, or other articles in educator-centered publications (such as NWP or WMWP spaces) ● model curriculum units anchored in research and classroom inquiry
Connection to NWP Core Principles and WMWP Mission	Participants who earn this credential embody the principles that ● educational theory and research can inform teaching practice ● educators' learning spaces and student populations provide authentic opportunities for research on pedagogy ● reflective inquiry is a critical lens for examining student learning
Summer Leadership Institute Activities	Participants who earn this credential through the SLI engage in ● collaborative discussions about best teaching practices ● critical reading and discussion of books, journal articles, and other relevant texts in the educational literature ● development and implementation of classroom-based action research ● sharing their findings with the Summer Leadership Institute cohort
Alternative Activities with Similar Components	Participants may also earn this credential through ● site-sponsored or -approved graduate-level research in education courses with professional literature and action-research components ● writing and publishing research-based studies that include analysis of student work in the WMWP Professional Writing Workshop or equivalent
Potential for Capacity Building at WMWP	Participants who earn this credential can support WMWP's growth by ● co-facilitating discussions and workshops on classroom inquiry practices ● developing and facilitating WMWP professional development workshops ● Engaging in site-sponsored research and evaluation studies

Note: This credential is adapted from the National Writing Project New Pathways Badge Framework.

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University of Massachusetts Amherst

Western Massachusetts Writing Project
PDP Certificate

_____

is hereby awarded ____ Professional Development Points for successful completion of

_____

Content Area: _____   Dates/Hours: _____

This program fulfills the WMWP _____ leadership credential.

Learning Goals and Objectives	Assessment of Learning	Criteria for Mastery

Massachusetts Department of Elementary and Secondary Education
Approved Professional Development Provider #2015U0005

By: _____   Date: _____

Bruce M. Penniman, Ed.D.
WMWP Site Director

Chapter 6 Resources

Potential Advanced Teacher-Leader Program

The purpose of this program, if implemented, will be to provide options for teacher-consultants who wish to develop advanced leadership skills. WMWP already offers a graduate-level Certificate in the Teaching of Writing, and one pathway could build on that program. Others under consideration would focus on site priorities. A teacher could earn the credential by following a single pathway or by choosing activities from two or more, as suggested by the purple shading and arrows.

Strand	WMWP Certificate in the Teaching of Writing Pathway	WMWP Curriculum and Instruction Leaders Pathway	WMWP Technology and Digital Literacy Leaders Pathway	WMWP Advocacy and Social Justice Leaders Pathway
Teacher as Writer	*Writing for Publication* credential, earned via publication of a journal article or similar text composed in WMWP Professional Writing Workshop or course	*Writing and Sharing Curriculum* credential, earned via …	*Writing with Digital Tools* credential, earned via …	*Writing for Social Justice* credential, earned via …
Teacher as Presenter	*Professional Sharing* credential, earned via presentation(s) in WMWP conferences and/or in professional development courses	*School Professional Development and Consulting* credential, earned via …	*Online Learning Activities Design and Facilitation* credential, earned via …	*Language, Culture, and Diversity Program* credential, earned via …
Teacher as Researcher	*Research in Literacy Theory* credential, earned via Writing and Teaching Writing course readings and final inquiry project	*Research in Best Practices* credential, earned via …	*Research in Digital Literacies* credential, earned via …	*Research in Social Justice* credential, earned via …
Teacher as Leader	*Teacher Programs Leaders* credential, earned via individual or shared leadership (including planning, facilitation, evaluation) of a major site activity	*Curriculum Program Leaders* credential, earned via …	*Technology Program Leaders* credential, earned via …	*Advocacy Program Leaders* credential, earned via …