**Welcome**

**Summer Institute 2, +1, and 2+1 Fellows**

**Western Pennsylvania Writing Project**

**Summer Institute for Teachers and Teachers as Thinkers**

**July 8-19, 2019; July 22-26, 2019**

I beg you…to have patience with everything unresolved in your heart and try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don’t search for the answers, which could not be given to you now, because you would not be able to live them. And the point is, to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer.

 **Rainer Maria Rilke, from *Letters to a Young Poet***

[For women, then,] poetry is not a luxury. It is a vital necessity of our existence. It forms the quality of the light within which we predicate our hopes and dreams toward survival and change, first made into language, then into idea, then into more tangible action. Poetry is the way we help give name to the nameless so it can be thought.

 **Audre Lorde, in “Poetry is Not a Luxury,” *Sister Outsider***

What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy.

 **John Dewey, from *School and Society***

**When and Where**

 **Dates:** July 8-19 and July 22-26, 2019

 **Location:** Fanny Edel Falk Laboratory School

 4060 Allequippa Street

 **Schedule:** 8:30 a.m. - 3:30 p.m. (Mon. – Fri.)

We hope we’ll be able to introduce you to the network:

Saturday, August 11, 2019, Summer Potluck 5:00pm – 9:00pm, 120 Parise Road, Pittsburgh, PA 15221

**Expectations and Activities**

The Summer Institute for Teachers is a cornerstone program of the National Writing Project, a school-university collaboration dedicated to improving the teaching of writing. The National Writing Project is founded on several interrelated principles: that teachers are the best teachers of teachers, that all teachers teach literacy, and that teachers need to be “do-ers” of their disciplines. In the Summer Institute, we work to enact these principles by working on our own writing, by engaging in study, inquiry and discussion about research, policies, and practices in education, and by developing plans and projects that help us improve our teaching.

**Writing in the Summer Institute is extensive and varied.** Your primary source of support and constructive criticism as you work on your writing will be your Writing Response Group, which will meet several times each week.

Each participant will develop his or her writing in the following four areas:

* **Learning log/journal:** an opportunity for recording observations, insights and questions in response to readings, to visits from guests, and to the day’s events. We will offer prompts to serve as writing invitations.
* **Impromptu writing:** varied writing as part of workshops and inquiry
* **Professional writing:** a piece of writing that draws on your teaching experience and your inquiry, and addresses a particular pedagogical, curricular, or institutional question, issue or concern.
* **Creative writing:** poetry, short fiction, or creative non-fiction.

We’ll supply notebooks to get you started. There will be read-arounds of work-in-progress to provide opportunities for those who wish to share their work with the larger group. Each participant will choose revised versions from these pieces of work, including excerpts from journals, to submit to the **2019 SIT 2+1 Anthology**, a collection of our work to be published at the end of the Institute. Note: you may have up to 10 pages published in the anthology. One of your choices must be a piece of professional writing or a professional plan.

**Publications Group.** We are asking each Writing Group to provide one Summer Fellow to work on the Publications Group. This Fellow will serve as advocate and protector for your work, and will also be there to remind you of deadlines and ensure that work for the anthology is revised and turned in on time. Further, the Publications Group is open to anyone who wishes to help create this year’s Anthology. For those of you who have had experience in putting together a school newspaper or a newsletter for an organization to which you belong, or for anyone who loves to work on graphic design or knows a thing or two about desktop publishing, this is the group for you! The Publications Group is responsible for the 2018 Anthology: You will gather the submissions from the Summer Fellows, design the layout, produce the master copy, and arrange for printing. This will require some work outside the Institute itself. Copies of the Anthology will be distributed in the fall to all Summer Fellows.

**Write Out: Place-Based Making with Writing Project and National Parks:** <https://educatorinnovator.org/write-out-with-us-this-summer-place-based-making-with-writing-projects-and-national-parks/>

**College-Career-Community Ready Writers Program resources on argumentation:**

<https://sites.google.com/site/nwpcollegereadywritersprogram/home>

**Educator Innovator:**

<https://educatorinnovator.org/>

**Teacher Inquiry is at the heart of reflective practice.** The Summer Institute is an inquiry-based seminar. Inquiry involves recognizing what we already know as teachers and learners; generating rich questions at issue; and reading and discussing ideas about teaching and learning in an effort to discover the best answers to these questions. This individual and shared process of inquiry helps us stretch what we know and improve our practice.

**Inquiry Time:** Once topics are selected, time will be set aside each week for fellows to read and discuss articles and/or to prepare to share their findings with others. This is an opportunity for you to learn about new resources, to broaden your perspective on problems or issues, and to try out new ideas or approaches sparked by the readings and discussions. It is an opportunity to set forth a path for your future leadership in the profession. You’ll have borrowing privileges at the University of Pittsburgh libraries, including its world-class database of online journals and articles. You will also have access to the WPWP Library.

**Leadership Inquiry Project Demonstrations in Spring 2020:** A hallmark of the National Writing Project is the “demonstration,” an inquiry-based workshop for colleagues, linking the practice of writing to the work of teaching and learning. Leadership Inquiry Projects are designed to involve participants—whatever their teaching grade level—in hands-on activity, usually some form of writing, and in reflection on the pedagogical principles at work in the classroom practices demonstrated or the curriculum or policy implications of the educational issue or question discussed. A Leadership Inquiry Project demonstration may be raising a question or may share a set of examples and findings from classroom study. Because we have shortened the institute, we are aiming to arrange a Western Pennsylvania Writing Project conference next spring, where you will have an opportunity to share your inquiries, experiments, and learning with colleagues, positioned as facilitator and “lead co-learner” through roundtables, poster sessions, and 60-75 minute workshops.

**Management Teams:** Each of the three weeks, a group of Fellows will be responsible for organizing light morning refreshments, keeping the daily log, cleaning up at the end of each day, and organizing social events. Management teams for each week will locate a place and organize a gathering (provide directions, tell us what kinds of food to bring, if necessary). Coffee, tea, coffee maker, and paper products will be provided.

**2019 Summer Potluck:** On Saturday, August 11, 2019, 5:00-9:00 p.m. Good food and good fun. Bring a food you love to make/eat and something for the read-around.

**Staying active in the WPWP:** Upon completion of the Summer Institute, you will become a teacher-consultant of the Western Pennsylvania Writing Project. As a teacher-consultant, you will have the opportunity to:

* co-plan and co-facilitate professional development workshops,
* participate in teacher inquiry groups and writing retreats
* serve on action and leadership committees
* work in the Young Writers Institute and other youth programs

We will present the full range of options during the Institute.

**Tuition and Fees:** Questions about tuition, scholarships and fees should be directed to Laura Roop at the WPWP office: (412) 624 – 6557 or laurroop@pitt.edu.

**Illness and Emergencies:** In case of illness or emergency during the first two weeks, please contact Laura at (734) 474-3926 (cell) or Kellie at (412) 848-0703. Participants during the third week should contact Melissa at (412) 983-7507 or Michelle at (412) 606-1452.

**Grades:** If you complete the work of the Institute and you are enrolled for graduate credit—you will receive an “S” or “H” grade (Satisfactory or Honors).

**Things to Remember: 2019 SIT 2+1**

Professional writings:

* Writings that draw on your teaching experience and research
* Writing that addresses pedagogical, curricular, or institutional issues or concerns
* Samples of professional writing: **short articles** by teachers describing a favorite lesson or approach to teaching a particular subject or topic; **position papers** (such as an editorial or opinion essay) that takes a specific stance on a controversial issue regarding curricular change, reform, or policy; **teaching stories** that reveal important lessons about teaching and learning or illuminate educational problems and dilemmas; **case studies** describing work with a particular student or class.

Publication Group:

* Each writing group will provide one Fellow to work on the Publication Group (more than one Fellow per group is welcome)
* Your writing group representative(s) will help keep you on track with deadlines for this year’s anthology

Inquiry/ Demonstration Groups:

* Inquiry groups will meet several times a week
* They will allow you time for discussions about education and writing issues that concern you
* They offer a time to explore topics and questions that can be developed toward sharing or formal presentation

Leadership Planning:

* An opportunity to link the practice of writing to the work of teaching and learning
* A chance to plan for concrete action in your local context

Management Teams:

* Organize light morning refreshments
* Plan an end of the week social event
* Keep the daily log
* Clean up at the end of each day