

**Fostering Effective Professional Development through On-Going Teaching
Workshops: A Conversation with the University of Minnesota Duluth
College in the Schools Writing Studies Cohort**

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UMD College in the Schools (CITS) Writing Studies Presenters:

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CITS Writing Studies Workshops are based on ...

Professional Development that:

- Is collaborative and collegial
- Is intensive and sustained over time
- Provides opportunities for active, hands-on learning
- Fosters trust in an open and supportive environment
- Deepens teachers' knowledge of content and how to teach it to students
- Helps teachers understand how students learn specific content
- Is part of school reform that links curriculum, assessment and standards to professional learning (Darling-Hammond and Richardson)

Professional Development in Teaching Writing where teachers:

- demonstrate and share “best practice”
- read and respond to current scholarship on literacy
- write together and experience writing process for themselves
- assess writing together
- learn from professional writers
- professionalize their practice (Minnesota Writing Project)

CITS Programs that value:

- Collegial, mutual respect between liaison, teachers, department administration
- Liaisons as a guide, mentor, and resource for teachers and students, NOT an “overseer”
- Teachers and liaisons who share philosophy, content & pedagogy of course objectives
- Teachers & liaisons who trade roles as student, teacher, professional, facilitator, planner
- Learning and sharing of practice that is **continuous and mutual** among liaisons and teacher cohort (Hansen & Farris; Thompson)

CITS Writing Studies Workshops provide ...

- Day-long workshops three times per year (9:00-3:00) – CEU Credit
- A relaxed pace for plenty of conversation
- Good food and snacks in beautiful campus venues

- **Opportunities for teachers to:**
 - Write together; share writing
 - Discuss curriculum, course objectives & content
 - Share technology practice (wiki, moodle, eportfolio, i-movies, ning)
 - Discuss scholarship & research in teaching writing
“Bridging the Gap” Between High School & College Writing
 - Demonstrate “best practice” classroom ideas for each other
Try out & discuss new classroom ideas
 - Discuss and assess student writing
 - Observe teaching in the university
 - Discuss standards (changes in CORE Reading/Writing Standards)
 - Participate in content area panel presentations
 - Learn from and listen to published writers read & discuss their writing
 - Reflect on practice

Other Shared Professional Development Opportunities:

- Classroom Visits (one every two years or per request)
- Campus visits with students
- Local Conferences – Minnesota Council for Teachers of English
- Writing Workshops – Lake Superior Writers
- Minnesota Writing Project – Lake Superior Writing Project
- NACEP Panel Presentation!

References:

- Carney, Paul. “Identifying and Supporting College-Ready Writing Skills Among High School Students: An Inter-Institutional Alignment Model.” *Minnesota English Journal*. 44.1(2008):1-13. Web.
- Darling-Hammond, Linda and Nicole Richardson. “Teacher Learning: What Matters?” *Educational Leadership* 66.5 (2009): 46-53. Web.
- Griffin, Merilee, Amy Falberg and Gigi Krygier. “Bridging the Gap Between High School Teachers of Writing in an On-line Assessment Community.” *Teaching English in the Two Year College*. 37.3(2010):295-304. Print.
- Hansen, Kristine and Christine R. Farris. *College Credit for Writing in High School: The “Taking Care of” Business*. Urbana: National Council for Teachers of English, 2010.
- Minnesota Writing Project: <http://www.mwp.umn.edu/>
- Thompson, Thomas C, ed. *Teaching Writing in High School and College: Conversations and Collaborations*. Urbana: National Council for Teachers of English, 2002. Print.
- University of Minnesota Duluth CITS Website:
<http://www.d.umn.edu/ce/learningopportunities/highschool/cits/index.html>