



COLLEGE OF EDUCATION
& HUMAN SERVICES

**THE
LITERACY CENTER**

CENTRAL MICHIGAN UNIVERSITY



Writing Our Futures: An Institute for Teacher Writers

Time: 9:00 am - 5:00 pm

Dates: June 26 - June 30

Location: EHS 117

Wifi Network: cmich

User: cmuguest115

Pass: dev63jc9

[Padlet](#)



What to bring? Laptop, *Culturally Responsive Teaching and the Brain*, *Long Way Down*, writer's notebook, any favorite writing utensils

Research that grounds the work:

- [“Framework for Success in Postsecondary Writing”](#) CWPA, NCTE, and NWP (2011)
- [“Professional Knowledge for the Teaching of Writing”](#) NCTE (2017)

Day 1:

9:00

Welcome: OLW (One Little Word) -- Page one of notebook. One word that captures your goals in class. Four corner words that capture how you will get there. One phrase of personal encouragement.

Writing into the Day:

[“For Every One”](#) - Jason Reynolds, *Part 1*
[A Letter to the Heart](#) - slide 3

Invitation to Share

9:30

Andy’s Teaching Demo: [Living Your Literacy Journey](#)

11:15

Break

11:25

[Collaborative Response to Teaching Demo](#) -- [CRTD Mentor Text](#)

[Andy’s CRTD Letter \(Jenny’s Group\)](#)
[Andy’s CRTD Letter \(Megan’s Group\)](#)

12:00

Lunch

12:45

CRTD Group Sharing / Peer Response -- [Critical Friends](#)

1:15

Writing Response Groups -- [Unit/Lesson Template](#)

Group 1 (Jenny)	Group 2 (Megan)	Group 3 (Andy)
Katie	Chris	Jeremy
Jim	Theresa	Ben
Morgan	Jenny	Amy
Stephanie	Jessica	Jason
Therese	Kalysta	Stef
	Jonah	

2:45

Break

3:00

Professional Book Discussion with Megan

- Reading
 - Forward (p. vi-vii), Intro (p. 1-9), and Ready for Rigor Framework (p. 17)

- Discussion Questions

- How is your school addressing the needs of low-performing students of color?
- How do you support struggling students to become independent learners?
- How have you operationalized the principles of culturally responsive teaching? (See the Ready for Rigor framework on p. 17).

Individual Writing Time

4:00

**Group Reflection and Writing out of the Day with Jenny-
[Connect-Extend-Challenge](#)**

4:30

Day 2

9:00

Welcome: [Seminar Spotify Playlist Requests](#) -- please list title and artist.

Two-Page spread -- Set up two pages in your notebook for sketchnoting. Two Stars and a Wish response.

Writing into the Day:

Read aloud - *Long Way Down* - Jason Reynolds p. 1-35

Sketchnoting response

9:30

Jenny's Teaching Demo

[Teaching Tinkering Slide Deck](#)

[Teaching Demo Doc](#)

10:45

Break

11:00

[Collaborative Response to Teaching Demo](#)

[Jenny's CRTD Letter](#) (Troy's Group)

[Jenny's CRTD Letter](#) (Megan's Group)

[Jenny's CRTD Letter](#) (Andy's Group)

12:00

Lunch

1:10

CRTD Group Sharing / Peer Response -- [Critical Friends](#)

1:35

Writing Response Groups--[Unit/Lesson Template](#)

Group 1 (Jenny)	Group 2 (Megan)	Group 3 (Andy)
Katie	Chris	Jeremy
Jim	Theresa	Ben
Morgan	Jenny	Amy
Stephanie	Jessica	Jason
Therese	Kalysta	Stef
	Jonah	Courtney

2:45

Break

3:00

Professional Book Discussion with Megan

- **Reading**
 - Ch. 2: Sociopolitical Context VS the Culture of Poverty (p. 31-34), Ch. 3: Culturally Responsive Brain Rules (p. 46-50)
- **Discussion**
 - How does structural racialization (p.30) impact students in your classroom or your school community?
 - Hammond lists 5 "brain rules" for culturally responsive teaching starting on p. 46. Which of these rules are you already using? How could you implement some of the other rules?
 - 1. The brain seeks to minimize social threats and maximize opportunities to connect with others in the community.
 - 2. Positive relationships keep our safety-threat detection system in check.
 - 3. Culture guides how we process information.
 - 4. Attention drives learning.
 - 5. All new information must be coupled with existing funds of knowledge in order to be learned.
 - 6. The brain grows physically through challenge and stretch, expanding its ability to do more complex thinking and learning)

3:45

Break

4:00

Birds of a Feather Conversations

Megan's Group Grade Band K-3	Jenny's Group Grade Band 4-8	Andy's Group Grade Band 9-12
Jessica**	Kalysta	Morgan
Chris	Amy	Ben Erickson**
Jenny	Stephanie Downey	Stef Sedlar**
	Jeremy Hull	Courtney Clare**
	Therese Hubbell	Jim**
	Jonah Lane-Moore	Katie
	Jason Liptow	
	Theresa	

****Willing to do a demo on 6/30**

4:30

Group Reflection and Writing out of the Day with Jenny- [Video Writing Prompt](#)

Day 3

9:00

Welcome: [Seminar Spotify Playlist Requests](#) -- Still accepted requests!
Please list the title and artist.

Writing into the Day: Tuning in to Characters
Read aloud - *Long Way Down* - Jason Reynolds p. 73-97

9:30

[Megan's Teaching Demo](#)

11:15

Break

11:20

[Collaborative Response to Teaching Demo](#)
[Megan's CRTD Letter \(Whole Group\)](#)

12:00

Lunch

1:00

CRTD Group Sharing / Peer Response--[Critical Friends](#)

1:30

Writing Response Groups--[Unit/Lesson Template](#)

2:45

Break

3:00

Professional Book Discussion with Megan

- **Reading**
 - Ch. 4: Widen Your Interpretation Aperture (p. 58-62), Fig 4.3: Social Interaction Elements That Activate Threats in the Brain (p. 65), The S.O.D.A strategy (p.68)
 - Ch. 5 Trust Generators (p. 79)
- **Discussion**
 - How does the "deficit thinking paradigm" (p. 59) play out in your school community? In what ways could you help yourself and your colleagues shift their thinking?
 - On p. 65 in figure 4.3, Hammond lists a set of social elements that may activate a perceived threat. Which elements (standing, certainty, control, connection, equity) do you find seem most triggering for your students? Are these elements different from your own triggers?
 - How do you create a sense of trust and safety in your relationship with your students? Do you do this deliberately or randomly?

4:30

Group Reflection and Writing out of the Day with Jenny- [Once Upon a Picture](#)

[Morgan's](#)

Courtney:

https://docs.google.com/document/d/15Soq_ylirboyr96w9oKI-dMIXv00iyCkgU4ysz_89s/edit

Kalysta:

<https://docs.google.com/document/d/1b-sHDu4hLmMoWHS2HhUDcXFoVBrqDLqwsRcdvX2N1Rs/edit?usp=sharing>

Therese  **Once Upon a Picture**

Chris<https://docs.google.com/document/d/1AhFaNP9-ksC30VR-i4m6VMSXhnoWUmVLoLfhv1AWCa0/edit>

Jonah [Moby Dork](#)

Ben  **Writing Out Monster**

Day 4

10:45

What are three possibilities for AI in writing?



12:15

1:00

1:30

[Collaborative Response to Teaching Demo](#) -- How and in what ways is AI changing the (teaching of the) writing process at all stages (e.g. brainstorming, revising, etc)

[Jenny's Group CRTD for Troy](#) -- MS

[Andy's Group CRTD for Troy](#) -- HS

[Megan's Group CRTD for Troy](#) -- Elem

2:45

3:00

Lunch

CRTD Group Sharing / Peer Response--[Critical Friends](#)

Writing Response Groups --[Unit/Lesson Template](#)

Break

Professional Book Discussion with Megan

- **Reading**

- Ch. 6 Intro and Why Marginalized Learners Need an Ally (p. 88-94), Becoming a Warm Demander (p. 97-98), Figure 6.2 Warm Demander Chart (p.99)

4:30

- **Discussion**

- Of the four types of teacher (p. 99), which type are you? What shifts would you have to make in order to become more of a warm demander?
- 2. In what ways are you an ally to your students? (see p. 91 for essential components on therapeutic alliance)

4:59

Group Reflection and Writing out of the Day with Jenny- [Descriptive Writing](#)

T-Shirt Reveal!

- "I can shake off everything as I write; my sorrows disappear, my courage is reborn." -- Anne Frank
- "I write to discover what I know." -- Flannery O'Connor
- "We write to taste life twice, in the moment and in retrospect." -- Anaïs Nin

Day 5

9:00

Welcome: "[Dear Past Self](#)" - Isabella Fillspipe

Growth Territories: Writing to Reflect on Learner-Oriented Identities

- Open the [collaborative GDoc](#) and respond to the following Metacognitive Talking Points:
 - Where have you stepped outside of your comfort zone?
 - How have you nudged at the edges of your understanding?
 - What felt risky at one time, but does not feel that way anymore?
 - What was your most significant growth area?
 - Why do you believe you experienced growth in small or significant ways?

[MRA Region 10 Google Form](#)

- [Michigan Reading Association Regional Map](#)
- [Local Councils and Regions](#)

10:05

Break

10:20

**Birds of a Feather Group Demos/[Collaborative Response to Teaching Demo](#)
9-12 Grade Level**

- [Stef's Slide Deck](#)
- [CRTD for Stef](#)

**K-3 Grade Level
Jessica [Jessica](#)**

[Jessica Slides](#)

[CRTD for Jessica](#)

4-8 Grade Level

[Jenny Sanford's: Middle School Whole Group Doc!](#) (links and slides are all within this for each individual person)

11:45

Group Photo

12:00

Lunch

12:45

Writing Marathon

- Option 1: Park Library, UC/the seal, Ponder Coffee
- Option 2: Boarding School and Downtown MP
- Etc

3:00

Group Reflection and Writing out of the Day with Jenny- [Critical Reflection Protocol](#) (Alison Yang- "[Reflective Writing Guide](#)")
[Critical Reflection Graphic Organizer](#)

- [Institute Evaluation](#)

Post
Institute

"[Don't Worry. We Got You](#)" - Andy Schoenborn (a reflective poem)

Name	Link to demo/unit plan
Jenny Sanford's: Middle School Whole Group Doc! (links and slides are all within this for each individual person)	
Jessica Stoker	Jessica
Courtney Clare	Hexagonal Thinking
Morgan Ratliff	Choices in Summative Assessments (Romeo & Juliet Style)
Andy Schoenborn	Living Your Literacy Journey
Jim Woehrle	Pardon the Interruption: Hot Takes and Strong Opinions on the road to writing and editing a sports column.
Stef Sedlar	Poetry: As Simple as ABC

