

WMWP BEST PRACTICES 2025

PRESENTERS AND SESSION INFORMATION



Session Options - Presenter and Title	Description
<p align="center">SESSION 1 10:30 AM - 11:30 AM</p>	
<p align="center"><u>Option A</u></p> <p>Flexible Writing Instruction: UDL and AI Approaches for Diverse Learners</p> <p>Workshop with Lori Cooney</p>	<p>Discover how Universal Design for Learning (UDL) and AI can support diverse writers by offering flexible ways to engage, create, and express ideas. Engage in interactive activities and explore pedagogical approaches using a variety of AI and web-based tools to foster creativity and expand student expression beyond traditional essays using multiple means of action and expression. Leave with practical, innovative strategies and resources you can try on Monday. Some topics to be covered: UDL framework, AI & tech tools for writing instruction, differentiated instruction and multimodal writing activities, and interactive experiences.</p>
<p align="center"><u>Option B</u></p> <p>Writing Democratic Futures: Critical Writing Pedagogy for Social Change</p> <p>Workshop with Meghan Whitfield & Dr. Maria Jose Botelho</p>	<p>Critical pedagogies offer ways to examine systems of power in classrooms, communities, and beyond to honor students' racial, cultural, linguistic, and class diversity (Paris & Alim, 2017). In this workshop, participants will reflect on the ways they might practice democratic processes and practices with critical writing teaching. Using Kline and Kang's (2022) 3R framework for centering critical writing pedagogy, we will explore our experiences with K-12 critical writing and reimagine additional writing pedagogical practices as ways to democratize classrooms and center students' lived experiences and agency.</p>
<p align="center">LUNCH and RURAL INK PRESENTATION 11:40 AM - 12:45 PM</p>	
<p>Rural Ink</p> <p>Presentation with Leslie Skantz-Hodgson & Kevin Hodgson</p>	<p>WMWP's Rural Ink project is part of a larger NWP initiative, funded by the MacArthur Foundation, to support civic journalism in schools. WMWP took part in a project in which teachers from schools in Hampshire and Berkshire counties developed curriculum projects that engaged students in their own communities, particularly where "news deserts" exist. Participating teachers learned about the state of journalism, particularly in rural areas, as well as where different age groups get their news. Under their facilitation, students developed civic journalism projects focused on their own communities, then published their work for a national audience on NWP's new Our Towns/Our Stories website. In this presentation, we will share elements of the program, including informational tutorials for teachers and students; student stories and media; access to the Our Towns/Our Stories website; and information on how educators can use the site for publishing student writing for an</p>

	authentic audience.
SESSION 2 12:55 PM - 1:55 PM	
<p><u>Option A</u></p> <p>Social Emotional Learning for Educators</p> <p>Workshop with Raji Ravichandran</p>	<p>After the Covid pandemic, there has been an increase in the number of students' requiring social-emotional support throughout the day. Administrators and other educational leaders are spending time and money to provide support to their students. However, there hasn't been enough effort being placed to provide the same type of social-emotional support for teachers. This presentation will provide a brief overview of the high level of stressors that teachers' of today face. I will also discuss mindful meditation as a possible remedy that schools can integrate for teachers. Improving teachers' emotional wellbeing will lead to successful classroom instruction and student involvement. Participants will be given the opportunity to practice mindful journal writing, coupled with Sahaja Yoga meditation techniques that will help improve the mental health of teachers.</p>
<p><u>Option B</u></p> <p>Shifting the Mindset: Grading for Equity and Facilitating Learning</p> <p>Presentation with Allyson Smith</p>	<p>In this session I will discuss the journey that I and a small group of teachers at my school took in shifting our grading practices to promote equity and recenter learning for learning. I will provide a comprehensive overview of the journey, how we started, the steps we took, the outcomes we achieved, and actionable strategies for teachers to implement these meaningful changes in their own classrooms. I will incorporate diverse perspectives—featuring insights from students, teachers (both within and outside the study), parents, and administrators—to illustrate how this shift toward reducing educational trauma through grading reform transformed mindsets.</p>
<p><u>Option C</u></p> <p>How Scripted Curriculum Fails Students, Strips Teaching Autonomy, and Denies “Powerful Writing” Experiences</p> <p>Presentation with Lindsey Watson</p>	<p>In this session, I will give an overview of Universal Design for Learning with Jay Dolman and Erin Lynch, Process-Based Approach to Writing with Murray, Behizadeh, Graham, Taczak, and a critique of scripted curriculum with Rocio Dresser. I will utilize some samples of writing to demonstrate the barriers with scripted curriculum. I will discuss how scripted curriculum, when implemented rigidly, can fail the most vulnerable students: those of color, who are on IEPs and 504s, and who struggle to access a curriculum. Through examples of student writing, I will also discuss and demonstrate some strategies for helping to differentiate instruction when students struggle to meet curricular standards.</p>
SESSION 3 2:00 PM - 3:00 PM	
<p><u>Option A</u></p> <p>Beyond Words: Exploring Multimodal Writing in ELA</p> <p>Presentation with Callie Cachat</p>	<p>In this session, we will explore multimodal writing, with a focus on its impact in middle school ELA. Drawing on research in the field, I will present an overview of multimodal writing and its value for students. Participants will engage with student work from my own seventh grade classroom, showcasing a range of projects such as sketchnotes, children's books, and podcasts. By the end of the session, participants will leave with practical strategies and new ideas for incorporating multimodal writing into their future lessons. <u>Participants are encouraged to bring a</u></p>

	<u>laptop or device to fully engage with interactive activities during the session, if possible.</u>
<p><u>Option B</u></p> <p>Micro Texts, Major Impact: Using Mentor Texts to Elevate Student Writing</p> <p>Workshop with Nicole Godard</p>	<p>This interactive session explores the power of micro texts and mentor texts to inspire student writers across genres. Participants will leave with a curated collection of high-impact texts, along with adaptable strategies and routines for implementing them in their classrooms. Whether you teach narrative, argument, or analysis, this workshop will provide practical tools to help students learn by example—one sentence, paragraph, and page at a time.</p>
<p><u>Option C</u></p> <p>Establishing a Conducive, Positive, and Anti-Racist Classroom Environment in the Middle School ELA Classroom</p> <p>Presentation with Amber Robert</p>	<p>This presentation focuses on establishing a conducive and positive classroom environment in the middle school ELA classroom while also immersing students in multicultural education and engaging in anti-racist pedagogy and writing tasks. Teachers will walk away with classroom strategies, assignment ideas and sample writing tasks.</p>