

LEADERS IN LITERACY

Louisville Writing Project 2009

*Summer Invitational Institute for
Literacy Leadership Development*



June 9—July 3, 2009

**College of Education & Human Development
University of Louisville**

Leaders in Literacy

Louisville Writing Project
CEHD 158
University of Louisville
Louisville, KY 40292

College of Education and Human
Development
University of Louisville

Attention :
Professional Development Coordinator

Apply now!
Feb. 16 deadline

Applications and recommendation forms are mailed to your principal or professional development coordinator in December. They are on our website all year long (<http://louisville.edu/education/research/centers/lwp/>), OR you may call the Project number below and leave your name and address or fax number.

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Applications and recommendations are due by noon on February 16.

Interviews will be held *only* on Sat., March 7.

Selected applicants will be notified by March 16.

Required orientation for selected teachers is Saturday, April 18.

Coaching sessions occur in May.

*The Louisville Writing Project
is an exemplary site of the National Writing Project,
jointly supported by NWP,
the Kentucky Department of Education,
and the University of Louisville.
We are affiliated with the
Nystrand Center of Excellence in Education
in the College of Education and Human Development.*

Louisville Writing Project

LWP is a teacher network focused on developing teacher leaders in writing and all other aspects of literacy.



We seek to

—improve literacy skills among students;

—increase understanding of literacy assessment methods;

—enhance literacy instruction at all levels in all subjects;

—recognize and promote teacher expertise in the teaching of writing and reading; and

—increase literacy collaboration and communication among all teachers, P-12.

LWP is affiliated with the National Writing Project network, which, with federal funding since 1991, helps support 200 sites across the country and abroad.

We work with schools to provide and promote professional development in literacy for teachers of all grade levels and content areas. The Project is not just a summer opportunity. LWP also sponsors advanced institutes, graduate courses in literacy, study groups, in-school professional development, mini-conferences, teacher publications, and social events for our network members.



Rewards for Participants

- \$800 stipend;
- Tuition paid for 6 hours graduate credit, if desired (credit deferred until June 2010);
- Increased confidence as a writer and as a teacher;
- Membership in a vibrant teacher network, with professional opportunities to design and present professional development, to write for other teachers, and to use our extensive resources on literacy instruction; and
- Eligibility for advanced work through LWP to earn a Rank I or M.Ed.

National Writing Project Tenets

- Writing is fundamental to learning in all subjects and at all grade levels.
- Teachers are *the best teachers of other teachers*.
- Teachers of writing *must be writers*.

We promote the best that is known about the teaching of writing from research and the insights and experiences of successful teachers.



LWP seeks qualified candidates of all subject areas from Jefferson and 9 surrounding counties. Criteria for selection include

Eligibility for LWP

- 3+ years' current P-12 public school experience on permanent contract with evidence of success in teaching;
- strong principal recommendation and principal commitment to provide candidate with leadership opportunities;
- potential for and commitment to improving teaching practices and assuming leadership roles; and
- well-prepared application / successful interview;
- commitment to share your expertise with the cohort through a demonstration lesson; to develop your skills as a presenter; to read, write, and research in order to improve your teaching; and to participate actively in the network.

What You Will Experience in LWP

LWP begins with an orientation day in the spring, preparation of a lesson you will share, and coaching to polish your presentation. Then comes the four-week summer institute held at a local school. Participants meet daily, 8:00 a.m.-3:00 p.m., to write, read, reflect upon, and share their own successful strategies as they learn about recent research in the teaching of writing and reading, explore the role of writing in all learning, and hone their own practices in order to become knowledgeable literacy leaders.



During the school year, teachers practice new strategies for assessing and improving students' performance. They also serve as teacher-consultants in their schools and beyond, sharing with their colleagues through formal professional development programs and informal consulting.

Participants must commit to attend the orientation, coaching, each day of the institute, two mini-conferences, plus six Saturday meetings during the 2009-2010 school year (scheduled by the group during the institute).

