

The UCI Writing Project, the WRITE Center, and the
National Writing Project present

Reclaiming Student Agency to Develop Creative and Critical Readers and Writers

December 8, 2022

8:45 a.m. - 3:45 p.m. PST
9:45 a.m. - 4:45 p.m. MST
10:45 a.m. - 5:45 p.m. CST
11:45 a.m. - 6:45 p.m. EST

Featured Speakers:

Kelly Gallagher and Penny Kittle
Dr. Gholdy Muhammad
Julia E. Torres
Carol Jago
Jennifer Fletcher
Travis Leech
Elizabeth Dutro
Marlene Carter
Heather Wolpert-Gawron and
Emily McCourtney
Huy Chung and Tanya Baker

Co-sponsored by

SCHEDULE

8:00-8:45 a.m. PST

REGISTRATION

Coffee, Muffins, and Book Display

8:45-10:00 a.m. PST

KEYNOTE ADDRESS: PENNY KITTLE AND KELLY GALLAGHER

Reclaiming Student Creativity and Agency: Digital Composition and Book Clubs

10:00-10:15 a.m. PST

BREAK

10:15-11:45 a.m. PST

WORKSHOPS (CHOOSE 1)

Elizabeth Dutro
Dr. Gholdy Muhammad
Huy Chung & Tanya Baker
Carol Jago

Julia E. Torres
Jennifer Fletcher
Travis Leech

11:45-12:45 p.m. PST

LUNCH

12:45-2:00 p.m. PST

KEYNOTE ADDRESS: PENNY KITTLE AND KELLY GALLAGHER

The Potential for Unexpected Things: Poetry and Essay Writing

2:00-2:15 p.m. PST

BREAK

2:15-3:45 p.m. PST

WORKSHOPS (CHOOSE 1)

Julia E. Torres
Dr. Gholdy Muhammad
Travis Leech
Heather Wolpert-Gawron &
Emily McCourtney

Marlene Carter
Jennifer Fletcher
Carol Jago

Morning Keynote

8:45-10:00 a.m.

Reclaiming Student Creativity and Agency: Digital Composition and Book Clubs (Session #1)

Our students develop independence and decision-making skills as readers, writers, and creators in two essential studies. Digital composition and book clubs transform students' relationship with literacy. We will share how our students produce documentaries and protest videos, analyze media and think together as a collaborative community.

Note: This session will be livestreamed for a national audience.



Penny Kittle teaches freshman composition at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years. She is co-author of *180 Days* with Kelly Gallagher, and is author of *Book Love*, and *Write Beside Them*, which won the James Britton award. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves' work, *Children Want to Write*. She is the president of the Book Love Foundation and was given the Exemplary Leaders Award from NCTE's Conference on English Leadership. Her most recent book is *4 Essential Studies: Beliefs and Practices to Reclaim Student Agency*, co-authored with Kelly Gallagher.



Kelly Gallagher taught English at Magnolia High School in Anaheim, California for 35 years. He is the author of several books on adolescent literacy, most notably *Teaching Adolescent Writers*, *Readicide* and *Write Like This* as well as *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents*, co-authored with Penny Kittle. Kelly is the former co-director of the South Basin Writing Project at California State University, Long Beach and the former president of the Secondary Reading Group for the International Literacy Association. His most recent book is *4 Essential Studies: Beliefs and Practices to Reclaim Student Agency*, co-authored with Penny Kittle. Follow Kelly on Twitter @KellyGToGo and visit him at kellygallagher.org.

10:00-10:15 a.m. Break and Refreshments

Morning Workshops (Choose 1)

10:15-11:45 a.m.

The Vulnerable Heart of Literacy: Considering Trauma in Critical, Humanizing Writing Classrooms, Grades K-5

What happens when students and teachers intentionally engage challenging life experiences as a source of connection and resource for learning in writing classrooms? How are trauma, justice, and school literacies entangled in writing curriculum and instruction? This workshop centers on those questions and others to share insights and specific practices from teacher-research partnerships in which collaborators designed writing pedagogies that 1) bring critical, humanizing approaches to considering trauma in children and teachers' experiences and 2) provide opportunities for students to bring the varied experiences of life to their school literacies in positive, meaningful, and supported ways.



Elizabeth Dutro is a Professor of Literacy Studies at University of Colorado, Boulder. Through close collaborations with teacher colleagues, her current studies include justice-focused framings of what trauma means and how trauma can inform literacy instruction that centers students' knowledge and research practice partnerships that include opportunities for teachers to learn together in the context of their daily work and relationships with students. Her book *The Vulnerable Heart of Literacy: Centering Trauma as Powerful Pedagogy* was published in 2019 and she is editing a Special Issues volume for National Council of Teachers of English titled *Trauma-Informed Teaching: Toward Responsive, Humanizing Classrooms*.

Cultivating Genius and Joy in Education through Culturally and Historically Responsive Pedagogies, Grades K-12

In this **virtual** presentation, Dr. Gholdy Muhammad offers a unique, culturally, and historically responsive approach to cultivating genius and joy in education. This approach is essential for accelerating the growth of all students and uniquely youth of color, who have been traditionally underserved in learning standards, policies, and school practices. She will present her equity framework, called the HILL Model, to help educators develop students' *histories, identities, literacies, and liberation*. The HILL Model consists of five pursuits in teaching and learning: identity development; skill development; intellectual development; criticality; and joy.

Participants will learn and understand history and policy and personal and instructional factors that justify the need and purpose for culturally and historically responsive education.

Note: Dr. Muhammad will not be attending the conference in person. This virtual presentation will be broadcast for a national audience. Participants at the in-person UCI conference who choose to attend can interact with Dr. Muhammad through a UCI facilitator. Bring laptops if you wish to participate on the chat feature.



Dr. Gholnecsar (Gholdy) Muhammad is an Associate Professor of Language and Literacy at Georgia State University. She also serves as the director of the GSU Urban Literacy Clinic. Dr. Muhammad's scholarship has appeared in leading educational journals and books. Some of her recognitions include the 2014 recipient of the National Council of Teachers of English, Promising New Researcher Award, the 2016 NCTE Janet Emig Award, the 2017 GSU Urban Education Research Award and the 2018 UIC College of Education Researcher of the Year. She is the author of the best selling book, *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*.



Beyond Pro and Con: Introducing Upper Elementary Students to Argument as Conversation, Grades 4-6

In this session, Huy Chung and Tanya Baker, affiliates of the National Writing Project, will share their take-aways regarding high-leverage strategies and practices for introducing argument writing to 4-6th grade students. Both presenters will draw on their experiences with NWP's College, Career, and Community Writer's Program (C3WP) professional development with upper elementary and middle school teachers.



Huy Chung is the Research Director for the UCI Writing Project and the Project Scientist for the Pathway to Academic Success Project and the WRITE Center.



Tanya Baker is the Director of the National Programs for the National Writing Project and Co-Principal Investigator of the WRITE Center. She is the co-author of *Strategic Reading: Guiding Students to Lifelong Literacy* (with Jeff Wilhelm)

Poetry That Brings Us Together, Grades 4-12

According to the most recent Common Sense Media Survey, screen time for students ages 8 through 18 is up by 17%. By many accounts, young people's mental health is deteriorating. Could poetry provide an alternative to Tik Tok and a balm for teenagers' angst? As James Baldwin explained, "You think your pain and heartbreak are unprecedented in the history of the world, but then you read." In this session, Carol Jago will offer approaches for teaching poetry and prompts for writing poetry that have the potential to help your students thrive. The session will build confidence in your own ability to teach contemporary poetry.



Carol Jago has taught middle and high school English for 32 years. She is the associate director of the California Reading and Literature Project at UCLA, editor of *California English*, and the former president of the National Council of Teachers of English. She is the recipient of the International Literacy Association's Thought Leader award and the NCTE exemplary Leadership Award. Her books include *With Rigor for All: Meeting Standards for Reading Literature*, *Cohesive Writing: Why Concept Is Not Enough*, and *The Book in Question: Why and How Reading is in Crisis*.

Expanding beyond Traditional Literacy Instruction to Include Culturally Responsive Literature to Sustain Independent Reading Programs, Grades 4-12

In this session, school librarian and language arts teacher Julia E. Torres will demonstrate her process for book selections well as ways to develop and sustain independent reading programs for all learning environments. Topics included are: reading writing instruction for upper elementary, middle grade and high school students as well as ways to expand beyond traditional literacy instruction to include non-standard forms of language and culturally responsive literature.



Julia E. Torres is a nationally recognized veteran language arts teacher-librarian in Denver, Colorado. Julia facilitates teacher development workshops rooted in the areas of anti-racist education, equity and access in literacy and librarianship, and education as a practice of liberation. Julia's work has been featured on NPR, Aljazeera's *The Stream*, PBS Education, KQED's *MindShift*, *Rethinking Schools* magazine, *Learning for Justice Magazine*, and many more. She is co-author of *Liven Up Your Library: Design Engaging Programs for Teens and Tweens*. She is a current Amelia Elizabeth Walden Book Award committee member, a member of both the Book Love Foundation and ALAN boards of directors, an EduColor Steering committee member, and a The Educator Collaborative Book Ambassador. She was awarded the 2020 NCTE Colorado Affiliate Teacher of Excellence award and named a *Library Journal* 2020 Mover and Shaker.

Cultivating Expert Writers: Concepts and Strategies for Rhetorical Decision Making, Grade 6-12

A rhetorical approach to writing instruction empowers students to take control of their own process and choices. When we teach students how to analyze and respond to diverse rhetorical situations, we honor their agency while supporting their growth as independent problem solvers. In this interactive session, Jennifer shares ways to cultivate the rhetorical principles and practices that help writers effectively communicate across contexts and genres. These include inquiry-based strategies for decision making that help novice writers break free from their reliance on rules and formulas.



Jennifer Fletcher is a Professor of English at California State University, Monterey Bay and former English teacher with twenty-five years of experience. She serves as a curriculum developer and steering committee chair for the California State University Expository Reading and Writing Curriculum (ERWC), a nationally recognized rhetoric-based literary initiative. Her books include *Teaching Arguments*, *Teaching Literature Rhetorically*, and *Writing Rhetorically*.

Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12

When reading and writing crash together in the conversations of language, meaning is made. Join Travis and explore ways to harness language conventions to purposefully activate meaning in both comprehension and composition, supporting the specific needs of high school writers. Teachers will learn how to create an environment where writers study and appreciate the beauty and meaning of grammar and conventions, rather than memorizing what is always wrong or always right. Patterns of Power will help you tune your high school writers into the powerful patterns in language that inspire us, affect us, and makes space for growth and meaning to unfold.



Travis Leech is a middle school instructional coach and English Language Arts teacher in Northside Independent School District in San Antonio, Texas. He is the co-author (with Jeff Anderson) of *Patterns of Power: Teaching Grammar through Reading and Writing, Grades 9-12* and *Patterns of Power: Inviting Adolescent Writers into the Conventions of Language, Grades 6-8*.

Afternoon Keynote

12:45-2:00 p.m.

The Potential for Unexpected Things: Poetry and Essay Writing (Session #2)

We must rescue learning from standardization and formula. We will examine the moves writers make in two essential studies: poetry and essay writing. Students who learn the flexibility of writing craft across genres develop critical decision-making skills. We will write together in this session because the teacher's model of thinking and demonstration is our most powerful teaching tool.

Note: This session will be livestreamed for a national audience.



Penny Kittle teaches freshman composition at Plymouth State University in New Hampshire. She was a teacher and literacy coach in public schools for 34 years. She is co-author of *180 Days* with Kelly Gallagher, and is author of *Book Love*, and *Write Beside Them*, which won the James Britton award. She also co-authored two books with her mentor, Don Graves, and co-edited (with Tom Newkirk) a collection of Graves' work, *Children Want to Write*. She is the president of the Book Love Foundation and was given the Exemplary Leaders Award from NCTE's Conference on English Leadership. Her most recent book is *4 Essential Studies: Beliefs and Practices to Reclaim Student Agency*, co-authored with Kelly Gallagher.



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2:00-2:15 Break and Refreshments

Afternoon Workshops (Choose 1)

2:15-3:45 p.m.

Sustaining a Robust Reading Culture in Your Learning Environment to Empower and Engage Students, Grades K-12

In this session, join school librarian and language arts educator Julia E. Torres to develop practical methods for sustaining a robust reading culture in your learning environment. Topics discussed will be addressing book banning and soft-censorship as empowerment and engagement using critical media literacy, culturally responsive literature and classroom (or whole school) library genrefication.

Note: This session will be livestreamed for a national audience.



Julia E. Torres is a nationally recognized veteran language arts teacher-librarian in Denver, Colorado. Julia facilitates teacher development workshops rooted in the areas of anti-racist education, equity and access in literacy and librarianship, and education as a practice of liberation. Julia's work has been featured on NPR, Aljazeera's *The Stream*, PBS Education, KQED's *MindShift*, *Rethinking Schools* magazine, *Learning for Justice Magazine*, and many more. She is co-author of *Liven Up Your Library: Design Engaging Programs for Teens and Tweens*. She is a current Amelia Elizabeth Walden Book Award committee member, a member of both the Book Love Foundation and ALAN boards of directors, an EduColor Steering committee member, and a The Educator Collaborative Book Ambassador. She was awarded the 2020 NCTE Colorado Affiliate Teacher of Excellence award and named a *Library Journal* 2020 Mover and Shaker.

Cultivating Genius and Joy in Education through Culturally and Historically Responsive Pedagogies, Grades K-12 (Repeat of morning session)

In this **virtual** presentation, Dr. Gholdy Muhammad offers a unique, culturally, and historically responsive approach to cultivating genius and joy in education. This approach is essential for accelerating the growth of all students and uniquely youth of color, who have been traditionally underserved in learning standards, policies, and school practices. She will present her equity framework, called the HILL Model, to help educators develop students' *histories, identities, literacies, and liberation*. The HILL Model consists of five pursuits in teaching and learning: identity development; skill development; intellectual development; criticality; and joy.

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Patterns of Power: Inviting Writers into the Conventions of Language, Grades 1-8

Join Travis Leech and explore grammar in a new way. You'll discover ways to lift elementary and middle school writers by focusing on possibility and producing effective writing that will transfer to the classroom and beyond. Explore ways to harness language conventions to purposefully activate meaning in both comprehension and composition. Author's purpose and craft connections will be demonstrated and discussed. Let's move the conventions of language from being viewed as a right-or-wrong proposition to one of meaning and effect. Come discover brain-based, practical ways to use the reading-writing connection to teach grammar and editing.



Travis Leech is a middle school instructional coach and English Language Arts teacher in Northside Independent School District in San Antonio, Texas. He is the co-author (with Jeff Anderson) of *Patterns of Power: Teaching Grammar through Reading and Writing, Grades 9-12* and *Patterns of Power: Inviting Adolescent Writers into the Conventions of Language, Grades 6-8*.

Student Agency in Writing: UDL-izing Universal Design for Learning, Grades 2-8

Looking to inject more student agency and voice in your literacy and writing instruction? Universal Design for Learning is a proactive way to design lessons that honors the variability in the classroom and celebrates the individual learners. In this make-and-take session, you will learn about the Why, What, and How of UDL. You will also learn strategies to help identify the interests and learning barriers of the students in the room and, working with a grade level group, you will UDL-ize a cheat sheet of Universal Design for Learning strategies to help you "up" the student agency in a traditional lesson to make it one that honors each and every learner. This hands-on session includes a collaborative workshop so that you walk away with tools for Monday, not Someday.



Heather Wolpert-Gawron is a 21st Century Learning Coordinator at San Gabriel Unified School District. She is a UCI Writing Project teacher/consultant, a staff blogger for Edutopia, and consultant for the George Lucas Foundation. Her books include *'Tween Crayons and Curfews: Tips for Middle School Teachers*, *DIY Project Based Learning for ELA and History*, and *Just Ask Us: Kids Speak Out on Student Engagement*.



Emily McCartney is the lead Elementary Teacher at Tustin Connect, an independent study blended learning school in Tustin Unified School District. She is a former associate director of the UCI Writing Project and co-author of *Thinking Tools for Young Readers and Writers: Strategies to Promote Higher Learning in Grades 2-8*.

Social Justice Writing in the Anti-Racist Classroom, Grades 6-12

The goal of social justice is to create a "fair and equal society in which each person and all groups are valued and affirmed" (John Lewis Institute for Social Justice.) But how can we integrate social justice writing into an already crowded curriculum? In this session, we will engage in a social justice lesson sequence that gives students the opportunity to read texts on a social justice issue, engage in a debate on the topic, and write a thoughtful piece on the issue. We'll discuss how to use the sequence with other social justice topics and texts and address possible push back.



Marlene Carter is co-director of professional development for the UCLA Writing Project. She taught high school English in LAUSD for many years and is currently project director for the Carlston Teacher Leadership Academy which supports early career teachers. She is continuing her journey as an antiracist educator as co-facilitator of the UCLAWP's Race Matters Study Group. This group of fellows is devoted to taking scholarship on anti-racism and turning it into an action in their classrooms and communities. She is the co-author of *Creating Spaces for Study and Action Under the Social Justice Umbrella*.

Collaborative Argumentation for Decision Making and Problem Solving, Grades 6-12

Writing is a form of rhetorical action. To act effectively, writers need to know what problems to solve, what questions to answer, and what others have already done to address the issue. They also need to understand the cares and concerns of the people involved. In this session, Jennifer shares practical strategies for helping students develop the inquiry,, dialogue, and deliberation skills that deepen and extend a community's thinking and move it toward effective action. These include empathetic listening, trust building, perspective talking, and rhetorical reasoning.



Jennifer Fletcher is a Professor of English at California State University, Monterey Bay and former English teacher with twenty-five years of experience. She serves as a curriculum developer and steering committee chair for the California State University Expository Reading and Writing Curriculum (ERWC), a nationally recognized rhetoric-based literary initiative. Her books include *Teaching Arguments*, *Teaching Literature Rhetorically*, and *Writing Rhetorically*.

The Role of Literature in Troubling Times, Grades 6-12

In *Read Dangerously: The Subversive Power of Literature in Troubled Times*, Azar Nafisi (*Reading Lolita in Tehran*) writes about literature as resistance. Nafisi demonstrates how literature and art resist power. In this workshop, participants will explore how imagination can be a tool of response and resistance. We will reflect upon works that pose complex, compelling questions and learn protocols for scaffolding such texts for classroom use. Carol will also introduce you to vibrant new fiction and nonfiction titles sure to engage young readers.



Carol Jago has taught middle and high school English for 32 years. She is the Associate Director of the California Reading and Literature Project at UCLA, editor of *California English*, and the former President of the National Council of Teachers of English. She is the recipient of the International Literacy Association's Thought Leader award and the NCTE exemplary Leadership Award. Her books include *With Rigor for All: Meeting standards for Reading Literature*, *Cohesive Writing: Why Concept Is Not Enough*, and *The Book in Question: Why and How Reading is in Crisis*.

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**Reclaiming Student Agency to Develop
Creative and Critical Readers and Writers**

When: December 8, 2022
8:45 a.m. - 3:45 p.m. PST

UCI Student Center

Cost: \$225
Includes parking, coffee and muffins,
lunch, and afternoon refreshments

Registration: Opens August 15, 2022

Co-sponsored by

