

**Ancillary Unit Annual Report  
San Joaquin Valley Writing Project  
July 1, 2012 – June 30, 2013**

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**Purpose of Ancillary Unit**

Since 1979, the San Joaquin Valley Writing Project (SJVWP) has been dedicated to improving the quality of writing instruction in grades K-college in Fresno, Kings, Tulare, Madera, and Mariposa Counties. Each year a cadre of exceptional classroom teachers is selected through an interview process to participate in the Invitational Summer Institute (ISI) at California State University, Fresno. Then these teachers become Teacher Consultants (TCs) in the SJVWP and continue to work with the writing project in a variety of ways. TCs continue their own learning about writing and literacy instruction and provide staff development and other types of mentoring in area schools. The SJVWP is part of the California Writing Project (CWP) and the National Writing Project (NWP) networks.

The SJVWP supports four types of programs for teachers:

1. Invitational programs to train exemplary teachers to become Teacher Consultants and work with the SJVWP throughout their professional careers.
2. Continuity programs to provide additional training for Teacher Consultants.
3. Open programs for pre-service and practicing teachers to provide training on teaching writing more effectively. Types of programs include staff development programs in schools, district- and county-wide programs, and courses taught at California State University, Fresno.
4. Partnerships with low-achieving schools to solve identified instructional problems.

In addition to the above programs, the SJVWP runs writing programs for children and adolescents from area schools partnering with (In)Visible Memoirs.

The SJVWP provides the following services that directly contribute to and support California State University, Fresno Teacher Education programs:

- Recruitment of teachers for master's degree programs and advanced certificate programs through the Summer Invitational Institute and open programs.
- Masters' students may qualify for up to 6 units of credit toward their degree if accepted into the Summer Institute.
- Many of the SJVWP programs are offered for academic credit through Extended Education.

**Administrative Housing of Ancillary Unit**

The San Joaquin Valley Writing Project is housed in the Department of Literacy, Early, Bilingual, and Special Education within the Kremen School of Education and Human Development. Dr. Joanne McKay and Judy Lea handle administrative duties. Joanne serves as the Principal Investigator and Director of the project along with Dr. Kathleen Godfrey from the English Department and they both have been serving as inservice directors. Judy Lea is the Administrative Assistant for the SJVWP and works in an office located in the Education Building shared with the California Reading and Literature Project. Willow Reed and Laurinda Blanco coordinated our partnership with Sequoia Middle School, Kristie McNeal and Joanne

McKay coordinated our partnership with Valley Arts and Science Academy, and Sheryl Grilione coordinated our partnership with Dinuba High School. Joanne will direct the 2013 Invitational Summer Institute, Marci Haas will serve as a Mentoring Director and works with our Elementary Fellows during the ISI, and Karen Yelton-Curtis will serve as a Mentoring Director with our High School Fellows during the ISI. Kathee Godfrey and Kristie Leyba (Hoover High School) will direct an Advanced Academy for TCs this summer focusing on teacher inquiry. Various other TCs run study groups, continuity programs, and book clubs.

### **Major Accomplishments 2012-2013**

- a. A description of the accomplishments of the unit this year including a list of related achievements, scholarly works, or other results of the unit.

#### **I. Invitational Summer Institute 2012:**

##### **Component 1: Recruitment and Selection of Summer Fellows**

Our ISI spanned five weeks total, four weeks during the summer and two pre-institute meetings in the Spring, 2012 and two post-institute days, one in the Fall, 2012 and one in the Spring, 2013. We used a number of methods to publicize the ISI in order to recruit exceptional teachers. We generally depend on our TCs to identify and try to recruit excellent teachers at their school sites, we also recruit exceptional Masters students in Reading and Language Arts, and contact area administrators to encourage their best teachers to apply. We had hard copy brochures and an online application process, which was how most of the Fellows applied. We collected applications and interviewed applicants in groups of about 3 or 4, which we believe is non-threatening and more comfortable than conducting interviews in a one-on-one format. The Directors Joanne McKay, and Kathee Godfrey and Mentoring Directors Kristie Leyba and Marci Haas conducted the interviews following a protocol. After introductions, one leader defined what the writing project is and how it can influence the teaching practices of both individuals and school sites. Then the mentoring director explained her role in the Writing Project and asked applicants to talk about their professional lives, the classes they teach, and their biggest challenges in teaching writing. This conversation lasted about 40 minutes, ending with an explanation about the need to balance ISI participants in terms of regions, grade levels, gender, and other demographics. In the end, a diverse group of teachers from different content areas and locations were selected to attend and were mailed an acceptance letter, with an outline of their responsibilities as an ISI Fellow, which they signed and returned to us indicating whether or not they accepted the invitation. We also required a letter from their principal stating they will provide substitutes so the Fellow can attend the pre- and post-institute meetings. Joanne McKay, Kristie Leyba, and Marci Haas led the summer institute and served as mentors for the Fellows as they developed their demonstration lessons.

##### **Component 2: Coaching**

We are very pleased with the quality of the Fellows' demonstration lessons and attribute our success in this area to our mentoring model. The mentors decided which Fellows they will work with based on the Fellows' teaching levels, geographic locations, and personality factors. The mentors met with their Fellows at the pre-institute meetings and regularly during the institute to help them focus and define their lessons, plan effective hands-on and active participation activities, and prepare handouts. They proofread the handouts with the Fellows in order to ensure

high quality presentations. At the beginning of the demonstration lesson, the mentor introduces the Fellow and provides any assistance needed during the lesson. The mentor whose Fellow is presenting sits apart from the group during the lesson and monitors the Fellow's actual delivery to his/her outline, checks timing of activities, and gauges the audience's reactions. Timing is very important because we have two demonstration lessons most mornings and we want to be sure that both demonstrations were completed by 12:30. Also, Fellows must learn the importance of timing if they are to be successful in giving presentations at in-service workshops. The mentor leads the debriefing following the demonstration lesson with a focus on how the other Fellows could adapt what they learned into their own teaching context. We keep a record of the debriefing sessions and post it on the group's online Google documents site so they have a resource available after the institute. We posted all presenters' handouts, power point, and other information on that site. The mentor distributed and collected the evaluation forms that provide feedback from the other Fellows. The mentor talks briefly with the Fellow about the lesson, offering praise and congratulations, and hands the evaluations to the Fellow to take home and read in preparation for their post-demonstration lesson conference.

As our demonstration lesson schedule was developed, we also scheduled conferences for mentors and the Fellows assigned to them. We scheduled two meetings before the demonstration lesson (or more if needed), and one after the demonstration lesson to reflect, revise the lesson as needed, and to adapt to different lengths of presentation time. Sometimes they met again if more analysis was necessary or for the Fellow to plan additional demonstration lessons. While it is a labor-intensive method, this process worked well for us.

### **Component 3: Demonstrations and Follow-up**

During the summer institute, Fellows presented a 75-minute lesson based on their teaching of writing. These lessons were theory and research-based, and they incorporated the California Common Core Standards. We emphasize EL strategies and the use of technology as well as the Standards. The lessons involve the language arts: reading, writing, speaking, listening, viewing and visual representation activities, and writing in content areas with little or no lecturing. Instead, the Fellows structure activities so that the participants can learn through active involvement. We especially work to help Fellows develop lessons that can be adapted and used across the grade levels. At the beginning of the institute, we often notice that teachers feel that they can only learn from other teachers at their grade level but by the second week, they have come to respect each other and are enthusiastic about the ways teaching strategies transcend grade level and disciplines. They adapt and learn from each other. We had a variety of demonstration lessons that included such topics as: Revising Strategies, Historical Fiction Writing, Science Experiment Writing; How-To; Bullying Perspectives; Character Writing; Persuasion and Argument; Writing Process; Descriptive Writing, and Responding to Literature.

We also invited outside presenters for demonstrations. We had three CSU professors present during the summer. Dr. Ginny Crisco from the English department presented on rhetorical devices; Dr. Glenn DeVoogd presented on critical literacy and practical applications; and Dr. Jyothi Bathina presented on personal narrative writing and shared her "Literate Voices" book series she developed with students from Sanger and Visalia. For our reunion day, Deborah Dean presented a three-hour workshop on strategic writing. Our guest presenters were well received by the Fellows, and the feedback provided indicated that they found the information very useful

and made them more thoughtful about their practices. In addition, Joanne McKay, Kristie Leyba, and Marci Haas presented during the summer on such topics as multigenre inquiry, resisting formulaic writing, and the CCSS. By the end of the summer, the Fellows had a big binder of resources and lesson ideas to take with them, in addition to the online resources.

#### **Component 4: Range of Writing Activities**

We continued a practice begun two years ago to inspire more ownership in the types of writing from which Fellows can choose. We have all of the Fellows write one essay in common, “My life as . . . “ where we challenge them to think of a metaphor that illustrates something important about who they are. Kristie Leyba led the group through a series of activities exploring the many roles she has in her life. She also allowed Fellows to explore the many roles they have in life and helped them identify several they could use as a metaphor. Then, Fellows worked together to select the richest material generated to focus on for the first essay. This was a challenging task for many of the fellows as they needed to think metaphorically and symbolically, but it turned out to be their best writing and their favorite piece as they expressed that they thought more deeply. Many of their pieces were emotionally powerful and insightful.

For the next three essays, we had a learning station activity carefully prepared where Fellows visited stations devoted to eight topics. The stations included descriptions and examples of previously completed essays for the Fellows to spend time reading and reviewing. The topics at each station were Free Choice (any genre, any topic), Teacher Lore, Teaching Strategy, Position Paper, Book Review/Critique, Reflection on ISI 2012, California English calls for papers, and Writing Teaching Philosophy. The Fellows had the option of choosing three other pieces in addition to their “My Life As . . .” essay. We feel that allowing the Fellows to choose gives them greater ownership in their writing and in the ISI overall. This approach has worked really well for us over the last few years. One of our Fellows, Holly Fowler, had her piece about teaching Native American students published in *California English*, which was thrilling for her. She expressed appreciation for her writing group who provided thoughtful feedback throughout the process.

#### **Component 5: Writing Response Groups**

Writing response groups were an important component to our summer institute experience. We divided the Fellows into writing groups after our two pre-institute meetings. We tried to include Fellows who taught at a range of levels in each group and Fellows from across our service area in each group. We placed Fellows together who might not know each other but appeared to have some common interests. The groups met twice a week for 75 minutes. Groups usually found quiet places to meet, empty classrooms, a lounge area, or the library. We asked the group to read and respond to each Fellow’s writing twice a week and we suggested sentence starters for thoughtful and helpful responses.

Two years ago we added Writing Mentors, TCs who returned to meet with a specific Writing Group once a week in order to model good feedback and help our Fellows start to make connections with other people in the Writing Project. The TCs really loved being part of the ISI again, even on this limited basis, and they stayed on after the Writing Group when they could in order to hear what was read from the Author’s Chair. The Writing Mentors prevented problems developing in the Writing Groups, helped facilitate good and constructive feedback within the

groups. According to the feedback we have received, having a writing mentor come once a week to listen to the pieces, and lead discussions has been so beneficial to the Fellows' growth as writers themselves. We have noticed a tangible, positive difference in the writing group component since we have included a writing mentor position. The writing groups for the most part ran smoothly, but there is a deeper, more focused model of the feedback process with a mentor. The writing mentors have been invested in the process and stay to listen to the Author's Chair, and have expressed their delight in being part of this aspect of the summer institute.

Twice during the week, the Fellows shared their writing with the whole group from the author's chair. Our long-time tradition of sitting in an official Author's Chair when reading one's writing helped the group bond emotionally and intellectually. Emotions were often expressed in both laughter and tears as Fellows shared very personal thoughts and experiences. At the end of the institute, we participated in a read-around where Fellows read from their own writing. Fellows contributed at least one of their pieces for the class anthology (at least two pages) along with other informal writings that they did during demonstration lessons and with guest speakers. They also contributed to the e-Anthology to share their work with other writing project sites throughout the country, and read and responded to the work of authors at other sites as well. The Fellows had the opportunity to focus on themselves as writers, in addition to being teachers of writing through their demonstration lessons. The Fellows rated the writing group experience as very powerful. They expressed their feelings that they could better share insights with students and thus scaffold their students' writing and learning in more effective ways.

#### **Component 6: Research, Reading, and Reading Activities**

The reading groups were also organized by the leadership team to allow teachers with similar grade-level or content area concerns to read pertinent selections and explore readings from our ISI library that they found informative to their practice and teaching style. The reading groups read assigned books, and created a presentation of the themes and ideas during the last week of the ISI.

We prepared our Fellows for our guest presenter, Debra Dean, with her book, *Strategic Writing*. This book was also a good focus on writing pedagogy and best practices for scaffolding students. We also had them read Natalie Goldberg's *Writing Down the Bones, Freeing the Writer Within*, to focus on themselves as writers. They found an interesting contrast in the tone and style of these two books. Other reading assignments included *Because Writing Matters* and journal articles about resisting formulaic writing, the CCSS, and technology. We also included the non-fiction book, *Claudette Colvin: Twice Toward Freedom*, as a common text to discuss as readers.

The articles that Fellows read independently for homework were always discussed in the whole group through a variety of class conversation methods, and were certainly also topics for discussion in the smaller groups and at lunch as well. This made our ISI a lab for learning as each Fellow was introduced to theory, perspectives on practice, and even a look into policy. Certainly not every selection led to agreement and many great, growth conversations were had as we grappled with the realities in our classes and districts while maintaining an integrity of practice that is best for students and teachers too. This was a powerful experience and required Fellows to take risks and explore multiple points of view regarding writing instruction, yet it is through these experiences, that our Fellows become leaders and advocates at their sites.

The groups functioned as literature circles, meeting together to plan their reading and discussion schedules. We used Harvey Daniel's Literature Circle format to guide the group discussions. During the last week of the summer institute, each group presented the key concepts of their books in a creative way that involved active participation of the rest of the group. Almost every participant felt they had learned an approach to teaching writing they could adapt to their classrooms. In addition to the required reading, we have a library of literacy texts available from the SJVWP library for the Fellows to read and use as references when designing their presentations and completing their essays. We keep a collection of texts in the SI classroom, and have a list of other titles available in the SJVWP office if requested. Mentors also helped the Fellows with finding journal articles and the research and theory related to their individual demonstration lesson topics.

### **Component 7: The focus of leadership development in the ISI**

We provided a design that works to improve teaching and student achievement by the reinforcing of strategies learned during the summer invitational institute. During the last days of the summer institute, we shared ways to stay involved with the SJVWP, and we had the Fellows complete a questionnaire about the programs and projects with which they would like to be involved. We also nominated two leaders from the summer institute who will serve as representatives for their class, Dan Frank and Sarah Campstrom. These representatives attended leadership meetings, offered their ideas, and acted as a liaison between the leadership team and their class. We view the ISI as an entrée into the SJVWP, and it is only the beginning of a career-long relationship with the project. We make it clear when we recruit Fellows that we are looking for long-term commitments and contributions to the SJVWP.

### **Component 8: Strategies for connecting new TCs to the SJVWP and putting them to work**

There are, of course, a variety of ways to continue to nurture, support and deepen the experiences of the newer TCs at our site. We are increasing leadership positions in the SJVWP as well as bringing in new leaders. Over the past 33 years, the SJVWP has worked hard to establish a professional community in our service area. The TLs form the core of our community, and we are working to get them to take advantage of what the SJVWP has to offer as a forum for their work in developing continuity programs, study groups, advanced academies, Young authors' programs, and providing inservice workshops. TLs usually are usually awarded stipends for their continuity participation, but we now are looking toward a model of using continuity to develop inservice for area schools, and then they will be paid for their presentations. Currently these continuity programs include opportunities to:

- a. Serve as coordinators or presenters for inservice and open programs
- b. Participate/lead in study or inquiry groups
- c. Participate/lead in a book club
- d. Participate /lead in a writing group
- e. Work with (In)Visible Memoirs
- f. Attend special programs
- g. Attend our annual reunion day during the summer institute
- h. Work in our partnerships
- i. Represent the SJVWP at state and national professional meetings
- j. Participate in activities co-sponsored with the Fresno Area Council of English Teachers
- k. Participate in California Writing Project initiatives

- I. Present at various conferences such as the California Writing Project's strand at the California Association of Teachers of English Conference

## II. Partnerships:

Over the last few years, we have had a number of school partnerships: Fresno High School, Dinuba High School (and now the entire district), Sequoia Middle School, and Valley Arts and Science Academy. The schools have funded the professional development at their sites, and the NWP SEED Professional Development grant funding for High Need Schools allowed us to fund a year-long partnership with Sequoia Middle School. Specifically, the partnership works to promote school-wide literacy at Sequoia, with an emphasis on increasing the amount and quality of writing done in ELA classes. Early in the partnership, the principal expressed concern that there was very little writing happening on campus. He identified two goals: to get kids writing every day and to establish school-wide norms for formal academic writing. Willow Reed and Laurinda Blanco led workshops using Kelly Gallagher's book *Teaching Adolescent Writers*, because it is user-friendly and full of great strategies to get kids to write more. Each time the group met they read relevant excerpts of the text and commit to trying a new strategy or activity. Further, we decided to approach writing by using the FUSD Writing Sample for middle school as a baseline measure of where students were with their writing skills. Because the fall sample is essentially a pre-test, the idea was that teachers would be able to honestly and somewhat impartially assess areas of weakness in their students' writing. It was a good starting point. Mr. Ward cautioned us that a few teachers were aggressively opposed to changing their practices. Others lacked the experience and/or content knowledge to respond to their students' writing needs. Low expectations were also a huge issue; teachers lack belief that their students are capable of complex, insightful academic writing. The culture of the department was in need of a major shift.

We have completed the first year of our work with the Sequoia ELA team, and although we've met with some resistance, our work together is starting to yield tangible positive results in student writing achievement. During the last meeting in the fall, teachers brought essays. The two GATE teachers shared their student work in a tuning protocol. One teacher had clearly been working hard with her students, and all of the elements of Response to Literature discussed in previous sessions were present in their writing. Their use of textual evidence wasn't sophisticated, but they were definitely trying. The other teacher's student work was much less impressive. She appeared to be going through the motions with a total lack of enthusiasm, and it was apparent in the results. She clearly had an "Ah ha" moment when she saw her student work in contrast with that of her colleagues. The focus for the rest of the day was revision. The group read Gallagher's chapter and agreed that, before the next meeting, each teacher would try two of his revision strategies and bring revised work for a read-around. We have sent TCs to Sequoia in the spring to work with the Science and Social Studies teachers, to begin to prepare them for the increased literacy demands of the new Common Core State Standards.

In our partnership with Dinuba Unified School District, we have worked with principals, Chris Meyer and Nancy Ruble to promote writing in the content areas of English, Social Science and Science. The principals set aside five minimum days for these departments to work with SJVWP TC's Cathy Blanchfield, Eric Wheeler and Chad Hayden. The partnership focuses on promoting writing through inquiry curriculum, also asking that the teachers reflect on their own teaching

practices. At present, grade level and content specific groups are redesigning a part of their writing curriculum which they will then use with their students. Groups will then analyze student writing and present their work to a larger group using the ASCD Tuning Protocol. It's been satisfying to see the development of the teachers in Dinuba and the ways that they have been implementing better ways of teaching writing. We hope to work with Valley Arts and Science Academy next year as well.

### **III. Open Programs:**

This year, Kathee has been working with Jennifer Crow, librarian in the Arne Nixon Center (ANC) a special collection in the Fresno State university library devoted to Children's and Young Adult Literature, on a year-long open program: "Where Are We Going?: Writing about 21<sup>st</sup> Century Issues in Children's and Young Adult Literature." Kathee and Jennifer have collaborated on creating three full-day workshops devoted to different issues: "Obsessions with Dystopia: Writing the Future" (September 22, 2012), "Embracing Diversity: The Question of Bullying" (January 26, 2013), and "New Perspectives through Illustration and Visual Literacy" (May 11, 2013). Presenters have included professional writers (Science Fiction/Fantasy novelist Howard Hendrix and picture book author Alexis O'Neill), professors at Fresno State (Doug Hansen, professor of Art and Design and an LGBT activist based in California (Lee Wind), and Joanne McKay for morning plenary session speakers. In the afternoon, SJVWP TCs Josh Walker, Karen Yelton-Curtis, Marci Haas, Myndi Hardgrave, Kristie Leyba, and Kristi McNeal conducted workshops on using writing to explore the topics addressed by the morning speakers.

Attendees include both local teachers and credential students from a variety of departments and districts. Moreover, the collaboration amongst Fresno State faculty has enriched the organizations involved: SJVWP, the ANC, and the English Department.

Our belief is that the more people know about the work we do, the more likely it is that we will be able to reach teachers and students all over our service area. Because our goals are to improve writing instruction throughout the San Joaquin Valley, we recognize that we need a large number of people who practice, model and encourage best practices in the teaching of composition. We've learned that it is important for us to continually educate and provide information about the work we are doing, as there are a variety of organizations seeing participants and support for their work.

### **IV. Continuity Programs:**

Listed below are the continuity programs completed for continuing education of our TCs:

1. Advanced Academy: Podcasting
2. California Writing Project Connections workshops
3. Digital Learning Day
4. Improving Students Academic Writing (ISAW) training
5. SJVWP book club
6. Common Core study groups: Elementary and Secondary
7. Study group: New Directions in teaching writing

## **V. ERWC Training:**

One positive development over the last few years has been the popularity of professional development related to the Expository Reading and Writing Curriculum (ERWC) developed by California State University faculty. This statewide movement works to help teachers understand how to use expository text in the classroom. Locally, the two trainers in the program have connections to SJVWP: Dr. Rick Hansen is a former director of SJVWP and Dr. Ginny Crisco is a Teacher Consultant (having gone through the Summer Institute in Lincoln, Nebraska when she was a graduate student). TCs Jaclyn Smith, Laurinda Blanco and Sheryl Grilione have been participating in ERWC training, and we hope to offer their expertise to area teachers in the near future. These teachers are very excited about the ERWC and the ways it engages student interest.

## **VI. Website:**

We have also updated our website, working to create a more professional web presence. After looking at the websites of other Writing Projects, we decided to include a page on partnerships and have already received some interest from local schools. Moreover, Kathee Godfrey has been working on nurturing relationships with other administrators and district personnel in Fresno Unified and Chawanakee School Districts, seeking to lay groundwork that could potentially yield professional development opportunities.

### **b. Numbers of on and off campus participants:**

These figures are based on Inverness Research for the SJVWP:

On campus participants: 70

Off campus participants: 227

Total educator attendance at programs: 283

Number of program/activity hours: 384.5

Number of contact hours: 4765

Number of educator contact hours: 4729

### **c. An evaluation of the effectiveness of these activities**

There are several ways we assess the work of our site and the impact of our programs on our teachers and students. We regularly distribute evaluation forms after inservice workshops and continuity programs, and these usually are qualitative in nature. We value the feedback of the teachers and administrators in the schools we serve and use their ideas to improve our service to them.

We also receive an assessment from Inverness Research that distributes a detailed, comprehensive quantitative evaluation of our site and all the programs implemented during the year based on the data submitted. This gives us an overall picture of the work of our site and where we need to expand and grow. We also received a very positive peer-review of our annual report from a member of the National Writing Project with some helpful resources and strategies to help keep our site strong. Inverness also distributes a survey for our Summer Institute Fellows and provides that data in a quantitative form for our review. Some of the findings from our Invitational Summer Institute in 2012 outlined the following, based on responses from 15 Fellows:

### Overall Assessment

The mean rating, on a scale of 1 to 5 (1 being low and 5 being highest) were as follows:

The overall quality of the institute experience	4.9
Agreed that the ISI was better than non-NWP professional development	4.8
Camaraderie developed was likely to be the basis of lasting network	4.5
Fellows who felt they contributed to others teachers' learning	4.5
Fellows who felt the ISI contributed to their own teaching of writing	4.8
Fellows who felt they would be able to use and apply what they learned to their own classrooms	4.9
Fellows who felt they would be able to translate what they learned	4.9
Into improved writing skills for their students	

Source: Inverness Research

There were several other sections of the survey that focused on the categories of: Experiences at the Summer Institute; Contributions to Professional Growth, with sub-categories of: Personal influence of SI on participants; Influence of SI on classroom practice; And, Influence of SI on professional roles beyond the classroom. Many of the Fellows indicated that the two most valuable experiences during the institute were working in writing groups, and reading and discussing literature.

Our site received mostly 4.5-4.9 for each sub-question in each section. The lowest mean scores were 4.3, in the following two areas:

1. Fellows who felt they contributed to other teachers' writing
2. Fellows who are open to taking on a leadership roles in the future, if not immediately in the SJVWP.

We recognize that Fellows may be modest when talking about themselves as contributing to the learning environment. We also want to continue to nurture the Fellows as leaders for the site. The ISI is their entrée into the SJVWP with many opportunities to serve and contribute during their professional careers. We use this quantitative report along with our observations and discussions with the Fellows throughout the summer to improve the quality of our institute in any way needed.

### **Sources of Funding**

Our sources of funding are as follows:

- a. Grants awarded from the California Writing Project and the National Writing Project. We are affiliated with both organizations and write detailed reports about completed projects and proposed projects each year.
- b. We receive funding from schools in which we provide professional development based upon a contractual agreement for services.
- c. We receive annual royalties for the professionally published books written by teacher leaders at our site.

Our grant funds are sent to the CSUF foundation, and all of our income received from schools and Book sales are deposited into our income account at the CSU Foundation.

### **Space and Equipment Utilization**

The SJVWP is housed in room 236 of the Kremen School of Education and Human Development. It is a small office space with the California Reading and Literature Project, so it is used for storage and Judy works at home. The SJVWP also uses the copy machine in the LEE department on occasion. The SJVWP mostly utilizes equipment, such as computers, projectors, and supplies that were purchased by the project. We also have a closet in ED 153 for equipment and materials, and use this room for our Summer Invitational Institute. The SJVWP library is located in Joanne's office, ED 271.

### **Goals and Objectives 2013-2014**

Our main goals for next year will be to transition leadership for the SJVWP as Joanne will be leaving Fresno State at the end of 2014. We plan to meet with the state executive director to help plan this transition. We are hopeful to find a co-director with elementary education experience to work with Dr. Kathleen Godfrey and Joanne will help Kathee transition to handling the budgets and other duties to administer the project. We do intend to implement all proposed programs that were funded through the grants we were awarded.

At present, we have finished our two pre-institute days for our ISI 2013 (May 20 and May 29). The ISI will begin on June 24 and continue until July 18, 2013. Joanne will Direct the ISI along with Marci Haas and Karen Yelton Curtis serving as Mentoring Directors. We will have our Reunion Day scheduled for July 15<sup>th</sup> and nationally recognized scholar, Jim Burke, will be our featured presenter for that day.

We have begun a mini-institute this summer entitled, "Becoming a Teacher Leader: The Evolution of a Reflective Teacher". Participants will engage in a research-based teacher inquiry project. During this institute, we'll be learning about action research and assessment practices. We'll also likely be exploring issues related to race/ethnicity and assessment, critical literacy, and family literacy as ways of rethinking classroom practice. Kristie and Kathee will lead the TCs through the process of redesigning some aspect of their writing curriculum (through discussion and research) and offer support as they plan for the coming year. We expect the participants to consider the demands of the Common Core including argument writing and interdisciplinary literacy.

In working with this group and their inquiry projects, we hope to rethink how we structure the Summer Institute. We've noticed over the years that a number of people go through the Summer Institute, but very few become the kinds of teachers we feel we can rely on to lead study groups/advanced academies and teach workshops for other teachers. We want to figure out how we can shift what we do in the Summer Institute to promote the kind of teacher thinking and leadership we feel is necessary to lead professional development groups.

Another project we've been involved with is several writing groups for teachers and family of underserved students. Kathee was contacted by an organization called (In)Visible Memoirs who had grant funding to provide a series of memoir writing workshops that target populations whose voices are not normally part of public discourse. Kathee brainstormed with (In)Visible Memoirs about possible topics, then recruited two TCs, Megan Bohigian and Kristen Norton, to propose and lead workshops. Megan has been working with a group of teachers from some of the most challenging schools in our area this year (because the organization valued her work so much they granted her additional funding for this semester), helping them write about their teaching lives. Kristen has been leading a group to help Hmong parents and students write about their lives and will finish up with them this semester. Moreover, she will also be working with a group of Hispanic families and students this semester. SJVWP is a proud co-sponsor for each of these workshops. We are thrilled to have been involved in an initiative that has helped community members engage in writing about their lives and hope to continue collaborating with (In)Visible Memoirs in the future.

We will continue with our inservice partnerships with Dinuba and Valley Arts and Science Academies. If we receive funding, we would like to continue working with Sequoia Middle School. We also are working with Jennifer Crow at the Arne Nixon Center and hope to provide another symposium as an open program for credential students and practicing teachers.

We also plan to provide open programs for area teachers to focus on the Common Core State Standards and the Expository Reading and Writing Curriculum. We have TCs who have been studying and presenting on the Common Core, and have several TCs who will have completed ERWC training and will offer professional development based on these important curricula.

We are also co-sponsoring a conference at Yosemite in October, 2013 with the Fresno Area Council of English Teachers (FACET). We will attend the annual National Writing Project and National Council of Teachers of English conferences and sponsor presenters and attendees from our site.

### **Request for Renewal of the Unit**

On behalf of the TCs and leadership team from the San Joaquin Valley Writing Project, we respectfully request that the San Joaquin Valley Writing Project be renewed for the 2013-2014 academic year. The SJVWP continues to be actively involved in developing teacher leadership and working with schools across our service area, and funding has been granted to support our activities through the 2013-2014 school year.

## **Appendix**

A. The unit's financial statement prepared by the California State University, Fresno Foundation.