

Georgia Writing Project (GaWP) is at GaDOE's 2019 Summer Literacy Conference: Literacy and the Whole Child

July 9-11, 2019

Macon, Georgia

[Register Here](#)



May, 2019



The Georgia Department of Education (GaDOE) has embarked on an exciting journey with the [Georgia Writing Project \(GaWP\)](#) aimed at supporting educators as they grow not just as writing teachers but also in their own writerly lives. The [2019 Summer Literacy Conference: Literacy and the Whole Child](#) will feature several sessions by GaWP teacher consultants, including the opportunity to participate in a three-day mini Writing Project institute.

The GaWP is a network of three [National Writing Project \(NWP\)](#) sites in Georgia: [Cherokee Rose Writing Project](#) (University of West Georgia), [Kennesaw Mountain Writing Project](#) (Kennesaw State University), and [Red Clay Writing Project](#) (The University of Georgia). These sites are united by the belief that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity and by the vision of a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world (www.nwp.org).

Read on for a taste of the Writing Project offered at this year's summer literacy conference:

Mini Writing Project Institute

Dr. Stephanie Jones, Red Clay Writing Project & The University of Georgia

Dr. Hilary Hughes, Red Clay Writing Project & The University of Georgia

July 9, 3:50-4:50 p.m.

July 10, 9:45 a.m.-12:25 p.m.

July 11, 10:00-11:00 a.m.*



however, participants may also attend individually.

In this three-day mini institute, participants will experience a unique and community-building taste of the Writing Project. They will work collaboratively and independently on a wide range of instructional practices including mini lessons, mentor texts, teacher as writer, and building a community of writers. School and district teams are encouraged to attend together (to include teachers, coaches, administrators, media specialists, and all literacy leaders);

Q&A with Stephanie and Hilary

What kind of experience can participants of the mini institute expect?

Participants will have an opportunity to write in a variety of ways with the support of facilitators and peers. They won't be forced to share their writing since all writers can feel vulnerable and intimidated without having already built trust in a community, but they will get a sense of what it feels like to "start" building an affirming community where writing and writers can flourish.

Who is the mini institute for? What can attendees expect to gain from participation?

Anyone can join us: PK-12th grade classroom teachers, intervention teachers, "specials" teachers, administrators, support faculty, support staff, or educators who work in community spaces. It doesn't matter if you love to write, hate to write, are afraid of writing, or feel intimidated about writing, the writing project is for all of you.

What does someone who isn't very familiar with NWP or the GaWP sites need to know prior to participation in the mini institute?

Bring stuff to write with: a notebook, pen, pencil, marker, and anything else that you want to write with. We'll all be engaging in a lot of writing!

To you, what is the most valuable aspect of GaWP?

When teachers awaken their writerly selves, magic starts to happen for them and their students...and that happens in writing project spaces every day across Georgia and the United States. Finding one's own power through language and writing and then helping students find their power is something extraordinary and definitely one of the most valuable aspects of spending time with folks in the GaWP.



About Stephanie
sjones1@uga.edu



Stephanie is a Josiah Meigs Distinguished Teaching Professor at the University of Georgia who is also the co-director of the Red Clay Writing Project. Her writing project involvement started as a first-year first grade teacher when she attended the Ohio Writing Project in 1995. She has been writing with and about children, adolescents, and adults ever since, and when she joined the faculty at UGA in 2007 she became involved with the Red Clay community. Her research often looks at issues of gender, social class, race, place, literacies, and pedagogy. She is concerned about equity and the opportunities people have or don't have to expand and change in ways they find inspiring and fulfilling. Her best-known book is *Girls, Social Class and Literacy: What Teachers Can Do to Make a Difference* and her latest book is a graphic-novel-style *On Mutant Pedagogies: Seeking Justice and Drawing Change in Teacher Education* (with James F. Woglom).

About Hilary
hilary.hughes@uga.edu



Hilary Hughes is an associate professor at the University of Georgia and a co-director of the Red Clay Writing Project. Hilary was a fellow of the Colorado State Writing Project in Fort Collins, CO in 2002, which changed her writing life forever, both professionally and personally. Hilary came to UGA in 2014 from Virginia Commonwealth University, where she joined Stephanie Jones as a co-director of Red Clay in 2015. Hilary's passions for pedagogies of writing and writing as a method of inquiry are infused in her teaching and research, as she teaches courses that involve multiple writing modalities and has multiple research articles published about the uses of writing-as-thinking.

*Pre-registration for the mini institute is required. The mini institute will run across all three days of the conference, and participants will attend all three sessions.

Lifting the Burden of Literacy: Using Visual Literacies in a Culturally and Emotionally Diverse Classroom

Khadijah Abdullah, Kennesaw Mountain Writing Project & Riverside Intermediate School

Darline Douangvilay, Riverside Intermediate School & Georgia State University

Tuesday, July 9, 2019

This session will offer evidence based instructional practices targeted to classrooms with language learners, large underrepresented populations, and students with adverse childhood experiences (ACES). The session will include interactive lessons and activities that educators will be able to implement in their classrooms and/or include in their professional developments. We will utilize multi-literacy experiences, including visual literacies, to strengthen literacy and encourage literacy development in children who are language learners, children who may have experienced childhood trauma, and children with learning deficits.



About Khadijah

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Khadijah Abdullah is a 3rd-grade teacher at Riverside Intermediate School committed to increasing literacy in all students. Powered by her drive to decrease stigmas attached to low achieving students and students dealing with trauma she has spent the last few years researching and developing trauma-informed literacy practices. As a teacher leader and trainer, she has researched and developed trauma-informed instruction and multi modal pedagogy to create inclusive classrooms that ensure all students are successful. She recently presented her instructional practices at the GCTE 2019 annual conference. She also developed and trained teachers on innovative writing instruction for Dekalb County Schools Literacy Initiative. Her passion for inclusion and equity for every learner has driven her to create instructional practices that will change the way we look at literacy.

About Darline

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Darline Douangvilay is a 5th grade teacher at Riverside Intermediate School committed to bridging students' cultural and linguistic backgrounds to learning and literacy. As a student researcher in Georgia State University's Ed.D program in Curriculum and Instruction, her research focuses on utilizing culturally relevant pedagogy (Ladson-Billings, 1995) as a framework to capture the agentic experiences of ELL students. She recently presented her research at the TESOL 2019 International Convention & English Expo. Her passion for teaching, learning, and research stems from her own childhood as an English Language Learner and aims to make learning more accessible and engaging for ELLs.

Community Literacies: Collaborating with Children and Families
Dr. Jaye Johnson Thiel, Red Clay Writing Project & The University of Georgia
Wednesday, July 10, 2019

In this session, targeted to K-12 teachers, coaches and administrators, participants will learn creative, research-based strategies for engaging with children, families, and communities to create literacy partnerships. During the session, teachers will learn about and participate in a variety of partnership literacy practices (family dialogue journals, backyard book clubs, community popups, makerspace literacies, visual literacies, etc.). Using these ideas as starting points, they will engage in discussion and generate ideas to develop a plan to take back to their own school-family-community partnership contexts.

About Jaye

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Dr. Jaye Johnson Thiel has spent the last three years as a community researcher and part-time instructor at the University of Georgia. She has been actively involved with the Red Clay Writing Project since 2008, when she became a National Writing Project Fellow. Jaye has worked with children, preservice and in-service teachers, and families in Georgia's schools and communities for over 18 years. Jaye's research has been published widely and her community work has been recognized by receiving several awards.

Flip the Script on Writing Instruction: Smart Strategies to Involve Parents in Student Writing Success

Kimberly Maxwell, Cherokee Rose Writing Project & Factory Shoals Elementary School

Wednesday, July 10, 2019

Today, more than ever, students must be able to communicate through writing. The rigor and expectations often leave parents frustrated about how to aid their children in writing. In this workshop, participants will learn strategies for connecting with parents in order to include them as an integral component of classroom learning. Teachers will be active and engaged learners as they participate in activities designed to bring parents to the understanding of writing expectations in their child's classroom and to see themselves as writers in order to enhance the learning of students. In this workshop, participants will learn strategies for connecting with parents with a focus on journaling. Participants will leave with materials, ideas, and a clear understanding of how to facilitate the home-to-school partnership.

About Kimberly

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Kimberly is a fourth grade teacher with the Douglas County school system in Lithia Springs, GA where she teaches writing, reading, and social studies. She is a member of the leadership team and a Teacher Consultant for the Cherokee Rose Writing Project at the University of West Georgia.

Teachers Learning by Doing: Lesson Study as Professional Development for Reaching the Whole Child

Dr. Heather Wall, Red Clay Writing Project & Hall County Schools

July 11, 2019



Attendees will be active participants in this session by engaging in conversations with other participants as we “unpack” the complexities involved in leading and participating in lesson study sessions. Attendees will examine transcripts of lesson study sessions as well as view and discuss videos of teachers engaging in lesson study. Attendees should leave the session with a clear understanding of what lesson study is, how they might include lesson study as a form of professional development in their districts, and methods for facilitating this approach in ways that allow for teacher empowerment and literacy education for the whole child.

About Heather

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Heather is an instructional coach with Hall County Schools in Gainesville, GA where she supports the professional learning of K-5 teachers in reading/writing workshop, guided reading, conferring, and word study. She became a Teacher Consultant for the National Writing Project after participating in the 2013 Red Clay Writing Project Summer Institute in Athens, a life-changing experience. She has been working with children and educators for 28 years to instill a love of reading and writing and has recently begun privately consulting with districts on literacy practices.

Social Justice, Comics & Literacy: Using Comics to Find Student Voice

Amanda Price, Red Clay Writing Project & Clarke Central High School

July 11, 2019



This presentation will introduce participants to bringing comics into the classroom as a means of creating personal narratives on social justice issues relevant to the community with the integration of ELA standards. Through the uniting of visual images and text, participants will explore techniques and strategies for creating comics, including but not limited to clarity, content, and character and world design, while incorporating text, speech, and elements of narrative. Participants will leave the session with a unit outline and lessons that aim to foster a sense of inquiry and exploration in students while integrating literacy in the visual arts.

About Amanda

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Amanda Price began her path toward a career in art education as an undergraduate at the University of Georgia studying studio art and art history. She went on to complete the Masters of Teaching program at Armstrong Atlantic State University and began teaching middle school art at Effingham County Middle School. Amanda taught there for three years before accepting a job at Clarke Central High School and returning to Athens. Teaching art in Athens helped lead her to her interest in studying art education

as a method of communication, particularly in the field of social justice. In the summer of 2018 she completed the Red Clay Writing Project Summer Institute. As a Red Clay Fellow, Price researched and explored using visual imagery, particularly graphics, as a method of communication for students. Recently, she has focused on creating units that help develop student voice, whether through personal identity or social issues. Amanda has presented at the Red Clay Writing Project Conference and the National Art Education Association Conference. Amanda was also featured in the Athens Banner Herald for her work with comics, social justice, and literacy.