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BY PAMELA A. MOREHEAD

Teachers in two elementary schools in the same district are teaching writing. One teacher provides the students with a writing prompt, "Pretend you are a pickle in a jar and write about it." Another teacher engages students in a writing session that involves them in prewriting, drafting, and revision—all in the same day. Two more teachers struggle with publishing student writing because the products lack detail, are off topic, and have convention problems. A kindergarten teacher says her students can't write. A first-grade teacher says she is tired of reading, "I like ... and I like ..." on many of her students' work.

Situations and concerns like the ones described above encouraged 24 teachers representing grades K-5 and the principals from two elementary schools to participate in a writing workshop project during the 2001-2002 school year. School improvement team members in the two suburban Michigan elementary schools identified writing as an area that needed improvement in their schools. Teachers and administrators in both schools recognized the heightened expectations for student writing products as identified in the curriculum standards and benchmarks found in the Michigan Curriculum Frameworks (1998) as well as from the New Standards Primary Literacy Committee (1999). Many of the teachers had communicated some frustration in regard to the poor quality of student writing samples they observed in recent years on assessments and classroom assignments. There was a collaborative need for staff in both schools to improve teaching and learning about writing.

The participants, whose classroom experience ranged from less that one year to more than 30 years, divided into two groups: one consisting of kindergarten, first-, second-, and multiage grade teachers, and the second group consisting of third- through fifth-grade teachers. The rationale for grouping the teachers was two-fold: 1) availability of substitute teachers and 2) scope of material presented during the study group sessions. The upper and lower elementary groups met the same number of times throughout the school year for a total of eight study group sessions September through April. The facilitator was an outside consultant whose areas of expertise are in Reading and Language Arts.

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An increased focus on improved student achievement and an increased emphasis on accountability for improving school quality are the result of (among other factors) recent legislation such as *No Child Left Behind*, 2001 and *Education YES!*, 2002, on both the state and national levels; therefore, teaching practices that reflect knowledge of proven methodologies must be implemented. The National Commission on Teaching & America's Future (1996) provides a vision for improved student learning that emphasizes the importance of well-prepared teachers, ongoing staff development that focuses on teachers' classroom related knowledge and skills, and concentration on learning processes and organizational structures that promote high levels of learning.

Administrators often express concern that if changes do not occur within the short term, students will not be benefiting from improved teaching methods. Their concerns are often evidenced in low scores on the Michigan Educational Assessment Program (MEAP) test or on student work samples. Administrators lament that brief and inadequate professional development, substitute teacher shortages, budget reductions, and long-term curriculum development cycles slow down the needed changes in teaching methodology and limit the teacher's knowledge base. The goal for the two schools was to deliver professional development that would result in rapid implementation of basic components of writing workshop.

"Educational reform will never amount to anything until teachers become … inquiry oriented, skilled, reflective and collaborative professionals" (Fullan, 1991, p. 326). With increased accountability in public schools, change in teaching practices can no longer take 3 years or more as many school improvement plans often dictate. Professional development plans must include short-term incremental changes in teaching practices that result in the successful completion of the overall goal. Teachers may not want to change their instructional practices. If this is the case, the challenge for administrators is to find a way to motivate teachers through professional development opportunities that:

- assist them to acquire a knowledge base
- support their implementation efforts and,
- offer opportunities for reflection and goal setting for making changes.

It was critical to the success of the project to examine processes and models of professional development that effect change in teachers' practices. Several studies pointed to the fact that teachers can be important change agents as they work collaboratively to make changes (Duffy-Hester, 1999; Routman, 1996). Fullan (1991) stated, "The more complex the change, the more interaction is required during implementation. People can and do change, but it requires social energy" (p. 86). Unfortunately, teachers receive brief and inadequate instruction in conferences and workshops and may erroneously accept the idea that only a little change will make a significance difference in student work. For example, early discussions with the teachers in the writing project revealed their concerns about student writing samples. However, many of the teachers were eager to share successes they had with writing strategies they had implemented in previous years. Many of these strategies were related to creative writing activities, journal writing, and steps of the writing process. Some of the teachers said that student work samples were "good" yet inconsistent over time. In these examples, it was evident that the strategies the teachers used were a result of their training or professional reading. The teachers believed that the strategies would improve student writing, but they were still not satisfied with the quality of work over time.

To further examine the teachers' experience and training in the teaching of writing we asked them to complete two questionnaires prior to the start of the professional development sessions (Appendix A and Appendix B on pages 16 and 17). Participants completed one questionnaire relative to the degree to which the components of writing workshop are practiced in their classrooms. Additionally, the participants completed an open-ended questionnaire that asked them to describe their writing program. The results of these two questionnaires revealed extreme differences among the participants' knowledge base,

training, and implementation of writing workshop and the teaching of writing in general. Although various aspects of writing workshop were implemented in all of the participants' classrooms, none of the participants expressed a comprehensive understanding of the teaching of writing. Gusky (1998) contended,

> Professional development should not be a haphazard process. It should be purposeful and results- or goal-driven. This should be true of workshops and seminars, as well as study groups, action research, collaborative planning, curriculum development, structured observation, peer coaching and mentoring, and individually guided professional development activity. (p. 37)

Costa, Lipton, and Wellman (1997) discussed the need for teachers to engage in research, inquiry, reflection, and revising of practices. Knowledge is constructed when teachers engage in a learning process in which individuals, small groups, and entire faculties study classroom activities as a means for testing ideas and exploring research possibilities in their own environment.

The design of the writing project was based on the importance of working in study groups to collaboratively reflect and research writing workshop and have time between the study group sessions to test the new ideas. According to Costa, Lipton, and Wellman (1997),

> Collaborative culture, based on mutual support from colleagues, can serve to foster norms of experimentation and continuous improvement and reduce discomfort with risk-taking. Staff development that functions to mediate, facilitate, coach and reflect can powerfully promote these norms in the workplace. (p. 102)

Therefore, the building principals and facilitator determined that this collaborative project would use study-group model with teachers from both of the elementary schools. Study groups are conducive to collaborative inquiry, risk taking, goal setting, capacity building, and innovation. Capacity building involves the training, mentoring, and supporting of

teachers within collaborative models (Fullan, 2000; Schmoker, 1999). Danielson and McGreal (2000) stated, "A culture of professional inquiry does not happen by itself; schools must create it. This culture can take many forms; for example, study groups" (p. 25). Critical components of the study groups for the elementary schools in the project included:

1. focus on writing workshop
2. collaboration and collegiality
3. reflection
4. focus on increasing teachers' knowledge of writing workshop and the general topic of writing
5. an individual goal setting process to determine whether or not goal setting is effective in assisting teachers with implementation of writing workshop.

The content components and topics for writing workshop were built from the work of Calkins (1994), Fletcher & Portalupi (2001), Graves (1983; 1994), Murray (1984; 1985; 1993), and Ray (1999; 2001). Writing workshop is a term created by Calkins (1983) that defines a predictable time set aside for writing each day. This time includes a schedule that has rituals and routines embedded in its structure. In our work, we defined writing workshop as an instructional organization that provides a 45- to 60-minute block of time for teaching students about the writing process. The project facilitator identified four main components of writing workshop under which many other component topics may exist. These components include 1) the overall organizational structure of writing workshop, 2) Writing **to** students, 3) Writing **with** students, and 4) Writing **by** students (Biondo, 2002, Presentations during the Collaborative Writing Project). The components, along with the topic areas presented during the collaborative project, are listed in Table 1 on page 9.

Study Group Process

The process used to conduct each of the writing workshop study groups was similar to the Continuous Growth Through Feedback Spiral (Costa & Kallick, 1995). Costa and Kallick (1995) developed a model for continuous improvement and referred to it as a

"feedback spiral" for professional development activities. The feedback spiral is a reiterative process of clarifying goals and purposes, planning, taking action or experimenting, assessing or gathering evidence, studying, reflecting and evaluating, and modifying actions based on new knowledge.

The following is the explanation of the Continuous Feedback Spiral developed by Costa and Kallick (1995) and an explanation of its use during the study groups:

- Clarify Goals and Purposes: The facilitator identified the purpose of the training, research behind writing workshop and the beliefs and values associated with it. She also explained the outcomes of the project to the participants.

- Plan: With prompting by the facilitator, the participants were asked to plan next steps for implementation of the writing workshop components. This was accomplished in the large group as well as the small group sessions.

- Take Action or Experiment: Participants were encouraged to try out the new information or strategies they encountered at each study group session.

- Assess or Gather Evidence: The participants were asked, at the beginning of each study group session, what they tried and how it went.

- Study, Reflect, Evaluate: The participants were asked to reflect on their experiences with implementation; determine how they could make changes if necessary; and what other support or information they needed.

- Modify Actions Based on New Knowledge: Participants were asked what they would do differently as a result of reflection and new knowledge.

- Revisit, Clarify Goals and Purposes: The goal group and larger group were both asked if their goals needed to be redefined or refocused.

Table 1. Main and Sub-Component Topics of Writing Workshop Collaborative Project

Structure of Writing Workshop (component structures)	Writing *TO* Students (instruction)	Writing *WITH* Students (collaborative thought)	Writing *BY* Students (product)
Writing block 45 minutes–1 hour	Focus/mini lessons	Sharing of writing	Independent writing time
Rituals and routines	Touchstone text	Conferencing	Writer's notebook
Classroom arrangement	Teaching points	Circle of voices	Journals
Oral language	Writer's craft	Assessment of student writing	Publishing
Units of study	Text inquiry		Prewriting
Yearlong Writing Plan	Writing prompts		Drafting
	Genre study		Revising
	Author study		Editing

At this point in the Continuous Feedback Spiral Model, the individual or group returns to the first step in the spiral of goal clarification at each study group session.

We ultimately implemented a refinement of this model as part of the study group sessions during the Writing Workshop Collaborative Project. At the beginning of each of the eight study group sessions, the facilitator identified the topic areas and clarified the goals and purposes of the workshop session. Then the facilitator asked participants to reflect and evaluate how their implementation efforts were proceeding by sharing in their small groups and in the larger group. The participants were reluctant to share without prompting from the facilitator during the first two study group sessions. Gradually, the participants became more willing to share their progress. Several of the participants brought in samples of student work as the study group sessions progressed. Next, participants studied new topics related to writing workshop content. The facilitator encouraged participants to ask questions, share their thinking, and share experiences from their classrooms that provided time for teachers to reflect on what new content they were learning. She also asked participants to set goals for implementation of various writing workshop components with their respective building or grade-level peers, then broke into small groups for discussion. Lastly, toward the end of each study group session, the participants were randomly separated into two groups, one goal-setting group and one that did not involve participants setting individual goals.

Role of Reflection

Reflection was an important part of the writing workshop study group sessions. Throughout the study group sessions, time for collaborative reflection was provided at various points of each session. At the beginning of the study group session, we reflected on "how the writing workshop was going." Time was afforded during each session to meet as individual school groups or grade levels to share ideas and ask questions. At the end of each session, we built in time to reflect on what "next topics" would or should be. At the end of each study group, the individual goal-

setting group participants engaged in more reflection as they shared specific goals they had established for themselves and strategies they used to achieve the goals. Participants collaborated as they discussed their feelings of either self-satisfaction or frustration in meeting their goals, and other participants joined in by making statements such as, "I tried that too and found that my students … ." or "How did you find mini lessons for …?" The facilitator shared suggestions and supportive comments as well.

Costa and Kallick (2000) stated that in order for teachers to maximize meaning from experience, they must engage in reflection. They described the activity of reflecting especially with a group of teaching peers as:

- Amplifying the meaning of one's work through the insights of others;
- Applying meaning beyond the situation in which it was learned;
- Making a commitment to modifications, plans, and experimentation,
- Documenting learning and providing a rich base of shared knowledge. (p. 60)

The process of reflection is a powerful factor in creating changes in teaching practices. Providing time for reflection in each professional development session may lead to substantive conversation, collaborative inquiry into one's own practice and that of others, and developing important recommendations for transformation in methodologies. Reflection was an integral component of our study group sessions and goal setting process.

Goal Setting Research

Teachers were chosen to participate in an individual goal-setting group or a group not involved in individual goal setting by random assignment. The purpose of the random assignment was to determine the effectiveness of individual goal setting as part of a professional development process. The members of the goal-setting group reflected on how their goals were progressing, often sharing thoughts as well as concerns with their group members. Following this period of reflection, members of the individual goal-

setting group set new goals relative to the writing workshop components, which included developing an action plan for implementation.

Goal-setting participants were encouraged to modify their action plans based on new knowledge gained through their implementation efforts. Each participant wrote individual goals and on occasion shared a common goal. The other group, not setting individual goals, read and discussed an article related to writing workshop during this same time period.

Goal theory is a framework that can provide staff developers in school districts a conceptual base by which to analyze their current programs from a new point of view. This change in perspective regarding the use of goal setting within a proven professional development model (study groups) may facilitate transfer of learning. According to staff development specialist Thomas Corcoran (1995), the existing structure for professional development "too often leads to unfocused, fragmented, low-intensity activities that do not lead to significant changes in teaching practice" (p. 8). Although teachers attend workshops and other professional development activities, most newly learned skills and knowledge are not transferred to the classroom due to the intricacy of integrating the innovation into the existing practices (Showers, 1983). Therefore, some of the participants in the writing project used a goal-setting process that ultimately served as an impetus for the implementation of writing workshop components that the facilitator presented during the study group sessions. Their short-term goals, according to the participants' written reflections, were met, revised, or continued until they were met.

Locke, Frederick, Lee, and Bobko (1984) and Locke and Latham (1990) proposed goal theory as a cognitive process that provided motivation for individuals in the workplace. Goal theory has two fundamental beliefs, 1) explicit goals are better than general goals and, 2) more personally challenging goals lead to greater effort than facile goals. Goal theory is used in education in a multitude of school practices including

One of the problems encountered in goal setting is the amount of time it takes to achieve a goal.

employee evaluation systems, student behavior plans, lesson planning, curriculum development, and school improvement planning. Goal setting that is embedded in ongoing professional development, such as study groups, should provide school leaders and staff developers with a process that may serve as an impetus to teachers' short-term implementation of instructional innovation.

Locke, Frederick, Lee, and Bobko (1984) found that motivation occurred in the individual when the goals were specific, challenging, and accepted as worthwhile and achievable. Other research showed that by setting clear and measurable goals employees were motivated to higher performance (Mento, Steel & Karren, 1987; Mohrman & Lawler, 1996).

One of the problems encountered in goal setting is the amount of time it takes to achieve a goal. An individual's goal commitment, effort, and self-efficacy can be affected negatively when goals are long-term or complex (Stock & Cervone, 1990). This suggests that goal setting requires careful strategy planning. Therefore, during each study group session, the individual goal-setting group of teachers actually constructed personal goals to work on prior to the next writing workshop study group session. This is an example of proximal goal setting. Proximal goals are short-term, which may assist the individual with focusing on accomplishment of the goals. Schaffer (1988) established that the key to leveraging change in a system rests upon short-term observable gains. These gains can untie the "…tangle of debilitating patterns that are reinforced by formal and informal institutional mechanisms" (Schaffer, 1988, p. 19).

Facilitators in the areas of job retraining and professional development would most likely agree that the goal is to assist employees in changing their knowledge base, behavior or performance, and even values and beliefs. The expectation, therefore, is to have transfer of learning occur to increase or improve job performance. In the case of the Collaborative Writing Workshop Project, the expectation was for teachers

to implement the writing workshop components and related topic areas as they progressed through the study group sessions. The building administrators hoped to observe some professional risk taking and looked for ways to support the teachers' implementation efforts. Professional development is a critical component of the change process in any organization. Goal setting is a form of professional development and may be underused as a process to support individual and group change.

Before goal setting could occur, teachers needed to expand their knowledge of writing workshop as part of the study group sessions. The writing project facilitator identified the component topics of writing workshop that were covered at each study group session. Based on the participants' knowledge base and feedback, the facilitator made modifications that would meet the teachers' needs. "Recent studies have revealed the importance of teachers' possessing a deeper understanding of both their academic disciplines and of specific pedagogical approaches" (Sparks & Hirsch, 1997, p. 15). Gusky (1986) stated the importance of engaging teachers in the implementation of new practices for the purpose of improving student learning. When teachers find evidence that the innovations are effective in their own classrooms, their attitudes about innovations improve. The teachers in the individual goal-setting group asked more questions and shared more classroom experiences, and some began to work collaboratively with peers within and between buildings. The use of a goal-setting process served as an impetus for implementation and risk taking.

Collaborative Writing Workshop Project Results

All of the participants in the individual goal-setting group, as well as the group not participating in individual goal setting, responded that goal setting had a positive effect on their implementation of writing workshop. Responses from the goal-setting participants included comments such as,

- "It did make a difference in what I got out of this workshop because I wrote down what my goals were for the next time."

- "I thought, okay, this is what my goal is and what am I going to do to achieve it. Now, if I wasn't told to do that, I'm sure I wouldn't have done it."
- "I guess there was accountability in that I knew what was going to be expected."
- "I made sure that the goal was something that I was going to accomplish in a certain period of time and it really helped me to use my time well
- "I enjoyed setting goals with other teachers because we could share our successes and our challenges. We also could share our students' writing with each other and look for ways to improve it."

Many of the teachers verbalized their observations of improvements in student writing and made references regarding a noticeable increase in their students' interest in writing.

One of the findings from the writing workshop project was that members of the individual goal setting group made more progress in their implementation of certain components of the writing workshop than the non-goal-setting group. These findings were collected from the writing workshop implementation survey (Appendix A). The writing workshop implementation survey was designed to present all of the components of writing workshop that were being studied in the study group sessions. The purpose of the survey was to generate data regarding growth over time in the participant's implementation of writing workshop. These components included:

- Writer's craft
- Circle of voices
- Units of study
- Touchstone books
- Text inquiry
- Author study
- Genre study
- Yearlong writing plan
- Mini-lessons
- Teaching points
- Revising
- Editing
- Publishing process
- Student independent publishing
- Assessment of student writing

One explanation for the differences between the two groups is that the goals for these components of writing workshop were repeatedly identified as

continuation goals by the participants in the goal-setting group. This allowed the participants to focus on content that needed more support and practice. During the study groups, teachers in both groups discussed how unfamiliar they were with the content of many of the components. Additionally, teachers shared that their challenges with the writing process included revision, editing, and publishing, routines not in place in their classrooms. Assessment of student writing was not occurring systematically for the majority of the teachers, and they found assessment difficult. The goal-setting group, by identifying the unfamiliar and challenging components of the writing workshop as repeated goals, had more success in their implementation.

Participants in the goal-setting group were not told what goals to set. Goals were self-selected by the participant based on interest and perceived needs. The findings from this project support the literature about the performance benefits of proximal goal setting. One of the most important factors is providing the context within which to provide a risk-free environment for adult learners in order for them to develop self-efficacy as they strive to expand their knowledge base and improve performance. Although the individual goal-setting group participants made more growth over time compared to the other group in their implementation of certain components of writing workshop, all of the participants reported success in their efforts to implement the basic components of the writing workshop.

In addition to goal setting and reflection, the Writing Workshop Project presented findings that support the research relative to the critical need for collegial collaboration. Teacher participants reported in informal interviews that collaboration and sharing of ideas were important stimuli for change. Teachers were asked, "Which experiences in the study group sessions do you perceive as helping you make changes in your writing program?" Results from the interviews unveiled a variety of responses that were tallied according to teachers' perceptions. These data provided important information germane to quality professional development programs (see Table 2 below).

The teacher responses provided additional insight of what elements of the study group sessions were helpful in order for change to occur. One teacher stated, "The strengths have been learning the variety of different ideas, being able to talk with other people in my building and other teachers in other buildings and compare different ideas." Another teacher communicated, "I like to hear what other teachers are doing in their classrooms. When people share things, that helps a lot or if they bring in samples of things, that's really interesting." Additional comments from a participant regarding collegial collaboration included,

> Allowing us to talk to other people. I think its [sic] great that [the facilitator] gives us time to talk to other people. Most inservices don't allow for that time. We get the feeling that together, we're a team. We're developing the ideas, not just [the facilitator] saying here's how you do it. People bringing things in, sharing, showing different ways of doing it are all helpful.

The following comments from one of the participants summarize the range of responses from all of the participants,

Table 2. Teachers' Perceptions of Study Group Change Agents

Perception	Number of Responses
Opportunity to talk with other teachers	23
Sharing ideas	22
Personal learning	11
Knowledge /expertise of facilitator	8
Sharing student work samples	8
Non-threatening environment	5
Small size of study group	4

I think we enjoyed the way the inservice was because it was a very non-threatening environment and many of us went into it not having the writing workshop block of time in place. It is kind of hard to admit that your [*sic*] not doing something as well as an expert, but it was such an easy environment for you to say, "Look, this isn't working…." I would hope that if we would have on-going inservices, it would be of the same nature where we felt free to say, 'I need help here.' It was very powerful to share, especially with another building. We played off on each other's enthusiasm and really acknowledged each other as professionals. I was just so amazed at what my colleagues were doing and it was really nice to have the time to tell them because we don't often have that time. We could share material and bring in samples to look at what my kids are doing. We could see what was working and what wasn't working.

These excerpts from informal interviews are strong statements about the need for professional development that provides teachers time to work collaboratively. According to Costa, Lipton, and Wellman (1997), collaborative, supportive culture allows for experimentation and risk taking. The study group model allowed time for this kind of collaboration to take place.

This project presents findings that support the research relative to the critical need for collegial collaboration. Although this finding is not surprising, it affirms the design created for the study group sessions. Multiple opportunities to share ideas, reflect, collaborate, take action through goal setting within the larger group participants and within the individual goal setting group participants, as well as, time to evaluate and modify plans, were critical to the success of the Collaborative Writing Workshop Project.

The Collaborative Writing Workshop Project was continued during the 2002-2003 school year. The project facilitator met with the teacher participants in both elementary schools to model in classrooms, support peer coaching and meet with individuals and grade-level groups to discuss their progress with writing workshop. Additionally, teachers continue to work collaboratively and with the facilitator to develop yearlong plans for units of study and mini lessons. In one school, a cross-grade-level team of teachers identified the goals of (1) creating a resource for collecting mini lessons and (2) developing author and genre study units as part of their 2-year professional development and evaluation plan. The project will continue during the 2003-2004 school year with similar support services from the facilitator, the learning support specialist, and project teacher leaders who have identified their classrooms as potential model sites.

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APPENDIX A
Collaborative Writing Project Writing Workshop
Feedback on Participant Implementation

ID#_____

Below is a list of the writing workshop components presented during the Writing Workshop Study Group Sessions. Please determine the degree to which the components have been implemented in your classroom. Thank you.

Scale: 1 (not effectively practiced) to 5 (very effectively practiced).

1. Writing Workshop Block (45 min. – 1 hr.)	1	2	3	4	5
2. Focus/mini lessons	1	2	3	4	5
3. Independent writing time (BY)	1	2	3	4	5
4. Sharing (following independent writing time)	1	2	3	4	5
5. Touchstone text	1	2	3	4	5
6. Writing (TO- teacher modeling)	1	2	3	4	5
7. Shared Writing (WITH)	1	2	3	4	5
8. Writer's Notebook	1	2	3	4	5
9. Journals	1	2	3	4	5
10. Conferencing	1	2	3	4	5
11. Units of Study	1	2	3	4	5
12. Writer's/Author's Craft	1	2	3	4	5
13. Students publish their writing	1	2	3	4	5
14. Circle of Voices	1	2	3	4	5
15. Text Inquiry	1	2	3	4	5
16. Writing Prompts	1	2	3	4	5

17. Prewriting	1	2	3	4	5
18. Drafting	1	2	3	4	5
19. Revising	1	2	3	4	5
20. Editing	1	2	3	4	5
21. Publishing	1	2	3	4	5
22. Genre Study	1	2	3	4	5
23. Author Study	1	2	3	4	5
24. Teaching Points	1	2	3	4	5
25. Assessment of Student Writing	1	2	3	4	5
26. Yearlong Writing Plan	1	2	3	4	5
27. Rituals and Routines	1	2	3	4	5
28. Oral Language	1	2	3	4	5
29. Classroom Arrangement (conducive to writing workshop environment)	1	2	3	4	5
30. Self as Writer (the teacher)	1	2	3	4	5

APPENDIX B
Collaborative Writing Project
Writing Workshop
Writing Program Survey

ID #

Date_____

Please describe your writing program in detail:

Fourth Annual
CIERA Summer Institute

Sunday, July 27, 2003 — Thursday, July 31, 2003
The Michigan League at the University of Michigan

Are you...

- a principal?
- a superintendent?
- a curriculum director?
- a preschool teacher?
- a reading specialist?
- a classroom teacher?
- a Title 1 teacher or supervisor?
- a state reading supervisor?
- a special education teacher?
- a state department of education official?
- a person who wants to learn about the latest literacy research, presented by nationally-recognized experts?
- interested in interacting with national experts on early literacy and school change?
- the type of person who wants a hands-on, intensive conference?

If so...
the Fourth Annual CIERA Summer Institute is for you!

CIERA Summer Institute participants will learn about the most current literacy research, presented by nationally-recognized experts at general sessions, interact with CIERA researchers at concurrent sessions, and focus on incorporating what they've learned into their own plans and programs at work sessions.

Questions?
Contact CIERA at (734) 763-6718
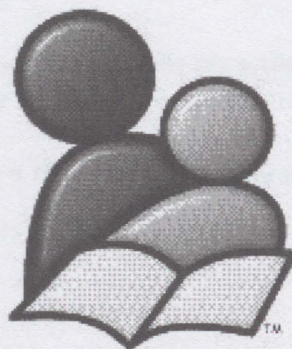
Discussion Topics

Reading First legislation
Meeting the needs of special populations
Instructional modules
Teacher learning in community settings
Schoolwide planning
Effective teaching
Learning to read words
Closing the achievement gap
Standards, assessment, and accountability
Emergent literacy
Home-school-community connections
Diversity as a classroom and
  schoolwide resource
Preschool programs
Writing

Speakers

Richardson Anderson, University of Illinois
Nell Duke, Michigan State University
Barbara Taylor, University of Minnesota
Steven Stahl, University of Illinois
P. David Pearson, University of California Berkeley
Joanne Carlisle, University of Michigan
Annemarie Palincsar, University of Michigan
Michael Pressley, Michigan State University
James Hoffman, University of Texas
Kathleen Roskos, John Carroll University
Keith Stanovich, University of Toronto
Elizabeth Sulzby, University of Michigan
Scott Paris, University of Michigan

General Sessions

General sessions are an opportunity for educators to hear directly from the leading researchers in their field. Critical issues in reading acquisition, such as effective reading instruction and school change, will be addressed.

Concurrent Sessions

Participants hear CIERA researchers discuss new research results and thier implications for policy and practice, as well as ongoing projects. Topics will include parent collaboration; small group instruction; decoding; and effective instruction in comprehension, fluency, and writing.

Work Sessions

Participants meet as teams each day of the Institute to process ideas from presentations and to plan how to incorporate these ideas into their own professional settings. Site teams work together to translate new knowledge directly into their school or district reading programs. Topic-centered teams focus on issues such as emergent literacy, preschool programs, early intervention, effective literacy instruction, and assessment. These teams select one topic of special interest to investigate throughout the Institute.

CIERA facilitators support each team by organizing activities, readings, and multimedia resources, and inviting speakers to participate in work session discussions.

The experience of working directly with leading researchers and colleagues from around the country will enable educators to design a schoolwide reading achievement program that addresses the needs of students in their schools. CIERA Summer Institute participants will return to their classrooms well prepared to implement effective literacy instructional strategies that create opportunities for early reading success.

Cost:
$535 for individuals, or $490 for members of institutional teams.

For more information please visit our web site at http://www.ciera.org

Conference Registration Form

FAX or MAIL completed form • phone registration is not available • photocopy form for additional participants
• please visit our web site for the latest information

I. Participant Information

Last name _____ First name _____

Title _____

Institution _____

Mailing address _____
(number and street)

City _____ State/Province _____ Zip + 4/Postal code _____ Country _____

E-mail _____ Daytime phone ( ) _____
(through 7/02)

Fax ( ) _____   Where did you hear   Education Week   CIERA web site   MRA Conference   IRA Program
about this institute?   Attended previous institute   Friend   Presentation   Other: _____

Dietary Restrictions & Special Assistance

☐ vegetarian   ☐ other _____   ☐ I require special assistance (please attach a description of your needs)

Please select three special interest study groups that interest you (rank preferences 1—3)

☐ school change   ☐ professional development   ☐ instructional practices   ☐ assessment
☐ preschool/early childhood   ☐ individual differences   ☐ diversity   ☐ curriculum/standards

Please check the box that best describes your role

☐ administrator   ☐ central office   ☐ support teacher   ☐ ESL
☐ building principal   ☐ state department staff   ☐ special education   ☐ Chapter 1 consultant
☐ classroom teacher, grade _____   ☐ other _____

II. Video Release

We plan to videotape parts of the Institute for use during future preservice and inservice professional development activities. We would also like to offer video and audio clips on our web site for educators who are not able to attend the Institute. May we please have permission to use your image and voice in future CIERA projects? Please read and sign the permission form below.

Thank you.

I give my permission and consent to CIERA to record (by video or still photography, with or without soundtrack) my image, voice, and name, for use in future CIERA-related educational projects, including but not limited to presentations, web site, conference proceedings, and other education media products.

I understand that I am not entitled to any compensation for the use of my image, or for any work/activities performed at the Third Annual CIERA Summer Institute conference, July 23–July 27, 2002. I affirm that I am 18 years of age or older.

Date: _____ Print Name: _____ Signature: _____

III. Registration Fees   ☐ $535 for individual registrants   ☐ $490 for members of institutional teams

Parking fees are NOT included in registration

NOTE: A team is defined as more than one individual from a single school or organization. To qualify for the discounted rate, all team members must submit their registration forms together. All payments are final. Fees cannot be discounted retroactively. Fees will not be discounted for individuals registering separately.

Team contact (teams only—information should be valid through 7/02)

Name _____

Daytime phone ( ) _____ Fax ( ) _____

E-mail _____

IV. Payment Information

IMPORTANT: Payment information (purchase order, etc.) must be attached before form can be processed.

☐ Check/Money order in U.S. funds payable to:
   CIERA
   University of Michigan School of Education
   610 E. University Ave., Rm. 2002 SEB
   Ann Arbor, MI 48109-1259

☐ Bill to PO # _____
(Please attach PO)

☐ Visa   ☐ MasterCard   Expiration Date (MM YY)

Card # ☐☐☐☐ ☐☐☐☐ ☐☐☐☐ ☐☐☐☐ ☐☐ ☐☐

Signature _____

Reservations will be accepted until the available space is filled.