

# Description of Programs

**Name of School/District/Region:** Arizona Department of Education

**Address:** 1535 W. Jefferson, Phoenix, AZ 85007

**Contact Person:** Muriel Rosman or Lois Easton

**Phone Number/FAX/E-mail:** (602) 542-3537 (Rosman); (602) 577-5080 (Easton)

**Public/Private:** Public

**Grades:** Pre-K-12

**When and How Program Began:** The Goals for Educational Excellence program was legislated in 1987; the ASAP was legislated in 1990. The curriculum is being implemented by districts according to a four-year, phase-in plan.

**Funding:** State funding formerly used for extensive norm-referenced testing

**Collaborative Partners (colleges, businesses, networks, etc.):** The Legislature and Department of Education were the fundamental partners in this endeavor. The Arizona Education Association and Arizona School Boards were also involved in passing the bill mandating the ASAP.

**Description of Program:** The basis of the ASAP in English is the state curriculum framework, Language Arts Essential Skills, which establishes guidelines for English K-12.

**Special Features of Program:** The guidelines describe processes and whole products or outcomes at grades three, eight, and twelve and leave to local control curriculum decisions at other grades. The guidelines establish not only integrated language arts but also language across the curriculum.

**Name of School/District/Region:** Baltimore County Public Schools

**Address:** 6901 North Charles Street, Towson, MD 21204

**Contact Person:** Marcella Emberger

**Phone Number/FAX/E-mail:** (301) 887-2328, FAX (301) 887-5811

**Public/Private:** Public

**Grades:** Pre-K-12

**Enrollment:** 85,000

**When and How Program Began:** The program began in 1984 with a summer study committee composed of teachers and administrators across grade and content areas.

**Funding:** Baltimore County Public Schools funds, Conrad-Hilton grant, federal block grants

**Collaborative Partners (colleges, businesses, networks, etc.):** Maryland Writing Project

**Description of Program:** Staff development program that supports teachers and school leaders as they initiate, implement, and institutionalize WAC

**Special Features of Program:** Effectiveness of on-site staff development (see *Journal of Staff Development*, "School-Site Support in a WAC Project," Spring 1989)

**Future Plans:** To explore the relationships among WAC theory and practices and other effective instructional practices that promote and assess thinking in all disciplines

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

National Writing Project model and research

Bruce Joyce's research on coaching

Marion Mohr, et al., teacher-researcher concepts

Larry Lazotte, et al., effective schools research

ASCD materials (*Educational Leadership*, yearbooks, etc.)

**Name of School/District/Region:** Berkshire School

**Address:** Sheffield, MA 01257

**Contact Person:** Anna Romano, director, International Student Program

**Phone Number/FAX/E-mail:** (413) 229-8511, ext. 609, FAX (413) 229-3178

**Public/Private:** Private/boarding                      **Grades:** 9-12

**Enrollment:** 425

**When and How Program Began:** In 1983, TWAC began meeting on interdisciplinary issues and writing as a vehicle for learning. In 1990, the Writing Center opened.

**Funding:** TWAC funded by faculty enrichment budget; Writing Center funded by capital funds/operating funds

**Collaborative Partners (colleges, businesses, networks, etc.):** No formal alliance, only informal ones with other independent schools

**Description of Program:** TWAC voluntary membership of faculty from each discipline to discuss interdisciplinary issues and to implement WAC

**Special Features of Program:** 1984, 1987, *A Writer's Handbook* published for faculty/students; September 1990, Writing Center opened

**Future Plans:** To expand our interdisciplinary senior project and to develop/increase size/outreach of the Writing Center

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

Farrell, Pamela B. 1989. *The High School Writing Center: Establishing and Maintaining One*. Urbana, IL: National Council of Teachers of English.

**Name of School/District/Region:** Burlington Community High School, “The Write Place”

**Address:** 421 Terrace Drive, Burlington, IA 52601

**Contact Person:** James K. Upton

**Phone Number/FAX/E-mail:** (319) 753–2211

**Public/Private:** Public

**Grades:** 9–12

**Enrollment:** 1,600

**When and How Program Began:** One of the initial goals of Writing/Learning Center

**Funding:** Volunteers

**Description of Program:** Based in Writing Center with a proactive staff

**Special Features of Program:** Extra events for staff and students include study-skills night, faculty coffees.

**Future Plans:** Hope to fund with state “Excellence” money and expand awareness/use of authentic and portfolio assessment

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

*Roots in the Sawdust*

*Writing to Learn/Learning to Write*

Iowa Writing Project

**Name of School/District/Region:** Detroit Public Schools/University of Michigan Collaboration

**Address:** English Composition Board, 1025 Angell Hall, University of Michigan, Ann Arbor, MI 48109

**Contact Person:** Barbra S. Morris or George Cooper

**Phone Number/FAX/E-mail:** (313) 764-0429

**Public/Private:** Public

**Grades:** K-12

**Enrollment:** Fifteen teachers from eight schools (one elementary, two middle, five high school)

**When and How Program Began:** In 1980 Detroit Public Schools and the university cofounded it and published joint writing to learn manual.

**Funding:** Jointly/teachers' tuitions paid by Detroit schools

**Collaborative Partners (colleges, businesses, networks, etc.):** Detroit Public Schools/University of Michigan

**Description of Program:** In 1985, a collaboration between Mackenzie High School and the university began. Its success led to the course.

**Special Features of Program:** The course relies upon the continuing satisfaction of collaborative partners.

**Future Plans:** Now we are planning the course for alternate years with intermediate years used for follow-up in the schools to support the teachers.

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

Many of our ideas have grown out of discussions and an attempt to meet actual classroom needs of teachers. We have attempted to keep all parties apprised of our progress over the years, thereby helping, we hope, to create a climate for open dialogue, evaluation, and planning in the schools.

**Name of School/District/Region:** Edwards Junior High, Pickens County School District

**Address:** 1157 Madden Bridge Road, Central, SC 29630

**Contact Person:** Nancy L. Linvill

**Phone Number/FAX/E-mail:** (803) 654-1400, CUFAN NTNLNVL

**Public/Private:** Public

**Grades:** 7,8,9

**Enrollment:** 750

**When and How Program Began:** Program began when it was funded by a \$90,000 Target 2000 South Carolina grant

**Funding:** South Carolina State Department of Education and a local Rotary Club

**Collaborative Partners (colleges, businesses, networks, etc.):** Dr. Chris Peters, Clemson University education professor, consultant; an advisory committee composed of parents, teachers, and businesses

**Description of Program:** Students use Macintosh computers and HyperCard to design computerized term papers. Their projects include written information, pictures, animation, and sound. The students present these to classes in the school.

**Special Features of Program:** The program is for bright students not meeting their academic potential.

**Future Plans:** The funding will end at the end of the school year, but we hope to continue the program.



**Name of School/District/Region:** J. P. McCaskey High School, School District of Lancaster, southeastern Pennsylvania

**Address:** 445 North Reservoir Street, P.O. Box 150, Lancaster, PA 17602

**Contact Person:** Betty Beck, director, Writing Center

**Phone Number/FAX/E-mail:** (717) 291-6211, FAX (717) 396-6825

**Public/Private:** Public

**Grades:** 10-12

**Enrollment:** 1,606 from 12 countries; 45 percent white; 55 percent minority

**When and How Program Began:** In 1983 in response to low student test scores on statewide test, faculty and administration targeted writing and requested a writing center.

**Funding:** School board approved and funded the project.

**Description of Program:** A schoolwide, interdisciplinary, process-oriented program based on collaborative writing using word processing

**Special Features of Program:** A writing center with desktop publishing and two 20-PC LAN networks in adjoining classrooms

**Future Plans:** Involvement in Sizer's Coalition of Essential Schools requires performance assessment; thus, students will create exhibitions using HyperCard. Currently, a learning across the curriculum center with Millersville University as a collaborative partner supports the new tutoring program.

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

Beverly Michalak, instructor, National Writing Project at Penn State Harrisburg  
Lil Brannon, instructor, Northeastern summer seminars at Martha's Vineyard  
IBM-sponsored network training program, Atlanta.



**Name of School/District/Region:** The McCallie School

**Address:** 2850 McCallie Avenue, Chattanooga, TN 37404

**Contact Person:** Pamela B. Farrell-Childers

**Phone Number/FAX/E-mail:** (615) 493-5849, FAX (615) 629-2852

**Public/Private:** Private (day/boarding)      **Grades:** 7-12

**Enrollment:** Over 700

**When and How Program Began:** Officially began in 1990 with appointment of endowed chair of composition whose duties included the establishment of a WAC program

**Funding:** Endowment and annual endowed budget

**Collaborative Partners (colleges, businesses, networks, etc.):** All disciplines of school, Symposium for Educators (public and private schools), and University of Tennessee at Chattanooga

**Description of Program:** Based in the Writing Center, the WAC program involves all disciplines, all faculty, and all students in writing.

**Special Features of Program:** Collaborative teaching and writing workshops, faculty and student readings, guest artist program, WAC retreats

**Future Plans:** Continue WAC retreats, more writing workshops and presentations by faculty and students, continued publication including McCallie Press

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

Clark, Beverly Lyons. 1985. *Talking about Writing*. Ann Arbor: University of Michigan Press.

Farrell, Pamela B. 1989. *The High School Writing Center: Establishing and Maintaining One*. Urbana, IL: National Council of Teachers of English.

Gere, Anne Ruggles, ed. 1985. *Roots in the Sawdust*. Urbana, IL: National Council of Teachers of English.

Harris, Muriel. 1986. *Teaching One-to-One: The Writing Conference*. Urbana, IL: National Council of Teachers of English.

Young, Art, and Toby Fulwiler, eds. 1986. *Writing Across the Disciplines: Research Into Practice*. Portsmouth, NH: Boynton/Cook.

**Name of School/District/Region:** Medgar Evers College, CUNY Humanities Division, Brooklyn, NY

**Address:** Thomas Jefferson High School, Social Studies Dept., Brooklyn, NY

**Contact Person:** Brenda Greene or Lorraine Kuziw, Medgar Evers College

**Phone Number/FAX/E-mail:** (718) 270-5055, FAX (718) 270-5126

**Public/Private:** Public

**Grades:** High School-College

**Enrollment:** 350 high school students

**When and How Program Began:** Fall 1989, collaboration began between a high school administrator and a college faculty member to create a learning environment that would provide high school social studies students with language experiences to strengthen their social studies skills. It would also enable them to enhance their chances of going to college.

**Funding:** Medgar Evers College and Jefferson High School

**Collaborative Partners (colleges, businesses, networks, etc.):** Medgar Evers College and Jefferson High School

**Description of Program:** Social studies teachers participated in WAC staff development, and students from their classes attended a social studies enrichment center three times a week. While in the center, students worked with a tutor who assisted them with miniprojects that incorporated WAC.

**Special Features of Program:** Improved scores on state Regents Competency Tests, access to telecommunications, tutorial instruction, use of student study groups and learning logs

**Future Plans:** Look of funding to reinstitute the project and start similar projects at other high schools

**Name of School/District/Region:** Merrimack High School, Merrimack Schools, Merrimack, New Hampshire

**Address:** 38 McElwain Street, Merrimack, NH 03054

**Contact Person:** Rae Bruce

**Phone Number/FAX/E-mail:** (603) 424-6204, FAX (603) 424-6230

**Public/Private:** Public

**Grades:** 9-12

**Enrollment:** Approximately 1,200

**When and How Program Began:** The program began three years ago over coffee and coincided with a new emphasis on interdisciplinary work.

**Funding:** Required extra funds, worked into existing funds

**Collaborative Partners (colleges, businesses, networks, etc.):** Rodney Mansfield, science teacher; Rae Bruce, Write Room consultant

**Description of Program:** A series of writing activities designed to aid students in thinking about and learning environmental concepts

**Special Features of Program:** Writing to learn, science poems

**Future Plans:** At present, Rod's teaching assignment has been changed because of scheduling problems. Rae continues the program by collaborating with Marla Jones, who now teaches environmental science.

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

Berthoff, Ann. 1981. *The Making of Meaning*. Portsmouth, NH: Heinemann.

Fulwiler, Toby, ed. 1987. *The Journal Book*. Portsmouth, NH: Boynton/Cook.

Gere, Anne Ruggles, ed. 1985. *Roots in the Sawdust*. Urbana, IL: National Council of Teachers of English.

Worsley, Dale, and Bernadette Mayer. 1989. *The Art of Science Writing*. New York: Teachers and Writers Collaborative.

**Name of School/District/Region:** Morningside Middle School, Charleston County School District, Charleston, SC

**Address:** 1999 Singley Lane, North Charleston, SC 29405

**Contact Person:** Jeanne Sink

**Phone Number/FAX/E-mail:** (803) 745-7122, ntjsink@clust.1.clemson.edu

**Public/Private:** Public

**Grades:** 6-8

**Enrollment:** 850

**When and How Program Began:** The program began in July 1991 when we received a Target 2000 Innovation Grant from the SC State Dept.

**Funding:** SC Target 2000; REACH (Rockefeller Foundation)

**Collaborative Partners (colleges, businesses, networks, etc.):** College of Charleston, Westvaco Research, National Geographic KidsNet, Kidlink, FrEdMail.

**Description of Program:** Program uses technology as a catalyst for motivating teachers and students.

**Special Features of Program:** Students and teachers have become experts in telecomputing. For example, they were the first class in the U.S. to receive transmissions from South Africa through KIDS-92.

**Future Plans:** To continue to use technology in all content areas as an invitation to and tool for writing

**Name of School/District/Region:** Mt. Lebanon School District, Pittsburgh, PA

**Address:** 7 Horsman Drive, Pittsburgh, PA 15228

**Contact Person:** Dr. George D. Wilson

**Phone Number/FAX/E-mail:** (412) 344-2038, FAX (412) 344-2047

**Public/Private:** Public

**Grades:** K-12

**Enrollment:** 5,000

**When and How Program Began:** In 1989-90 as an aspect of a districtwide WAC program

**Funding:** None required

**Description of Program:** Collaborations between teachers in different secondary disciplines

**Special Features of Program:** Team work, cross-discipline and cross-grade-level activities, telecommunications

**Future Plans:** Increased telecommunications networking

**Name of School/District/Region:** Northern Virginia Writing Project

**Address:** George Mason University, Fairfax, VA 22030

**Contact Person:** Donald Gallehr, director; Christopher Thaiss, associate director

**Phone Number/FAX/E-mail:** (703) 993-1168, FAX (703) 993-1161

**Public/Private:** Public

**Grades:** 7 through college

**Enrollment:** 400 teacher-consultants; 250 students in in-service courses per semester

**When and How Program Began:** The Language and Learning Program of the NVWP began with WAC workshops for college and high school faculties in 1978-79.

**Funding:** School districts contract for in-service courses, and individuals pay fees for conferences. The National Writing Project and the state of Virginia matched funds.

**Collaborative Partners (colleges, businesses, networks, etc.):** George Mason University and Northern Virginia school districts

**Description of Program:** The program includes in-service courses in "Writing and Learning" for K-12 teachers, an annual full-day conference, WAC annual NVEP Summer Institute, and occasional workshops.

**Special Features of Program:** Follows NWP model of "Teachers teaching teachers"; classroom teachers coordinate in-service courses and annual conference; courses are writing/reading/speaking-intensive; emphasis on diverse language modes

**Future Plans:** NWP grant for an advanced "theory of writing and learning study group" and first "literature across the curriculum" summer institute

**Name of School/District/Region:** Philadelphia School District

**Address:** 21st Street and Parkway, Philadelphia, PA 19103

**Contact Person:** Judy Buchanan and Andrew Gelber

**Phone Number/FAX/E-mail:** (215) 299-7000

**Public/Private:** Public

**Grades:** K-12

**Enrollment:** 200,000 students

**When and How Program Began:** 1984—superintendent's reform agenda, support from area corporations, universities

**Funding:** Rockefeller Foundation (initial), School District of Philadelphia (since 1986)

**Collaborative Partners (colleges, businesses, networks, etc.):** PATHS/PRISM: The Philadelphia Partnership for Education; PhilWP (the Philadelphia Partnership Writing Project)

**Description of Program:** Systemwide, school-based focus on uses of writing to learn and teach all subjects K-12

**Special Features of Program:** Teacher-consultant program and cross-visitation opportunities; school-level and "regional" program structure

**Future Plans:** To support district focus on (a) alternative assessment and (b) shared decision-making/school-based management

**Name of School/District/Region:** Puget Sound Literature Program of the Puget Sound Writing Program

**Address:** Dept. of English, GN-30, University of Washington, Seattle, WA 98195

**Contact Person:** Mary Kollar/Linda Clifton

**Phone Number/FAX/E-mail:** (206) 543-0141, FAX (206) 685-2673

**Public/Private:** Public

**Grades:** K-University

**Enrollment:** Average 18 per class

**When and How Program Began:** 1986-87 began collaboration between Dr. Eugene Smith of PSWP and Robynn Anderson, then Lake Washington School District

**Funding:** Summer tuition and planning time as part of regular PSWP staff work funded by the English Department

**Collaborative Partners (colleges, businesses, networks, etc.):** Informal collaboration of University of Washington and, first, Lake Washington and, more recently, Northshore School District

**Description of Program:** Collaborative teaching by a K-12 teacher of literature and a university English department faculty member.

**Special Features of Program:** The K-12 teacher is hired as summer faculty in University of Washington English department. The program offers credit toward teacher placement degrees for those enrolled in the class.

**Future Plans:** We have added PSWP Shakespeare, a second collaborative class, and will explore other such possibilities focusing on other specific subject areas. We plan to look at applying for NEH support.

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

The most valuable supportive sources have been the teaching experience of the university professor and the classroom teachers from the public schools. We have extended our notion of literature to include film and art, and so have received support from art historians and film libraries.



**Name of School/District/Region:** Saluda High School

**Address:** 400 W. Butler Avenue, Saluda, SC 29138

**Contact Person:** William A. Whitfield

**Phone Number/FAX/E-mail:** (803) 445-2564

**Public/Private:** Public

**Grades:** 9-12

**Enrollment:** 560 students

**When and How Program Began:** Fall 1989 as school response to declining writing scores on state exit exam

**Funding:** Local school funds; consultant fees and in-kind services by Writing Improvement Network; \$3,000 REACH grant

**Collaborative Partners (colleges, businesses, networks, etc.):** Writing Improvement Network (USC); REACH (Clemson)

**Description of Program:** In-service training, classroom demonstrations, school planning committee, publication of student writing, schoolwide free-writing period daily, collaboration with support agencies

**Future Plans:** Continuation of existing program with ongoing review, assessment, and modifications as necessary

**Name of School/District/Region:** Shorewood High School, Shoreline School District, Seattle, Washington

**Address:** 17300 Fremont Avenue North, Seattle, WA 98133

**Contact Person:** Steve Pearse

**Phone Number/FAX/E-mail:** (206) 361-4372, FAX (206) 368-4711

**Public/Private:** Public

**Grades:** 9-12

**Enrollment:** Approximately 1,485

**When and How Program Began:** 1989, via selecting of building goals under the banner, "Success for Every Student"

**Funding:** None other than from individual teacher grants

**Collaborative Partners (colleges, businesses, networks, etc.):** None officially; ties with the Puget Sound Writing Program

**Description of Program:** A variety of integrative projects involving students more directly and personally in subject-matter learning

**Special Features of Program:** No true "program"; rather, teacher-leaders instigating change across the curriculum

**Future Plans:** To weave WAC throughout the high school, moving it beyond the teacher teams (and individuals) currently using writing as an exploration and learning tool

**Name of School/District/Region:** Tucson Unified School District (TUSD #1)

**Address:** 1010 E. 10th Street, District Headquarters, Tucson, AZ

**Contact Person:** Roger W. Shanley (high school coordinator)

**Phone Number/FAX/E-mail:** (602) 745-4740

**Public/Private:** Public

**Grades:** 9-12

**Enrollment:** 2,000 at Santa Rita High School

**When and How Program Began:** In August 1984, Pima Community College proposed a three-way partnership with local high schools and the University of Arizona.

**Funding:** The Fund for the Improvement of Post Secondary Education (FIPSE) for a three-year program

**Collaborative Partners (colleges, businesses, networks, etc.):** Pima Community College, University of Arizona, and Tucson Unified School District

**Description of Program:** The program was designed to work with WAC programs at the three levels of high school, two-year community college, and four-year university. The program emphasized both speaking and writing across the curriculum.

**Special Features of Program:** Grant allowed stipends for ten individuals from each level to participate and develop activities or units for use in the classroom. Each semester (eighteen weeks) ten new members joined. At the end of three years, over fifty high school teachers had been involved.

**Future Plans:** Continued efforts of local teachers of English organizations (without a grant) to hold workshops and make presentations

**Name of School/District/Region:** Volusia County School District

**Address:** P.O. Box 2410, Daytona Beach, FL 32115

**Contact Person:** Nana E. Hilsenbeck

**Phone Number/FAX/E-mail:** (904) 255-6475 ext.2264, FAX (904) 238-7347

**Public/Private:** Public

**Grades:** Preschool-12

**Enrollment:** 50,000 students

**When and How Program Began:** Writing across the disciplines began in 1981 with the support and vision of the assistant superintendent of instruction. Using the teachers teaching teachers model, it started from the top down and became a grassroots program.

**Funding:** District funding (no special grants)

**Collaborative Partners (colleges, businesses, networks, etc.):** University of Central Florida and also Sylvan Learning (business partner)

**Description of Program:** K-12 grade students are expected to write and keep a writing folder. All subject areas are included.

**Special Features of Program:** Teachers were trained and became the consultants for their own schools to promote WAC. Computers were introduced in 1986.

**Future Plans:** Portfolio assessment with district support for more involvement with science and social studies

**Please list any sources you have found helpful in designing, establishing, and maintaining your program:**

In-service plan, which is ongoing; district support with teachers on assignment who are continuing to assist, coach, and provide in-service; assessment that is congruent with performance (writing)