

# Northern Plains Writing Project

## Budget Request: \$30,000

**Immediate Goal:** Our goal is to strengthen the teaching of **Writing in North Dakota schools, K-16**, in all subject areas. Our first job is to again build up our network of teacher consultants across the state through attendance at our **Summer and new Summer Advanced Leadership Institutes for teachers**. Thanks to legislative support, we have begun to do this. Last summer we invited **ten (10) teachers** to participate in our newly designed online NPWP Summer Institute. To do this, we used \$8,536.50 of state dollars to pay for tuition and fees. We used \$5,489 in university provided fee waivers, and \$8,679 in federal and outside funds to pay the rest of the Summer Institute costs for the following teachers:

Nicholas Staffileno Dickinson  
Christopher Brewer Minot  
Martina Kranz (Minot)  
Madison Aiman (Ruthville)  
Robin Jaeger-Hauer Bismarck  
Jenna Johnson (Glenburn)  
Joseph Nesdahl (Minot)  
Katy Allers (Minot State University)  
Jocelyn Haman Velva  
Katy Genetsky (Towner)

This summer, many of these Summer Institute graduates, called Teacher Consultants (TCs) will attend our **new Summer Advanced Leadership Institute**. We also expect to draw another dozen teachers to our Summer Institute in Summer 21, and altogether, expect 18 teachers and teacher consultants to participate in both Institutes. We focus on the Institutes first for the following reasons:

1. Teacher Consultant word of mouth is the strongest marketing tool for NPWP.
2. Our new online format allows us to serve teachers across the state in ways we have never been able to do before.

3. The graduate credits teachers earn through NPWP lead to a Master in Education degree with a Concentration in English, should teachers choose to pursue the degree. North Dakota has long needed to increase the number of teachers with advanced degrees.

#### **Future Goals:**

The **Higher Learning Commission, the accrediting body** for institutions of higher learning throughout North Dakota, has given the state **until 2023** to ensure that all English dual credit teachers in the state possess **18 graduate credits in English** in order to teach. We can help ensure we have teachers in the field able to meet the expectation.

#### **Initiate Outreach Programming beyond the Institutes:**

In the past, we have run **College for Kids Programs, Young Writers Programs, Celebration of Language Arts Programs**, and local **Spelling Bees**. Once we have a network of perhaps 30 TCs, we can more fully engage in this kind of educational work across the state, but we need to start it now too, and intend to start with a Celebration of Language Arts Festival on the Minot State University Campus in Fall 2022.

Our request for an **increase in funding of \$5,000** for outreach is specifically intended to build educational activities such as the **Celebration of Language Arts Festival (COLA)** for students grades 8-12. Without this funding, we are unable to pay up front costs necessary for preparing for such an event. The last COLA event we ran brought over 400 students to Minot State University for a day of Language games, fun, and competitions. That meant, for example, 400 + box lunches, a dozen school buses, lots of signage, trophies, certificates, tee shirts, totes, and lots of people working according to a big plan. We charged students a fee to attend. That way, much of the funding for the event comes back to NPWP again, so that we can keep creating such events. And of note:

While students at COLA were engaged in language learning and games, their **teachers spent the day in seminars and workshops** for which they earned professional development credit.

**Robert Kibler, Director NPWP** [Robert.kibler@ndus.edu](mailto:Robert.kibler@ndus.edu)



# The Red River Valley Writing Project

## Budget Request

### Objective:

To improve the **teaching of writing** in ND schools (K-College) in all subject areas, through professional development for teachers, continuity support, and direct work with student writers through youth writing camps and programs. To ensure **quality of written communication** in a world tempted by text-speak, pointing, clicking, and swiping.

### 2019-2020 Accomplishments and Performance Measures:

- **Summer Invitational Leadership Institutes** (32 participants)  
Provides professional development to North Dakota writing teachers from K-College—led by veteran writing instructors, who demonstrate effective teaching and guide participants as they create and practice their own lessons. The past two years have also focused on improving the quality of writing instruction using online tools in virtual/remote teaching situations.
- **College, Career, and Community Writers Program (C3WP)** (37 participants)  
Improves evidence-based argument writing (and teacher assessment of that writing) in grades K-12 across North Dakota, with a current focus on Belcourt and Dunseith school districts. Preliminary data show a statistically significant impact on student writing for all 4 performance measures, in addition to improvement in college entrance exam scores.
- **Summer Writing Camps & Workshops** (46 youth participants)  
Gives North Dakota's middle- and high-schoolers a chance to learn from and work with RRVWP teacher-leaders, NDSU creative writing instructors, and college students.
- **Scholastic Art & Writing Awards** (~700 submissions)  
Offers North Dakota's youth the opportunity to enter the country's most prestigious and competitive art/writing competition, with thousands of dollars of scholarship money offered at both the state and national levels. The RRVWP, in partnership with Plains Art Museum, hosts the state ceremony each year to recognize the Award recipients. We reach all corners of the state with this program.

### Budget Request for the 2021-2022 Biennium:

In addition to the programs bulleted above, our writing project will host a National Writing Project Conference next July, and we need additional funding to make this happen. This event will bring about 200 writing project directors and teachers from around the country to Fargo. This will be a huge opportunity for local teachers to learn from writing project experts outside the Red River Valley Writing Project and the Northern Plains Writing Project.

<b>Summer Leadership Institutes</b>	\$12,000
<b>C3WP</b> (We have secured outside grants for this work)	\$ 0
<b>Teen Writing Camps &amp; Workshops</b>	\$3,000
<b>Scholastic Art &amp; Writing Awards</b>	\$9,000
<b>National Writing Project Midwest Conference</b>	\$6,000

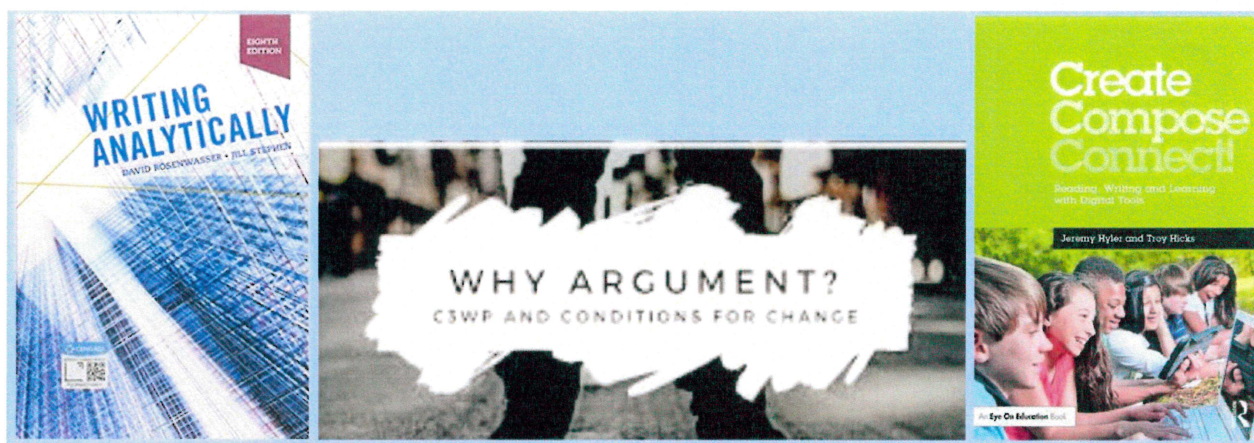
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**2020-2021 Biennium Budget**

**\$30,000**







Join us for the region's **best ELA professional development opportunity**—a Virtual Summer Leadership Institute, hosted by the Red River Valley Writing Project. The focus in 2021 will be:

1. “Engaged Virtual Learning” and “Techniques in Online Teaching,” featuring expert in digital literacy, Troy Hicks, with a guest teaching demo.
2. The long road to writing in college and careers: how can the work we do from K-College maintain a clear trajectory and shared learning objectives?
3. C3WP professional development tools for the teaching of evidence-based argumentative writing and the improved assessment of student work to determine instructional next steps.

Participants will

- prepare and share teaching demonstrations suitable for engaged online/remote learning
- participate in book discussions of Create, Compose, Connect! and Writing Analytically
- share strategies for aligning college and pre-college writing instruction
- sharpen skills in teaching argument writing through practice with C3WP instructional lessons

Teachers will earn **2 credits from NDSU** and are eligible to receive a **\$500 stipend** by participating in professional development for 30 hours (over 10 days) on May 14-15, June 14-17, and June 21-24.

Space is limited to 10 participants. We welcome teachers of all levels, K-College. Applications due Saturday, April 24th. Notification of acceptance on Sunday, May 2<sup>nd</sup>.

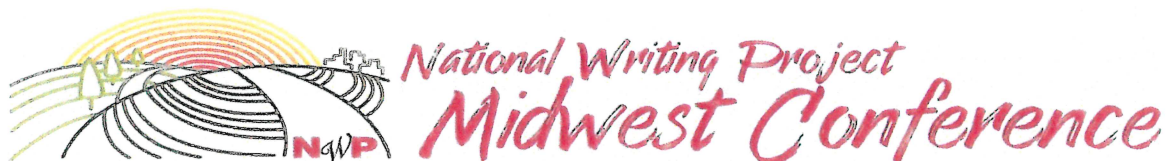
Application link: <https://forms.gle/NLnbzLvU4LJFMfBH7>

Recommendation link: <https://forms.gle/EqYfAfzvCkKy2LiCA>

The institute will be led by RRVWP teacher-leaders Benjamin Melby and Angela Hase, with a guest teaching demo by Troy Hicks of the Chippewa River Writing Project and Professor of Literacy & Technology at Central Michigan University.







# CALL FOR PROPOSALS

## 2021 (Re)Vision: Looking Backward, *Looking Forward*, Acting Now! Virtual Conference on July 30<sup>th</sup>, 2021

Join Midwest teachers and writers *virtually* in Fargo, North Dakota, the homelands of the indigenous Dakota and Ojibwe people, for the 3rd annual NWP Midwest Conference, and nurture your critical spirit with guest speaker Cornelius Minor, who believes that “[a]s educators, we know that we find much of our power in collaborative work. When our ways of seeing children, planning for them, facilitating opportunities, and reflecting on those experiences are informed by what we learn from each other, all kids benefit” (Minor, 2019, p. xiii). This year’s theme, “2021 (Re)Vision: Looking Backward, Looking Forward, Acting Now!” invites us to (re)vision the work we do (pedagogical, collaborative, community-oriented) by critically perceiving our role as educators in an increasingly “blended” and “remote” world.

As we look back on our writing project aim to provide interactive opportunities for enriching our lives through writing and writing instruction, and as we survey our present and future in a hybrid-blended-virtual-remote-hyflex-a/synchronous writing and teaching ecosystem, we must now pose the questions: How can we stay true to our personal, professional, and network goals? How do we write, work, and act remotely *together*? How do we uphold the value of writing as *conversation* in a world that tempts us (and our students) with easy clicking and consuming? How do we uphold the value of *interactive building* in a world of distanced bodies and prefabricated content? How do we insist on seeing ourselves (and guiding our students) as *active producers* and curators of knowledge? How do we not only continue to do this work, but strive to *improve* upon it?

The past summer’s Virtual Writing Marathons attest to the reality of strengthening emotional connectedness and community (and all the beautiful tensions, conflicts, harmonies, and syntheses that brings) within our “new normal”. Drawing inspiration from this work, our conference will incorporate more participatory and small group elements in order to preserve and promote the enriching act of thinking, writing, and producing together.

Our conference website will feature pre-loaded presentations within five general categories: 1. Teaching Practice, 2. Book Study, 3. Social Justice, 4. Creative Writing, and 5. Well Being. All presentations will be curated by conference organizers on the conference website and made available in early July. The conference on **July 30<sup>th</sup>** will then act as a “summit,” or opportunity to share, converse, and collaborate (in breakout rooms) with fellow writers and teachers. The conference summit will feature keynote speaker Cornelius Minor.

“Stops” in our virtual writing conference might include a pastiche of:

- Ideas and Practices
- Open questions and inquiry
- Quotations
- Links to articles/other content
- Videos/images/audio clips
- Writing prompts

Conference presenters have expansive creative liberty to design a presentation that will get people writing, thinking, sharing, conversing, and collaborating. Inspiration for creating a presentation can be taken from last summer’s [virtual writing marathon](#) and from the “teaching practice” demo on our prototype [conference website](#).



## Proposal Themes

We seek proposals of 300 words or less that attend to the theme's holistic (future-past-present) as well as its specific points of inquiry (historicizing, strategizing, praxis). Points of inquiry we urge you to consider but to which you are not limited, include:

- equity and empowering change through literacy
- student-centered approaches (empowering student voice, "survivance," trauma & grief writing, strategies for healing & redress)
- emergent teaching and learning practices
- civil/civic discourse/argument
- professional growth & development (thriving as an educator, networking, reading widely, teacher-as-learner)
- rural education
- the construction of what counts as knowledge.
- interdisciplinarity (cross-disciplinary teaching & collaboration; disciplinary transgression)
- classroom ecologies and engaged pedagogy (cultivating engaged classroom ecologies)
- geopolitics of knowledge: power, place, pedagogy
- writing process/writing as craft (the *subject* of writing/the *writer* as subject)
- site work (how to re-vision our work, making connections with community and outreach, recruiting teachers, integrating different groups of writers into site leadership)
- understanding the consequences of neoliberalism in education & environments of learning
- Issues of educational "safety" vs. "security" (to what extent do they diverge and why?)



# Earn graduate credits this summer through the Northern Plains Writing Project at Minot State

Minot State University has redesigned its graduate English program to feature an online learning platform. The online model will assist teachers working toward a master's degree or completing professional development hours.

Dr. Samuel Stinson and Dr. Dan Conn co-teach these courses in conjunction with the **2021 Northern Plains Writing Project (NPWP)**.

## THE NPWP OFFERS:

- Financial awards that cover substantial costs for six graduate credits, books, and registration fees.
- Credits can be used as part of the Master of Education program with a concentration in English. (The English concentration also qualifies teachers to teach at the university level.)
- Opportunities to convene at the North Dakota Council of Teachers of English Conference to discuss projects completed through the NPWP. (Note: This option is currently impacted by the pandemic.)
- Reimbursement up to \$100 for presenting at an in-service at your school.
- Community-building via networking and brainstorming with peers.

**For additional information, contact Dan Conn, NPWP co-director:**

Phone: 701-858-3267 (office)  
970-520-9084 (cell)

Email: [Daniel.Conn@MinotStateU.edu](mailto:Daniel.Conn@MinotStateU.edu)



## APPLICATION DEADLINE:

**May 15, 2021**

## CLASS DATES:

**June 1—July 29, 2021**

## INSTITUTES:

- Summer Institute (English 516 and 536) and Advanced Institute (English 525 and 545)
- NPWP Summer Cohort: We will plan to meet frequently during the summer as a single assembly of both institutes.

## APPLY HERE:

[MinotStateU.edu/npwp/pages/form.shtml](http://MinotStateU.edu/npwp/pages/form.shtml)





**Be seen.  
Be heard.  
Be inspired.**



# **Northern Plains Writing Project: 2021 Summer and Advanced Institutes**

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Visit our Website:

<https://www.MinotStateU.edu/nppwp/>

The Northern Plains Writing Project and the Red River Valley Writing Project are among two hundred National Writing Project sites.

The National Writing Project is a federally-funded organization. The Northern Plains Writing Project is one of the earliest sites of the National Writing Project.

