

# BLACKWATER REFLECTIONS



*Blackwater Writing Project*  
Dept. of English, Valdosta State University  
1500 N. Patterson St. Valdosta, GA 31698

## Feature Article – Rebecca Elmore

Black and White Cookies and a Virtual Dog Named Riley: The Blunt-but-Subtle Rebecca Elmore  
Shane Wilson, Valdosta State University

My first vivid memory of Rebecca is from a graduate-level class that we took together at Valdosta State University: Approaches to Critical Theory. I remember sitting in the conference room at the graduate school waiting on our sometimes present professor. A few minutes before 6:30 Rebecca walked in, hugging a teddy bear. The bear—whose name, I would discover, was Bitty Kiss—was a part of an expansive writing adventure, courtesy of ImagiNations. Teachers could apply for Bitty to come to their classrooms where their students would write all about Bitty’s adventures. This was my first look into the pedagogy of Ms. Elmore.

I’m late to our interview. I wanted to look nice so I took a shower just before heading out to Hildegard’s in downtown Valdosta. I really meant to go by Starbuck’s and pick up some Black and White cookies on the way, but I’m running too late to bother with that now. Black and White cookies—for those who don’t know—are the easiest way to suck up to Rebecca. She had them for the first time in NYC, where she also fell in love with buff guys in firemen uniforms.

I am walking up to Hildegard’s now. There’s Rebecca, finishing up lunch. Good. Maybe the Black and White cookies won’t be necessary now. I sit down and we begin to talk. We talk about her life, her education, her experience. We talk about her virtual dog, Riley, who hasn’t been fed in 21 days. But what emerges from this conversation is something much more important than education and experience. What I see—peeking out from underneath the pedagogy and the rules—is passion.

cont. p 8

### INSIDE THIS ISSUE

Member Updates	1
Feature – Rebecca Elmore	1
NWP Scoring Conference	2
Book Review	3
San Antonio	4
Write Nights	5
News from NWP	6
Looking Back	7
Party Time	8

## Member Updates

**Donalyn Garrick**, is now the ELA department head for Northeast Campus, TCHS, and on 11/17/08 was awarded an “Excellence in Teaching” award by the Tift County Foundation for Educational Excellence.

**Valerie Bennett**, (2007 Fellow) and her husband Justin had a baby boy named Athen on October 16, 2008.

**Lisa Wood**, (2006 Fellow) attended the National Scoring Conference sponsored by NWP in Chicago.

**Anetia Ports**, (2000 Fellow) is expecting her first child. She and her husband currently reside in San Antonio, where she teaches college-level English and is working on a PhD.

**Jason Fisher**, (2007 Fellow) has been accepted into the Franklin Pierce Law Center as a member of the J.D. class of 2011.

**Adam Hathaway**, (2000 Fellow and Co-Director 2001-2005 and 2007) is an assistant principal at White County High School in Cleveland, Georgia.

**Heather Flanagan Hathaway**, 2001 Fellow, is teaching science at White County High School in Cleveland, Georgia.

**Jana Williams**, East Central Technical College, edited a collection of NWP drafts entitled “Living Literacy: An Anthology for Every Educator.” A Collection of Pieces from the 2007 Professional Writing Retreat B Santa Fe: NWP, 2008.

**Jana Cook Williams**, (2002 Fellow as well as previous co-director and current legislative liaison) and husband **Michael Williams** created and edited the first edition of *The Wiregrass Reader*, the East Central Technical College literary journal. Submitted to the American Scholastic Press Association it won second place in the American Scholastic Press Association’s Annual Magazine/Newspaper Contest. Reviewers for this journal included members of BWP’s leadership team:

Diana Chartier, Donna Cook, Lindsy Elliott, Rebecca Elmore, Joel Futch, Adam Hathaway, Donna Sewell, and Jana Williams.

[Send us your news and updates!](#)

If you would like to write a feature, please contact [Diana Chartier](#).

## NWP Scoring Conference: Chicago

Lisa S. Wood, J.L. Newbern Middle School

During the last week in September, the National Writing Project hosted a scoring conference in Chicago. Privileged to have been chosen, I worried about the trip: Who would care for my two biological kids while I was gone, and who would care for the eighty sixth graders that I claim as mine through the workweek? The answer to those questions was simple: nobody. Well, that is not totally true, but nobody was going to take care of them like I do. After a lot of favors and re-arranging schedules for my children, I worked out the details and flew to Chicago for four days. Somehow, I suppressed my guilt and excitedly left for this adventure.

Immediately when I arrived, the conference began. Literally as soon as I dropped my bags, the work started. NWP officials described for us what the next three days had in store: work, eat, work, eat, sleep, and repeat. Basically, this schedule lasted the duration of the conference. However, time for sightseeing and exploring the city occurred every day after 5:00, between eat and sleep. But I am getting ahead of myself. Let me back up a minute.

Eighty teachers from across the United States gathered to read and score middle school writing samples. Originally, we thought the primary goal of the conference was to accurately score as many student-writing tests as possible. We were trained in our individual groups for eight to ten hours; training time depended on how quickly the group scored papers in accordance with the experts' assessment of the papers. This proved to be a daunting and draining task. How many English teachers do you know that agree on content and voice in a variety of papers on varying subjects? Yeah, it proved to be a long training session.

NWP divided us into six separate groups and provided specific instructions for each group. Using a rubric, each group addressed a different written component for each student's written work. For instance, one group focused on voice. Those teachers had to read the student writing and determine if a clear voice was demonstrated throughout the writing piece. Another group tackled conventions, looking at the student's abilities in spelling, punctuation, vocabulary, and other various grammatical elements.

Lucky me, I placed into the unique group: we examined all six components and assigned a holistic score to each writing piece. Thus, my group worked five times as hard as the other groups. Believe me, I am not whining; I agreed to attend this conference to work, and that is exactly what I did for four days straight (with entertainment at night). We had to read each text for comprehension, voice, grammar/conventions, stance, and format and then assign a holistic score. I learned a tremendous amount from being in the "special group." At the closing of the conference on a Saturday afternoon, we gathered in the large, frigid dining area of the hotel. It was here that we learned that the conference's intent was research based: their goal was to compare holistic scoring to individual domain scoring and see which proves to be the most effective in determining students' scores for writing. I am eagerly awaiting the results of the conference. I sincerely believe that holistic scoring is the more effective method of evaluating writing and I hope the research will prove it.

Since I have been teaching middle school for six of the eight years that I have been an educator, I was pleased to know that my personal style of grading student writing matched fairly well with that of my group. I have always critiqued my students' writing holistically, and I believe this approach has helped me maintain enthusiasm for teaching and especially teaching writing. Some of the most enjoyable moments I had during the conference involved discussing at length the strengths and weaknesses within the written samples. It was particularly interesting for me to have first hand knowledge of how many students struggle with the same concepts that my students struggle with. The use of their, there, and they're is misused repeatedly, a lot is written together constantly, and lack of details is a constant problem. On the other hand, I was pleasantly surprised to hear many stylistic voices within the writing samples. As many of you will agree, conventions

## Book Review

An exciting addition to our newsletters is the addition of member-submitted book reviews. Do you have a favorite professional book you would like to see included? Submit reviews through [Donna Sewell](#) or [Diana Chartier](#)

Lana McFather, Lanier High School

Topping, D. H. and Hoffman, S. J. *Getting Grammar: 150 Ways to Teach an Old Subject*. Portsmouth: Heinemann, 2006.

Teachers who are looking for new and exciting ways to teach grammar will want to add *Getting Grammar: 150 Ways to Teach an Old Subject* for their libraries. This book is full of innovative ways to teach grammar to students of all ages. It is an easy read and is organized in a user-friendly way. The book begins with a description of the “grammar wars,” explaining both sides of the issue of whether to teach grammar at all and, if we do, how to teach it. *Getting Grammar* advocates teaching grammar in an environment that links grammar, literature, and writing. Not only does the book review basic grammar rules with teachers, but it also provides over 150 strategies for teachers to make learning grammar fun for the students.

The authors of *Getting Grammar*, Donna Hooker Topping and Sandra Josephs Hoffman, incorporate six beliefs in the teaching of grammar:

1. Teachers must make decisions based upon research on their own practices.
2. There is a place for the teaching of grammar in our practice.
3. Knowledge of grammar is important in a multilingual society.
4. Description is different from prescription.
5. Put authentic writing and reading first—in the middle—and last.
6. It’s not a question of whether to teach grammar, but how. (5-7)

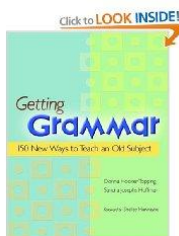
The authors strongly advocate teachers reading aloud to students daily as well as sharing their own writing with students.

*Getting Grammar* was written for new teachers and veteran teachers alike. Teachers will appreciate the basic review of the different parts of speech as well as the exciting teaching ideas that are presented in each chapter. The ideas include a variety of lessons that cover different modalities and learning styles, including music, authentic text, students’ writing, talking, games, art, and drama. Another helpful feature is a review activity for the teacher at the end of the chapter along with a chart explaining how various other languages use the part of speech in their language to help teachers of English Language Learners. The book is geared toward elementary teachers, but most activities can be adapted to older learners as well.

I thoroughly enjoyed *Getting Grammar* and plan to adapt and incorporate a lot of the activities into my own teaching. I found several activities in each chapter that I plan to use as mini-lessons. Because grammar is an extremely important part of reading and writing, this book will definitely come in handy for teachers and will help them find fun and engaging ways to educate students. It is time for teachers to move past the old grammar text and worksheets and use methods that will actually get students’ interests. *Getting Grammar* will be a very useful tool for the elementary language arts teacher as well as a huge help for the secondary language arts teacher—I highly recommend it.

[www.amazon.com](http://www.amazon.com) \$15.72

- **Paperback:** 144 pages
- **Publisher:** Heinemann (July 10, 2006)
- **Language:** English
- **ISBN-10:** 0375009430



## Narci Drossos, Valdosta High School The Meeting near the Alamo



Five colleagues from Blackwater Writing Project attended the annual meeting of the National Writing Project in San Antonio, Texas, November 19-21: Donna Sewell of Valdosta State University, Diana Chartier of Quitman Elementary School, Rebecca Elmore of Hahira Middle School, Carlyn Maddox of MacIntyre Park Middle School, and Narci Drossos of Valdosta High School. On the Wednesday we departed, the connecting flights were on time, and upon our arrival, the weather in San Antonio was a warm and sunny 70 something. Just when we thought life couldn't get any better, our taxi driver carried our luggage, knew where our hotel was, and chatted about his city like a veritable Mr. Chamber of Commerce. Did you know that San Antonio is the seventh largest city in the U. S.? After a lovely dinner on the beautiful River Walk, we hiked to the meeting venue to pick up our registration packets. A Starbucks or two down, and we were ready to turn in and begin the next day of sessions that would inform and inspire us.

As director Donna Sewell states, "The Annual Meeting provides a chance to collaborate with BWP colleagues. It is particularly valuable for offering us time and space to think about our site as well as exposing us to other models of leadership development. "She adds that Pat Fox, BWP's mentor at the National Writing Project, inspired her to plan a visioning retreat for our site, which is in the early stages of planning. One of the richest benefits of the BWP leadership team is that we are comprised of a variety of grade levels – from elementary to university – and from different public school systems in varied counties.

One point everyone agrees on is that the annual meeting affords us the chance to establish and maintain connections with each other as well as our nation-wide cohorts. In addition to benefitting from time to reflect and plan with each other, we maintain writing project friendships. Donna enjoyed a visit with Anetia Ports-Boone from the 2000 ISI. A USAF spouse, Diana reconnected with some longtime friends nearby. I enjoyed visiting with Diane Williams of the Boise State University Writing project and a middle school teacher at an expeditionary charter school. We met during the 2007 Summer Seminar on Holocaust education sponsored by the NWP's Rural Sites Network and have remained in close contact, sharing classroom strategies as well as challenges. Rebecca and I both attended Diane's presentation in one of the breakout sessions on "The Sunflower Project." So often teachers exist in their classroom bubbles, but the writing project prompts us to reach out and learn from each other. In fact, Donna and Rebecca garnered some tech advice (and a lot of laughter) during a meeting with Ben Davis from Alabama.

Some of the sessions we attended included those on the analytic writing continuum, forming school and community partnerships, Holocaust /human rights education, creating youth writing camps, and other timely topics like grant-writing. We also had a little time to celebrate the exciting prospect of over 100 possible nominees to the 2009 BWP ISI: how wonderful to have a bit of time to reflect and plan. We also found some light moments. Donna and Rebecca strolled through the Alamo and met with colleagues from other Georgia writing project sites. Rebecca savored a little shopping and even managed to laugh when she failed to observe the "caution wet paint" signs on the street and stepped (and slipped) in the bright yellow arrows marking a parking lot.

We all enjoyed the lovely river walk. The time we spent in San Antonio benefits BWP in untold ways. As Diana notes, no matter where we all come from, we have the same "universal" concerns: improving writing instruction by better preparing our teachers to teach writing. Together, we can face the challenges of high stakes testing, limited resources, and not enough time. The writing project model is professional learning at its best.

Chicago: Cont. from p 2

and usage can be taught but voice is an inner talent that must be pried out of most inexperienced writers. It was obvious that many English teachers are exposing their students to quality literature, varieties of styles and authors, and they are molding their students' voices.

This conference was rewarding and enjoyable. I met many interesting educators and writers. I attended an absolutely remarkable performance of Wicked at the Oriental Theatre. Chicago residents were all gracious and welcoming. The El Train was fun for the first twenty minutes, and then the novelty of it wore off and my germa-phobe tendencies kicked in. The John Hancock Observatory was breathtaking. Ninety-four storey's high, you get to look down upon the sixty-mile view of the city. The night-lights are amazing; it is truly the most beautiful site that I have witnessed. Of course, the conference food delighted me. Fresh bagels and strawberries with cream in the mornings, delicious coffee with every type of sweetener available (my coffee is tan colored when I finish tinkering with it), home baked cookies for snacks, fresh salad with baked chicken, cheesy, cheesy lasagna, fajitas, peach and blueberry cobblers and too many others to mention. Hey, you didn't think I would write all of this and not mention the food, did you? After all, I am a Blackwater Writing Project Fellow. Chicago offered an awesome experience, one I will always treasure for enlightening and enhancing my knowledge of students' writing and creating fond memories of a city that I will definitely visit again.

### [Write Nights](#)

**Write Nights will be at Hildegard's on Mondays from 6:30–8:00 p.m.**

**Mark these dates on your calendars and come join us.**

**January 5, 2009**

**February 2, 2009**

**March 2, 2009**

**April 13, 2009**

**Are you thinking you cannot make it to Write Night? Blog with us from home. It's easy. Go to <http://www.blogger.com> and log in. Don't have a link to the blog for BWP? Email [Donna Sewell](#) and ask to be invited.**

If you join us in person, we usually socialize and order 6:30-6:45 and start writing around 6:45. We usually write until 7:30 or so, then read each other's posts, laugh, and socialize. We always leave by 8:00.

**Check it out. A good quote may come from you and be included in the next newsletter.**

**Send newsletter submissions by the 15<sup>th</sup> of each month.**

**Think about what you are doing in your classrooms.  
Can we feature you or your work?  
Let us know what you want included in the newsletter.**

**The next newsletter will be published on March 1, 2009.**



## News from the National Writing Project

## URBAN SITES NETWORK CONFERENCE --

The Urban Sites Network invites you to Louisville, Kentucky, April 24-25, for Writing and Resiliency: Tapping the Potential of Urban Students. The gathering includes a pre-conference event sponsored by the New-Teacher Initiative, a full day of workshops, school visits, a writing marathon, and more, including keynote speaker Bonnie Benard at the Saturday plenary session. REGISTRATION DEADLINE: APRIL 10. WORKSHOP PROPOSAL DEADLINE: JANUARY 16

<http://www.nwp.org/cs/public/print/events/359>

## APPLY NOW FOR NATIONAL READING INITIATIVE ONLINE EVENT

Sites are invited to register two experienced site leaders (individuals also may apply) for an online discussion, Recruiting and Supporting Content-Area Teachers in Writing Project Sites, February 23-March 8. Site leaders who plan and facilitate summer institutes, high school professional development series, or continuity programs are invited to discuss the challenges and possibilities of inviting content-area colleagues to participate in writing project work. DEADLINE: JANUARY 20.

<http://www.nwp.org/cs/public/print/events/369>

## APPLY NOW FOR ELL RESOURCE DEVELOPMENT RETREAT --

English Language Learners Network member-sites are invited to apply to send two experienced site leaders (individuals also may apply) to the 2009 ELL Resource Development Retreat in Tahoe City, July 8-11. Experienced leaders from writing project sites will gather to craft materials that convey their sites' knowledge about programming and building leadership capacity. DEADLINE: FEBRUARY 2.

<http://www.nwp.org/cs/public/print/events/370>

## PLAN YOUR SITE'S WEB PRESENCE AT WORKING RETREAT IN DENVER --

Sites interested in considering their online presence and its relation to core work, priorities, and goals are invited to apply for Planning Your Site's Web Presence: A Working Retreat, in Denver, Colorado, May 1-3. The retreat is an opportunity to create a development plan for an existing Web presence or new one. APPLICATION DEADLINE: FEBRUARY 2.

<http://www.nwp.org/cs/public/print/events/388>

## APPLY NOW FOR TLN RESOURCE DEVELOPMENT RETREAT --

Technology Liaisons are invited to apply to send two experienced site leaders (individuals also may apply) to the 2009 TLN Resource Development Retreat in Tahoe City, July 8-11. Experienced leaders from writing project sites will gather to craft materials that convey their sites' knowledge about programming and building leadership capacity. DEADLINE: FEBRUARY 2.

<http://www.nwp.org/cs/public/print/events/374>

## TEACHER INQUIRY COMMUNITIES NETWORK INSTITUTE --

The NWP Teacher Inquiry Communities Network is hosting Inside Inquiry, a summer institute, July 29-August 1, to support writing project sites in developing and sustaining inquiry communities. Site directors are invited to apply to send pairs of teacher-leaders to this four-day event at the Babson Conference Center in Wellesley, Massachusetts. DEADLINE: FEBRUARY 2.

<http://www.nwp.org/cs/public/print/events/371>

DON'T MISS RURAL SITES NETWORK CONFERENCE IN KALAMAZOO NWP's Rural Sites Network and conference host Third Coast Writing Project invite you to Open Spaces to Small Cities: The Landscape of Rural Education, March 13-14, in Kalamazoo, Michigan, for two days of exciting events, workshops, and more. Keynote speaker Karen Vocke is author of *Where Do I Go from Here?* a book that offers ideas for creating learning environments that value inclusion and diversity with a focus on migrant students. Pre-conference events include a day-long workshop sponsored by the New-Teacher Initiative, a digital storytelling mini-institute, a school visit, a workshop with Karen Vocke and colleagues, and a writing marathon. REGISTRATION DEADLINE: FEBRUARY 18.

<http://www.nwp.org/cs/public/print/events/368>

## Looking Back: BWP's Activities for September 2007-August 2008

Donna N. Sewell

I just finished compiling the Annual Site Profile for Blackwater Writing Project (required by the National Writing Project) and wanted to share some of the results with you.

BWP had a good year. The 2008 Invitational Summer Institute attracted fifteen quality candidates (an increase of two from last year) from eight different school systems: five elementary teachers, three middle school teachers, five high school teachers, and two current teaching assistants for the VSU English Department. While most of the teachers specialized in language arts, we also had a science teacher, a special education teacher, and a technology teacher. Those fifteen teachers spent their summer writing, reading, teaching, theorizing, planning, revising, and editing. They wrote stories, poems, letters to legislators, bibliographies, memos to administrators, and grant proposals. University Relations is currently putting the final touches on the print anthology. Those will be mailed to 2008 Fellows when ready.

In addition to the Invitational Summer Institute, Blackwater Writing Project offered teachers a chance to participate in varied writing activities. We sent two teachers to Georgia Southern Writing Project's retreat to write the project grant (a thirty to sixty page document). Also, we meet monthly at a local coffee shop (Hildegard's) for Write Nights and encourage teachers who cannot attend in person to join us on our blog ([www.sgwp.blogspot.com](http://www.sgwp.blogspot.com)), which has become a treasury of fun freewrites. Four to eight teachers meet in person in week, and several more post to the blog from home. Please visit it and join us. If you need an invitation to the blog, email me ([dsewell@valdosta.edu](mailto:dsewell@valdosta.edu)), and I will take care of it.

BWP publishes this quarterly newsletter, thanks to the leadership of Diana Chartier, that we send electronically and publish to our website. The newsletters go to 128 past participants of Blackwater Writing Project. Shane Wilson, one of the 2008 Fellows and a teaching assistant for VSU's English Department, also produced a promotional video about BWP, which is available on YouTube (<http://www.youtube.com/watch?v=rhK7B8ypLoo>) and on our website. Please view it and show it to any potential applicants.

Blackwater Writing Project works to develop leadership through attendance at professional meetings and planning retreats. We took nine teachers to the NWP's Fall Meeting (Diana Chartier, Donna Cook, Narci Drossos, Rebecca Elmore, Joel Futch, Adam Hathaway, Karen Morris, Donna Sewell, and Jana Williams) in New York, our most ambitious showing yet. Three teachers (Rebecca Elmore, Joel Futch, and Jana Williams) attended the NWP Spring Meeting in Washington, DC, where they met with legislators. Those same three teachers attended the state network meeting to prep for the Washington meeting. Three teachers (Amy Brosemer, Donna Sewell, and Bobbie Warren) presented at the Georgia Council of Teachers of English conference. In addition, Bobbie Warren wrote and received a grant for a World War II interview project, in which my Honors English 1102 class is also participating.

This past year we have been focused on developing professional development in the public schools. As part of the effort, Rebecca Elmore and Donna Sewell attended the Southeast Regional Inservice Institute, a program designed to help sites maximize professional development opportunities. BWP also

cont. p. 9

cont. from p. 1

Rebecca made the switch from teaching high school to middle school in 2006. “It feels like destiny,” she says. She talks about how her eighth-grade teacher influenced her significantly, inspiring her to be a teacher. “And now, I’m teaching eighth grade.” It seems things do have a way of travelling in complete circles. She talks about how important middle school teachers are. She recognizes the “role model” factor that plays into her position. “Middle school students,” she says, “still look at teachers as people that they potentially want to be like.”

For Rebecca, teaching is much more than punctuation and grammar (surprising, I know). It’s the possibility that she could have a positive impact on those students whom she comes in contact with everyday that pushes her to find new ways to teach writing. It is this same passion that drives her involvement with the Blackwater Writing Project (BWP).

Rebecca, the newest co-director (thanks, Adam), recognizes BWP as energizing. “Every year that I go through [BWP], I feel rejuvenated.” She talks about how significant the Summer Institute is in that it helps teachers “figure out what we can do differently in our classrooms that’s maybe different from what we’re already doing.” She talks about how important the community is, saying that it is really “being able to figure [classroom] things out while hanging out with really cool people.”

That’s me she’s talking about.

They’re starting to wipe the tables down in here now. (Who knew Hildegard’s closed at 2:00 on Sundays?) Rebecca finishes her (probably) coffee and leaves. After all that I had been through with Rebecca (classes, the ISI), I thought that she was just a Grammar Nazi on a power trip. What I failed to recognize was the passion that drives her and her ability to inspire that drive in other people. In the 2008 BWP ISI, Rebecca was the director of my professional writing group, the group that I was least interested in. But she was able to keep me going, keep me focused. Her constant, subtle-but-blunt prodding kept me on task and ahead of schedule.

I can only assume that Rebecca has the same impact on her other students.



Rebecca, Bitty Bliss, and Shane

cont. from p. 7

delivered in-service to middle schools in the Valdosta City School System, offering six days of workshops as part of a grant written by Anne Marie Smith in the College of Education. Those workshops benefited nineteen teachers.

Blackwater Writing Project wants to find ways to help you reach your professional development goals. We are always looking for people to write book reviews or articles for the newsletter, which is a good way to begin moving into leadership. More people are welcome to join us for Write Night. Please stay in touch and let us know about your professional development activities.

## Let's Get Our Party On Donna N. Sewell, Valdosta State University

Come join your colleagues for food, fun, and fellowship. Given how busy weekends are in December, Blackwater Writing Project is holding our holiday party on a **Monday night (December 22)**, the first Monday night most teachers are out of school. The party **begins at 6:30 p.m.** at [Wes Sewell Photography \(303 N. Patterson St.\)](#), the only place I could get that might be big enough for all of us and allow us to bring our own food. Whatever year you participated in the Invitational Summer Institute (BWP or SGWP), you know that Writing Project people can cook. Isn't your mouth watering now remembering those breakfasts or lunches? Well, this time it's dinner.

Your family members and significant others are welcome to join us. We look forward to visiting with you and with meeting all those people we have read about in memoirs, poems, and blogposts.

Please contact [Donna Sewell](#) to let us know if you plan to attend, if anyone will be attending with you, and what dish you plan to bring. And then, let's get our party on with old friends and new ones.

NWP Cont. from p. 6

PROFESSIONAL WRITING RETREAT APPLICATION NOW ONLINE --

Applications are now available for Professional Writing Retreats A and B, to be held in Southern Arizona, July 16-19, 2009. The retreats, which will run concurrently this year, give teachers a chance to write about the profession of teaching, literacy and learning, their own practice, policy and school reform, and more. DEADLINE: MARCH 16.

<http://www.nwp.org/cs/public/print/events/373>