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Calderwood Writing Initiative at UMass Boston

Denise Patmon

University of Massachusetts Boston, Denise.Patmon@umb.edu

Carolyn Wong

University of Massachusetts Boston, carolyn.wong@umb.edu

Cedric Woods

University of Massachusetts Boston, cedric.woods@umb.edu

Elena Stone

University of Massachusetts Boston, Elena.Stone@umb.edu

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Calderwood Writing Initiative at UMass Boston

Denise Patmon - Principal Investigator, Associate Professor

Kevin Ziomek - Calderwood Program Assistant

Selected Student Tutors: Leeann Coogan, Ryan Plasko, Allen Clark, John Lin, and Benjamin DeCoste

Writing Centers

In partnership with UMass Boston, the Calderwood Writing Initiative brings trained tutors who work within Boston Public Schools to support the teaching and practice of writing.

Over the past 5 years, over

10,000 students

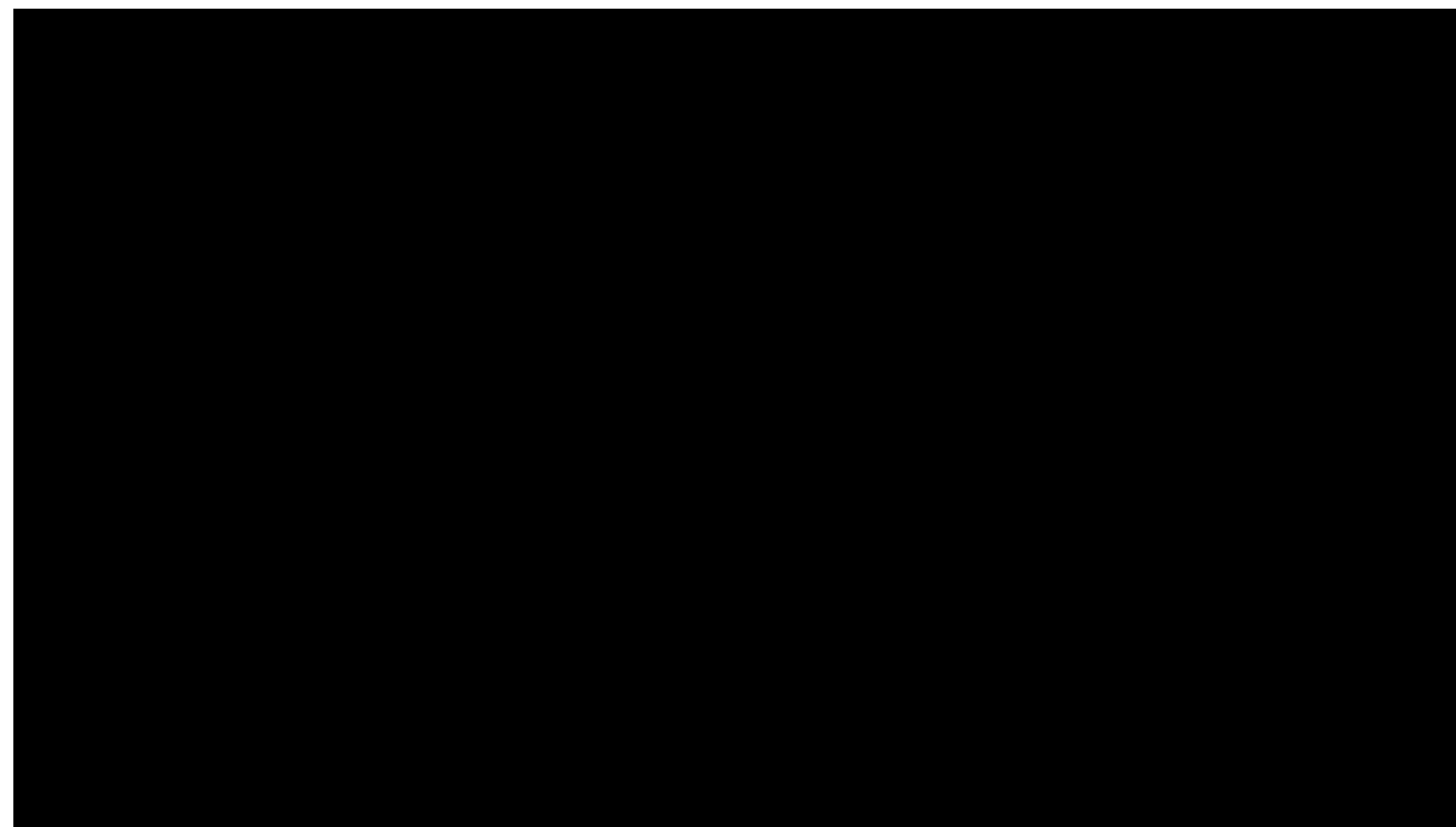
have used Calderwood Writing Centers at Another Course to College, Charlestown High School, and Snowden International School.

Partnership with BPS

Schools were selected through a competitive process that required schools to demonstrate:

- commitment to the writing center model
- how school would be an active partner
- how school would provide some of its own financial resources
- a plan for sustainability, ensuring growth and development of the writing centers

Calderwood Writing Initiative



Founded in 2003, the Calderwood Writing Initiative is dedicated to improving the teaching and practice of expository writing. In the past, the Initiative has sponsored a wide variety of experimental programs & approaches.

2015 Expansion: Based on the successes of the BPS Calderwood Writing Centers, Revere High School will partner with UMB as they develop their Nellie Mae sponsored Writing Center at the beginning of the Fall 2015 school year.

Teachers as Writers

The Teachers as Writers program admits ten teachers per year to participate in an intensive professional development experience. Teachers of all disciplines and grade levels are welcome to apply.

48 teachers

have successfully completed the Calderwood Fellowship in Writing Instruction Program, resulting in 240 graduate credits awarded.

The courses provide teachers with opportunities to study research, read composition theory, and investigate the current instructional practices and current trends in the teaching of writing to all students K-12+ from public, parochial, and independent schools in the Greater Boston area.



Calderwood Writing Initiative at UMass Boston

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Kevin Ziomek - Calderwood Program Assistant

Writing Center Coordinators: Robert Comeau - Another Course to College; Victoria (Tori) Parker - Charlestown High School

Brendan Roach - Snowden International School

Writing Centers

UMass Boston Tutors

The Calderwood Writing Initiative brings trained UMass Boston tutors to work within the schools to support the teaching and practice of writing.

Whether through one-on-one, drop-in tutoring services or working with teachers in the classroom to help students critique and respond to each others' writing, the tutors get the chance to put their own training into practice—and to pass what they've learned about successful writing practice on to a new group of learners.

Training for writing tutors includes the following topics:

- what's basic to the teaching of writing
- using a strength-based approach to working with students
- cross-cultural sensitivity
- working with students with special needs
- working with English Language Learners
- guidance in professional growth as these students enter the K-12 world as future teachers.

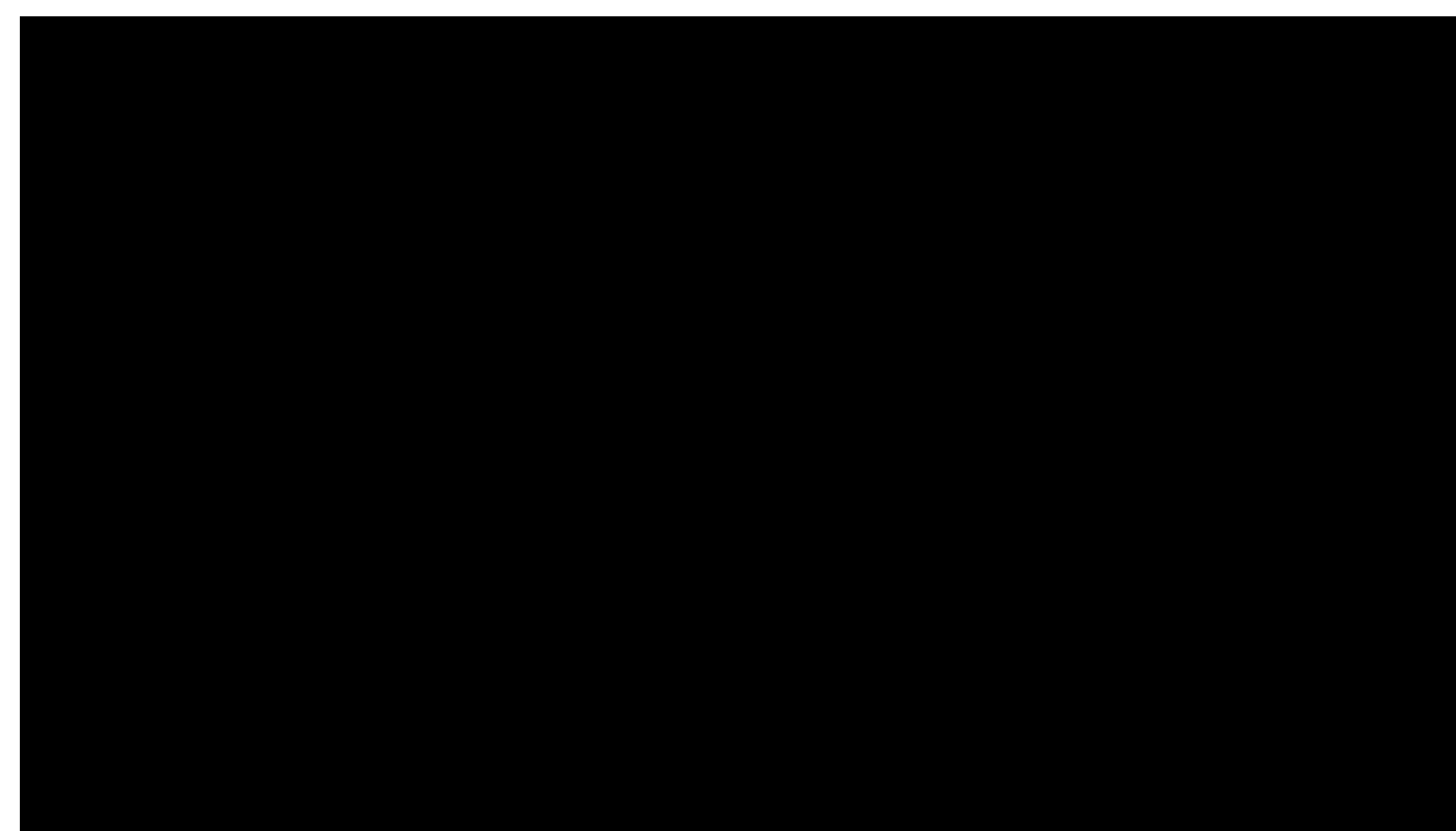
Another Course to College

Impact on Grades - This year, **grades improved by 3.75%**, with the average grade across all classes reaching **82.04%**. The number of **F's decreased by 49.5%**. Meanwhile, achievement at the top continued to improve – **A's and B's increased by 4.4%**.

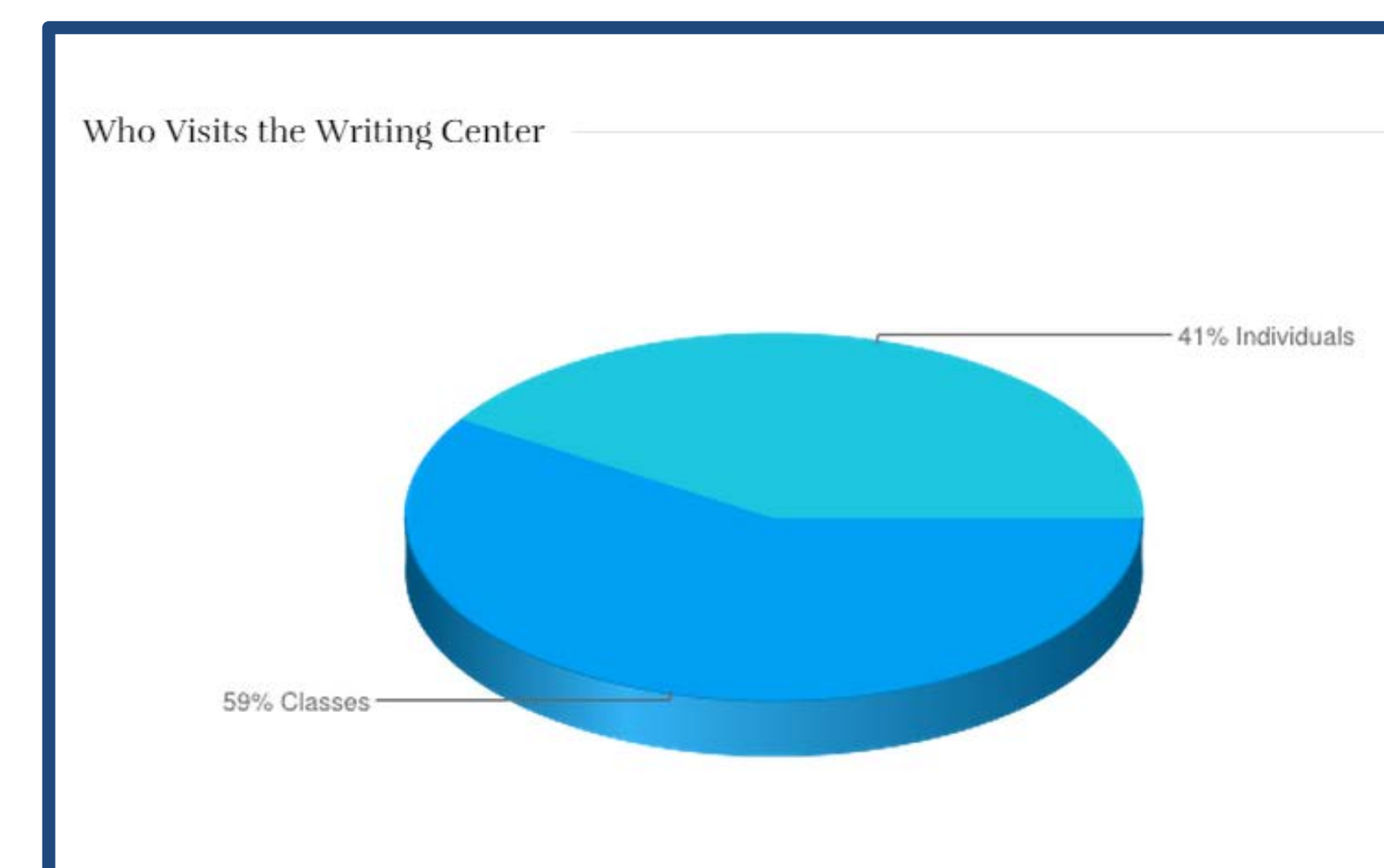
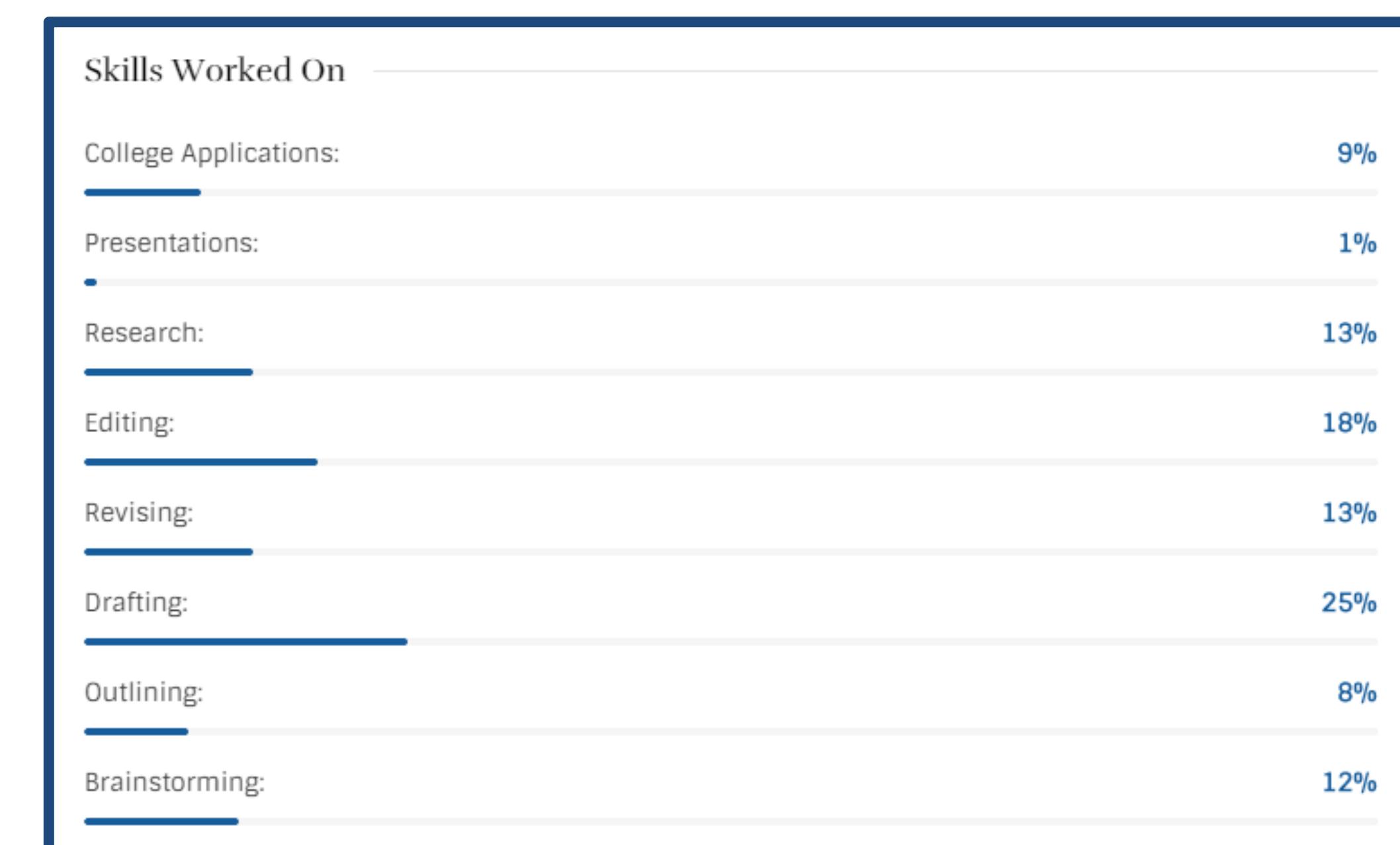
"The writing center has become a part of the everyday lives of many of the students. They've gotten to know which tutors are in on which days and have built a rapport with them. Personally, they have helped my students take their writing more seriously."

– Faculty member, Another Course to College

Snowden International School



Charlestown High School



Home



Calderwood Writing Initiative at UMass Boston

Denise Patmon – Principal Investigator, Associate Professor

Kevin Ziomek – Calderwood Program Assistant Dr. Stephen Gordon – Program Consultant

Selected Prize Winning Calderwood Writing Fellows: Gary Bechtold – Otis Elementary; Robert Comeau – Another Course to College; Cathy Chaves – St. Bridget School; Seamus Foy – Another Course to College; Crystal Haynes – Higginson/Lewis Elementary School; Bernadette Manning – Fenway High School

Teachers as Writers

The Basics

- The Teachers as Writers program admits ten teachers per year to participate in an intensive professional development experience.
- Teachers of all disciplines and grade levels are welcome to apply; what we look for is a commitment to intellectual inquiry, and a curiosity about the teaching and practice of writing.
- The program begins in July, with a weeklong seminar that challenges the teachers to read, write, and reflect on pedagogy and writing.
- In the second half of the class, participants meet monthly to discuss the progress of the research project they have devised during the summer session.
- Participants, who are known as Calderwood Fellows, receive a stipend and six graduate credits for participating in the program.

Calderwood Fellow Feedback

“The Calderwood Fellowship made a profound impact on me personally and professionally and I want more! I have missed the cohort experience, especially the level of intellectual discourse.”

- Cathy

“It was so helpful & inspiring to have you come to my classroom. Thank you for the articles, advice, positive feedback, and your wonderful energy. I feel so lucky to have the opportunity to work with you and our cohort!”

Jen

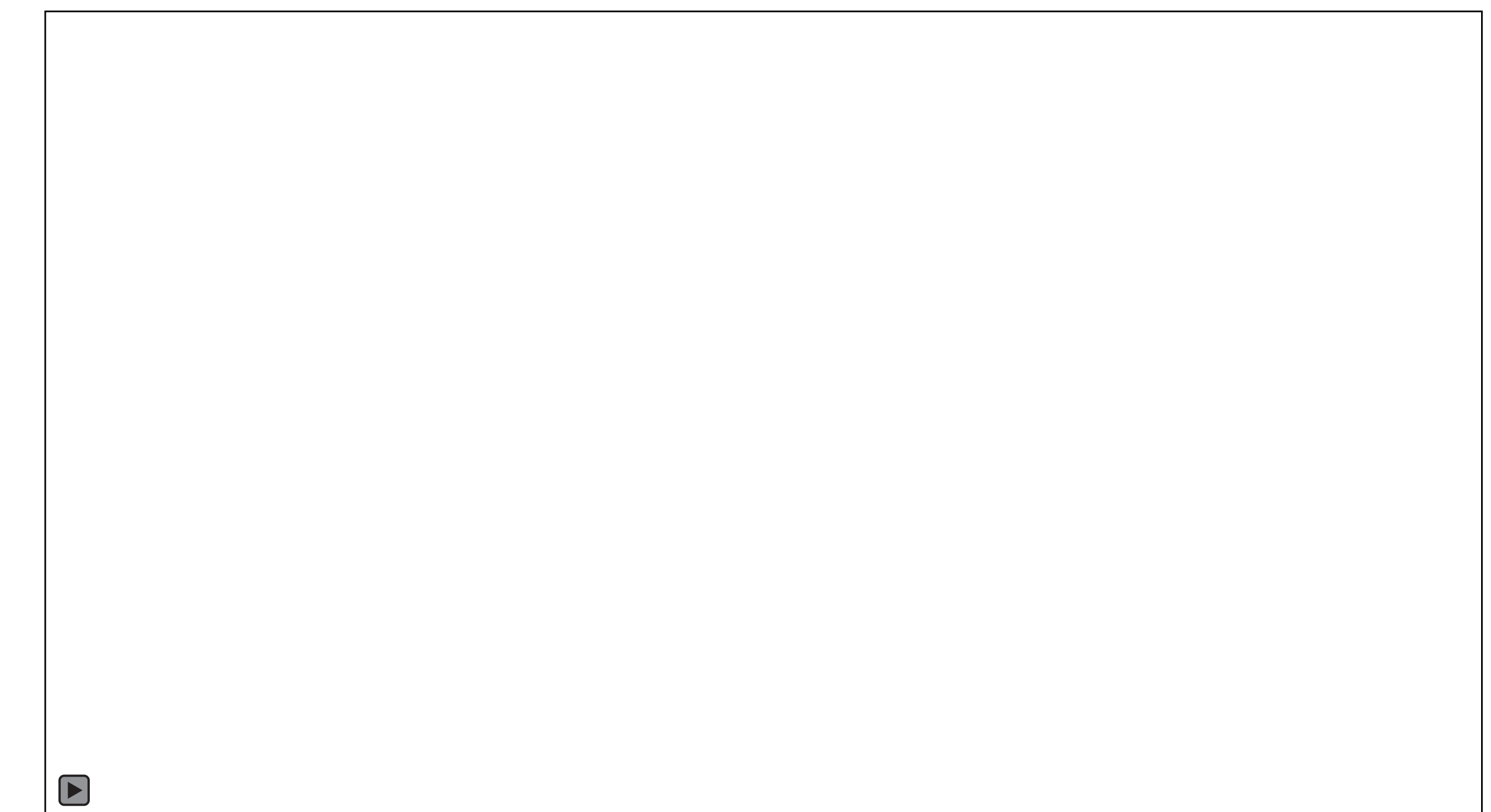
Research

Professor Patmon will present her research at the International Association for the Improvement of Mother Tongue Education (IAIMTE) Conferences for the third time this summer.

2011 - Hildesheim University, Hildesheim, Germany: “The Multiple Faces and Voices of the Heterogeneous Writing Classroom in the United States”

2013 - Universite Paris-Est Creteil, Creteil, France: Teaching Writing and Whole School Change to Teach All – U.S. Context

June 2015 - University of Southern Denmark, Odense, Denmark: The Value of Teacher Inquiry in the Teaching of Writing (K-12) - U.S. Context



Calderwood Fellows' Schools

Brookline High School, Brookline, MA
Noble & Greenough School, Dedham, MA
Boston College High School
Boston Latin School
Boston Latin Academy
Charlestown High School
Otis Elementary School

Pierce School, Brookline, MA
Boston Teachers Union Pilot School
Cambridge Rindge Latin School
River Valley Charter School
Another Course to College
Snowden International School
Hopkinton High School, Hopkinton, MA
St. Bridget School, Framingham, MA

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