NATIONAL WRITING PROJECT AT WORK
Volume 1, Number 8

Models *of* Inservice

Oklahoma's Marshall Plan: Combining Professional Development and Summer Writing Camps in Low-Income Elementary Schools

by Eileen Simmons
Oklahoma State University Writing Project

The National Writing Project at Work monograph series documents how the National Writing Project model is implemented and developed at local sites across the country. These monographs describe NWP work, which is often shared informally or in workshops through the NWP network, and offer detailed chronological accounts for sites interested in adopting and adapting the models. The programs described are inspired by the mission and vision of NWP and illustrate the local creativity and responsiveness of individual writing project sites. Written by teams of teachers and site directors—the people who create and nurture local programs—the texts reflect different voices and points of view, and bring a rich perspective to the work described. Each National Writing Project at Work monograph provides a developmental picture of the local program from the initial idea through planning, implementation, and refinement over time. The authors retell their journeys, what they achieved, how they were challenged, and how and why they succeeded.

Please see the inside back cover for more information and a list of all available titles in the NWP at Work series.

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National Writing Project
Berkeley, California

NATIONAL WRITING PROJECT

The mission of the National Writing Project is to improve the teaching of writing and improve learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

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FOREWORD

National Writing Project at Work, a series of monographs authored by teams of writing project teachers and site directors about their work, debuted in 2002 with four monographs inaugurating Volume 1: Models of Inservice. This series continues with a second set of monographs—of which this is one—concluding the volume on inservice at local NWP sites. NWP at Work began as a dissemination project with the goal of regularly producing easily accessible, well-written, and inviting documents on the extensive work of the National Writing Project. This first volume will be followed by volumes on NWP summer institutes and on sustainability and continuity of a professional community at a local writing project site.

Dissemination of learning and knowledge is a long-standing tradition within the NWP network. But typically such dissemination has been fleeting, done by word of mouth or shared in workshops. Over the past few years, teachers, site leaders, and national directors of the National Writing Project have begun more intentional and systematic documentation and dissemination of knowledge generated by NWP local site initiatives. The first volume of NWP at Work, focusing on professional development inspired by the mission and vision of the NWP, covers a wide range of teacher professional development models, including school-site writing series, starting and nurturing satellite sites, teacher-research projects, statewide reading projects, school-site coaching, and professional development designed by teachers. The monographs present models of change in the classroom, school, district, and state. They illustrate the local creativity and responsiveness of individual NWP sites. Collectively, they are an important body of teacher knowledge about the multiple forms of professional development that teachers experience as useful and respectful. They show that there are many forms of successful inservice and support the NWP belief that there is no one right way to do this work.

Professional development of teachers is a pivotal component of school reform, and teacher voices are critical for this work to be successful. In these monographs, we hear why and when teachers commit to this work, what it does for them as educators, and how it helps change their professional self-images. We learn the authors' ideas behind their designs for reform; their grassroots theories about what it takes to transform school culture, teaching, and learning; and what support they need to do this work. The monographs show how school reform happens—how in a multitude of ways, large and small, in schools across the country, teachers make it work.

Looking at this first volume of monographs we notice several trends. First, the authors are veteran teachers who bring their extensive experience in schools, their reputations as leaders, and their extensive insider knowledge of their schools, districts, and states to their work. They wield the power of their insider status, their networks, and their knowledge of the systems to effect change. Second, in the projects described in these monographs, the teachers take on new roles—roles they

have never played before—and, consequently, they take risks. The risk taking involves failures as well as successes, and a notable strength of the monographs is the honest voice in which each is written.

Third, all of the projects presented in this series have equity at their core—equity for students and for teachers. Each monograph describes work that targets a population of students and teachers not being served. Fourth, the teachers and site directors were—or learned to be—politically canny, seeking alliances, partnerships, and funding for their work. Fifth, these teachers are not always working in friendly climates. They are attempting reform with staff who have burned out or are nearing burnout, with high teacher turnover, with too many simultaneous initiatives—in short, with all the realities of current public school education, especially in urban and rural schools of poverty.

Five of the monographs describe initiatives from NWP's Project Outreach, which has an explicit goal of engaging teachers of students in poverty. The Project Outreach teacher-consultants and directors who plan these initiatives co-construct the projects with the teachers at school sites—teachers who are not necessarily NWP teacher-consultants. (While some of these teachers later attend an NWP summer institute, many cannot, but they are all the beneficiaries of NWP training.) Since these teachers design and implement their own professional development, one critical outcome is the emergence of new teacher-leaders.

We are pleased that the first volume of NWP at Work is about inservice programs. The work described will have much to add to the debate about effective professional development. In these times, when a significant percentage of teachers leave the profession after five years, these monographs document opportunities to engage teachers intellectually and feed their teaching souls. These are models of teacher learning and school improvement that keep teachers teaching.

It is with great pleasure and pride that we offer this next set of monographs in the National Writing Project at Work series. We are hopeful that teachers, site directors, policymakers, academics, and all who work in the realm of school reform will find much to think about in this series.

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INTRODUCTION

In 1996, when the Oklahoma State University Writing Project (OSUWP) was five years old, we joined Project Outreach, an initiative of the National Writing Project designed to make writing projects more relevant and accessible to teachers of low-income students. As part of our Project Outreach work, we did a site self-study,[1] which led us to explore ways of increasing the diversity of teacher-leaders at our site, in terms of both their ethnicity and the demographics of their students. Toward this end, we developed the Marshall Plan, the subject of this monograph, a professional development project for teachers at low-income schools. The project is facilitated by OSUWP teacher-consultants who collaborate with site-based teachers to do an inquiry and plan professional development before, during, and after a summer writing camp for the students at the school.

For the Marshall Plan design, we wanted to build on the strengths of our relatively young site, so we looked at two successful programs we had in place: the summer Youth Writing Project (YWP), which is a summer day camp for young writers, and our teacher professional development program. Although the Youth Writing Project was not designed as professional development, the staff—teacher-consultants from the OSUWP—often cited this summer experience as some of the best professional development in their careers. Teacher-consultants who directed or worked at the camps remember an environment in which they felt supported to take instructional risks, where they planned and reflected together, and where they had the luxury of a very small student-teacher ratio.

The Youth Writing Project is an umbrella organization for three models of summer writing projects held on the Stillwater campus of Oklahoma State University. One model consists of day camps for elementary and middle school students that typically run for five days, Monday through Friday. A second model is a weekend camp for middle school students, which begins Friday afternoon and ends on Sunday afternoon. During that time, students live in residential halls on campus. The third model, for high school students, is a weekend residential writing conference. (In this model, we use the term *conference* instead of *camp* to recognize the students' maturity and seriousness about writing.) The high school conference is a writing workshop directed by teacher-consultants. The camps and conferences are funded by registration fees. Students pay $150 for camps and conferences. The camp is staffed by two full-time teacher-consultants, along with several one-day and afternoon faculty. With twenty to twenty-two campers, the ratio is usually 3 to 1 or sometimes 4 to 1.

From the strengths of the Youth Writing Project and our teacher professional development, we created a new model. We made professional development, which is

1 Project Outreach is a three-year site development initiative that challenges participating sites to center their work on the goals of access, relevance, and diversity. In year one of the process, each participating site engages in a self-study that looks at the site in terms of the Project Outreach goals. Year two is an action year during which sites develop programs, such as the Marshall Plan, in response to the results of the self-study. During year three, Project Outreach sites begin disseminating lessons learned.

implicit in the Youth Writing Project, an explicit part of the design. We moved the writing camp from the university campus, where it is attended by white middle-class students, to urban schools. OSUWP teacher-consultants went to the schools and planned the camps with the teachers, who for the most part had no prior experience with OSUWP. We kept the student-teacher ratio low as we moved into the urban schools. (The ratio was 5 to 1 at John Marshall/Thurgood Marshall Elementary School and James Fenimore Cooper Elementary School in Tulsa. It was 10 to 1 at Pat Henry Elementary School in Lawton.)

Critical to the success of the Marshall Plan was the fact that it happens in the summer. Without the daily pressure of school business and grading, teachers can take a relaxed inquiry stance toward their experience. Teachers have time to interact, share ideas, plan together, and build a professional collegiality that continues into the school year. Teachers also have time to try new approaches and discuss them with colleagues during a debriefing time at the end of each day's session. Teacher-consultants presented writing workshops, modeled lessons, and offered advice in a relaxed setting with time to answer questions and address the specific needs of teachers and their students. The teachers got on-site support while they were teaching.

Before it had a name, our plan was implemented at John Marshall/Thurgood Marshall Elementary School in Tulsa. We took the Marshall part of the school name and named the project the Marshall Plan. This monograph goes into some detail about the pilot run of the plan at Marshall, followed by comparative information about how the model was adapted to James Fenimore Cooper Elementary School, also in Tulsa, and Pat Henry Elementary School in Lawton. Also included here is a report on what was learned from an unsuccessful attempt to implement the model in a rural setting.

Since 1992, the first year of OSUWP, I've been a teacher-consultant and have helped develop both OSUWP's professional development program and the Youth Writing Project. As a member of the Project Outreach team from 1996 to 1998, I participated in two years of planning and site self-study. (See appendix A for a description of the self-study.) Now, as the OSUWP resident editor and writer, I've volunteered to document the Marshall Plan. My participation in Project Outreach and professional development programs helped me establish an understanding of the theory that drove the Marshall Plan, while my editorship of the OSUWP newsletter gave me an overview of the activities and events at our site. To flesh out what I knew from my OSUWP experience, I interviewed key participants who developed and implemented the Marshall Plan.

OKLAHOMA'S MARSHALL PLAN: COMBINING PROFESSIONAL DEVELOPMENT AND SUMMER WRITING CAMPS IN LOW-INCOME ELEMENTARY SCHOOLS

by Eileen Simmons

THE OKLAHOMA STATE UNIVERSITY WRITING PROJECT

Oklahoma is known for the musical *Oklahoma!*, Steinbeck's novel *The Grapes of Wrath*, and the 1995 Oklahoma City bombing. As depicted in the musical and the novel, Oklahoma is primarily rural. The two major metropolitan areas, Tulsa and Oklahoma City, are nearly equidistant—about seventy miles—from the Oklahoma State University campus in Stillwater, the home of OSUWP. Tulsa is located in the northeastern part of the state, Stillwater in north-central Oklahoma, and Oklahoma City, the capital, in the center of the state. Stillwater and Oklahoma City look exactly like outsiders think Oklahoma should look—flat prairie stretching to the horizon. A working oil well graces the capitol grounds. In contrast, Tulsa, located just east of the Osage Hills, sits in an area of rugged blackjack oak, sandstone, and formerly rich oil wells. The rolling hills and trees extend into the city of Tulsa, and the terrain surprises first-time visitors to the state. The schools in the two cities have become increasingly urban as middle-class residents move to the suburbs or choose to put their children in private schools. However, Tulsa voters have bucked the national trend of nonsupport of public schools by approving three multimillion-dollar bond issues for school facilities and technology in a five-year period (1996, 1999, 2001).

At OSUWP, we are mostly white female teachers from small cities or rural areas of Oklahoma. Our site self-study forced us to admit our lack of diversity and to do something about it. We knew we weren't representative of the communities we wanted to reach, and while we worked toward our goal of recruiting more teacher-consultants of color, the Marshall Plan gave us the opportunity to reach teachers in urban schools that serve a high population of minority students. The teachers in the Marshall Plan schools are also predominantly white and female, but they teach in schools with more diverse populations than the schools of most OSUWP teacher-consultants. At Marshall Elementary, thirty-two of the thirty-three staff members are white females; Cooper Elementary's numbers are forty of forty-five. Of the fifty-one staff members at Pat Henry Elementary in Lawton, thirty-five are white females.

As the Project Outreach team began to design the Marshall Plan, we used information from interviews we'd done with urban teachers in low-income schools as part of our site self-study. We found that Tulsa teachers had clear and definite ideas of what constitutes good professional development. Good professional development, their comments said, delivers:

- answers to *their* questions, not someone else's
- immediate application to *their* classrooms
- more than one-day workshops
- follow-up meetings and networking to discuss implementation of the ideas in the workshop.

We used this information as we designed and implemented a pilot of the Marshall Plan in the first school.

THE MARSHALL PLAN—BRINGING THE PROGRAM TO MARSHALL ELEMENTARY, SUMMER 1997

The Marshall Plan began when Mary Losoncy, an OSUWP teacher-consultant and a newly retired teacher of visually impaired students at Marshall, in Tulsa, accepted the invitation of Joye Alberts and Mary Jane Fahey, then co-directors of OSUWP, to combine professional development with a writing camp for children at her school. Mary had worked in the Youth Writing Camp on the Stillwater campus and knew the opportunity a summer writing program at Marshall would present. "I was so excited that kids at Marshall would have that kind of opportunity available to them," she said, noting that because of the seventy miles separating Tulsa from Stillwater and the low income level of Marshall students' families, "there wasn't much of a chance for them to attend a camp like the one at Stillwater," which is attended by middle-class children.

Kayla Robinson, Marshall's principal, identifies Mary Losoncy as "the founding mother of the Marshall Plan." Kayla recalls that Mary was "a strong faculty leader in reading and writing. She generated interest and influenced others." Mary's presence at Marshall was a key factor in the decision to pilot the plan in her school. She was respected by her colleagues and her principal and worked well with all of them. Before her association with OSUWP, Mary had established a Young Authors Program. In the program, every student writes a book. On Young Authors Day, student authors dress as a favorite character from a children's book and read their books to an audience of teachers and students. Kayla is proud of the Young Authors Program, a tradition that continues several years after Mary's retirement and still boasts 100 percent participation from Marshall's students and teachers.

The John Marshall/Thurgood Marshall Elementary School was named after the first chief justice of the U.S. Supreme Court and later after the first African American chief justice. Somehow, though, the OSUWP professional development and writing camp model seemed more appropriately named after U.S. general George Marshall, whose plan for European reconstruction after World War II is credited with rebuilding war-torn countries. Like General Marshall's plan, the OSUWP Marshall Plan contains the assumption that outside support, in our case

improved writing and teaching practice for teachers and improved writing skills for students, will empower both students and teachers.

Marshall Elementary School is located in an area of Tulsa that previously was solidly middle class but now is low income. The school is surrounded by housing projects, including some privately owned housing that several Marshall teachers call "the worst of the worst." When Kayla Robinson arrived at Marshall in 1994, less than half of the students qualified for Title I funding. By 1999 that figure had risen to 100 percent, possibly because of the increasing number of low-income apartments near Marshall. In the 1999–2000 school year, the demographics for the 398 Marshall students were 46 percent African American, 27 percent white, 20 percent Hispanic, 6 percent Native American, and 1 percent Asian American.

Kayla Robinson and Mary Losoncy worked together to get the Marshall Plan up and running. When Mary approached Kayla with the idea, Kayla instantly recognized the possibilities for Marshall students, listened to Mary's suggestions, and followed them. As an administrator, Kayla made funds available and guided Mary through the process of submitting requisitions and warehouse orders. (See appendix B for the budget.) Freed from having to worry about funding, Mary could work with the camp staff preparing professional development for the writing camp sessions.

Selecting the Camp Staff

When selecting staff for the Youth Writing Camp became the first order of business, Mary and Kayla developed a simple application form asking applicants to explain in writing why they were applying and what strengths they would bring to the camp. Neither Mary nor Kayla was surprised by the positive response from the Marshall faculty, who they knew would welcome ideas about teaching writing. Although the first year's applicants consisted of staff members most interested in creative writing and reading, Marshall still received more applications than funding could support. To choose from among them, Kayla and Mary discussed the applications. The Youth Writing Project model, on which the Marshall Plan is based, requires teachers who have strong planning and coordination skills to implement the camps. Many of the student activities during camp are art based, requiring teachers skilled in art. Physical activities, too, are important, so a teacher who is talented in getting kids up and moving is important. Kayla and Mary sorted the applications, looking for teachers who could balance each other in art, activities, and planning strengths and who were interested in writing as enrichment.

As the principal, Kayla made the final staffing decisions. This was fine with Mary, who felt "it would have been very difficult to tell a teacher who wanted to participate that she couldn't." Kayla chose to balance strong, experienced teachers with less experienced ones. New teachers were always part of the camp staff. Once the pieces were in place, Mary became the person in charge of professional development, the daily schedule, the classes, logistics, and a myriad of other details.

Precamp Professional Development

In the first year of the Marshall Plan, the Marshall teachers gathered in June the week before the camp opened and spent several hours a day planning camp organization. As they planned and participated in the professional development offered by the OSUWP teacher-consultants, the Marshall teachers began teacher inquiry into how to meet their goals: learning better strategies for teaching writing; bringing quality writing experiences to the students; and, through those experiences, building self-esteem and instilling in students the belief that they are writers.

Early on that week, two of the OSUWP Youth Writing Project co-directors, Beverly Riggs and Annie Ortiz, worked with Mary and the Marshall teachers for a morning to help identify their questions and concerns, and they then tailored the professional development to meet the teachers' specific needs. Beverly and Annie followed this with demonstrations and then asked the Marshall teachers to practice the writing activities they would be asking their students to do during the two-week writing camp. The two Youth Writing Project co-directors also laid out the Stillwater schedule and helped modify it for the Marshall students. At the end of every day during this professional development week and during the two weeks of writing camp, new teachers and experienced teachers met to write, reflect, and regroup for the next day.

During this precamp week, Marshall teachers engaged in collaboratively planning a two-week writing camp for their students and learning together about how they could become better teachers of writing. This model, unique to Marshall, was based on the Marshall teachers' knowledge of their students, their students' needs, and the school's resources. Much of the teachers' tailoring of the model affected the camp's writing instruction and cultural activities. For example, because the Marshall teachers believed their students needed strongly scaffolded prewriting activities for a successful writing experience, they planned and provided those. In another example, because the teachers knew that many of the children had not visited a museum before, they carefully prepared them for what to expect and how to behave when a field trip took them there. But some of what the teachers built into the model had a much more practical aspect to it. At the Stillwater camp, for example, students walked to various campus spots for their field trips. At Marshall, however, the staff planned field trips to sites in Tulsa. Because the sites in Tulsa were much too far away for walking (and because the camp had funds for only one school bus trip), the teachers planned to use public transportation for some of their trips. Also, because many of the Marshall students were from low-income backgrounds, the teachers arranged for free lunch and snacks from the child nutrition program. In the end, whether talking about field trips or writing activities, the camp's activities were successful because the students' needs had been considered in the planning.

To recruit students for the writing camp, a registration form, in both English and Spanish, had been sent home with the May school calendar. Each Marshall teacher identified students who would benefit from and enjoy the camp and encouraged those students to attend. As part of the application, student appli-

cants were required to write about why they wanted to attend a writing camp. Thirty students attended the first year's camp, which ran for ten days in June. No fees were required.

A Brief Look at the Marshall Plan's Youth Writing Camp

The writing camp teachers had three goals for their students on the first day of camp: the students would begin to create their own space; they would get to know the teachers in a more relaxed context than during the school year; and they would do some writing so that they would begin to know, in Mary Losoncy's words, that they were "writing people." The students spent the first morning's minilessons making name tags and journal covers; decorating their storage boxes; and beginning a scrapbook. For the teachers themselves, the goal was to continue the professional development in teaching writing that they had begun the week before in sessions with the teacher-consultants.

A Typical Day at the Marshall Youth Writing Camp

10:00–10:15 Opening

10:15–10:45 Minilessons

10:45–11:00 Bathroom break

11:00–11:40 Students read/journal

11:40–12:00 Small-group discussion/debrief

12:00–12:30 Lunch

12:30–2:00 Afternoon project time

2:00–2:30 Author's chair and snack

2:30 Dismissal of students; debriefing, reflection, and planning for the next day for teachers

(See appendix C for the two-week schedule and activities.)

Although the Marshall Youth Writing Camp model sprang from the Youth Writing Project at the university campus at Stillwater, the fact that the version at each of the three sites was tailored to the site was key to the camp's success. For example, a standard activity for the Stillwater writing camps is a walking trip to Theta Pond, a lovely pond with ducks, geese, and swans at the south edge of the campus. The students sit at the edge of the pond and write. At Marshall, the teachers wanted to replicate the Stillwater experience and take the students to a park in Tulsa that many of the children had not visited. The Marshall walking trip took students to River Parks, an area of Tulsa along the Arkansas River, which has been developed to include jogging trails and parks with play areas and sculptures. The purpose of the trip was for students to observe people and capture those observations in their journals. The students also took along baggies to collect found objects, such as leaves and other natural items. Using this experience as a prewriting activity, students wrote in their journals when they returned to the school.

As mentioned earlier, using public transportation was another Marshall modification. The Marshall teachers decided to use the city bus for a field trip to the downtown Tulsa City-County Library, the main branch of the system. Choosing the city bus system allowed teachers to introduce students to the skill of using mass transit in Tulsa. The trip was a success. The librarian who worked with the children took them on a tour of the library. Along the way, because she was a writer herself, she talked to the students about writing. At the end of the tour, when she asked them what kind of story they wanted her to read to them, they answered, "scary." "So that's what she read," Mary recalls.

With enough money for only one school bus trip, the teachers chose as their destination the Gilcrease Museum, which contains one of the world's finest collections of art of the American West. The visit was set up as a hands-on experience: the students examined western implements, saw a frontier demonstration, tried out ancient musical instruments, and went home with a bandanna each! When they returned to Marshall, they wrote about the American West, using what they had seen and learned at the Gilcrease Museum.

Some activities, of course, are common to both camps. One activity that worked in both the Stillwater and Marshall camps was quiet time after lunch. Mary said that the students really enjoyed the time to be quiet and read or write. Another shared success is the anthology that each Youth Writing Camp produces. As at OSUWP, anthologies are essential to the Marshall Plan model. In the first year, a Marshall teacher used spare moments to enter student writing into a computer in the room. Later the staff turned these files into a group anthology, making a copy for each student and teacher to take home at the end of camp. On the last afternoon of camp, students and staff hosted Sharing Day, when students invited their parents for a final celebration and shared both their anthology writing and their camp experiences.

Over the course of the two weeks, Mary reported increasing confidence in both teachers and students—confidence that carried over into the school year. Work generated by the ideas and strategies during the writing camp was displayed in the classroom and halls. The "writing camp kids" considered themselves writers even after the camp was over and the school year began, Mary noted.

Debriefing the Marshall Plan

A few days after the camp ended, the Marshall teachers met with OSUWP teacher-consultants and directors. The purpose was to celebrate, debrief, and plan for the following year's camp. From that meeting, the teachers generated a list of considerations for the next writing camp. They listed what worked well; the three most successful strategies were author's chair, imaging to music, and the group adventure stories. (See appendix C for brief explanations of each term.) They also decided what to omit or change; for example, they needed to notify parents earlier for the Sharing Day, since only a few attended. Another concern was the walking field trip.

Teachers noted that River Parks was too dangerous because the students had to cross a busy four-lane street with few traffic lights. Once in the park, bikers made walking on the paths dangerous. The teachers decided either to omit the park visit or to change the destination to a more accessible city park within walking distance. They also listed activities they wanted to do but had run out of time to do. (See appendix D for the debriefing notes.)

The connection between Marshall and OSUWP, which began with Mary, grew stronger throughout the implementation of the Marshall Plan. Joye Alberts, OSUWP co-director at that time, had been present at the faculty meeting when Mary first presented the idea and talked about the chance to replicate the Youth Writing Project at Marshall Elementary. Joye also had attended a May 1997 planning meeting after the staff had been selected to discuss camp logistics, and she was part of the final debriefing celebration dinner after the camp was over. This connection continued through successive writing camps. The third year, in addition to teacher-consultants conducting the precamp professional development, the camp experience also included Mary Jane Fahey, OSUWP co-director, who became teacher-in-residence for a day. She planned with the camp staff one morning and taught with them one day.

"It was a good experience to do that," Mary said. "We need to see good teachers teach."

What Worked at Marshall

Several things worked well in the case of the Marshall Plan. First, the professional development was based on what the teachers said they needed and wanted; it was driven by site concerns. Second, the professional development in this setting was inquiry driven. The big question for the Marshall teachers was whether the same teaching strategies that work with middle-class children would work with the low-income children at Marshall. Their answer was yes, with some changes made specifically for more encouragement and scaffolding for the writing experiences. Third, teachers experimented with new teaching strategies and worked with smaller groups of children away from the pressures of testing and curriculum.

Fourth, the teachers collaborated in planning, observed each other teach, and debriefed together at the end of the day. About this aspect of the professional development, Mary said, "From a teacher's perspective, it was wonderful, not only to plan together, but since (depending on the year) the groups were in one or two rooms, to see each other teach. Usually teachers are isolated in their own rooms, and it was good to see how everyone else taught. We were picking not only the consultants' brains but each other's for good ideas and practices." One element of the teacher professional development that wasn't realized was daily teacher journals. The camp staff talked about writing in a journal as part of their daily debriefing, but Mary was the only one who actually kept a journal. "I wish [everyone] had," she said. "It would be valuable information."

Results for Teachers and Students

The model described above continued for three summers (1997, 1998, 1999) at Marshall and was adapted when Marshall converted to a year-round school in 2000. For the year-round schools, the traditional calendar has been adapted so that students attend classes for nine-week periods with two- to three-week intersessions. The calendar begins earlier than the traditional school calendar and ends later. Kayla's enthusiasm for the writing camp continued too. "Teachers teaching and learning together is empowering," she said. "Teachers . . . find success in close professional relationships just as children find success when they have a close relationship with their teachers. We are doing the same thing we do with children by using the teachers-teaching-teachers model of professional development. We are making learning continuous, collegial, and collaborative. It is a process, not an event. Teachers and children find success."

About the effect of the writing camp on test scores, Kayla said, "For the past three years [1998–2000], 91 to 100 percent of our fifth-graders have achieved a satisfactory score on the state mandated writing test. This isn't because they all went to writing camp or their teachers went to writing camp. This is happening because writing camp made writing a priority at Marshall, and lots of children discovered they could be successful and have a lot of fun. The fun and success have been contagious. For the past two years [1999–2000], over 80 percent of our fifth-graders have achieved a satisfactory or higher score on the reading test also. The success carries over to other areas."

TAKING THE MARSHALL PLAN TO COOPER ELEMENTARY SCHOOL, SUMMER 1998

James Fenimore Cooper Elementary School on Tulsa's east side learned about the Marshall Plan through the OSUWP and implemented it the following year. East Tulsa is the most culturally diverse section of the city, home to a large Asian community and a growing Hispanic community. The neighborhoods are made up of apartments, low-income housing, and some middle-class, lower-middle-class, and working-class homes. Cooper serves four low-income apartment complexes, and more than 50 percent of the students come from single-parent homes. Most parents have a high school education or less.

At Cooper Elementary during the 2000–2001 school year, of the 666 students, 52 percent were white, 21 percent were African American, 13 percent were Hispanic, 10 percent were Native American, and 5 percent were Asian. Fifty-three percent of Cooper's students were on the free- and reduced-lunch program, and the mobility rate (the rate at which students transfer into Cooper and/or out of it to other schools) is 27 percent.

Professional development at Cooper Elementary followed the Marshall Plan model. However, the student curriculum differed; each year, the writers' camp had a specific focus. The first camp, in 1998, funded by a Tulsa Public Schools Professional Development Grant, focused on art and writing. The 1999 camp, funded by a National Writing Project grant, shifted to entrepreneurship. In this camp, called Camp Enterprise, the students created Cooperstown, a community complete with a mall, bank, newspaper, television station, and post office. No funding was available during 2000 and 2001, but Camp Enterprise II was held the last week of May and the first week of June 2002, funded by Title I.

The adaptation of the Marshall Plan at Cooper was a natural extension of an ongoing relationship between OSUWP and Cooper. For three years prior to the Cooper writing camp, Cooper teachers had attended several series of after-school workshops led by OSUWP teacher-consultants. The site had supported faculty study groups during which teachers read and discussed professional literature. Writing was valued at Cooper, and the staff included two OSUWP teacher-consultants, Mary Jane Fahey, longtime OSUWP co-director, who was instrumental in founding the Marshall Plan, and Pat Mumford, a strong teacher-leader. Principal Janet Bassett, also a supporter of OSUWP, attended the summer institute in 2000. As was the case at Marshall, planning, developing and implementing the camps became the focus of teacher inquiry as the Cooper teachers reflected on the "wonderings" they chose to explore during their camps.

The Cooper Principal Reflects on the Marshall Plan at Her School

In an interview on the Marshall Plan, Janet Bassett reflected on both the success at the summer camp and the long-term effects for the school and children. First, she noted that the power of the model lies in its immediacy and its nonthreatening environment. "The fact that teachers can immediately implement what they learned through professional development is a strong point of the model. This model allows teachers to get quick feedback as to whether something will be effective or worthwhile to pursue in a regular classroom. Having such a small, intimate group of children allows for bonding and sharing at a different level. The staff and students are more relaxed in this setting since it's summer and very casual."

She continued, "The setting is nonthreatening—no grades, no large number of students. Teachers are willing to risk new ideas, to step over the lines, to think outside the box. They have others to back them up, to say 'Try it this way. . . . This worked. . . . This didn't.' The debriefing and reflection were important, and so was the assistance throughout the day."

From an administrator's point of view, Janet noted the teacher leadership and faculty camaraderie that developed as a result of the Marshall model. As the teachers worked together that summer, they began to develop collaborative projects for the school year.

"I was most impressed by the outstanding leadership that each teacher demonstrated during the camps," she said. "Although the director [teacher-consultant Mary Jane Fahey] was the overseer of the camp, all staff involved worked together to provide a quality experience for the students and each other.

"New staff members were added the second year because of the excitement shared by previous staff members," Janet added. "Ideas from writing camp teachers are regularly shared with teachers who did not participate."

In short, from the principal's perspective, the school, the teachers, and the students all benefited in multiple ways, both immediately and in the long term, from the summer camp.

PAT HENRY ELEMENTARY SCHOOL, LAWTON, SUMMER 2000

In Lawton, located three hours southwest of Tulsa, the Marshall Plan was one aspect of a much larger plan. Pat Henry Elementary, named after a Lawton woman who was a national Parent-Teacher Association (PTA) president, was designated a low-performing school by the state and qualified for a three-year federal Comprehensive School Reform Demonstration (CSRD) grant.[2]

Situated on the western Oklahoma prairie, Lawton is a military town, home to Fort Sill and the U.S. Army Field Artillery Center and School. Among other things for which Lawton is known, the Apache Indian chief Geronimo is buried on the base, where he died in 1909 after being held for years as a prisoner. Also here are the Museum of the Great Plains, which highlights the natural and cultural history of the Great Plains; the Wichita Mountain Wildlife Refuge, which covers nearly 60,000 acres of granite mountains, oak forests, and mixed-grass prairie; and, finally, Cameron University, a private university. Lawton is the kind of city in which you see businessmen wearing cowboy boots and local farmers having coffee at a local restaurant. Because of the military influence, it is culturally diverse and politically conservative. The demographics for Pat Henry Elementary's 636 students are: 42.6 percent white, 32.5 percent African American, 12.1 percent Hispanic, 9 percent Native American, and 2.2 percent Asian.

Lillian Johnson, an Oklahoma Writing Project teacher-consultant from the University of Oklahoma in Norman and a retired Pat Henry teacher, had returned to the school part-time to work in the writing lab and to help develop a proposal for the CSRD grant. Searching the CSRD website, she discovered that the National Writing Project was a designated CSRD support provider. Lillian remembers, "I went to Lisa [Robinson, the principal] and said, 'This is it. This is what we need to do.'" Lisa Robinson listened and accepted Lillian's recommendation for enlisting the National Writing Project as the CSRD provider.

2 The Comprehensive School Reform Demonstration program offered grants to assist qualifying schools in implementing whole-school reform. States provided competitive grants to school districts on behalf of specific schools. Schools such as Pat Henry Elementary applied for funding to use assistance from outside partners experienced in whole-school change, including the National Writing Project, to adopt comprehensive reforms to help students reach high standards.

The co-directors of the two NWP sites in Oklahoma—Oklahoma Writing Project at the University of Oklahoma and OSUWP—met and worked out the logistics of providing services through the CSRD grant. Mary Jane Fahey, OSUWP co-director, worked with the Pat Henry faculty to implement the grant. The CSRD plan they designed included a week of workshops before school started, writing-teachers-in-residence, a professional library, and a half day of professional development four days a month throughout the year. The teacher-consultants rotated through the school year, a kindergarten teacher working as a writing-teacher-in-residence one week, another in a third grade room the next week, and so on.

The writing camp idea was introduced to the Pat Henry Elementary teachers by Pat Mumford and Mary Jane Fahey during a debriefing period after the two teacher-consultants had finished a day as writing-teacher-in-residence. "We had planned to talk about the camps, so we took our scrapbook about the Cooper camp with us," Pat said. "Camps weren't in the original plans for the grant. It was one of those things that evolved as we worked with the Pat Henry teachers." They liked the idea and wanted to try it. Their camp, held during the summer of 2000, came after a full year of working with writing project teacher-consultants through the CSRD grant. The teacher inquiry for the Pat Henry teachers was discovering how the strategies they had learned during the first year of the grant would work with their students.

An Administrator Reflects on the Plan at Pat Henry Elementary School

"From the first year of OSUWP inservice through the CSRD grant," Principal Lisa Robinson said, "the Pat Henry teachers were interested in finding a vehicle for testing ideas." The Youth Writing Camp became one of the vehicles. The first year the camp, which was funded by various creative combinations of CSRD money and district support, was open only to Pat Henry Elementary students. The second year, however, Lisa persuaded the district to include the writing camp as a summer enrichment program. That opened it up to all Lawton students, each of whom paid $12 to attend. Participating teachers were paid for teaching summer school with a combination of grant money and district money. In 2002 the camp was again limited to Pat Henry students and was funded through the CSRD grant.

To encourage their leadership development, Lisa left the administration of the sessions to the teachers. "Teachers took charge and were in charge," she reported. "Most of them don't have any idea about the administrative side of education, [so] the experience gave them a new appreciation for my job and an opportunity to develop leadership skills."

In reflecting on the camp at Pat Henry Elementary, Lisa spoke at length about how the plan had benefited teachers both as classroom practitioners and as school leaders. "The lab school setting was the whole point. The kids will get something out of it, but it's for the teachers. . . . After participating in the summer, teachers are more confident and willing to try new things," she said. "The lab setting liberated

and freed them, gave them an I-can-do-it attitude. They had no curricular restraints, no state standards; they were totally free. They worked one-on-one with the kids, saw their successes, and reflected afterward."

WELEETKA PUBLIC SCHOOLS, WELEETKA, OKLAHOMA

After looking at three successful versions of the Marshall Plan, we now look at a version that didn't get beyond the planning stages because it lacked what we now know are some key preconditions for a successful Marshall Plan. In this fourth case, a member of the Project Outreach team suggested her school in Weleetka as a potential site to host the Marshall Plan. Indeed, Weleetka reflected the concerns of Project Outreach—a significant minority population in a high-poverty area with a teacher corps that has limited access to professional development.

Weleetka, which means "running water" in the Muscogee-Creek Indian language, is located sixty-eight miles south and west of Tulsa. The town and surrounding district have a population of 2,352, whose 466 children attend the three schools—elementary, middle, and high school. The 1997 average per capita income was $13,295 for Okfuskee County, where Weleetka is located. All buildings, including that housing the federally funded Head Start program, are located on the same campus. Demographics for the schools are: 54 percent white, 39 percent Native American, 6 percent African American, and 1 percent Hispanic. The free- or reduced-lunch rate is 77.2 percent.

"Our plan sounded good on paper: meet with on-site teachers to determine their needs and concerns, provide a day or more of inservice, set up opportunities for teacher-consultants to model techniques as they 'team taught' in on-site teachers' classrooms, then collaboratively plan a summer writing camp for Weleetka students—all within nine months," Debby Yarbrough, OSUWP Project Outreach site coordinator, said.

"In retrospect, we underestimated the importance of having an established relationship with a school district and its teachers. Also, we had only one teacher-consultant in that district, and when health problems prevented her from taking an active role in the project, we had no one else familiar with the district and the community who could assume responsibility," Debby said. She added that with no one to pick up the work, the Marshall Plan didn't happen in Weleetka. "We need to think about how to support work in an area where there is just one teacher-consultant. Relationships take time. Sometimes it's better to think small, take small steps."

WHAT WORKED

Our experiences with the Marshall Plan model and its various adaptations have helped us identify ingredients that need to be in place for the Marshall Plan to succeed:

- **An established relationship with the site.** In all three successful schools, teacher-consultants played an insider role in bringing the plan to the site and implementing it. Successful teacher-consultant insiders were strong teacher-leaders, respected by their colleagues and their principals—teachers to whom others turned for professional advice.
- **A supportive principal who has confidence in her faculty**. None of the three principals directed the professional development or writing camp experiences. They worked to provide funding, often finding creative ways of funding the camps. Not having to worry about funding left the teachers free to work with the camp staff to plan and implement the sessions. Teacher-consultants were professional development and camp directors in all three of the successful Marshall Plan schools.
- **Collaboration among OSUWP teacher-consultants and the site-based teachers in the planning.** Our Project Outreach interviews told us that teachers want their questions and concerns addressed. The professional development sessions were designed specifically *by and for teachers at that school at that time*.
- **A school culture in which writing is valued.** At Marshall and Cooper Elementary Schools, writing was an integral part of the school culture before the implementation of the Marshall Plan. At Pat Henry Elementary, the presence of Lillian Johnson on the staff showed the beginnings of a writing culture, which flourished as teachers worked with the OSUWP teacher-consultants on the CSRD grant. The Marshall Plan works for teachers who may not be comfortable teaching writing but who want to improve their practice in teaching writing.

All three principals valued the inquiry stance of the model. It was the inquiry culture that led to immediate impact on teacher practice. Working together without pressure, away from the concerns of large classes, grades, and the daily business of school, the teachers felt comfortable taking instructional risks. They built professional supportive communities that encouraged risk taking. If a teaching strategy didn't work, a colleague could listen and make suggestions. The principals also reported increased teacher leadership. Kayla Robinson at Marshall and Janet Bassett at Cooper reported increased collegiality among their teachers, as evidenced by more cross-grade communication. Lisa Robinson at Pat Henry reported a learning community that included not only the teachers and students but also parents and even the building custodian. While the parents were invited and encouraged to write during the end-of-camp celebration, to everyone's delight, the school custodian also began writing poetry to display along with the student poetry.

Teachers took the strategies they learned back to their classrooms during the academic year. Of the long-term effects at Cooper, Janet said, "Writing is more integrated into all subject areas; teachers network more readily across grade levels and share writing ideas among themselves. Personal relationships were deepened during the camp experience, and there's a higher interest in professional development related to writing."

In short, the principals reported that the learning communities not only were successful during the summer camp but also made a permanent impact on teaching and learning in the years following the camps.

THE CHALLENGES

Pat Mumford, who has directed or co-directed the Cooper Youth Writing Camps and worked with Mary Jane Fahey on the Pat Henry CSRD grant, sums up the challenges felt by the Marshall Plan schools:

- Helping teachers understand the concept of professional development through the inquiry model. In this model, the major emphasis is on teachers learning through inquiry and then applying the learning. Teachers learn to understand the "why" behind the activities they design for students.
- Maintaining small numbers of students and teachers, usually four students per teacher and fewer than ten teachers. The purpose of the professional development is to work on teaching skills and reflective teaching, which is not possible when teachers have to worry about managing large groups of students.
- Helping teacher-consultants develop coaching and mentoring skills. Teacher-consultants must be sensitive to the fact that they are working with teachers who are not familiar with the writing project. Teacher-consultants model teaching strategies and encourage teachers to try activities such as quickwrites, sharing, and author's chair, while learning a pedagogical stance and perhaps new theories about teaching writing.

Some further advice:

- Marshall Plan schools need to have at least one teacher-consultant present in order to hold a writing camp. And if only one teacher-consultant is present, that person will need assistance from other teacher-consultants who are experienced in directing camps. Teacher-consultants are essential in modeling writing project skills and in knowing how to keep the teachers focused on the pedagogical basis for teaching strategies.
- The Marshall Plan needs a full-time director who does not work with a group of students. One person needs to be free to take care of daily busi-

ness such as making lunches for kids who forgot theirs, calling parents of children who become ill, greeting dignitaries who come to visit, and taking care of daily paperwork.

A FINAL WORD ON THE MARSHALL PLAN AND THE OKLAHOMA STATE UNIVERSITY WRITING PROJECT

One goal of our Project Outreach work was to diversify the OSUWP teacher-consultants; another was to reach out to teachers in low-performing schools. We have had some minor success with and continue to work on the first goal, and we have had greater success with the second.

The 2000 OSUWP Summer Institute was moved from the Stillwater campus to the Tulsa campus as a way of meeting our goal of attracting a more diverse teacher-consultant base. More males and more teachers of color attended that summer institute than any other before or since. The 2004 OSUWP Summer Institute will again be held at the Tulsa campus, and we are hoping it once again will help us build a more diverse teacher-consultant base.

The connection between working at a camp and then attending a summer institute is tenuous. At Cooper, three teachers and the principal have attended the summer institute since the writing camps began, bringing the total number of teacher-consultants on the faculty to five. (One Cooper teacher-consultant has since transferred to another school.) Marshall Elementary, however, where the model began, has had no teacher-consultants since Mary Losoncy's retirement. This in itself is a challenge to the site, since the schedules of the Tulsa year-round schools, of which Marshall is one, conflict with the OSUWP Summer Institute. No Pat Henry teachers attended the 2002 summer institute. Two Cooper faculty members, one an African American male, did attend the 2000 summer institute on the OSU-Tulsa campus. Therefore, although OSUWP is still primarily white and female, the camp outreach has been to urban teachers, and many have benefited from the summer professional development at their schools.

Overall, the Marshall Plan has been an extremely successful outreach program for the OSUWP. Since 1997, our teacher-consultants have directed or been involved in eight professional development and writing camps in urban areas, a significant outreach for a site whose teacher-consultants are primarily white, female, small-town teachers. We are gradually becoming more diverse in ethnic background and in gender. The power of this inquiry model, as all three principals noted, lies in what the teachers learn in a short period of time in a nonpressured situation and in the community of teacher-learners it builds. The teachers of that small community in turn bring their experience to the larger community within their buildings. It is the proven National Writing Project model: teachers teaching teachers.

APPENDIX A: OKLAHOMA STATE UNIVERSITY WRITING PROJECT PROJECT OUTREACH SITE SELF-STUDY

The discovery phase of Project Outreach was exciting for the site. Because we were a young site, we had a lot to learn about ourselves. Through the process of self-study and interviewing teachers, we gathered information that shaped our site philosophy and is still guiding our work today.

The goals of Project Outreach are:

- to increase the number of teachers of low-income youth participating in sustained professional development at writing project sites
- to increase the quality of services provided by writing project sites by improving the professional development they offer and by making what they offer more relevant to teachers in low-income communities
- to increase the quality of programs conducted by writing project sites by increasing the racial, ethnic, and linguistic diversity in project leadership so that teacher knowledge can more closely reflect the cultural and ethnic diversity of the local community.

The Oklahoma State University Writing Project (OSUWP) goal, developed as a result of our participation in Project Outreach, is to increase our diversity by reaching more male, urban, and high school teachers as well as more teachers of color. Under the terms of the grant from Project Outreach, OSUWP assembled a leadership team to assess the site's strengths and challenges in regard to the Project Outreach objectives. The grant, which gave us three years to look at ourselves and to design a model of professional development for teachers of low-income students, was a gift, especially for a young site like ours. (The site was only five years old when the grant began.)

We asked for volunteers to serve on the leadership team and gathered them in Willard Hall, the home of the Oklahoma State University College of Education, to decide how to look at ourselves. We chose two approaches to gathering data: one external, focusing on teachers who had never attended an invitational summer institute, and one internal, focusing on a questionnaire for teacher-consultants who had attended the summer institute. Under the leadership of Pam Brown, we designed two instruments.

The internal questionnaire, known as the yellow sheet, was sent out to all of our teacher-consultants. On it, we asked how teachers had heard about us, what barriers (if any) had kept them from attending the summer institute, and why they had attended the institute. The yellow sheet affirmed what we already knew: that our teacher-consultants were mostly white, female elementary teachers who came from rural schools or small towns. In regard to summer institutes, teacher-consultants had frequently postponed participating because of family obligations, which prevented them, especially women, from committing to five weeks in Stillwater. Women frequently responded that they had been planning to attend the summer

institute but were waiting for their children to be old enough for them to leave. The need to work during the summer for additional income was another factor affecting summer institute attendance. It was particularly significant for males, many of whom were farmers and ranchers and were thus busiest in the summer. This data came from the teacher interviews described below.

Our second step was to interview teachers throughout the state who were not teacher-consultants. Again with Pam Brown's leadership, we designed a set of general interview questions:

- What is the story behind your current teaching assignment?
- Have you ever left a teaching position?
- What are the opportunities for professional growth in your school?
- What are some barriers to professional growth?
- Describe work relationships at your school.

We reviewed interview etiquette and, armed with audiotapes and recorders, set out to discover what Oklahoma teachers considered good professional development.

When we gathered in Willard Hall after our interviewing, the air was electric with the excitement of our discoveries. Each of us had transcribed our interviews, and as we read and shared, our questions, comments, and concerns erupted. Somehow, we came to a consensus on how to organize our findings, and we began by cutting copies of the transcripts into sentences, paragraphs, and even phrases. As we cut, we found categories in which to place each piece. We held intense discussions about appropriate categories, moved strips around to new categories, and added categories as we needed them. After gluing the strips on paper, we bound the resulting pages into a three-inch binder. We had created the Big Book—the center of our Project Outreach work.

Analyzing the Big Book led us to significant discoveries. We learned that rural and urban teachers responded differently to our questions, which was an important piece of information that helped us begin to abandon any idea of one-size-fits-all professional development programs. We discovered that poverty exists in both rural and urban Oklahoma and that isolation can mean, on the one hand, geographical isolation, as in the far distances people in western Oklahoma must travel, or, on the other, living a few blocks from the cultural richness of downtown Tulsa and never experiencing it. Poverty and isolation also mean that many children lack role models.

Rural teachers were concerned about geographical isolation. They frequently mentioned the distance—ninety miles or more one way—they had to drive to take college courses. They didn't see a lot of relevance in what was offered during professional development days and generally spoke with contempt about the one-shot "experts" who typically present during the mandatory days before classes begin. And since those "experts" not only are from out of the area but also come from urban areas, the rural teachers don't put a lot of faith in what they present.

One teacher described her experience this way:

> Most of the time, professional development programs that are offered to us have very little to do with teaching at all. We went to OBE [Outcomes-Based Education] meetings for two hours every Monday, developing a program that was never put into action. A lot of money was spent paying the fee for this gentleman who came from a university to do the program. . . . We tried to implement it in our classrooms. It didn't work in mine. . . . Then last year professional development had to do with conflict resolution. It didn't have anything to do with teaching in the area we actually taught in. We probably really need this. We have a lot of conflicts between students, but as far as professional development, no.

The same teacher said that her attendance at Vo-Tech Department of Business Education programs is beneficial. "I've learned a lot about new computer systems coming out," she said. "Also, I attend any of the publishers' presentations." She said that these workshops are after hours and that her superintendent said he'd pay mileage to the Vo-Tech workshops.

The principal of a rural school said that the teachers he works with are interested in professional development and have opportunities to attend workshops. Some attend frequently, and he sees that it's beneficial. Teachers complain that the professional development does not address their needs, he says, but he encourages them to go as much as possible. The school pays expenses and arranges for substitutes. "Sometimes I think that teachers have been held back so long that they might not ask for what they want," he said. "They are used to not getting anything. But I encourage them to go."

Several Tulsa teachers were on the leadership team and participated in the interviews. I was the only urban high school teacher on the Project Outreach Leadership Team, and I interviewed seven Tulsa teachers. Although I didn't design the interviews this way, all of the teachers I interviewed had taught or were teaching at McLain High School, Tulsa's consistently lowest-scoring school, located in the poorest section of Tulsa, which is more than 90 percent African American. All seven teachers were genuinely committed to the McLain students and to meeting the challenges of teaching a high-risk population. The teachers who had left McLain had done so reluctantly, a number of them having been removed during "reconstitution," which is a procedure in which all positions are declared vacant and teachers assigned to the school must reapply. Others had been administratively transferred at the request of a new administrator.

These teachers generally felt that they had been professionally developed to the point of frustration. The victims of frequent reform efforts, they were becoming jaded by repeated attempts to help them improve their teaching. They spoke with resigned bitterness about times when they actively participated in designing their own curriculum and the professional development to help them implement their curriculum, only to have the supportive administration and some of their colleagues removed and yet another reform effort foisted on them.

The English Department chair at McLain High School explained the situation this way:

> We've been through three principals in three years. The kids have been through a lot of turmoil, also the faculty. . . . We like change, but we don't like instability. We don't mind doing new things, but not without firm foundation. . . . Some teachers are still with one eyebrow raised, wondering, "Are we going to shift again?" In professional development, I'm looking for things that will assist me immediately in the classroom. . . . I went to a Title I workshop that was a major waste of time.

A middle school teacher related his experience at the district professional development day this way:

> They ran us around. It was just real haphazard, and none of it was any help. What I find really interesting as a longtime teacher—this is my twenty-seventh year—is that no one ever comes in and asks us our opinion about things. They don't want any input from teachers. They bring in outsiders to tell us how the cow ate the cabbage.

The same teacher had been part of a group of McLain High School teachers who developed camaraderie while writing curriculum and designing professional development. "We were shocked when we came back to school, and the new curriculum wasn't used," he said.

This teacher and the others interviewed all singled out a professional development program in Writing Across the Curriculum, using teachers from Tulsa Community College and Oklahoma State University, as a significant learning event for them. "The most productive time was Writing Across the Curriculum. . . . That developed camaraderie among the faculty." Five of the seven urban teachers had been part of the faculty when Writing Across the Curriculum was implemented at McLain High School, and all five talked about what they had learned from this professional development series and said they are still using the concept and applications in their current teaching assignments.

Even though their questions might be different, teachers in rural and urban Oklahoma schools generally agree on what a good professional development program delivers:

- immediate application to *their* classrooms
- answers to questions that they have, not to those that someone else *thinks* they have
- more than a one-day workshop
- follow-up by meeting and networking to discuss implementation of the ideas in the workshop
- ideas and discussions from classroom teachers who have tried the ideas being presented.

Teachers of low-income students also want professional development:

- to be specific to their needs
- to answer their specific questions
- to be longterm and continuing rather than a one-shot workshop, after which the presenter disappears.

Our site study also showed that teachers enjoyed learning from their peers and regarded other teachers as the best resource for professional development. With this information in mind, the OSUWP turned its attention to designing a professional development program.

APPENDIX B: PROPOSED BUDGET FOR TEACHERS AND STUDENTS READING AND WRITING TOGETHER,* SUMMER 1997

	Marshall Elementary	OSUWP	Total
Teacher stipends $900 X 4 teachers	3,600		3,600
Coordinator fee	1,000		1,000
Guest speaker fees		500	500
Supplies	500		500
Duplicating and binding	100		100
Miscellaneous Expenses	100		100
Total	**$5,300**	**$500**	**$5,800**

*Editors' note: The title here reflects the project's original name. The Marshall Plan name came later.

APPENDIX C: MORNING MINILESSONS AND AFTERNOON PROJECTS

[Activities marked with an asterisk (*) are described at end of appendix.]

Morning Minilessons June 9–13:

- Piece of Earth: An exercise in observation
- Poetry*
- Musical Imaging*
- Snack Creatures
- Scrapbook and Decorating Personal Boxes*

Morning Minilessons June 16–20:

- Poetry
- Musical Imaging
- Beads
- Bugs' Point of View
- Scrapbook and Decorating Boxes

Afternoon Projects:

- Name Books
- Chapter Book Break (a daily project)
- Journal Construction
- Paper Making
- Group Book Adventure Stories*
- Pop-up Books
- *Encyclopedia Brown* Open Adventures
- Poetry Illustrating
- Shake 'n' Spill Stories
- Pizza Cooking
- Pizza Recipe Creations
- Puppet Projects
- Puppet Stories

Descriptions and Notes on Minilessons and Projects

- **Poetry**
  Poetry was popular among the campers and was used as a short fill-in activity and as reading response. During the 1999 camp, Mary Losoncy read *My Many-Colored Days* by Dr. Seuss (1996). The students brainstormed ideas for writing about colors. They put their writing into books and tie-dyed covers for the books. Here are some examples from the 1999 anthology:

  On a purple, powerful day,
  I feel like a fighter,
  Wrestling a person.
  On a brown, dirty day,
  I feel like a rat,
  That lives on the streets.
  On a soft, red day,
  I feel like a bird,
  Sitting on his nest,
  Waiting for his Mom
  To feed him.
  On a lonely, blue day,
  I feel like a cloudy,
  Itchy mosquito.
  On a scary, green day,
  I feel like a grasshopper,
  Hopping on you.
  On a playful, yellow day,
  I feel like a bumble bee
  Flying around.
  —Helen

  What Is White?
  White is sparkles sparkling, a dress at a wedding.
  There are white stripes in the American flag.
  A lamp talking to me,
  The light that I am writing underneath,

The paper I am writing on,

A t-shirt I can wear,

A balloon I hold in my hand,

The shoes I wear on my feet,

A fabric I can use.

All these things are white!

—Briana

- **Musical Imaging**
  Mary Losoncy said musical imaging was particularly popular among the campers who were really into writing and music. The teachers used carousel music, easy-listening music, and nature music. She recalls one activity in which students closed their eyes while they listened to swamp music, visualizing the creatures and then writing about them.

- **Scrapbook and Decorating Personal Boxes**
  For scrapbooks and personal boxes, students used the materials available at the camp to decorate pizza boxes. These boxes became the students' personal places to store materials and projects during camp.

- **Group Book Adventure Stories**
  The kids planned a story as a prewriting exercise and then wrote the story, putting themselves into it as characters. They wrote as a group. Mary said the kids loved making themselves part of a story.

- **Macarena and Chicken Dances**
  Although dances aren't listed on the schedule, Mary said the teachers used physical movement to wake up the campers when they first arrived each day. After 1997, the teachers used Brain Gym exercises, which use specific physical movements to help integrate the left and right brain hemispheres. (Brain Gym is copyrighted by Educational Kinesiology.)

References:

Brain Gym. Educational Kinesiology.

Seuss, T. 1996. *My Many-Colored Days*. New York: Knopf.

APPENDIX D: MARSHALL DEBRIEFING NOTES, 1997

Activities That Work Well:

- Mind Map—best for third and fourth grades
- Marbleizing covers
- Obtaining and decorating personal boxes
- Chapter book break
- Quiet activity after lunch
- Pieces of Earth
- Moo poetry breaks
- All poetry activities, Color Words, Bugs' Point of View
- Imaging to music
- Name books
- Paper making—do more stations, prepare pulp ahead
- Group adventure stories—with kids in stories
- Pop-up books
- Journaling with Rogers University students
- Bead writing activity
- Illustrating a poem—written by an author
- Pizza assembly
- Snack Creatures
- Making up recipes
- Puppet projects—maybe do over a two-day period
- Library tour
- Macarena and Chicken Dances
- Author's Chair

What to Omit or Change:

- River Parks—was too dangerous to cross highways with the kids. Bikers made walking on the paths dangerous. River Parks has more interesting people to watch at night. Maybe go to Heller Park.
- Begin at 9:30 A.M. instead of 10:00 A.M. Not enough time for a solid morning session.
- Possible flip-flop schedule to allow minigroup in afternoon to settle students into working after lunch.
- Screen kids going into second grade to make sure they can write. Might consider Losoncy's room and 4-H room if group is larger.

- Consider eight-day camp. Five days wouldn't have been enough; two weeks was a little too much.
- Build in time to cover group for coordinator when other things need immediate attention (health inspection, etc.).

Things We Didn't Get to Do and Wanted to Do:

- *Encyclopedia Brown* story starters
- Salt art (on contact) as a prewriting activity
- Shake a Story
- Storyteller figure and oral history stories

Things to Be Done Ahead Next Time:

- Find transportation
- Find people to journal back and forth with
- Possible storyteller or other artists
- Notify parents of Sharing Day early in session

Supplies We Should Have Ordered:

- Laminating paper
- Food used for activities
- Oil paint and paint thinner for marbleizing
- Film—regular and Polaroid
- Ink cartridges for computer

APPENDIX E: SAMPLE STUDENT WRITING FROM MARSHALL ANTHOLOGIES

From 1998:

Ice Cream

Looks like chocolate

Sounds like crunch

Feels like good.

Smells like great.

Tastes like chocolate

—Amy

J is for Joker

E is for Eager

R is for Rough

E is for Early

M is for Middle School

Y is for Youthful

—Jeff

When we went to the Gilcrease Museum it was lots of fun. The most thing I liked was the puzzle. It was hard at first but we worked as a team and got it finished. We learned a lot at the museum. I liked red lipstick made of little bugs. And Snapple is made of bugs. It was lots of fun, but the thing I liked most was the garden.

—Lara

I have a spider. His name is Spiffy. He lives in my slipper. I hardly see him because I have seven cats, two of them go in my room. If he comes out of his slipper, the cats will eat him up. He's the only spider I'm not afraid of.

—Annie

from 1999:

Imaging with Canyon Trilology

I'm at an Indian tribe, playing instruments. There's a bobcat nearby. We try not to wake him. We are in a jungle. There are plants and trees. I feel like a true Indian. I smell an exotic smell.

Then I move on. I'm at the Grand Canyon. I hear flutes. When I climb down to the bottom, there's a bunch of Indians. I join them. I hear strange noises of animals. I hear a horn play. I listen to it.

—Tina

By the Deep Blue Sea

The deep blue waves beat the beach!
The wind blowing my hair;
The fog horn, loud and clear;
The sun, on my face and my back
And my legs;
The children, playing, racing, screaming
And making a sand castle.
—Helen

Publishing House

Basketball
Dunking
Keeping the ball
Scores
Shoot far
Stealing the ball.
—Kyle

Hiking

Up in the mountains
Cool weather
Camping outside
Fun!
—Ron

ABOUT THE AUTHOR

Eileen Simmons teaches English at East Central High School in Tulsa, Oklahoma. She was recently named a co-director of the Oklahoma State University Writing Project (OSUWP), where she is also the editor of the site's newsletter, *Writers&Projects*. Eileen is a member of OSUWP's Teacher Research cohort and served as site coordinator for the National Writing Project's New-Teacher Initiative. Her writing has been published in *The Quarterly, The Voice, English Journal,* and *Oklahoma English Journal*.

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