

## 2024 Summer Learning Series:

# Writing Instruction Across the Disciplines: Evidence-Based Practices in Grades 6-12

Join us in hearing from select authors from the forthcoming WRITE Center book on Writing Instruction Across the Disciplines: Evidence-Based Practices in Grades 6-12.

Our distinguished speakers will share strategies from their chapters that will help teachers enhance their students' academic writing skills.

Co-hosted by:



**Tuesday, June 25th**  
(10 - 11:30am PST)

### Culturally Sustaining Writing Practices

Tricia Ebarvia and Kim Parker

Join Tricia Ebarvia and Kimberly Parker as they present a framework for implementing culturally sustaining writing practices in the classroom. By interrogating definitions of power and culture within writing workshops and then affirming the theoretical foundations of culturally sustaining pedagogy (CSP), the presenters look closely at why traditional writing instruction needs culturally sustaining writing practices and, more specifically, culturally sustaining writing workshops. They include specific practices and resources that enable culturally sustaining writing workshops to be applicable to a range of disciplines and grade levels.

A co-founder of #DisruptTexts, **Tricia Ebarvia** advocates for literacy instruction rooted in equity and liberation through critical literacy. Tricia taught high school English for 20 years and is currently the Director of Diversity, Equity, and Inclusion at an independent school in Philadelphia. She is the co-founder of the Institute for Racial Equity in Literacy (IREL), a National Writing Project educator, and the author of *Get Free: Anti-Bias Literacy Instruction for Stronger Readers, Writers, and Thinkers* (Corwin).

**Dr. Kimberly N. Parker** is an award-winning educator based in Boston who holds a steadfast belief in the power of literacy to normalize the high achievement of all students, especially Black, Latinx, and other children of color. She is currently the Director of the Crimson Summer Academy at Harvard University, and published *Literacy is Liberation: Working Toward Justice Through Culturally Relevant Teaching* (Feb. 2022) with the Association for Curriculum and Supervision Development (ASCD). The book documents her successful literacy work based on her classroom and professional development experiences.



**Tuesday, July 9th**  
(10 - 11:30am Pacific Standard Time)

### Teaching Argument Writing in the ELA Classroom: Diversity as Resource

Carol Lee

Drawing heavily on the work of George Hillocks on teaching argument writing and Stephen Toulmin on argument reasoning, this webinar integrates implications from the sciences of human development and learning, including neurosciences, to offer a pedagogical model that builds on cultural repertoires that students from across diverse communities bring to support learning. The pedagogical model warrants explicit attention to argument writing and reasoning as an essential contributions to how we prepare our students to engage in civic reasoning and discourse. Showcasing the National Academy of Education report *Educating for Civic Reasoning and Discourse*, the pedagogical model that is the focus of this webinar will address:

- The foundational logic of argumentation as well as its specifications within each academic discipline
- Pedagogical practices that address the role of students' identities along multiple dimensions, perceptions of relevance, tasks and self-efficacy, and emotional salience attributed to learning experiences
- Analytic skills and composition skills (including language and grammar) needed for argument writing
- Selection of critical topics and texts

**Carol D. Lee**, Ph.D, is the Edwina S. Tarry Professor Emerita, School of Education and Social Policy at Northwestern University. She is President of the National Academy of Education and a past president of the American Educational Research Association (AERA). She has received numerous awards including Distinguished Contributions to Education from AERA, the McGraw Prize in Education, Scholars of Color Distinguished Scholar Award from the American Educational Research Association, and the Lifetime Achievement Award from the American Association of Colleges of Teacher Education. Her research addresses cultural supports for learning that include a broad ecological focus, with attention to language and literacy and African-American youth. Her career spans 56 years, including work as an ELA teacher at the high school and community college levels, a primary grade teacher, and a university professor.



**Tuesday, July 16th**  
(10 - 11:30am Pacific Standard Time)

### Leveraging Generative AI to Improve Secondary Writing Instruction

Mark Warschauer and Tamara Tate

Join Mark Warschauer and Tamara Tate for a discussion of how generative AI (e.g., ChatGPT, Bard, Co-Pilot) is impacting teaching and learning, and what secondary school instructors need to know now: How do teachers deal with the changes wrought by the entrance of ubiquitous generative artificial intelligence ("AI")? Are the headlines true; is it the end of writing in schools?

The speakers will provide background on generative AI, as well as practical tips for considering your own instruction and how you might want to address – and even integrate – generative AI effectively and ethically. They will discuss the reasons for using generative AI tools for writing and writing instruction, including equitable considerations. Finally, they will provide some practical suggestions for teachers as they strive to incorporate generative AI tools into writing instruction in an effective, pedagogically sound manner.

**Mark Warschauer** is a Professor of Education and Director of the Digital Learning Lab at the University of California, Irvine. A former Spanish-bilingual and ESL teacher in San Francisco Unified School District, he is one of the nation's leading researchers on the use of digital media to promote language and literacy development. His books include *Laptops and Literacy* (Teachers College Press); *Learning in the Cloud* (TCP); and *Technology and Social Inclusion* (MIT Press).

**Tamara Tate** is Associate Director of the Digital Learning Lab at the University of California, Irvine. She leads the Lab's work on generative AI and writing. As the PI of a NSF-funded grant, she is studying the use of generative AI in undergraduate writing courses. She also studies secondary student writing as a member of the IES-funded national WRITE Center. She received her B.A. in English and her Ph.D. in Education at U.C. Irvine and her J.D. at U.C. Berkeley.



**Register**

