

Bard College
INSTITUTE FOR
**writing &
thinking**



This has been the best, most productive workshop I've ever done. It was rigorous, vigorous, and so much fun. I loved learning with such great teachers.

— High School English Teacher, Writing and Thinking July 2014

Focused on the critical role that writing plays in both teaching and learning, the **Institute for Writing & Thinking** brings together secondary and college teachers for innovative, intellectually stimulating, and practically useful workshops and conferences at Bard College and at schools and colleges nationwide.

Founded by Bard College president Leon Botstein in 1982, IWT has been guiding teachers in developing and refining writing practices with the goal of enlivening and enriching classroom learning through writing. The philosophy and the practice of IWT are one: writing is both a record of completed thought and an exploratory process that supports teaching and deepens learning across disciplines.

Practical, hands-on instruction in a collaborative learning environment demonstrates for teachers how they can lead their students to discover and interpret meaning (rather than simply set out to find answers), engage in productive dialogue, and learn the critical thinking skills that support academic writing and learning in all subject areas.

ONSITE WORKSHOPS & CONSULTING

The typical on-site workshop is from one to three days in length. For an interdisciplinary group of teachers who have not participated in previous workshops, the best option is an introductory two-day workshop, which allows teachers to first become familiar with a range of writing to learn practices before applying these practices to teaching materials drawn from their disciplines. IWT helps schools build small teacher learning communities and provides follow up modeling.

A Professional Development Program for Schools and Districts can be tailor-designed to meet the needs of each district or school. A typical one-year PD program with a 10% workshop cost reduction might include:

- 1 two-day and 4 one day workshops led by IWT faculty associates (ELA, H/SS, STEM)
- One or two teachers per site identified as IWT Fellows in Training who attend IWT workshops at Bard College
- On-site coaching and modeling

CORE IWT WORKSHOPS

- Writing and Thinking
- Writing to Learn
- Inquiry Into Essay
- Teaching the Academic Paper
- Thinking Historically Through Writing
- Creative Nonfiction: Telling the Truth
- Revolutionary Grammar
- Poetry in the Classroom
- Writing to Read Scientific Texts
- And Writing to Learn for STEM faculty

Analysis of PD research has led the Annenberg Institute for School Reform, the National Institute for Excellence in Teaching and the National Comprehensive Center for Teacher Quality to define a new paradigm for professional development—one that favors sustained, coherent, and intense professional development. PD plans that include modeling and coaching in the schools through hands-on practice show greater positive effects in student outcomes as well as the transfer of new teaching skills into the classroom.

INDIVIDUAL ONSITE PD WORKSHOPS

One Day Onsite Workshop	\$2,500
Two Day Onsite Workshop	\$3,500

IWT has led professional development workshops—from one day to weeklong—for teachers at over 400 urban, suburban, rural, public and independent middle and high schools, and over 230 colleges and universities across the U.S. and internationally.

WORKSHOPS & CONFERENCES AT BARD COLLEGE

For full descriptions of workshops, conferences and curriculum discussions offered for teachers and faculty at Bard College throughout the year, visit:

www.bard.edu/iwt

Over 90% of teachers who attend one IWT workshop at Bard College return for at least one more, over 50% of teachers return to Bard for multiple workshops after their initial experience or invite IWT to lead workshops at their home institutions.

All IWT workshops are limited to 15 participants, whether on-site or at Bard College, to maximize the experiential aspect of the work and to ensure the greatest dialogue and participation.

Peg Peoples

Director
Bard College Institute for Writing & Thinking
Email: peoples@bard.edu
Phone: 845.758.7432

Erica J. Kaufman

Director of Faculty and Curriculum Development
Bard College Institute for Writing & Thinking
Email: kaufman@bard.edu
Phone: 845.758.7383

I've been participating on and off for 12 years in IWT Bard workshops. My students' work is notably more engaging and sophisticated due to all the techniques I've learned...My students are learning to discover what they care about and to write their way into the world. As a result, their analysis of literature and their essays are much, much more precise, original, interesting, and engaging. As a result, they understand the power of their own writing and of their own ideas.

--Jill Veleas, John Jay High School (Katonah, NY)



IWT & THE COMMON CORE

As many state standards and the Common Core Standards Initiative claim, students who are college ready demonstrate independent thought, build strong content knowledge, and know how to respond to the varying demands of audience, task, purpose, and discipline. They comprehend as well as critique; value evidence, know how to use technology and digital media strategically and capably, and they value and understand other perspectives and cultures.

IWT can help teachers explore and understand these 'literacies' as defined by the Common Core, and then preview what Common Core implementation can look like in practice using IWT writing-based teaching strategies. Writing to learn practices emphasize close readings of challenging texts, critical analysis, independent thought, and the development of both writing and speaking skills. Concrete lessons and strategies are grounded in literary, cultural, and historical examples and meet Reading, Writing, and Speaking/Listening standards—a perfect introduction to Common Core English/Language Arts Standards, Literacy in History/Social Studies. Our goal is to help teachers meet standards while also recognizing the individual needs of students and remaining grounded in their own creative authority.