Digital Acoustics:
Towards Yearlong Professional Development with 21st Century Literacies at Hill Central

Bryan, Fairfield University
Eric Komoroff, Community of Unity
BTEOTWAWBAT
by the end of this workshop attendees will be able to

- Understand why the heck I’m here!

- Learn about a *Supporting Effective Educator Development* grant from the National Writing Project

- Think about a school wide literacy initiative that used music to unite a K-8 community

- Reflect on possible lesson planning at their own schools
But, first....
Five-Minutes of Writing, Doodling, Listing, Thinking, Wondering

Directions: Choose one of the following words
(a) define it,
(b) explain what it means to your world,
(c) argue what it means to your teaching, and
(d) discuss what it might mean to others you know.

Don’t shy away from stories
So, last year…

- Principal Worthy contacted CWP

- We established a few hours of professional friendship: (1) Multiple intelligences stations, (2) persuasive writing, (3) perspectives on writing - a cracked egg,

- Teachers expressed they wanted more PD on digital literacies and ways to support writing across the content areas
Earlier this year....

- I entered 35th grade. Actually, the Hill Central Literacy Team, Mr. Worthy, and I co-wrote a grant to support your wishes from last year - We got the money

- Following the National Writing Project model: teachers teaching teachers, we recognize that best PD comes from the faculty, itself.

- This year, we’re collaborating on becoming digitally acoustic and investing in you.
### Becoming Digitally Acoustic

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vertical Team Initiative</td>
<td>Looking at student work / Aligning whole school efforts</td>
</tr>
<tr>
<td>The Digital Story Initiative</td>
<td>Composing and Creating a digital story / Using blogs</td>
</tr>
<tr>
<td>The Capstone Project Initiative</td>
<td>Planning backwards for Hill Central success</td>
</tr>
<tr>
<td>The Student Support Initiative</td>
<td>Creating opportunities for K-8 students to publish their writing</td>
</tr>
<tr>
<td>The Author Initiative</td>
<td>Bringing Kwame Alexander to Hill Central in April</td>
</tr>
</tbody>
</table>
Becoming Digitally Acoustic

• Hill Central, Meet Kwame Alexander.

• Say, What? Digitally Acoustic?

• Fa la la la la la la la.
Directions

• Read and Think

• How might you use Kwame Alexander’s *Acoustic Rooster and his Barnyard Band* with the students you work with?

• What content does it provide? How is it provided? How does his fictional text inform?
What songs are sung at Hill Central?

How do we make jazz with the expertise we already have? Why does a community of unity matter?
Community = Communication
Communication = Community
COMMUNITY OF UNITY empowers young people to achieve success and fulfillment by awakening in them an understanding of their unique purpose and potential.
Earlier

Who is the audience:

YOU
Other Teachers
Your students
Parents
New Haven Community

Shut the Front Door, Bryan

Givens

• Every single space page equals 3-minutes of recorded audio
• A two-page essay equals 6 minutes
• Collectively, we will create a community of digital stories that makes a chorus of us
• This, the hypothesis goes, is how we become digitally acoustic.
Question: What is one ‘outcome’ you are currently working on with your students? Where are you taking them?
Thinking About Writing

Direct

The “stuff” we actually see and experience; the events, the emails, the published pieces, the tests, the movies, the feelings

Structural

The tools in place that allow writing to happen; the materials that exist so that composing can happen.

Cultural/Historical

The norms, values, and traditions of a given society, including its relationship to writing, social hierarchies, and how roles that are distributed

There’s also biology and psychology to factor in
When we think about writing, why don’t we think about our histories, cultures, societies, governments, power, etc?

Where are the stickies?
That’s why we need to think about our community.
Activity System

Context is everything (Carol Lee)


Exhibit One:
(from my teaching days in Kentucky)
To Graduate:
- 10-page paper
- State Portfolios in KY
- Personal Connections
- 10 sources
- 20-Minute Presentation
- Give Back to the World

Re-Thearchdays (Library)
- Models
- Projects from Previous Years
- Powerpoint
- IMovie
- School Wide Slams

Michael
- H.S. Senior
- Brown School
- “C”/“D” Student

rules

community

poetry

spoken word philosophy

Coffee houses,
friendship circles,
KY poetry emphasis,
10 Minute Play Festival
Part of a state-wide, school-wide writing community
STRONG LWP presence : )

Teacher as Coach
Administrative Support
State Writing Support
Workshop Model
Senior Seminar Class

divisions of labor
Alex & Hussein's example

Winning and losing through writing; The ups and downs of being a World Cup sports fan.
Alex & Hussein

rules

• Vietnamese and Somali immigrants
• freshmen
• high needs urban school

• Choose an area of interest
• Explore what writing has to do with it

90 freshmyn
6 teachers
2 University
“Why Write?”

community

divisions of labor

tools

• 3-week institute
  • Powerpoint
  • models
  • comics
  • special guests

writing about sports

Soccer fanatics

collaborative writing
teachers
university
digital response
Colleen’s 6-week Placement Example
• Son of Somali Bantu family
  • relocated from Kakuma
  • achievers & athletes
  • motivated

digital reflection

Colleen

6-week reflection

rules

community

divisions of labor

English Methods
Teaching Experiences
Life Experiences
iDVD
Models
	eaching and life

• digital reflection as an alternative to written reflection

8 English Methods students
Dr. Kelly Chandler Olcott
moi
ESM students

graduate student teamwork

professor support
Werdi

* In My Shoes
Ali
- Son of Somali Bantu family
- relocated from Kakuma
- achievers & athletes
- motivated

Home Cultures Matter
Language Brokering
Ubuntu-Centered

rules
- youth-centered
- try your best
- seek an audience

community

promote Bantus
- attending out-of-school programs
  - models
- digital instruments
- oral traditions
- visual literacy

“a responsibility to speak out”

divisions of labor
- university partnerships
- scholarship in action
- youth empowerment

digital writing
Ali • son, brother, Muslim, Bantu • relocated from Kakuma • achiever & athlete • motivated 9th grader

promote ESL students

rules • youth-centered • try your best • seek an audience • youth-established

community

reported on newcomers • reported on Congolese theater • reported on community center • reported on myths • staff biographies

ESL Magazine
Hope For New Life

divisions of labor

• librarian/ESL teacher • youth assigned tasks • Ali co-edited

tools

• model articles • brainstorming • interviews • journalistic reporting • drafting/revising • computers (Pages)

articles

• model articles • brainstorming • interviews • journalistic reporting • drafting/revising • computers (Pages)
“We knew if we wanted to come to America, we needed to move. They had an airplane. We wanted to come to America for a better education. My father wanted us to have a better life than his” (Interview, 04/02/10). Ali felt that opportunities to talk in school benefited him as a writer.

The more you talk, the better you understand people. The better you understand yourself, the better you learn, too. If you talk, you’re going to learn from other people. You communicate with them. We are told not to talk at all in school. They are always telling us to shut up, basically. (Interview, 04/22/10)

American students are taught everything is possible. For many students arriving to America, the future wasn’t always open. In Somalia, for example, the oldest boys are taught to carry the family’s name and traditions yet, when war brok [sic] out in Somalia, traditions scattered. That is why Somali Bantus have found themselves in a new city of the U.S. and why the community center is important to us. (Field notes, 03/24/10)
What about you?
What song or story could you tap into to create a digital essay.

Let’s begin them.
Making ourselves aWare of time

- What else do we need?
- What support can CWP-Fairfield give you?
- What did you enjoy about today (what are you thinking)?
- What didn’t work…