

High Desert Writing Project

Application Directions

Requirements:

- Applicants usually have a minimum of three years of teaching experience (K-16)
- A completed application, which includes the following:
 - application cover page (see below)
 - responses to application essay questions, including student work sample (see below)
 - current resume
 - at least one letter of support from someone aware of your teaching of writing such as a colleague, administrator, or professor
- Submit completed applications in person to Debra Schaffer in Hokona Hall, Room 140. Please put all material in an envelope marked: “Attention: Rick Meyer”
- Or, mail completed applications to:
 - Dr. Rick Meyer / HDWP
 - UNM - College of Education
 - Language, Literacy & Socio-cultural Studies
 - MSC05 3040
 - Hokona Hall, Room 140
 - Albuquerque, NM 87131-1231
- Deadline for submittal is **March 19, 2010**

Process and Criteria for Acceptance:

Once the materials are reviewed, applicants may be contacted for personal interviews with the Director, Co-Directors, prior participants, and/or members of the advisory group. Interviews will be held during mid March.

The following criteria will guide the review of applications and selection of participants:

- **Personal qualities**—a sense of oneself and knowledge of writing and writing instruction; a strong commitment to serve as a representative of the writing project; openness to ideas about how, when and where one might work with other teachers; a willingness to examine one’s own practice, both individually and within a community of teacher-colleagues; a deep interest in knowing more about writing; flexibility, particularly working in a collective learning environment.
- **Diversity**— a mix of elementary, middle, secondary and college teachers, men and women of different ages from a wide variety of ethno-linguistic backgrounds, teachers from a variety of schools, districts and areas, bilingual and ESL teachers, gay and lesbian teachers, special education and teachers from content area disciplines as well as language arts. Our goal is to create a group that represents a range of teaching situations and levels, professional experience, content areas, cultural and linguistic backgrounds, student populations and geographic settings.
- **Professional qualities**— individuals who are respected and recognized by their peers as dedicated, knowledgeable, and talented teachers; individuals who can explain why they do what they do, convey why they want to know more, and imagine new possibilities; individuals who are committed to integrating diversity, multiple perspectives and points of view in education.

Notification and Benefits to Accepted Applicants:

- Accepted fellows will receive a personal phone call or email by April 12, 2010 (or shortly thereafter) and will receive a letter with information about the pre-institute meeting to be held in May. The pre-institute meeting is considered the first day of the Summer Institute and is a required part of the experience.
- HDWP will pay tuition for 6 graduate level credits and books for participants who complete the Summer Institute.

Additional Information and Contact:

- High Desert Writing Project website: <http://hdwp.org>
- National Writing Project website: <http://www.nwp.org>
- Questions about HDWP or the application can be answered by the project assistant, Chuck Jurich: jurich@unm.edu or the director, Dr. Rick Meyer: rmeyer@unm.edu

Important Dates:

- Applications Due: March 19, 2010
- Interviews: April 3, 2010 (April 10, if necessary)
- Letters sent out: April 12, 2010
- Pre Institute Meeting: Saturday, May 8, 2010 (required); 9:00 a.m. - 4:30 p.m.
- Summer Institute:
 - Begins Thursday, June 3, 2010
 - Ends Friday, July 2, 2010
 - Meets daily Tuesday - Friday from 8:30 a.m. - 4:30 p.m.

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Application Cover Page

Name: _____

Address: _____

Best phone number to be contacted: _____

Email address: _____

Employer/Name of school: _____

Title/Position: _____

Grade and/or subject(s) taught: _____

Number of years in education: _____

Are you bilingual? Please list any languages you speak, read, and write in addition to English?:

Ethnicity (**OPTIONAL**): _____

Signature: _____

Date: _____

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Written Questions

Please answer the following three questions and attach to your application.

- Double space, typed
 - 12 point font, TIMES or COURIER
 - Limit each response to 2-3 pages
 - Be sure to include a copy of the student sample discussed in question 2
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1. How would you describe your own experience as a writer? You may discuss important experiences, turning points, highs and lows as well as significant influences upon your teaching of writing, such as professors, other teachers, writers, children, personal experiences, research, etc.
2. Our summer work will focus on showcasing your excellence in the teaching of writing. In preparation for that work, enclose a copy of a piece of student writing. Explain how it reflects how you teach writing to your students and/or discuss concerns you have about writing instruction.

Please remove student's name and any other identifying information. NOTE: You may need your principal's or family's permission to include student work. Applicants are responsible for gaining all necessary permissions.

3. An essential aspect of the Summer Institute is one presentation of some facet of the way you teach writing. Your enclosed student writing sample (essay question #2, above) may eventually become part of an inquiry into writing or demonstration of a concept that you present. On the lines below, list three areas of expertise in your teaching of writing, one of which you might share at the Summer Institute.

1. _____

2. _____

3. _____

4. In our lives as teachers and writers we experience many differences such as race, gender, sexual orientation, and social and economic status. Still, no matter how demographically different people are, there are other significant, less obvious differences that we feel are important to address. These include linguistic differences, differences in experience, differences in family responsibilities and expectations, differences in confidence and many more.

Write, about a time in your life-- a specific experience or time period-- when you became increasingly aware of yourself as being different. Explain how you felt, how you responded, and what you learned.