

2023 NDKA Summer Conference  
Interactive Writing

1 Semester Hour

ED 2000 - Valley City State University

August 8, 2023 - November 6, 2023

Amy Neal & Mistie Holland - Recorders of Credit

**Course Description:**

The North Dakota Kindergarten Association (NDKA) is bringing in our keynote speaker, Matt Halpern, to provide professional development for early childhood teachers. Matt has embedded relevant research into his four presentations which support educating the whole child. He will share the work from his published book “A Teacher’s Guide to Interactive Writing.” Matt will help our participants recognize what they “already do” in their classrooms and can keep doing with a more purposeful sequence for student success.

**Participant Outcomes:**

Through our face-to-face presentations from Matt Halpern, participants will gather ideas, activities, and strategies to use in their classroom. Credit participants will have the opportunity to participate in a book study to deepen their knowledge of developmentally appropriate practices in writing. We will be using the book, “A Teacher’s Guide to Interactive Writing” as our resource. Through an on-line sharing platform, participants will post assignment reflections on ways to bring meaningful writing activities into our classrooms.

**Course Requirements:**

In order to participate in credit, participants...

- 1) must attend the Face-to-Face Conference in Casselton, ND (7 hours)
- 2) must have FaceBook to join our private on-line platform to submit assignments and collaborate with the group.
- 3) must purchase their own copy of “[A Teacher’s Guide to Interactive Writing](#)” to use for the book study portion of the professional development. (8 hours)

**Contact Hours:**

**(7 Hours) NDKA Conference Content**

**Date: August 8, 2023**

**Time: 8:00 - 3:30pm**

**Place: Central Cass High School - Casselton, North Dakota**

**Keynote Credentials: Matt Halpern: <https://www.matthalperneducation.com/>**

**\*B.S. Management, Ithaca College (1995)**

**\*M.A. Literacy Education, University of Southern Maine (2011)**

**Topic 1: Ready, Set, Play! Purposeful Play Across Your Day.** - Matt shares the research and importance of play in a daily routine. Learning and engagement are taking place when activities are planned and accessible for all learners. Whether it is in the classroom or in a recess structure, play is beneficial throughout the day.

**Topic 2: Tackling Tricky Behavior Problems** - Matt's goals for this session are to identify tricky behavior problems that are common within classrooms such as tattling, defiance, not listening, and more. He will be giving examples of solutions and provide tiered suggestions to use when those behaviors surface. We will find out ways to be proactive and dive deeper into reasons children misbehave.

**Topic 3: Teaching With Games. Learn to Play and Play to Learn** - Matt will share research on the social and academic importance of games in the classroom environment. Participants will be learning some academic games, listening games, and games for enjoyment that can immediately take back to our learners.

**Topic 4: Empowering Your Students with Interactive Writing** - This session will be the springboard for our continued book study with Matt's published book. This session will be packed full of research and ideas that can be taken back to the classroom to implement effective writing routines with early childhood students.

### **(8 Hours) On-line Book Study Content and Outline**

**Participants must have FaceBook to join our on-line platform.**

**Resource: "A Teacher's Guide to Interactive Writing"**

This text is broken into four sections instead of chapters. Section content will be assigned for reading and then reflected upon through our online platform. After reading each section and viewing the embedded videos, participants will respond to specific questions for reflection. Participants will also interact in the weekly FaceBook discussion to share ideas, concerns, and successes about their writing instruction. Section assignments will be posted every two weeks on the dates listed below to keep participants on a manageable timeline. All assignments listed below will be on the Facebook page for collecting responses. ([Study Guide](#))

#### **Getting started with the text.**

Turn to page (ix) and follow the instructions to gain access to the videos. All videos will be important to move through the sections of the text to build understanding and strengthen our knowledge of writing with young students. Specific videos will be used for the following assignments.

#### **(2h) September 10 - Section 1: Welcome to Interactive Writing**

1) Read Section 1: pgs. 1-31

2) Watch Video 1.2, Interactive Writing vs. Shared Writing (pg.4)

\*What work are you doing together now that might be best served by shared writing?

\*What might be best served by interactive writing?

3) Watch video 1.6, Interactive Writing in Small Groups (pg.18)

\*What moves does Matt make to support each student's learning?

4) Watch video 1.7, Differentiation in Interactive Writing (pg.22)

\*What are some ways Matt differentiates for each student?

(2h) September 24 - Section 2: The Predictable Flow of an Interactive Writing Session

1) Read Section 2: pgs. 33-71

2) Watch Video 2.2, Science of Reading and Interactive Writing (pg.51)

\*How does the structure of Interactive Writing support phonics?

3) Watch Video 2.4, Layering Skills and Strategies.... (pg. 56)

\*What are some of the skills and strategies you observed Matt tackle during this interactive writing session?

(2h) October 9th - Section 3: Transfer to and from Writing Workshop

1) Read Section 3: pgs. 73 - 91

2) Watch Video 3.3, Transferring Skills and Strategies to Independent Writing (pg. 86)

\*How could you use interactive writing to practice skills the whole class (or) a group of children need support with?

3) Watch Video 3.4, Coaching into Partnerships (pg. 90)

\*How does Matt coach students to help each other?

(2h) October 23rd - Section 4: Turning students into Writers

1) Read Section 4: pgs. 93 - 101

2) What do you notice about the pieces in this reading section (section 4) and how they have changed/evolved through the year?

3) Look at your own students' writing samples, what do they already know and what might come next in your lessons?

4) Do you have particular skills and strategies in mind that you might focus on?

5) Now that you have gotten your feet wet with interactive writing, how has your thinking changed?

### **Evaluation Plan:**

1) Participants will share 3 ideas they are taking back to their classrooms from the NDKA Conference on August 8th with Matt Halpern.

2) Participants will be reflecting and commenting on each of the sections from "A Teacher's Guide to Interactive Writing." They will have specific questions to comment on.

3) This course will be graded S/U. An "S" grade will require:

a) Participants attend the Face-to-Face NDKA Conference in Casselton.

b) Respond to discussion questions for each reading section.

c) Complete a final reflection at the very end of the course.