

Secondary School Writing Centers: An Annotated Bibliography¹

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How to Use this Annotated Bibliography

We have organized this bibliography into nine thematic sections reflecting the predominant topics that emerged from our comprehensive search. Each section begins with a short contextual overview of the topic, identifying the ways scholars and practitioners in the field have framed the discussions and models of each aspect of SSWC practice and theory. Then follows a table with the featured sources listed, annotated, and where relevant, hyperlinked, for readers' convenience.

The nine topics we cover include:

1. [What is a Secondary School Writing Center \(SSWC\)?](#)
2. [Benefits of a SSWC](#)
3. [Models of SSWCs](#)
4. [Starting a SSWC](#)
5. [Partnering within the School](#)
6. [SSWC Director Role](#)
7. [Tutor Training and Leadership](#)
8. [Collaboration Beyond the School](#)
9. [Current Issues in SSWCs](#)

We hope this structure allows for a user-friendly text that can be read in a variety of ways depending on readers' needs. Some might wish to read it from start to finish to gain an overall understanding of the existing themes and arguments posed in SSWC scholarship in recent decades. Others might flip to the Works Cited page for an exhaustive list of every source mentioned in this annotated bibliography. Still others might focus their reading on a particular section that is most relevant to them ("Starting an SSWC," for example). We hope this annotated bibliography serves as a useful tool that SSWC stakeholders can return to at various points, depending on their need at the time. We also anticipate that as published scholarship in this field continues to grow, updated versions of the annotated bibliography will become an important way to continue to document ongoing research and practice within SSWCs.

¹ This working bibliography is in process; please check out the upcoming issues of *The Journal of Peer Tutoring in Secondary Schools* in coming months for the full article. Please send feedback, questions, and/or concerns to the lead author(s) at ajensen@byu.edu or jggoransson@gmail.com.

What is a Secondary School Writing Center?

Source	Source Type	Annotation
<p>Fels, D., & Wells, J. (Eds.). (2011). <i>The successful high school writing center: Building the best program with your students</i>. Teachers College Press.</p>	<p>Book</p>	<p>Written by experienced postsecondary and SSWC directors, this collection of essays investigates how SSWCs contribute to literacy education. Each chapter draws on the real-life experience of writing center professionals and provides theory-to-practice models. Some chapters cover writing center basics such as starting a writing center and tutor training while other chapters discuss more nuanced issues such as the diversity of tutors in relation to the student body.</p>
<p>IWCA Executive Board. (2015). <u>International Writing Centers Association position statement on secondary school writing centers</u>. International Writing Centers Association.</p>	<p>Position Statement</p>	<p>Within this position statement, the International Writing Centers Association articulates the core beliefs binding all SSWC models, presents the outcomes of successful implementation, and recommends best practices to support SSWC implementation. WC directors and other secondary school administrators would benefit from the concrete suggestions found in the “Recommendations for Implementation of Secondary School Writing Centers” section of the statement, particularly when drafting a proposal to the school. The core belief and intended outcomes sections are a crucial read for WC directors, school administrators, and WC tutors alike. Adhering to these beliefs and intended outcomes would help unify the WC with other centers across the nation and give a benchmark for measuring WC success, making it easier for a center to create concrete goals for improvement.</p>
<p>Kent, R. (2017). <i>A guide to creating student-staffed writing centers, grades 6-12 (revised edition)</i> (2nd ed.). Peter Lang Inc., International Academic Publishers.</p>	<p>Book</p>	<p>First published in 2006 and revised in 2017, this book has been a pillar for 21st-century SSWC professionals. Kent draws on examples from his own experience as a high school writing center director in the 1990s as well as the experience of other SSWC directors. The first four chapters provide an overview of founding and operating a SSWC, and the fifth chapter provides case studies of four high school writing centers. The book includes an abundance of resources including proposals, memos to faculty, and mission statements to model what works in writing centers.</p>
<p>Waldrup, S., & Brown, R. (Eds.). (2018). <i>Advocating, building, and collaborating: A resource toolkit to sustain secondary school writing centers</i>. Secondary School Writing Centers Association.</p>	<p>Book</p>	<p>The <i>Toolkit</i> is a comprehensive, practical, user-friendly guide designed to help directors "in any phase of writing center implementation and in any context" (12). In this book, over a dozen seasoned writing center practitioners draw on their expertise to outline the basics of SSWC work. While the <i>Toolkit</i> can serve writing center professionals at any stage in their development, the <i>Toolkit</i> is especially suited for those who are new to SSWC work. Chapters 1-5, which address SSWC director role, tutor recruitment and selection, tutor training, and outreach and promotion are essential reads for new SSWC directors.</p>

Benefits of a SSWC

Source	Source Type	Annotation
Childers, P. B., Fels, D., & Jordan, J. (2004). The secondary school writing center: A place to build confident, competent writers . <i>Praxis: A Writing Center Journal</i> , 2(1), 18–26.	Journal Article	Authors Pamela Childers, Dawn Fels, and Jeanette Jordan are expert SSWC professionals with years of experience. In this succinct article, they articulate how SSWCs benefits the students who use the writing center, student consultants, and writing throughout the entire school.
Elchinoff, A., & Kowalski, C. (2011). The tutors speak. In D. Fels & J. Wells (Eds.), <i>The successful high school writing center: Building the best program with your students</i> (pp. 62–78). Teachers College Press.	Book Chapter	Annotation Forthcoming
Goldsmith, C., Barry, M., Garcia, A., Glover, N., Handu, S., Heuler, R., Mihok, I., Milley, D., & Nix, O. (2017). Writers, coaches, leaders: How being a middle school writing tutor impacted our high school experiences . <i>The Peer Review</i> , 1(1).	Journal Article	This article, written by previous middle school writing tutors, investigates the impacts of middle school tutoring as opposed to the more developed high school or university tutoring. Though the data collection was limited to current and past tutors at the author’s school, the author concluded that working as a middle school writing tutor bolsters tutors’ confidence, relationship-building abilities, editing and writing skills, and prepares them for college and careers. This article includes interspersed narratives of specific students.
Jensen, A., Zelaya, S., Sanabia, A., Burke, J., Banbury, J., Jewell, J., & Kasper, M. (2021). Learning from the past: Third annual Secondary School Writing Centers Conference 2013 . <i>The Journal of Peer Tutoring in</i>	Conference Panel	At the 2013 Secondary School Writing Center Conference, a panel of high school tutors, writing center directors, and an administrator shared the transformations of their centers and themselves. The tutors emphasized that tutoring transformed them as writers, leaders, and collaborators both at and beyond the writing center. The principal and writing center directors agreed that the greatest transformation in their centers was tutors’ contribution to all aspects of writing center work and learning.

<i>Secondary Schools, 1(1), 20–32.</i>		
National Writing Project. (n.d.). Investing in leadership: Student-run writing centers.	Podcast	In this podcast, writing center leaders, teachers, administrators, and students explain the impact and potential of writing centers to provide leadership development for the individuals involved in the center. This piece also focuses on the specific actions taken by the Northern Virginia Writing Project to centralize their efforts around the work of the writing center to foster this important development.
National Writing Project Radio. (n.d.). Teachers and writers together at student-staffed writing centers.	Podcast	In this two-part podcast from the National Writing Project Radio, tutors, student writers, and writing center directors share how they have improved personally and academically because of SSWCs. In the second episode, Writing Project site personnel investigate how SSWCs can be a hub of professional development for both teachers and students.
Wells, J. (2022). “What is invisible is essential to the eye”: Beliefs, behaviors, and the high school writing center, CAPTA Conference keynote, 2016. <i>The Journal of Peer Tutoring in Secondary Schools, 2(1), 50–55.</i>	Conference Keynote	Jennifer Wells argues that high school writing centers are key for helping students develop the healthy dispositions needed to transfer knowledge of writing to other settings, including postsecondary learning and the workplace. As a former high school writing center director and current university writing center director, Wells is uniquely positioned to see the connection between success in high school writing centers and its transfer to other areas.

Models of SSWCs

Source	Type	Annotation
Blankenship, B., Gillen, K., Goransson, J., Hansen, K., Herndon, M., Hughes, A., Jensen, A., Jewell, J., Lehman, N., & Sloan, K. (2013). <i>A writing center in every FCPS secondary school: Proposal to instructional services leadership team.</i>	Proposal	Ten high school writing center directors from Fairfax County Public Schools call on a district leadership team to strategically implement, adequately fund, and institutionalize SSWCs in their district. The directors draw on their own qualitative and quantitative data to explain the benefits of SSWCs and demonstrate the need for SSWCs throughout the entire district. For example, the proposal addresses learning goals for tutors, learning gains for student writers, target populations, and testimonials. This proposal is an excellent model for how SSWC directors may organize their own proposals.

<p>Czarnecki, S., & Shine, T. (2023). Online tutoring. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 221–240). SSWCA Press.</p>	<p>Book chapter</p>	<p>Using two online writing centers as examples, Czarnecki and Shine discuss the existence, benefits, drawbacks, and logistics of online writing centers. The authors thoroughly explain how the different modes of online tutoring (asynchronous and synchronous) each increase inclusivity for the center, while simultaneously posing both benefits and drawbacks. This discussion is particularly helpful for a director considering the best approach to online tutoring for her respective school’s demographics. Further, the authors offer advice on the logistics of both running an online center and training tutors to work effectively in this capacity. The resource section of the chapter is particularly beneficial, including an online tutoring tip sheet, an online tutoring advertisement, an online tutoring evaluation form, a confirmation email to teacher, virtual center protocols, and online tutoring training material.</p>
<p>Frenck, S. (2023). Middle school centers. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 263–292). SSWCA Press.</p>	<p>Book chapter</p>	<p>Frenck explains some of the similarities and differences between HS and MS writing centers to assert that writing centers offer similar benefits to MS students as they do to HS students. However, she clarifies that directors must make intentional accommodations to meet the development needs of middle school tutors and students in order for these centers to be successful. To further demonstrate this point, French describes her experience in starting a middle school center, focusing on the adjustments she made to meet the needs of her student population, including transitioning to an overall learning center rather than a site focused entirely on writing. Based on her experience, she offers her unique perspective on recruitment (such as scaffolding the nomination process) and training (such as providing more explicit instruction on developing leadership qualities). The chapter likewise includes numerous resources including: a writing tutor job description, a course syllabus, a sample training paper, and role play scenarios.</p>
<p>Jeter, A. (2011). Building a peer tutoring program. In D. Fels & J. Wells (Eds.), <i>The successful high school writing center: Building the best program with your students</i> (pp. 39–50). Teachers College Press and National Writing Project.</p>	<p>Book chapter</p>	<p>Annotation Forthcoming</p>
<p>Morgan, M. (2023). Learning centers. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 241–262). SSWCA Press.</p>	<p>Book chapter</p>	<p>Morgan explains that both learning centers and writing centers have equal merit despite their differences in content focus. She clarifies that much of the research on running an effective WC is applicable to learning centers as well. Drawing from her experience directing a learning center, something which gives her a unique perspective, Morgan outlines the process of establishing or transitioning a center, selecting tutors, training tutors, running the logistics of a center, and using liaisons for content area outreach. The chapter also includes resources such as an application</p>

		syllabus, a course overview, a tutor training presentation, a liaison outreach project.
Wells, J. (2011). Integrating reading into the high school writing center. In D. Fels & J. Wells (Eds.), <i>The successful high school writing center: Building the best program with your students</i> (pp. 79–94). Teachers College Press.	Book Chapter	Annotation Forthcoming

Starting a SSWC

Source	Source Type	Annotation
Czarnecki, S. (2023). Planning and proposing. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 27–52). SSWCA Press.	Book chapter	Czarnecki suggests that starting a student-run writing center should be thought of as a revolution because writing centers disrupt hierarchy in learning and writing. The chapter outlines the key steps of creating a writing center: articulating a purpose, finding allies, determining funding needs and sources, creating a timeline with short-term and long-term goals, and proposing the center to administration. Czarnecki also explains that planning for the director role is an essential step to creating a successful and sustainable center. Directors should advocate for the legitimacy of their role and secure the resources they need to be successful (such as a tutor training course or yearly stipend). This chapter includes seven adaptable resources for planning and proposing a center.
Goransson, J. (2023). Logistical considerations. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 53–92). SSWCA Press.	Book chapter	In order to effectively serve student writers, writing center directors must consider how logistics of space, operation hours, procedures, tools, and policy impact tutoring and student learning. Sometimes, a writing center does not have complete control of logistics such as where the writing center will be housed. In these cases, Goransson suggests that directors and tutors not focus on the limitations of these logistics but consider the affordances. When logistical challenges and changes arise—and they will—directors should troubleshoot with other directors, colleagues, and tutors. This chapter includes multiple resources on tutoring roles and procedures as well as pictures and videos of writing center spaces.
Haslam, S., & Jensen, A. (2020). Writing at the center: An introduction to starting a student-run writing center.	Journal Article	In this article, former high school writing center director, Amber Jensen, interviews Steve Haslam about directing a high school writing center in Utah. The interview covers the basics of running a writing center such as where the center is located, when the center is open, and tutor recruitment. At the end of the article, the two practitioners provide four suggestions for starting a writing

<i>The Utah English Journal</i> , 48, 33–40.		center: Start small; Understand what a writing center is and what it does; Begin with a team of colleagues, students, and administrators; Network with other secondary school writing centers
Hughes, A. (2011). Getting it off the ground: The Wildcat Writing Center's inaugural year. <i>The Journal of the Virginia Writing Project</i> , 32(1), 19-26.	Journal Article	Alison Grace explains each step of building her writing center at a public high school. At each step, she offers advice and suggestions for practitioners creating their own writing centers. For example, when she explains selecting a space and schedule, she explains what locations, size of room, and even shape of tables to consider when creating a writing center. This user-friendly article provides practical advice for practitioners.
Ziegler, N. (2009). Launching a writing center: A practical possibility . <i>Language Arts Journal of Michigan</i> , 25(1), 39–45.	Journal Article	A former university writing center tutor, Nicole Ziegler narrates her experience building a high school writing center. Throughout the article, Ziegler explains how she drew on her background as a university writing center tutor to inform her work as a new SSWC director

Partnering within the School

Source	Source Type	Annotation
Baran, H. (2023). Specific populations. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 293–313). SSWCA Press.	Book chapter	Baran explains how directors can make their writing centers more inclusive—both for the students attending the center for help and those working as peer tutors. She asserts that in order to be successful, tutors must know how to bridge divides between themselves and their peers by developing empathy. Baran continues that in order for a writing center's staff to reflect the school's population—in terms of typical demographics as well as academic dimension—the director must reframe her notions of what a successful tutor is. Notably, the chapter also offers concrete and thorough inclusion strategies for the following populations: English language learners, students with special education needs or mental health concerns, LGBTQIA+ students, student athletes, honors students and college applicants, and students who are at risk of failing.
Davis, J. (2023). Outreach and promotion. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 315–341). SSWCA Press.	Book chapter	Davis emphasizes that outreach and intentional advertising are essential for bringing students to a center. Developing a strong relationship between the school and the center will help both of them to be more effective in the work they do for students. In the discussion section, Davis elaborates on some of the approaches a center can take to increase outreach in the school community. Most impressive about this chapter, however, is the long list of outreach resources it provides which can help a director have clear direction in how to initiate outreach for her center. Included are examples of logos, stickers, t-shirts, book marks, presentations, and slogans.

<p>Goldfarb, D. (2013). The age of student-run writing centers. <i>The Journal of the Virginia Writing Project</i>, 31(3), 9–11.</p>	<p>Journal Article</p>	<p>Goldfarb, a high school principal, explains that while he is enthusiastic about SSWCs, he is also hesitant to implement a SSWC unless it is strategically designed. Goldfarb highlights key points that SSWC directors must address when building a writing center such as goals of the writing center and faculty buy-in. Goldfarb illustrates his points by drawing on information from a local SSWC. Because it is written by a principal, this article provides invaluable information for professionals who are crafting proposals for their administrators.</p>
<p>Golimowski, J. (2023). School-wide writing initiatives. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 381–410). SSWCA Press.</p>	<p>Book chapter</p>	<p>Golimowski encourages centers to promote writing across the curriculum at their schools by establishing school-wide writing initiatives. He offers suggestions on how to gain buy-in from other departments, such as taking the writing center “on the road,” offering a “rent a tutor” program, or holding workshops and cross-curricular projects. Helpful resources in this chapter include: a non-english faculty collaboration invitation, workshop planning, a college essay workshop, a writing process breakdown, written response questions, and ideas for involving writing in athletics.</p>
<p>Jensen, A. (2012). Empowering student writing tutors as WAC liaisons in secondary schools. <i>Across the Disciplines</i>, 9(3), 1–13. https://doi.org/10.37514/A-TD-I.2012.9.3.07</p>	<p>Journal article</p>	<p>Jensen addresses numerous aspects of WAC programs at secondary schools. First, it outlines the process of implementing an integrated WAC program within the Writing Center (including WAC liaison certification). It also details the kind of work WAC liaisons may engage in and the benefits of introducing WAC into a school through the use of liaisons. Most notably, this article focuses on strengthened student-teacher relationships as one of the most significant benefits of using WAC liaisons at a school. Jensen explains how these altered relationships not only empower the student and teach them professional habits, but also dismantle the traditional hierarchy of authority in schools—setting a precedent for teacher-student collaboration.</p>
<p>Jensen, A., Ellison, P., Grimm, M., Bates, W., Hale, A., & Rodeheaver, M. (2021). Learning from the past: CAPTA Connects Conference 2015. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 1(2), 46–57. https://sswca.org/journal/1-2/</p>	<p>Conference Panel</p>	<p>In this transcription, Jensen moderates a panel discussion from principals and vice principals from secondary schools with successfully established writing centers. The panelists respond to a series of questions, with an emphasis on logistics to consider when establishing and maintaining a center, advice for teachers hoping to convince administrators of the necessity of a center, and how an administrator can best support a writing center by instigating a school culture shift. This panel is especially beneficial for new or soon-to-be writing center directors and for administrators at schools with a current or potential center.</p>

<p>Jordan, J. (2006). Change from within: The power of a homegrown writing center. <i>The Clearing House</i>, 80(2), 52–54. https://doi.org/10.3200/TC HS.80.2.52-54</p>	<p>Journal Article</p>	<p>Jordan explains how WAC-based writing centers unify secondary schools and contribute to school-wide initiatives and progress. She urges SSWC directors to collaborate more intentionally with other school faculty members to gain insight into their schools' unique needs and dynamics and to ignite a school-wide passion for the center. Promoting the mission of WAC, Jordan focuses on the fundamental concepts of how writing centers offer support to the entire school across all disciplines, debunking the common assumption that writing centers are primarily intended as a support for exclusively English curriculum.</p>
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SSWC Director Role

Source	Source Type	Annotation
<p>Barton, H. (2023). Gathering evidence and reporting data. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 343–380). SSWCA Press.</p>	<p>Book chapter</p>	<p>Many writing centers already collect data about the day-to-day functions of a center such as appointment times and length, client background, and client satisfaction. Through analyzing this data, writing centers can identify how their centers fall short of their mission and ultimately create solutions to improve their center. One way that center's can harness their data is using the Observe-Infer-Action Plan. Data is also critical to a centers' success because it allows the centers to communicate progress with stakeholders. While directors should be involved in collecting and analyzing data, Barton makes it clear that tutors should be actively involved in data collection and analysis as well. This chapter includes an example of historical data as well as resources for collecting information about tutoring sessions from both tutors and tutees.</p>
<p>Caswell, N., McKinney, J. G., & Jackson, R. (2016). <i>The working lives of new writing center directors</i> (1st edition). Utah State University Press.</p>	<p>Book</p>	<p>The chapters "Katerina" and "Mandy," demonstrate varied contexts of secondary school writing centers and the labor that is required to run them. Katerina is an Eastern European teacher working at a private boarding school in Eastern Europe; Mandy works for a non-profit that is hired by a public charter school. For both SSWC directors, the emotional labor of working with tutors, colleagues, and supervisors is at the forefront of work. Emotional labor is necessary to sustain the center; however, it is often unseen by others Katerina pragmatically engaged in disciplinary labor so that she would have the knowledge to begin her center. Mandy rarely engaged in disciplinary labor because it wasn't expected of her and post-secondary scholarship wasn't helpful for her. Both directors' stories highlight the many constraints of creating and maintaining a SSWC. While both chapters provide useful information, it's important to note that the context of both writing centers and thus the parameters of the writing center directors role are atypical.</p>
<p>Crespo, K. (2021). I'm okay... Are you? The emotionally</p>	<p>Journal Article</p>	<p>Crespo explains that there is a lack of scholarship focused on the role of the typical SSWC director. To fill this gap, Crespo offers a personal case study of the emotional labor of being a secondary</p>

<p>complex labor of the secondary school writing center director. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 1(2), 18–24.</p>		<p>school writing center director. Crespo examines the emotional labor of founding a WC; tutor, administrative, and collegial betrayal; and support and empathy for WC personnel. Crespo highlights that, for a myriad of reasons, SSWC directors engage in more intense emotional labor than their post-secondary counterparts. Crespo concludes by suggesting that delegation of all labor—including emotional labor—is the key to the sustainability of a SSWC directors’ role and ultimately the survival of the center.</p>
<p>Jensen, A. (2023). Valuing the labor and leadership of the SSWC director by defining the position. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 1–25). SSWCA Press.</p>	<p>Book Chapter</p>	<p>In this practical chapter, Jensen articulates the kind of labor as well as the many roles that SSWC directors fill. Drawing from two sources, Jensen compiles a list of the administrative, everyday, disciplinary, and emotional labor of SSWC directors. Jensen then highlights the following roles of the SSWC director: visionary, negotiator, collaborators, managers, and advocates. Jensen emphasizes that the work of a SSWC director is often invisible, marginalized, and uncompensated which leads to issues of director sustainability. By defining the work of a SSWC director, Jensen hopes to create more visibility for directors and stakeholders.</p>

Tutor Training and Leadership

Source	Source Type	Annotation
<p>Baran, H. (2022). The self-assessed course: A revolutionary approach to grading in peer tutoring. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 2(1), 28–39.</p>	<p>Journal Article</p>	<p>Baran explains how she responded to unexpected, unsatisfied responses from her tutors in their feedback forms. She critically assessed the coursework she assigned, planning how she could make the assignments more worthwhile to her tutors while also making her grading process more transparent. To address many of the concerns of her tutors, Baran decided on a self-assessed class in which she and her students would collaborate to determine their grades (with students choosing their ultimate grade). Her revised course contained three competency domains: tutoring (50% of grade), community (20% of grade), and coursework (30% of grade). Students used this breakdown to determine their grades, using a rubric outlining what an “A” looks like in each category. Baran also addresses the feedback she received from students on this model, demonstrating that it was a successful shift for her school and would be beneficial for other centers as well. This is a must-read for directors looking to establish or revamp a tutor course to accompany their center.</p>
<p>Barton, H. (2022). Reimagining the elective course: Scrum master leadership meets</p>	<p>Journal Article</p>	<p>Barton suggests that writing centers can incorporate scrum methodology into peer tutor management techniques. Barton explains that within scrum methodology, a “project leader” takes a scaffolded approach to leading by working collaboratively with her team and relying on the</p>

<p>peer tutoring. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 2(1), 21–27.</p>		<p>individual members' strengths. Barton offers scrum methodology as a solution for minimizing the intense workload of a center director and a way to increase student tutors' sense of ownership over the center. She goes on to explain the anatomy of her center, describing the eight different teams students belong to and take responsibility for; these teams include facility, marketing, outreach, service, etc. This is a valuable read for directors hoping to establish a more sustainable and efficient center model.</p>
<p>Blair, V. (2023). Tutor training. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 117–164). SSWCA Press.</p>	<p>Book chapter</p>	<p>To begin, Blair explains various training approaches a center can adapt to the needs of its tutors. She advocates for involving veteran tutors in leadership training positions whenever possible. Further, Blair addresses some of the key training topics to cover with tutors including tutor bonding, writing center theory, best practices for tutoring, and administrative work such as filling out and processing consultation forms. The chapter likewise offers insights into establishing ongoing training at a center. The resources include a tutor consultation handbook, a sample training schedule, a training video, tutor session tools, activities for training, etc.</p>
<p>Giles, E. (2021). The how, what, and why of tutor-run, director-supported secondary school writing centers. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 1(2), 5–17.</p>	<p>Journal Article</p>	<p>Giles describes some of the logistics and practical ideas for tutor training in a tutor-run, director-supported writing center. Having profiled three well-established SSWCs on the East Coast, Giles describes the role tutors play in training other tutors during initial training, group training, guidebook discussions, role-playing, ongoing tutor training, experiential learning and reflecting, and observations. The article is impressively comprehensive in its tutor training ideas and would greatly benefit both new directors as well as experienced ones looking to revamp their current training program.</p>
<p>Hanson, S. (2023). Tutor training courses. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 165–219). SSWCA Press.</p>	<p>Book chapter</p>	<p>Based on her experience teaching a for-credit tutor-training course, Hanson offers suggestions for proposing a tutor-training course, developing curriculum, establishing grading practices, and adapting to the needs of the school. She also discusses the advantages and disadvantages of a for-credit tutor-training course, which is helpful for a director considering new their training methods. This chapter offers numerous resources including a course rationale, curriculum alignment, grading methods, a tutor training schedule and several assignments used in Hanson's course.</p>
<p>Hutton, K. (2018, July 10). Always in beta: Incorporating choice and encouraging a sense of ownership by revamping tutor training in a secondary school writing center.</p>	<p>Blog Post</p>	<p>Gillen focuses on the impact that working as a writing tutor has on students' perceptions of themselves as writers. Through her observational study of fourteen SSWC tutors at the Herndon Writing Center, Gillen tracked how incorporating exploratory writing instruction into the curriculum and giving students the opportunity to write across genres enabled student tutors to think of themselves first as writers and secondarily as tutors. Along with detailing the benefits of working as a tutor, this article also offers numerous practical ideas on how to be more intentional</p>

<i>Connecting Writing Centers Across Borders.</i>		with writing instruction during tutor training programs and/or courses.
Schneiderman, S. (2023). Tutor recruitment and selection. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 93–116). SSWCA Press.	Book chapter	Schneiderman offers numerous options for tutor recruitment, first advising directors to avoid looking only to high achieving or honors students when recruiting and instead seeking out friendly, teachable, and relatable students. Along with providing recruitment strategies, Shneiderman distinguishes between open recruitment and selective recruitment, suggests how to best recruit student leaders, explains how to acquire faculty recommendations, offers options for interviewing, and discusses how to determine the ideal number of tutors to include into the program. The chapter also includes useful resource samples such as a tutor recruitment timeline, a teacher recommendation form, a new tutor application, writing samples/work samples, a student leader application, etc.

Collaboration Beyond the School

Source	Source Type	Annotation
Bell, L. (2013). Insights and implications from a regional high school directory. <i>The Writing Lab Newsletter</i> , 37(9–10), 10–13.	Journal Article	Bell describes some of her early experience as the outreach coordinator for the Rocky Mountain Writing Centers Association (RMWCA). She explains the process of creating the RMWCA High School Directory, which helped the association initiate communication between secondary and post-secondary education programs. More prominently, though, the directory provides insight into the different models of peer tutoring in the region. Bell explains the importance of comparing these centers to look for trends because it gives insight into best practices and can help directors realize the vast variety of center types even within a single region. Although her discussion is specific to the RMWCA region, Bell's process of analyzing the data can guide directors from other regions in conducting a similar analysis.
Brown, R. (2023). Partnerships. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 411–433). SSWCA Press.	Book chapter	Brown expresses the importance of establishing partnerships to increase the sustainability and influence of a center. She offers explicit suggestions for centers entering into or considering university partnerships, intradistrict partnering, and community partnering. For each partnership type, Brown explains the unique, mutual benefits that partnership type generates. She likewise offers general advice on how to develop a strong foundation for a partnership by having honest conversations, developing a clear mission and goals, dividing labor, and setting clear and achievable deadlines. Brown offers distinct resources for each partnership type discussed in the chapter.

<p>Childers, P. (2007). High school-college collaborations: Making them work. <i>Across the Disciplines</i>, 4(1), 1-2.</p>	<p>Journal Article</p>	<p>Drawing from her experience, Childers discusses the importance of drawing similarities—while acknowledging differences—in order to establish utilitarian partnerships between high school and university writing centers. She explains that in order for both parties to benefit from the collaboration, directors should focus on common concerns such as senioritis, disengagement, etc. Childers goes on to mention several programs that have already bolstered student writing through collaboration including the National Writing Project, Writing Across the Curriculum programs, writing center associations, AP English programs, and federally funded programs like GEAR UP. Through her piece, Childers makes a compelling point for the potential of collaborations to support and expand writing centers.</p>
<p>Deans, T., & Courtmanche, J. (2019). How developing a network of secondary school writing centers can enrich university writing programs. <i>WPA: Writing Program Administration</i>, 42(2), 58-79.</p>	<p>Journal Article</p>	<p>Deans and Courtmanche discuss, from the perspective of a PSWC director, the logistics and benefits of forming a network of SSWCs connections. Although some of the information and benefits discussed (i.e. PS faculty recruitment, preservice teacher education, graduate study programs) are more pertinent to a PS school, the article likewise explains how being involved in this regional infrastructure gives SSWCs the opportunity to connect with other practitioners and tutors at conferences hosted by the PSWC. Overall, because this article speaks generally to the logistics and potential organization of a regional SSWC network, this piece is most useful to a SSWC director either considering participation in a network collaboration or a SSWC director already involved in the development stage of the network, looking for ways to structure their involvement.</p>
<p>Hoffman, J. (2021). Developing a public community writing center during Covid-19. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 1(2), 37-45.</p>	<p>Journal Article</p>	<p>As a high school writing tutor, Jessica Hoffman noticed a lack of writing centers at other high schools in her area and recognized that all students could benefit from a center. In response, she created a free public writing center that was available to all high school students regardless of high school affiliation. Hoffman partnered with an existing youth organization that already offered after school programs. The public writing center was staffed by tutors from Hoffman's high school writing center. To prepare them for this work, tutors were trained working with writers with diverse backgrounds as the writers who would utilize this center would come from all walks of life. This model of a public writing center staffed by trained secondary school tutors has the potential to increase writing center accessibility and reach even more writers.</p>
<p>Hutton, K. (2017). The Capital Area Peer Tutoring Association: Legitimizing and sustaining the work of secondary school writing centers. <i>Connecting Writing Centers Across Borders</i>.</p>	<p>Blog Post</p>	<p>This article, written by the then vice president of the Capital Area Peer Tutoring Association, delves into the importance of participating in professional communities devoted to SSWCs. Hutton asserts this importance through the perspectives of numerous CAPTA members, both long-time and new additions.</p>

<p>Isaacs, E., & Kolba, E. (2009). Mutual benefits: Pre-service teachers and public school students in the writing center. <i>The Writing Center Journal</i>, 29(2), 52–74.</p>	Journal Article	Annotation Forthcoming
<p>Littleton, C. E. (2006). Creating connections between secondary and college writing centers. <i>The Clearing House</i>, 80(2), 77–78.</p>	Journal Article	<p>Rather than describing a particular partnership between a PSWC and a SSWC, Littleton generally describes the mutual benefits of forming writing center collaborations for both secondary and postsecondary institutions. He explains that collaboration increases SSWC awareness of collegiate writing expectations across the disciplines while simultaneously providing the university centers with experienced tutors who trained preliminarily at the high school center. Littleton then lists a few opportunities for making connections between schools such as at the local level, through state and regional organizations, and through the International Writing Centers Association website.</p>
<p>Wilkie, L. (2023). Networking and publishing. In S. Hahn & R. Brown (Eds.), <i>The toolkit: Writing center resources for middle and high schools</i> (pp. 435–462). SSWCA Press.</p>	Book Chapter	<p>In this chapter, Wilkie suggests that directors and tutors can network, share ideas, and engage in broader conversations through four main avenues: joining professional organizations, attending workshops and conferences, connecting through social media, and publishing. Wilkie explains that while these pursuits may initially seem time consuming or extraneous, they have the potential to rejuvenate, liberate, and affirm your educator identity. This ultimately benefits students. This chapter includes helpful resources such as lists of professional writing center organizations, social media networks, and publication; conference proposal templates; and professional development materials specifically tailored for tutors.</p>

Current Issues in SSWCs

Source	Source Type	Annotation
<p>Abbato, A. (2022). Virtual writing lab: An idea that has a lasting effect on tutors. <i>The Journal of Peer Tutoring in Secondary Schools</i>, 2(1), 46–47.</p>	Journal Article	<p>In this brief reflection, a former middle school writing tutor reflects on the affordances and challenges of asynchronous virtual tutoring. Many of Abbato’s virtual tutoring experiences mirrored an in-person tutoring session: she felt excited but daunted by tutoring and she relied on training to support her in early sessions. However, some aspects of asynchronous tutoring are unique. In the virtual tutoring setting, Abato appreciated the ability to ask other tutors for help before providing feedback to writers. Additionally, she had more time to verify the validity of her feedback, especially related to grammar. One of the greatest challenges to asynchronous online</p>

		tutoring was the inability to assess the writer's understanding or agreement of a suggestion. Thus, tutors couldn't provide additional scaffolding or clarification that some writers may have needed.
Goransson, J. (2022). When a writing center becomes a learning center: An activity theory analysis . <i>The Journal of Peer Tutoring in Secondary Schools</i> , 2(1), 5–20.	Journal Article	Annotation Forthcoming
Haswell, C., Collins, E., Busbee, M., Giesler, L., & Lofland, R. (2021). Building diverse tutoring centers with affinity spaces . <i>The Journal of Peer Tutoring in Secondary Schools</i> , 1(2), 31–36.	Journal Article	The leadership team at a tutoring center recognized that the racial, ethnic, and gender backgrounds of the leadership were not representative of their school's student body. The leadership sought to diversify the team in order to create a more inclusive space for tutors and tutees. While initially they only sought to diversify their team in terms of racial, ethnic, and gender backgrounds, they ultimately expanded their definition to diversity to include types of academic classes taken and extracurricular interests. The team modified the recruitment process to draw in a wider variety of students. While the results of their efforts were not as dramatic as they hoped, they still showed a shift in a positive direction.
Hutton, K. (2021). Inclusivity, equity, and accessibility statement . <i>The Journal of Peer Tutoring in Secondary Schools</i> , 1(1), 9–12.	Position Statement	SSWCA articulates their belief that peer tutoring centers should be inclusive and accessible spaces for all students and staff. The statement includes six core practices that writing centers should strive to uphold in order to ensure inclusivity and accessibility. Additionally, the statement provides several questions to help centers reflect on current beliefs and practices. The document emphasizes the importance of operation practices (hours, location, format, etc.) respecting student agency, and tutor recruitment practices in ensuring inclusivity and accessibility.
Jenkins, D. (2022). A shift in perspective: A high schooler's experience leading and tutoring during COVID transitions . <i>The Journal of Peer Tutoring in Secondary Schools</i> , 2(1), 48–49.	Journal Article	Annotation Forthcoming
Snow, I., & Srnc, J. (2022). Inclusivity in the writing center . <i>The Journal of Peer</i>	Journal Article	Annotation Forthcoming

<i>Tutoring in Secondary Schools, 2(1), 40-45.</i>		
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