

Planting, Nurturing, Pruning, Thriving: SSWCA & BWP Conference 2024

Please see the schedule on Whova for updates and to connect with speakers.

Thanks to our conference sponsor: Dr. JDub's School of Writing! Dr. Jennifer Wells, professor of writing, has been helping high school and college students have positive experiences with writing for the past twenty years. It is normal for student writers to feel overwhelmed, to not know what to write about, or to struggle with perfectionism and/or procrastination. Dr. Wells specializes in college application essay writing and the high school to college transition with her goals for students to be proud of what they submit and to feel like their essay really sounds like them. <https://www.drjdub.com>

Thanks to our conference sponsor: 826 Boston! 826 Boston is a nonprofit writing, tutoring, and publishing organization where students in grades K-12 and beyond can share their stories, amplify their voices, and develop as leaders in school and in life. Read student work and learn more about 826 Boston on our website:<http://www.826boston.org>

Thanks to our conference sponsor: Rocky Mountain Writing Centers Association! The Rocky Mountain Writing Centers Association (RMWCA) is an affiliate chapter of the International Writing Centers Association, acting as a support and resource for tutors and administrators (specifically in Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming but open to all). RMWCA provides support to writing tutors and administrators in the form of regular online 'chat and chew' sessions, local and regional get-togethers, conferences, webinars, and travel and research grants; it promotes community among writing center professionals and students working in educational settings. RMWCA defines writing centers broadly, acknowledging the intersections of writing, reading, and academic support in the various institutional settings-including secondary schools-in which this work occurs. All are welcome to join RMWCA; memberships are available for individuals and for whole writing centers. Read more about RMWCA here:<https://rmwca.wildapricot.org>

Thanks to our conference sponsor: WCOLINE! Developed across more than twenty-five years, WCONLINE is the cloud scheduling, recordkeeping, and reporting solution for academic support centers. <https://mywconline.com>

Friday, March 15th

	Session Title	Room	Abstract	Speaker(s)
08:00 AM - 8:45 AM	Registration and Breakfast	1st Floor	Start your day with a morning mingle during breakfast!	
08:50 AM - 9:20 AM	Welcome, President's Address, and Awards	2300	SSWCA President, Stacey Hahn, will begin our conference with a general address and recognition of award recipients.	Stacey Hahn
09:30 AM - 10:45 AM	Workshop - Planting the Seed of Confidence: Nurturing Student Writers Through Imposter Syndrome	4100	While imposter syndrome is common among writers, it can be especially harmful for secondary students without the vocabulary to name what they're thinking or the experience to know that they are embedded in a deficit-focused system. Within a high school writing center, how can consultants identify when a writer is struggling with feeling like they're not really a writer? What can consultants do when they realize a writer is facing this struggle? This presentation will include practical strategies to help consultants recognize the signs of imposter syndrome, plant the seeds of confidence, and nurture student growth.	Michelle Boyd Waters

Paired Insights - From Seedlings to Success: Cultivating Tutors and Centers; "There's Not Enough Hours in the Day!" The Value of Asynchronous Tutoring for Thriving in a Secondary School Setting	4120	<p>From Seedlings to Success: Cultivating Tutors and Centers - This presentation will reexamine our role in facilitating client learning. We address the fundamental need for peer tutors and the true meaning of our responsibility. Delving into basic concepts of empathy and respect, we'll apply them to create a judgment-free tutoring environment. Our goal isn't client retention, but equipping them for independent academic success. We present strategies for peer tutors to refine their personal skills and extend this growth to the entire tutoring center. Our presentation offers a concise, holistic approach to nurturing a thriving tutoring ecosystem, empowering tutors and clients alike. "There's Not Enough Hours in the Day!" The Value of Asynchronous Tutoring for Thriving in a Secondary School Setting - Writing is a constantly adapting medium of thought reflecting an ever-changing world. The impact of the growing accessibility of writing and free-thinking through digital platforms demonstrates the need for writing centers to adopt a strong online presence to best support the community. But how do writing centers manage this enormous change? While asynchronous tutoring may be beneficial, a good grasp of ethical feedback approaches and knowledge of digital resources is required to provide meaningful instruction. Join us to discuss asynchronous tutoring, and how we believe these programs can reach more writers through our own endeavors with our writing center.</p>	Isabelle Wang; Emmett Lach - Kate DeMaio; Robert Fuqua; Una Millette
Paired Insights: Rome Wasn't Built in a Day and Neither was the Middle School OWL; Class vs Club: What is the Ideal Format for a Thriving Writing Center?	4130	<p>Rome Wasn't Built in a Day and Neither was the Middle School OWL - Introducing students to tutoring at a younger age is a great way to improve academic performance and increase participation in a writing center. In this presentation, we explain our experience with expanding our online tutoring program to middle schools to provide a framework for other centers to use. This process includes marketing and planning events, both of which are vital for encouraging engagement. We provide tips on skills that are necessary for developing and utilizing the program, including tutoring younger writers and making language accessible. We hope others can use our experience and research to grow their network. Different Flowers and Formats: Experiences with how a writing center blossoms best - How does your writing center operate? In this presentation we will be drawing inspiration from our own experiences as well as the research of others. By diving into already existing courses and taking into account the audiences' opinions we will weigh the many factors that go into making a decision on the logistics of how a SWC course will operate. Do tutors work better under requirements or when the center is an optional responsibility? Do classes make the center more or less accessible to tutors? Is there an existing course that writing centers should heavily collaborate with instead? From analyzing statistics on student opinion to discussing our own experiences and viewpoints, we will aim to understand ideal centers for individual institutions. Our presentation will extend from traditional public speaking and work to include our audience members via discussions and a survey.</p>	Alicia Dyer; Joshua Lee - Simran Jain; Rowan Wilkins

	Paired Insights: Nurturing the Writing Center through Community; Effectively Growing Leadership Skills in the Peer Tutoring Center	4160	Nurturing the Writing Center through Community - Tutors are the branches of the Writing Center, connected to each other, but reaching out to writers. The WC's sense of community, strengthened through the relationships between tutors, comprises the center's roots. This presentation will explore the strategies implemented in writing centers to build community between tutors such as name quizzes, after-school parties and fun Fridays. Writing center personnel will be able to engage in conversation with each other to trade strategies for tutor connection and discuss benefits of these practices. Participants will learn the importance of growing community between tutors. Effectively Growing Leadership Skills in the Peer Tutoring Center - A brief discussion on the positive impacts that academic support centers have on a student's leadership skills and organizational skills. This includes how they can be nurtured and pruned for effective growth through the emphasis on power dynamics and stress management. Additionally, this addresses a student's ability to discuss sensitive topics such as power dynamics and race both in and outside of consultations. Though this presentation is focused on the writing center, it has general applications to all areas of study, as well as professional and personal situations.	Chayse Radcliff - Bee Phillips; Rebecca Burlingame-Lee
	Workshop - Intelligent Use of Artificial Tools: Using AI Collaboratively	4170	The future of educational writing is uncertain with the emergence of artificial intelligence technology. Although concerns about academic integrity and writer's agency exist, tutors can utilize AI to support collaboration, confidence, and effective tutoring skills. Tutors who understand AI can take advantage of it deliberately and intentionally during tutoring sessions. Centers can incorporate AI into their training classes for staff members to get a better grasp on how to use this tool effectively. This presentation focuses on the effective use of AI in writing centers, as it is a useful tool that coincides with the major values of most centers.	Divya Sathya; Cass Melo
11:00 AM - 12:00 PM	Keynote - Summoning Our Collective Power	2300 and VIRTUAL	What do you find energizing, pleasurable, rigorous, or inspiring about your writing? Before you give persuasive power to a teacher, advisor, or critique group, I encourage you to first engage in release and restoration. Together, we'll survey how to go inward, affirming our agency and bolstering our confidence. The goal is to cultivate artistic intuition so that we may serve as our first, ideal, reader.	Felicia Rose Chavez
12:00 PM - 1:00 PM	Lunch	1st Floor	Friday lunch is provided with your in-person registration. Take this time to branch out and enjoy a meal with a fellow attendee!	

01:00 PM - 2:15 PM	Paired Insights: The Writing Center Trellis: A Structure that Supports Student Growth; Growing, Pruning, and Nurturing a Mission Statement to Help Writing Centers Thrive	4100	<p>The Writing Center Trellis: A Structure that Supports Student Growth - Some high school writing centers have less than ten tutors serving only a couple hundred writers; others have fifty tutors serving a couple thousand writers. Our presentation will focus on the latter, demystifying the ways we utilize our space, schedule, staff, and standards to manage a large high school writing center that serves 1800+ students with 50+ tutors. Participants will learn how to utilize these four focuses to streamline the way their center operates, supporting tutors, writers, and teachers.</p> <p>Growing, Pruning, and Nurturing a Mission Statement to Help Writing Centers Thrive - Mission statements are meant to reflect our values, but do we always embody these values, and do they reflect those of our community? Join us in exploring how we can use a holistic and inclusive process of crafting or revising a mission statement to foster critical discussions that consider the role of our writing centers within our specific context. We will consider what our values are and whether or not our writing center embodies these values as well as how to align our values with our goals in a mission statement to nurture a thriving writing center of belonging.</p>	Lauren Magliaro; Apollo Marks - Sasha Malo; Una Millette; Claire McFarland
	Workshop - Learning to Hate Your Grading Pile Less: Mindfulness Practices for Teachers and Writing Center Directors	4120	In this interactive workshop for teachers, we will discuss the challenges and joys of providing feedback on student writing, and consider ways that mindfulness practices such as meditation, body scan, and mantras might improve teachers' mindset toward the never-ending pile of grading we face as writing teachers. The presentation will include initial findings from my dissertation research on this topic, and offer opportunities for the audience to learn and practice some mindfulness techniques before engaging in a work session providing feedback on some of your own students' writing (so bring some along!). WC writing center directors may see ways to adapt the activities/discussion to their own tutor training context.	Jenny Goransson
	Workshop - Tutoring Kaleidoscope: Addressing all the Colors of the Center through Diversity Initiatives	4130	When managing a center, it is important to provide services to all students on campus. As a High School All-Subject Center, we have approached this in many ways and guided as many demographics to our center as possible. Through a workshop, we will introduce different strategies and programs we have implemented, with the goal for them to be duplicated across the writing center community.	Laika Olwana
	Workshop - Bridging the Gap: Multi-Generational Writing	4160	Join us as we share ways our writing center interacts with the community, from sparking the young minds of elementary students to getting inspired by the crafty words of our senior center's writing group. Beyond illustrating ways our center fosters multi-generational writing, our presentation will also illuminate the benefits of multi-generational writing and how it helps our center, our writers, and our community thrive. Attendees will leave with a wealth of ideas to ignite multi-generational writing within their own centers, championing the power of writing in communities and generations to come.	Tanith Hohenberger; Brian Kang; Michael Bryant; Nicky Steinert

Paired Insights:The Importance of Libraries and Books in Writing Centers; How to Approach Tutoring Students with Limited or Interrupted Formal Education (SLIFE)	4170	<p>The Importance of Libraries and Books in Writing Centers - Books have always been a key part of education and learning throughout the world, yet people are finding it increasingly hard to have access to these crucial resources. So how can we, as tutors, work to combat this? The answer to that question is actually quite simple, having small, in-class libraries available for everyone. By having these we can create an environment that fosters learning, comfort, discussion, and community in our classrooms. How to Approach Tutoring Students with Limited or Interrupted Formal Education (SLIFE) - Every day, students arrive in American high schools with little to no previous formal education. These students are dropped into advanced high school classes and are expected to adapt quickly. Unfortunately, these students are not usually provided with extra help, so it's up to peer tutors in these institutions to take charge. Being two students coming from Afghanistan and North Africa, we have witnessed how different education and schooling resources are back home. Not all international students have equal access to education, and many "developing countries" do not have the resources to provide public education to their children. Because of this, when students with limited formal education move to the United States, they face many challenges and pressures they have not encountered before. In our presentation, we will help tutors understand these students' backgrounds, gifts, and challenges so they can learn how best to help SLIFE students efficiently and productively. Through these proven methods, we can cause SLIFE students to feel supported and a part of the school community, welcoming their presence and experiences.</p>	Evren Durham - Aicha Hermes; Ghazal Adil
Paired Insights: Professionalizing the Tutoring Experience; Tutors and AI: Protecting and Progressing the Writing Center	VIRTUAL	<p>Professionalizing the Tutoring Experience - Tutoring in high school writing centers is a voluntary and typically unpaid experience. In our Writing Center, peer tutors are hired as interns and get paid for their work. Treating high school Writing Center tutors as professionals has many advantages. It can lead to improved services for students and contribute to the effectiveness of tutors. Tutors are recognized for their skills, like bilingualism, and expertise in specific subjects. Diversity and inclusion is also prioritized through every aspect of our work. Professionalizing the Writing Center changes tutoring from simply a school or extracurricular experience into a positive work environment. Tutors and AI: Protecting and Progressing the Writing Center - In today's era of artificial intelligence, it is crucial to establish the role of tutors as more than just editors. In this presentation, we will discuss how our writing center addresses the reduced demand for student tutors caused by the emergence of online writing assistants like ChatGPT and Tutor.com. Additionally, we will explore how AI technology can be used to teach new tutors and help the writing center flourish.</p>	Angie Chamorro; Esther Sebuabey; Aishatou Tunkara - Viktoria Truitt; Taylor Erickson; Cassidy McCahill

	Workshop - Social Emotional Learning Implementation within the Writing Center: Idealized Theory or Practical Pedagogy?	VIRTUAL	How are Writing Center tutors implementing social-emotional learning into student appointments? Is it making a difference? Social Emotional Learning is a relatively new phenomenon in the world of teaching that prioritizes social-awareness, relationship building, and responsible decision-making. To attempt to answer this question, a randomized group of WC tutors across the country were surveyed. The tutors reported back on their experiences using SEL in their sessions and indicated the impact it has had on their interactions with students. These research findings help determine the relevance and importance of incorporating SEL techniques into Writing Center Trainings.	Willow Wagner
	Tutor Recruitment Roundtable	VIRTUAL	Join with fellow attendees to discuss tutor recruitment. Guiding questions will start the discussion, but participant inquiry and experiences will lead the exchange. Both directors and tutors are welcome!	Katie Sutcliffe
02:25 PM - 3:40 PM	Paired Insights: How to Aide and Assist Clients with Dyslexia; The Tutoring Toolbox: Tutoring Strategies for Writers with Varying Skill Levels	4100	How to Aide and Assist Clients with Dyslexia - In this session, attendees will learn how tutors can instill confidence in their clients with dyslexia, and help them leave the session a more productive student. We will share about research on diagnoses in dyslexia and the best methods for learning with dyslexia. This session will also explore exam strategies, and how to build the self-esteem of a client with dyslexia. The Tutoring Toolbox: Tutoring Strategies for Writers with Varying Skill Levels - Like many skills, writing levels vary from person to person. Unlike a typical classroom with one teacher and a large group, writing centers allow for one on one connection. Because of this, tutors compensate for a diverse array of skill levels. Tutors must compile malleable tutoring strategies and philosophies. Our curiosity for finding the most reliable writing tutorial tips stems from our own experiences tutoring writers of different ages and skill levels. We will observe tutoring sessions ranging from writers in English I classes to writers in AP English classes. Factors such as age and learning disabilities, along with classes taken, play a huge role in determining the affectiveness of a session. We are going to explore what social and academic hurdles tutors experience and what strategies tutors should keep in their tutoring toolbox when they work with writers of a different skill level.	Tumpe Mwenechanya; Reese Shifflett - Alaina Valasek; Ruby Reddy
	Workshop - No Longer an Appendix: The Secondary School Writing Center as a Site for Meaningful Advocacy	4120	Secondary School Writing Centers hold a unique position in the educational landscape as they seek to shape broader conversations within their schools. Equipped with distinctive perspectives and expertise, high school tutors play a valuable role in questioning the institutional confines that characterize their existence. This workshop will aim to illustrate why writing centers should strive to be sites for activism and advocacy, working to engage within their communities and foster meaningful curriculum changes. Tutors should work to address institutional barriers and challenge the status quo to champion effective and diverse writing instruction across all academic content areas.	Hanne Brabander

Workshop - House of Mirrors: Mimicking Body Language in the Writing Center	4130	When clients come in for their first consultation, they are usually nervous as sharing their writing with someone can be an extremely vulnerable position. Conversely, consultants may be so heavily involved with the paper, they forget about the writer in front of them. Through this workshop, people will experiment with a research-based consulting strategy centered around mimicking body language to prune their consulting styles. Through this pruning, the audience can determine what works best for them as a consultant and their interactions with clients to help improve their writing abilities.	Sara Haynes
Workshop - Planting Spaces for ELD Students in the Writing Center by Cycling Visits	4170	This session will provide ways to systemically engage and help ELLs in the Writing Center. Focusing on multiple visits or cycles to the Writing Center, we will share how our work with ELL students can make a difference in helping them feel comfortable, heard, seen, and supported both within our center and throughout our building. We will have time to try and apply and engage in Q&A.	Jennifer Tannous
Paired Insights: Looking to Enhance Your Tutoring Experience? Discover the Secret Seeds to Planting Meaningful Connections Between Tutors! ; Promoting and Advertising Your Writing Center 101	VIRTUAL	Looking to Enhance Your Tutoring Experience? Discover the Secret Seeds to Planting Meaningful Connections Between Tutors! - In this presentation, we delve into the significance of fostering inclusivity within a center. By embracing diversity, we unlock the potential for enhanced efficiency, a well-structured environment, and utmost practicality for the dedicated individuals who work within the center. In this presentation we will cover creating activities and bonding experiences to form a strong standing base between tutors. By doing so, the positive energy within the writing center will ultimately set the tone for the tutees, proving how inclusivity works hand in hand with the effectiveness of a center. Promoting and Advertising Your Writing Center 101 - Within this presentation, we will explain why school-wide, exciting, and inclusive events can broaden the audience for a writing center. Our presentation will contribute to planting interest in the writing center schoolwide. We will explain the impact of social activities that connect the school and why they can create a community. Having that sense of community will encourage students to be vulnerable enough to seek help in their writing through the Writing Center. In conclusion, we hope to help writing centers gain traction through significant events by proposing an event idea and explaining the importance of school-wide events.	Jenna Alhassani; Hybat Adam; Nabila Ava - Kamya Raman; Emma Parkinson; Matthew Montgomery; Seungha Yoo
Workshop - Implementing Asynchronous Training Modules for Students through Embedded Tutors	VIRTUAL	According to Mission College, Embedded Tutoring occurs when a tutor works in the classroom under the instructor's guidance to help students understand course concepts and enhance student engagement. Today we will discuss the utilization of asynchronous training modules to develop materials for embedded tutoring in specific classes. We will describe how our own high school institution is creating a program of training modules to help with embedded tutoring and provide suggestions for implementing such programs in other schools.	Izzy Bailey; Stella Cochran; Rachel Riley; Fiona Wolter

	Workshop - Public Speaking; It's relativity throughout life and in the writing center	VIRTUAL	Have you ever wondered why presentation skills are so important? Having good communication and speech skills can help you in the workplace, classroom, or even at an event. A typical writing center solely aids students with essays, writing assignments, and brainstorming but that could be expanded. It has been found that public speaking can help with vocabulary development, leadership skills, and improves communication. If writing centers expanded and helped students brainstorm, develop, and perfect their presentations and speeches students would become more confident in their work. Even the smallest tip like eye contact or practicing your speech for a writing fellow can help improve a person academically and personally.	Virginia Brantley; Alice McCormick; Heidi Sanders
03:50 PM - 5:05 PM	Nurture Time: Reflect on Your Conference Experience Through Writing	2300	This space is a quiet place for you to reflect on your conference experience through writing. What seeds have been planted? What ideas do you want to nurture? What concepts do you want to sow? Take the time to make an action plan or just reflect on what the conference has meant to you thus far. <i>Consider writing up your reflections for <u>The Journal of Peer Tutoring in Secondary Schools</u>!</i>	
	Sharing Center Reports Roundtable	4100	Join with fellow directors and tutor leaders to share your center reports and learn new ways to present information both qualitatively and quantitatively. Please bring your reports to share, either paper or digital!	Melissa Morgan
	Tutor Leadership Roundtable	4120	Hosted by SSWCA Tutor Representatives Laika Olwana and Hanne Brabander, this roundtable session offers an open floor for tutors across the community to engage in discussions and mutual learning. We invite you to join us as we review common challenges tutors face, and explore ways to overcome them!	Laika Olwana; Hanne Brabander
	Best Practices for Center Administration with WCONLINE	4130	Explanations and Troubleshooting with a WCONLINE representative.	
	Workshop - Sow, Grow, Flourish: Building Sound Connections in a Session's First 5 Minutes	4160	Dive into the intricacies of building strong tutor-tutee connections within the first 5 minutes of your sessions. In this interactive workshop, participants will explore the profound influence of initial engagement on overall tutoring experience and efficacy. Through group activities prompting reflection and collaboration, we'll evaluate engagement using existing metrics, as well as metrics we define for ourselves, enabling the creation of new strategies for more intentional session starts. This holistic exploration, a blending of theory and practice, promises practical insights into enhancing tutee engagement in your tutoring sessions.	Luke Sweet
	Panel - Casual Professionalism: Balancing companionship and academia within tutoring centers	4170	This panel presentation will focus on the applications of casual professionalism as it applies to the tutoring center to share the merits and limitations to this concept. The members of the panel will offer various perspectives into how casual professionalism can be used, the extent to which it is effective, and the ways it may shape the atmosphere of the tutoring center to be more welcoming. Through group discussions and activities, the audience will experience what it means to utilize casual professionalism. Members of the audience will consider what it means to be both peer and teacher within the tutoring center.	Mateo Bertagnolli; Kayla Dillman; Kelby Huynh; Ella Hessing

	Insight - Future Tense: What Writing Centers Can Do to Humanize Writers for The Real World	VIRTUAL	We'd like to address two emblematic tales that project a fear-based future onto student-writers: "the boogeyman" and "the scarecrow". Caricatures of professorial boogeymen, ever ready to fail and ridicule novice writers, serve to depersonalize the relationship between student-writers and academic readers. We propose leveraging our readerly position in writing center sessions to recast a mutually humanizing relationship between scholarly readers and budding writers. Likewise, unstuffing the rhetorical scarecrows of "The Real World" outside of academics reveals writing centers are uniquely positioned to help students recognize their writerly power in the present tense rather than just in a fearful future tense.	Katie Keller; Annie Lowe
	Insight - Nurturing Writing With Outreach: Where Are the Seeds Planted?	VIRTUAL	This presentation will cover the findings from the research question: how thoroughly do tutors implement social-emotional Learning into actual writing center appointments? It will briefly explain the literature behind social emotional learning and how it plays into the writing center setting. Then examine and present the data findings. The data comes from a survey sent to a randomized group of student-tutors in writing centers asking questions regarding their stance on social emotional learning and opinions on its role in writing center work. The audience will learn insight on effective pedagogical approaches and new ways of implementing social emotional learning.	Diane Donkor
	Workshop - Restful Roots: The Role of Sleep in Helping Tutors and Writers Thrive	VIRTUAL	In a constantly evolving world, our ability as humans to retain enough sleep each night is becoming more challenging. According to the Center of Disease Control and Prevention, even as most know that sleep is vital for our health, approximately 73% of high school students in the United States receive less than the amount of sleep recommended. In our session, we will bring awareness to the repercussions of sleep deprivation on the intellectual and social-emotional capacities of writers and tutors—offering personal insight and stories from Writing Fellows on how to effectively manage Writing Center sessions when sleep deprived.	Clara Park; Preston Todd; Cameron Turner
08:00 PM	Director Social	TBA	Join with other directors for a SSWCA-sponsored happy hour! Talk about writing center work, bring ideas to board members, learn what it means to be a board member, and just enjoy the company of our community! Location TBA.	
Saturday, March 16th				
08:00 AM - 8:45 AM	Registration and Breakfast	1st Floor	Start your day with a morning mingle during breakfast!	
08:50 AM - 10:05 AM	Roundtable - The Power of Partnership: How Collaboration between Universities and Secondary Schools Can Help Expand and Fortify Writing Centers	2300	How does a writing center further thrive? Discover how partnerships between university and secondary school writing centers have not only nurtured the growth of existing writing centers but have also paved the way for new ones to flourish. In this roundtable, we will delve into innovative ideas, practical strategies, and success stories that will empower writing center directors to forge their own impactful partnerships. You will come away from this presentation with tools and connections to help you take the next steps for your writing center to maximize its potential.	Larissa Beatty; Emma Slater; Braden Slater; Sara Garrett; Andrea Haverlock
	Workshop - Fertilizer Not Manure: Nurturing a Healthy, Happy Peer Tutoring Ecosystem with Four Key Ingredients	4120	Peer tutoring and writing center directors have so much to juggle, from recruitment and training to assessment and partnerships. It can be tempting to believe -- or hope -- that the center's culture will sort itself out; after all, it's a program full of high achieving, friendly students who have chosen to take part, right? The facilitator of this workshop will share her belief that it's imperative for directors to intentionally nurture their centers' ecosystems and will identify four key elements to focus on fostering. We will also discuss research that underscores the necessity of this approach as a bulwark against the ongoing adolescent mental health crisis. Participants will discuss and leave with concrete, proven methods for creating a healthy, fruitful center atmosphere.	Hannah Baran

	Workshop - Improving Tutoring with Improv	4130	The idea of improv helps the student and tutor become more comfortable with the people they're working with. Participating in many improv games and practicing them can help the tutor come up with ways to handle things that could be off topic or not what they were expecting because everyone has their own way of understanding. Attendees will practice improv games in smaller breakout groups to get to know each other and will discuss how the games could be used in a session. Attendees will learn how to participate in improv games and how they will improve tutoring sessions.	Carmen Rivera; Isabella Rivera; Julia Dion; Robert Shaw; James Thomas
	Workshop - Anthropology in a Multicultural Writing Center	4160	This workshop is centered around developing a collaborative atmosphere for tutoring centers with multilingual and multicultural patrons. By understanding subtle cultural differences in structure and writing approaches, tutors can nurture a more inclusive and respectful writing center for all clients. We'll explore this by using anthropological theories in conjunction with traditional writing center tenets. While discussing key theories, attendees will learn how to aid in the growth of their clients by applying anthropological lenses and research backed strategies. These principles will be further applied through an interactive consultation activity, allowing attendees to practice the anthropological concepts they have learned throughout the workshop.	Emmie Bevan; Alivia McKinlay
	Paired Insights: Working with Apprehension; Peer Tutoring English Language Learners: Giving Writers the Control	4170	Working with Apprehension - Writing anxiety relates to two topics - anxiety surrounding writing itself and apprehension about getting feedback on one's writing - with the goal of improving the audience's understanding of how we, as consultants, can help people become more confident and effective writers. This presentation covers specific strategies for giving feedback and how they can help writers feel more comfortable receiving feedback, and how providing practical advice for people dealing with writing anxiety can help ourselves and others who struggle with this issue. Peer Tutoring English Language Learners: Giving Writers the Control - This presentation equips peer tutors with valuable strategies for tutoring English Language Learner (ELL) peers. Drawing on their personal experiences as ELL writers, Lee and Balaji introduce the "CSC" tutoring method, which focuses on assisting ELL writers with commonly struggled aspects of writing, such as nuance and connotation. The CSC method, outlined by Lee and Balaji, emphasizes clear communication, thorough exploration of nuanced meanings, and respect for the writer's choices. By incorporating personal experiences and relevant research, this presentation offers peer tutors insights into supporting ELL peers in their writing journey. It highlights the importance of understanding the unique needs of ELL writers and fostering an inclusive tutoring environment, while also recognizing that proficiency in the English language does not necessarily equate to mastery as a writer for ELL tutees.	Anastasia Dubovoy; Ava House; Mara McClellan; Olivia Simon; Madelyn Holderbaum - Nithila Balaji; Catherine Lee
10:15 AM - 11:30 AM	Roundtable - Building a Writing Center Ecology through Partnerships with National Writing Project Sites and University Writing Centers	2300	Join a group of secondary and university writing center directors linked through their affiliations through local National Writing Project (NWP) sites in an open discussion about how to create lasting partnerships to support writing centers. We will share resources and invite your ideas and contributions about how to make effective partnerships last.	Jenny Goransson; Tom Deans; Tanya Baker; Katherine Greene; Amber Jensen

Roundtable - Propagating Blooms: Round Table Resource Share and Help Session	4120	Come to share materials and structures that are working for your Writing Center and get new seedlings to plant. Struggling to recruit tutors or incentivize tutees? Want resources on building the reputation of your center? Need innovative methods for communicating across multiple blocks? Walk away with a Collaborative Google Drive of resources. The presenters will share foundational systems that help their center thrive. However, we also want to learn from you! We will all walk away inspired with new seeds ready to plant both in the form of ideas and tangible resources.	Kirsten Cleary; Lin Rudder
Workshop - Inkspirations Unleashed: Cultivating Inclusive Growth in the Writing Center Garden	4130	Embark on a transformative journey with "Inkspirations Unleashed," a presentation that enhances your writing center's vitality. Uncover the cyclical nature of growth, from historical challenges to innovative strategies for inclusive excellence. Engage in hands-on UDL principles and brainstorm a Multimodal Toolkit, drawing from diverse insights. Immerse yourself in crafting multisensory consultations, diving into scenario analyses and crafting "wild card" strategies, echoing Rahimian's unique semiotic approach. Experience deeper insights, practical strategies, heightened community awareness, and tools for resilience. Join us in cultivating a vibrant, inclusive writing center ecosystem.	Cassondra Keller
Workshop - Academic Authentic English: Finding a Balance Between Academic and Authentic English	4160	Academic English is often encouraged in the Writing Center. However, this type of English is based in racism, classism, and sexism, as well as taking away from a writer's true voice. So, how do we, as tutors, find a balance between an Academic voice and an Authentic voice? How do we foster a middle ground of writing that will be respected but inclusionary and true to the writer? We will be exploring these questions through a presentation, open discussion, and mock tutorials.	Evren Durham
Paired Insights: There's Growth in Group Work: The Benefits of Collaborative Learning in the Writing Center; Growing Through Stress	4170	There's Growth in Group Work: The Benefits of Collaborative Learning in the Writing Center - This presentation focuses on the benefits of collaborative writing-- an unorthodox method of tutoring that focuses more on student-student interaction rather than the typical tutor-student formula. This group setting initiates active discussion, leading to the invention of new ideas and problem-solving techniques that challenge the writers themselves. I will demonstrate the benefits of collaborative learning by presenting the positive impact collaborative learning has had on my writing center. Participants will learn the benefits of collaborative learning and why they should incorporate it into their writing center. Growing Through Stress - Although students are offered several great resources, school can still remain a stressful place. Additionally, tutors may not feel as if they can appear anxious due to their position as academic role models. In this presentation, we hope to destigmatize and normalize stress in and out of the classroom while also suggesting helpful methods to work through anxiety for both the tutor and the client. It's important to emphasize that these feelings are entirely valid and understandable. By creating a safe environment and understanding the root of the problem, participants can better themselves as tutors and students.	Anushka Saha - Bryn Curnutte; Audrey Evasius; Crystal Jiang

	Workshop - Planting the Seeds of Success: Nurturing relationships in your writing center	VIRTUAL	Our presentation will showcase how nurturing strong relationships within our writing center leads to success both inside and outside our classroom. We integrate leadership, inclusivity, and mentorship to create a thriving environment for our tutors and tutees. We will look at tutee and tutor relationships, leadership, the structure of our writing center and how we create a strong community that allows tutors to develop skills they can use in the future. We will also host an activity simulating how we foster strong relationships.	Tyler Paloma; Laya Karunakaran; Abigail Tzeggai; Maya Manchester
	Panel - Growth, Limitation, and Structure: The Autonomous Solarium of Writers	VIRTUAL	As a peer writing consultant, one can encounter many different phases and situations that students and their work are in, be that feeling constricted due to academic requirements creating a pot too small, or so much freedom that they don't know where to start digging their roots. In our "solarium," we consultants are tasked with recognizing what stage the student is in, and guiding their writing into a new pot for structure or out into the earth to fully grow. Whether it's thinning or overcrowded, the consultant will encourage new growth within you and make sure you flourish.	Abdullah Bitar; Pam Crawford; Alim Makanov
11:30 AM - 12:45 PM	Lunch		Please note that Saturday's lunch is not provided by the conference.	
12:45 PM - 2:00 PM	Boston Writing Project Mini-Retreat	2300	Boston Writing Project leaders will lead participants in a mini-retreat.	Neil Pischner
	Paired Insights: The Writing Centers That Grew from Concrete and Cultivating Cultures of Confidence	4100	The Writing Centers That Grew from Concrete: Development in an Urban School District - The germination of writing centers across our urban school district is a story of experimentation, adaptability, and persistence. In this insight presentation, our district Writing Center Coordinator will share the stage with our handpicked team of Writing Specialists, responsible for cultivating supportive spaces that reflect the culture of four unique high schools. Attendees will leave with the seeds for implementing our model, with discussion of how writing centers can sustain volunteer partnerships, foster professional development, feed early college and advanced academic pathways, and spread equitable opportunity for all students. Cultivating Cultures of Confidence - Gardeners tend to their gardens with great attention in the early days of their establishment-seeding, watering, and weeding until the plants are hearty and strong. Similarly, students may initially need more guidance and input on their writing until they believe what we at the Writing Center believe-that they can be great writers. Thus, one of the key components of a vibrant center is a focus on building confident writers that will ultimately outgrow our services. Such outgrowth, however, is not detrimental to the Writing Center; rather, it is the reason it thrives. This session will explore strategies for devising best practices that encourage and nurture students' confidence in their own capabilities as leaders, thinkers, and writers. We will also address how writing center faculty must promote campus-wide confidence in the Writing Center as a reliable, trusted, and valuable resource.	Erin Brock; Carrie Gaffney; Rebecca Huehls; Brooklyn Raines; Christopher Speckman - Claire Cothren; Lisa Fisher; Lauren Miskin

Paired Insights: Writers aren't just words. They are humans, too!; A Supporting Environment Grows a Successful Writer	4120	Writers aren't just words. They are humans, too! - Everyone should be treated like a person. The extracurriculars that you are involved in, how busy your schedule is, your level of writing, etc, don't define you. A writing center is there to help people improve their writing but it is also there disguised as undercover support. Attending this presentation will teach you how to not only value other's writing but also value people. It will cover how to make people more comfortable and welcome at a writing center, how to avoid the stigma of professionalism, and how emotions can be used to enhance writing. A Supporting Environment Grows a Successful Writer - Necessity is the mother of invention. We need to learn and change and grow in order to reach a goal. As writing centers, this goal is easily defined: we are a resource for all writers. We're here for all of it - the book worms, the reticent writers, the only-there-for-the-credit people. Recognizing that all students are unique and bring their own skill sets to writing, our tutors are trained to listen and adapt not just for, but with the writer. We work through obstacles and barriers, breaking them down until we see the writer blooming. This presentation scrutinizes the necessity of adaptation in education, working with the needs of the students to ultimately achieve the goals of the center; we help students get where they want to be, regardless of where they come from.	Makayla Washock - Madelyn Engstrom; Kriti Malathker
Paired Insights: Uplifting Marginalized Writers Voices; Escaping Your Bubble: The Strength of Interspecific Community Connections	4130	Uplifting Marginalized Writers Voices - A tutors' biggest aspiration in the writing center should be to uplift the voices of all the writers who enter. Writing center ideology is often conflicted between attempting to better students' papers towards the perspectives of teachers or a different audience, while also honoring ideas of equality and fairness. In a world where marginalized voices are so often silenced, how can the writing center nurture these voices? As writing center tutors we are able to connect with both students and teachers, and therefore, help create a space for those writers. In this presentation we examine how to do just that. Escaping Your Bubble: The Strength of Interspecific Community Connections - From local stores to community events, we often seek comfort in the many attributes that make up the places we call home. But what do you do when you're meeting those who don't share such experiences? Who doesn't see your home as a 'home'? Join this session to learn about how you can counter the filter bubbles staying in a particular community may bring and expand your tutoring potential.	Rachel Lugardo - Odein Orubibi
Paired Insights: Student Resources: Expanding beyond course content to study strategies, learning styles, and more; Guide to Online Submissions	4160	Student Resources: Expanding beyond course content to study strategies, learning styles, and more - Often times, writing centers have clients who need support for issues deeper than struggles with course content. This usually stems from never developing study strategies during their fundamental years of education. When these students experience anxiety over upcoming assessments that they feel unprepared for, they turn to writing centers to revise their coursework. It is essential that tutors are able to identify this lack of study skills in clients so they can to address these issues and build a foundation for them. When tutors have the knowledge of their client's learning style, they are better able to communicate and connect. Guide to Online Submissions - Our presentation highlights the convenience and accessibility of having an online form for students' submissions. It also walks through the process of setting up an online program, as well as the steps we take to assign and edit student submissions.	Jessica Lawlor - Kiri Diehlman; Audrey Portwood; Logan Kiple; Madeline Finocchiaro; Irysha Palmer

	Workshop - Sowing Seeds of Confidence: Adjusting Feedback for All Levels	4170	This interactive, student-led presentation will present strategies on growth for all writers in all subject areas. Attendees will leave with strategies and resources to help differentiate feedback for incoming tutees and practice giving feedback for writers of all levels and strengths. Perfect for both student tutors and writing center sponsors.	Jonah Lombardo; Kevin Jacob; Sanika Satyamsetty; Inaaya Khan; Joaquin Dalugdug
	Workshop - Planting Seeds Through Social Media: The Ultimate Tool For Growth	VIRTUAL	This presentation explores how social media can benefit writing centers by building a strong brand, community connections, and program awareness. It guides you through setting up and managing accounts, creating engaging content, and maximizing platform features. Attendees will then participate in a hands-on activity and Q&A session to apply their knowledge.	Christopher Lastrape
	Panel - Teaching Thoughtful Theory and Planting in Practice	VIRTUAL	What is theory? For many writers, theory is a vague concept with no concrete definition. This can make learning it an intimidating undertaking. This panel presentation aims to make theory approachable, dispelling the notion that theory is exclusive. Sharing concrete strategies we've cultivated in our emerging Writing Lab, we will introduce the theory we've implemented and actual methods for its application in secondary schools. Theory is for everyone-the writer, the tutor and the center.	Sofia Bard; Rebecca Pullin; Sydney Varner
	Open Forum: Director Roundtable	VIRTUAL	Join with fellow center directors to discuss challenges, opportunities, labor, and all the ins and outs of running a secondary center.	Kelly Crespo
	Nurture Time: Reflect on Your Conference Experience Through Writing	2300	This space is a quiet place for you to reflect on your conference experience through writing. What seeds have been planted? What ideas do you want to nurture? What concepts do you want to sow? Take the time to make an action plan or just reflect on what the conference has meant to you thus far. Consider writing up your reflections for <i>The Journal of Peer Tutoring in Secondary Schools</i> !	
02:10 PM - 3:25 PM	SIG: Director Forum	4100	Join with fellow center directors to discuss challenges, opportunities, labor, and all the ins and outs of running a secondary center.	Jennifer Tannous
	SIG: Tutor Leaders	4120	Hosted by SSWCA Tutor Representatives Laika Olwana and Hanne Brabander, this special issue group session offers an open floor for tutors to discuss what it means to be a tutor leader: set-up, opportunities, challenges, and successes.	Laika Olwana; Hanne Brabander
	SIG: Learning Centers, Center Expansion	4130	Talk with fellow directors and tutors interested in how centers might expand into learning centers or other areas such as community outreach. We'll have a set of guiding questions, but conversation will be driven by participants' interests.	Jenny Goransson

	Workshop - Straying Away From Paper and Pencil: Understanding Minimalist Tutoring to Encourage Self-Regulated Writing Inside and Outside the Center	VIRTUAL	We strive to provide our tutees with a map of the nuances of putting pencil to paper (or hands to keyboard) in a form called minimalistic tutoring, the practice of giving the reins to our students instead of ourselves. This session consists of tutor-advised practices and workshops to understand how to foster bonds while allowing space for independence, and even differing opinions, to prosper. These are ever so crucial in compelling individual thinking, or metacognition, as we provide the directions to navigate external feedback.	Margarete Tran; Safa Touri
	Insight - Self-Care: The Foundation of Celebrating Growth	VIRTUAL	In our Writing Center, celebrating our tutors and prioritizing self care allows tutors to support the students in our community. Our transition as a center from two sections to one caused an increase in the demand for tutoring, which affects the tutors as well because it takes up a substantial amount of time inside and outside of the classroom. This proposes the obstacle of less time to give back to our writing center tutors. The Celebrations committee strives to nurture our hardworking tutors by planting tutor morale to produce the idea that you can't pour from an empty cup!	Sabrina Ennaboulssi; Madeleine McCorquindale; Bailey Hawa
03:30 PM - 4:00 PM	Closing	2300	Join our community as we close out Planting, Nurturing, Pruning, and Thriving!	Jenny Goransson