

Faculty-Meeting Staff Development Packages

Research tells us:

- ❑ That the most effective professional development is ongoing, job-embedded professional development.
- ❑ That developing professional learning communities is one of the most effective ways to accomplish this goal.
- ❑ That student achievement is increased when Professional Learning Communities focus their collective efforts on insuring that every student in the school is learning.
- ❑ That one way to help this happen is to make more productive use of staff meetings and the time set aside for them.

Therefore, the TEP team has created the following professional development packages that do these things.

**Moving from Emergent to Conventional Writing
A Faculty-Meeting Staff Development Package**

Moving from Emergent to Conventional Writing

Intended Audiences:	Primary Teaching Teams, Primary PLCs, and Special Education or ELL Primary PLCs/Teams. This professional development package is designed to work in conjunction with TEP’s <i>Effective Writing Instruction Seminar</i> and it is perfect for any primary staff that is focusing on instructional strategies or processes that are intended to help emergent literacy learners develop into conventional self-directed readers and writers
Grade Level Focus:	This package is designed for Primary PLCs* and is aligned to state standards, benchmarks, and Grade Level Content Expectations.
Service Overview:	<p>In most primary classrooms, there is a wide range of literacy levels. Some students may be at the emergent level where letter sound correlation, and hearing sounds in words, and the concepts of print are new to them while other students may be at the early literacy level or even at the transitional level where they are almost ready to be self-extending readers and writers. This mixture of levels reflects the natural learning continuum that most beginning readers and writers go through as they become independent meaning makers and communicators. There is nothing unusual about it, but it does provide set of unique challenges for primary educators who must meet the highly diverse needs of these students.</p> <p>However, as the nation focuses its attention on emergent literacy and the unique needs of emergent learners, it is important that we take a closer look at the research that advocacies “explicit, systematic” code instruction and realize that most of this the instruction should be delivered in a contextualized setting where students are actively engaged in the reading and writing processes. In writing, this involves students writing for real audiences while teachers model the writing process using student conferences, think alouds, and shared writing as well as using ongoing formative assessments to design and</p>

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differentiate instruction to meet the learners' needs. This approach is supported by the work and research of such organizations as International Reading Association and the Center for the Improvement of Early Reading Achievement, and by such early literacy experts as Marie Clay, Irene Fountas, Su Pinnell, Regie Routman, Lucy Calkins, Nell Duke, and others.

Furthermore, in a research study done by Sharon Craig at the University of Maryland where the study compared the effectiveness of "two instructional approaches, interactive writing plus and metalinguistic games-plus, on the phonological awareness, alphabetic knowledge, and early reading of kindergarten children...results suggested that a more contextualized approach that allowed teachers to differentiate instruction advanced children to new levels of competence in phonological awareness, spelling, and reading. Furthermore, it appeared that writing instruction that encouraged phonemic segmentation and invented spellings provided a rich context for developing the phonological awareness and alphabetic knowledge children require for early reading. The reading results were particularly interesting because they presented evidence that interactive writing not only enhanced kindergarten children's word reading but also their reading comprehension" (Craig, 2001). This is especially important given the fact that nationally "over half of low-income 4th graders cannot read with understanding," (Donahue, et al., NAEP 1998 Reading Report card for the Nation and the States, National Center for Educational Statistics (March, 1999), p. 81.) so it becomes particularly important that we find instructional approaches that promote comprehension as well as skill acquisition.

Taking this into account, TEP's literacy team has put together this early literacy writing package that focuses on the use of effective writing strategies that promote the transition from an emergent learner to an independent strategic reader and writer.

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Key Elements:	<p>Monthly or twice monthly full-staff workshops that focus on developing an in-depth instructional expertise around emergent literacy and formative assessment strategies. During these workshops teachers will develop a first-hand working understanding of what it means to be a skilled user of these strategies.</p>
Workshops	<p>The workshops are designed around the NSDC’s professional development standards and are meant to be delivered during staff meetings. While the exact number of workshops will vary depending upon the package your school selects, some of the recommended topics are:</p> <ul style="list-style-type: none"> ▣ Creating a Community of Writers in a Primary Classroom—Moving into Writers’ Workshop—The Basics and Beyond ▣ Modeling What Good Writers Do—Using Think Alouds and Sharing Works in Progress in the Primary Grades ▣ Implementing Interactive Writing in the Primary Classroom ▣ Using a Variety of Formative Assessments to Drive Instruction* ▣ Effectively Contextualizing Specific Code Instruction ▣ Introducing the Writing Process to Emergent Writers—Real Writers Writing for Real Audiences for Real Reasons ▣ Sharing and Talking About Writing—Conferring as Real Writers Do ▣ Using Rubrics and Anchor Papers with Primary Learners—Focusing on Formative Assessment to Drive Instruction ▣ Revising for Real Readers in the Primary Classroom ▣ The Author’s Chair and Other Ways to Create Ongoing Celebrations of Writing Success <p>* These assessments include the Observation Survey, Hearing Sounds in Words, Concepts of Print, Letter sound Correlation, Retelling, and other early literacy assessments that can be used to drive instruction and design mini-lessons that scaffold and accelerate student learning.</p>

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Onsite Coaching

Given the fact that research “emphasizes that coaching is a prerequisite for the implementation of new skills or strategies” (Showers, Joyce, & Bennett, 1987 in DuFour & Berkey 1995) and “providing teachers with ongoing support after the initial training is critical to the success of any innovation” (DuFour & Berkey 1995), TEP has included two to four days a month of onsite instructional coaching around the writing goals. While it is impossible to list in advance all the things the coaching sessions may cover, here are a few areas that are recommended:

- ❑ Facilitating the development of Professional Learning Communities around this goal.
- ❑ Differentiating the writing strategies for each team so that the strategies reflect and support the team’s Writing Grade Level Content Expectations.
- ❑ Modeling the writing strategies and the process
- ❑ Coaching teams as they implement the strategies
- ❑ Designing and modeling mini-lessons based upon the formative assessments
- ❑ Modeling interactive writing/sharing the pen/using the writing process...
- ❑ Coaching teams as they conduct and analyze student work sampling
- ❑ Conducting classroom observations and engaging in team teaching
- ❑ Adapting the six traits of writing for emergent learners
- ❑ Conducting lesson studies around emergent writing strategies and process
- ❑ Facilitating the development and ongoing use of formative and summative assessments based upon State Standards, Benchmarks, and Grade Level Content Expectations
- ❑ Facilitating peer classroom observations and peer coaching
- ❑ Facilitating teacher/student self-reflection and evaluation
- ❑ Facilitating the development of an emergent literacy portfolio system

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Principal Coaching	Because the principal’s role as instruction leader is essential to the successful implementation of any strategy, TEP has included two to four days of principal coaching a month around this goal. Our administrative coaches will work with your district and/or building administrators to help them envision what a successful implementation process should look like and help your administrative teams to put the systems in place to make that successful implementation a reality.
Extended Offerings	Research shows that it takes at least five years for a system to become institutionalized. Therefore, TEP offers multi-year professional development packages. We feel this is the best possible approach for both of us. Therefore, we provide additional services at no additional cost if you select this option. To learn more about this and other offerings please Contact Us.
Contact Us:	<p style="text-align: center;">Phone: 269-369-3117 Fax: 248-991-1326</p> <p style="text-align: center;"><u>info@youreducationpartners.com</u></p>