

**Teachers as Writers**  
**A Faculty-Meeting Staff Development Package**

## **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 PLC's 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.

**Teachers as Writers**  
**A Faculty-Meeting Staff Development Package**

<b>Teachers as Writers:</b>	
<b>Becoming Highly Qualified Teachers of Writing</b>	
<b>Intended Audiences:</b>	Full staffs, PLCs, Grade Level and/or Content Area Teams. This professional development package is designed to work in conjunction with TEP’s <i>Implementing Effective Writing Goals Seminar</i> and it is perfect for any school or district that is focusing on instructional strategies or processes that are intended to raise student writing proficiency.
<b>Grade Level Focus:</b>	There are specific packages designed for K-3 schools, K-6 schools, middle schools, and high schools. Each package is aligned to state standards, benchmarks, and Grade Level Content Expectations.
<b>Service Overview:</b>	<p>TEP’s team of highly qualified writing coaches have put together this professional development package based upon the findings of the National Writing Project and years of research that show that the best way for students to learn to write well is for students to learn the writing process from highly qualified teachers of writing—teachers who are skilled writers themselves and feel comfortable in modeling the writing process for their students and sharing their ongoing writing with their class.</p> <p>This type of instructional competency cannot be found in quick-fix programs or cannot be achieved by following the writing assignments that accompany most reading series. There is no substitute for it. Therefore, TEP’s writing team has put together this professional development package focusing on <i>Teachers as Writers</i>. It involves an ongoing sequence of monthly or twice monthly writing in-services in which teachers actively use the writing process in a flexible, recursive way as they write for real audiences. They will be experiencing the type of writing instruction that research says their students need. They will have time to reflect on the process and be coached through the application of these strategies in their own classrooms during onsite coaching sessions.</p>

**Teachers as Writers**  
**A Faculty-Meeting Staff Development Package**

<b>Key Elements:</b>	<p>Monthly or twice monthly full-staff writing workshops that focus on developing an in-depth instructional expertise around the writing process, writing workshop, the six traits of writing, the ELA Grade Level Content Expectations, portfolio assessment.</p>
<b>Workshops:</b>	<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"> <li>▣ Creating a Community of Writers—Moving into Writers’ Workshop</li> <li>▣ Working with the Writer—Writing Rituals and Student Engagement</li> <li>▣ Employing the Recursive Nature of the Writing Process—Real Writers Writing for Real Audiences for Real Reasons</li> <li>▣ Using Reading as a Model for Writing—Replicating Other Authors’ Styles</li> <li>▣ Implementing Prewriting—Creating a Plan to Write for Real Audiences</li> <li>▣ Implementing Drafting—Getting Your Ideas down on Paper</li> <li>▣ Peer Conferencing—Developing a Sense of Audience</li> <li>▣ An Introduction to the Six Traits of Writing</li> <li>▣ Using the Six Trait Writing Rubrics and Anchor Papers to Assess Writing</li> <li>▣ Implementing Revision—Making Writing Worth Reading</li> <li>▣ Developing and Using Revision Mini-Lessons to Focus on Ideas</li> <li>▣ Developing and Using Revision Mini-Lessons to Focus on Organization</li> <li>▣ Developing and Using Revision Mini-Lessons to Focus on Voice</li> <li>▣ Developing and Using Revision Mini-Lessons to Focus on Word Choice</li> <li>▣ Developing and Using Revision Mini-Lessons to Focus on Sentence Fluency</li> <li>▣ Implementing Editing—Making Writing Readable</li> <li>▣ Writing from Knowledge and Experience</li> <li>▣ Writing in Response to Reading</li> </ul>

**Teachers as Writers**  
**A Faculty-Meeting Staff Development Package**

**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:

- ❑ Ongoing portfolio assessment.
- ❑ 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 process and writers’ workshop.
- ❑ Modeling revision techniques and how to conference with writers of all ages.
- ❑ Coaching the Professional Learning Communities as they implement and monitor their writing goals.
- ❑ Conducting classroom observations and engaging in team teaching.
- ❑ Conducting six-trait rubric training for students and staff.
- ❑ Conducting lesson studies around all six traits.
- ❑ Facilitating the development and ongoing use of formative and summative assessments based upon State Standards, Benchmarks, and Grade Level Content Expectations.
- ❑ Facilitating student work sampling, peer classroom observations/coaching and teacher/student self-reflection and evaluation.
- ❑ Facilitating the planning of an annual or biannual Young Authors’ Day as a demonstration and celebration of student writing.

**Teachers as Writers**  
**A Faculty-Meeting Staff Development Package**

<b>Principal Coaching:</b>	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.
<b>Extended Offerings:</b>	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.
<b>Contact Us:</b>	<b>Phone: 269-369-3117</b> <b>Fax: 248-991-1326</b>  <a href="mailto:info@youreducationpartners.com"><u>info@youreducationpartners.com</u></a>