



California Writing Project Programs of the

CWP Writing Improvement Initiative

The CWP invites administrators and teachers to collaborate with the leaders of your local writing project to create a comprehensive set of professional development programs that support the educational improvement plan for your high school or middle school.

CWP Writing Improvement Initiative programs provide:

- research-based methods in the teaching of writing
- standards-aligned professional development that districts can use to meet HOUSSSE requirements
- intensive support for improving student writing and learning in “a-g” courses
- intensive support for improving student achievement and preparing students for high-stakes, state and university writing assessments
- special attention to the academic needs of English learners
- collaboration with schools and districts to meet adequate yearly progress
- designs for comprehensive, effective writing programs
- strategies for using technology as a tool to teach and improve writing.

On-Site Professional Development Support

- Inservice programs for teachers during the school year and/or summer
- Coaching, mentoring, and demonstration teaching
- Leadership development institutes for teachers, literacy coaches, and administrators
- Writing assessment programs:
 - Pre-post improvement models
 - Diagnostic assessment programs using college entrance and placement exams
 - Curriculum embedded assessments
 - Portfolio assessments
- School-year study seminars for teachers and administrators:
 - Learning from student writing groups
 - Professional reading groups
 - Focus on standards groups
 - NBPTS candidate support groups
 - Teacher research groups
- Support for departments and Small Learning Communities:
 - Using and enhancing English/language arts adoptions
 - Improving writing and reading across the disciplines in the “a-g” core academic subjects
- Technical assistance for administrators and leadership councils:
 - Analysis of district, state, and university writing and reading assessment data
 - Professional development needs assessments
 - Collaborative writing for grants and outside funding
 - Planning, revisioning, or goal-setting retreats
- Partnerships with the outreach programs of the University of California, California State University, and California Community Colleges:
 - Diagnostic and assessment programs
 - Special college “bridge” or preparation courses for students
 - Programs offered in collaboration with Early Academic Outreach or GEAR-UP
- Direct services for students:
 - Summer writing academies
 - School-year writing seminars for college-bound students
 - After school intervention or enrichment programs
- Workshops for parents
- Workshops for paraprofessionals

On-site professional development content can include, but is not limited to:

- Preparing students for academic writing and critical reading across the disciplines
- Preparing students for writing on demand—district assessments, CAHSEE, California Standards Test, California State University English Placement Test, University of California Systemwide Subject A, the new SAT with writing, Advanced Placement exams, International Baccalaureate exams
- Preparing students for the writing of college and the workplace
- Helping teachers design curriculum, assignments, and assessments
- Using assessment results to inform instruction
- Teaching response, revision, and editing
- Teaching writing to English learners
- Using technology to teach writing
- Making writing meaningful and culturally responsive
- Implementing an effective writing program

University-Based Professional Development Programs

The California Writing Project is a network of seventeen sites, nine housed on University of California campuses and eight on California State University campuses. Because the CWP is built on a model of university-school partnership, each site is able to offer teachers a wide range of university-based programs that they can use to build their own instructional and leadership capacity, address NCLB requirements for highly-qualified teachers, pursue supplementary credential authorization or advanced degrees, or prepare for teacher certification exams.

Summer Invitational Leadership Institute in the Teaching of Writing—Every CWP site offers experienced teachers the opportunity to apply and participate in an annual summer institute. Over the course of four to five weeks, teachers prepare for leadership roles by demonstrating their most effective practices, studying research, and improving their knowledge of writing by writing themselves. After the institute, writing project teachers conduct project-sponsored programs in their own schools and in neighboring schools and districts. They attend to two purposes: developing teacher knowledge in their home communities and districts and putting this knowledge and leadership to work to improve student achievement.

Summer Courses—Every CWP site offers summer and school-year courses designed to address the needs of students, teachers, and schools in its region. Courses vary by writing project and include, but are not limited to—New Teachers Teaching Writing, Grammar for Teachers, Administrators Institutes, Improving the Writing of English Learners, Preparing Students for the CAHSEE, Integrating the Teaching of Writing and Literature, Teaching Writing in Challenging Contexts, and Supporting Struggling Readers.

How to Fund CWP Writing Improvement Initiative Programs or Partnerships

No Child Left Behind Funding

As affiliates of the National Writing Project, the seventeen sites of the California Writing Project are:

- authorized under NCLB, Title II, Part C as providers of standards-aligned professional development for teachers and administrators
- eligible for funding under:

Title I, Part A

- professional development and mentoring programs for Title I schools and teachers

Title II, Part A

- professional development for helping teachers meet NCLB teacher requirements
- professional development in subject-matter knowledge, improving teaching skills, assisting teachers to use California's academic content standards and student achievement standards, and state assessments to improve student achievement.

Title II, Part D

- professional development focused on enhancing education through technology

Title III, Part A

- professional development focused on improving instruction for English learners

Title VII, Part A

- professional development focused on improving the instruction of Native American students.

Title II, Part A specifically authorizes use of funds for the following activities related to improving teacher quality:

- Partnerships with non-profit entities through grants or contracts to provide professional development activities, coursework, test preparation and testing.
- High quality professional development and training in core content knowledge and effective instructional strategies, methods, and skills.
- Teacher mentoring, induction, and support programs for new teachers.
- Training in the use of technology for instruction and analyzing achievement data.
- Bonuses and reimbursement for coursework for advanced degrees or certification (National Board Certification).
- Bonuses and reimbursement for coursework for teacher certification in areas of high need.

How to Fund CWP Writing Improvement Initiative Programs or Partnerships

AB 466 Funding

As affiliates of the California Subject Matter Projects, the seventeen sites of the California Writing Project are approved AB 466 providers for the 80-hour professional development follow-up component to the 40-hour English/Language Arts instructional materials training.

Other Funding Sources

CWP site leaders often collaborate with schools and districts to write proposals for funding and grant opportunities such as:

- Comprehensive School Reform and similar grants available to Program Improvement Schools.
- GEAR-UP—a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
- 21st Century Community Learning Centers—grants to help schools provide after-school programs for students, focused on improving academic achievement.
- Title II, Part D, Enhancing Education through Technology—funding to help schools improve student achievement through the use of technology
- California Academic Partnership Program—grants to partnerships between schools, higher education institutions, and business entities to improve academic programs so that more students are prepared for college.

CWP Research Base

The CWP professional development model is validated by research and by studies of student achievement, at the local and national level. For more information about these studies and the research base that underpins CWP professional development, please follow the links for administrators at californiawritingproject.org.

Studies showing the writing project's impact on student performance and behavior are numerous. Often using a controlled comparative method, studies have demonstrated that the writing project leads to increases in student achievement.... The writing project provides efficient and effective staff development to teachers who wish to improve their students' performance in writing. As a long-standing program with rigorous, on-going evaluation, the writing project is a model of focused staff development that can be altered to accommodate the specific needs of schools and districts.

National Staff Development Council, 1999

