

California Writing Project

SUPPORT FOR THE CALIFORNIA WAY

“The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.” (*Blueprint for Great Schools 2.0*)

CWP shares this belief and for 45 years has supported teachers, schools, and districts with professional learning that results in improved student writing and literacy. Researcher, Ann Lieberman, describes CWP’s Teachers Teaching Teachers approach to professional learning as particularly effective because CWP emphasizes “a focus on students, collaboration with teachers, and a commitment to ongoing learning.”

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The Big Picture of CWP Support for The California Way: LCFF and LCAP, Accountability Dashboards, ESSA

A. How can CWP professional learning support the goals and actions in an LCAP to improve conditions of learning, student outcomes, and engagement?

How does CWP support California's ESSA plan?

CWP is an affiliate of the California Subject Matter Project (CSMP) “a network of nine discipline-based statewide projects that support on-going quality professional development. Activities and programs are designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices that lead to increased achievement for all students. The CSMP encompasses the course content represented in California’s K-12 standards and frameworks and covers all of the academic disciplines required to meet college entrance (“a-g”) requirements. After completing a program, teachers are offered ongoing education resources and support through professional communities, and further, programs cultivate and emphasize teacher leadership. CSMP programs support teachers’ implementation of standards and literacy strategies in order to nurture the academic skills of English learners and students with low literacy and content area skills. The CSMP bolsters the state’s efforts to incorporate the new standards and assessments, while also addressing the needs of California’s diverse students to ensure they acquire the requisite content knowledge to succeed in college and beyond or in their chosen careers.” (California’s ESSA Plan and CDE’s LCAP Resources)

State and Local Indicators

State LCFF Priority Areas		STATE Indicator	LOCAL Indicator
Basic Services	1		Basic Conditions at School
Implementation of State Standards	2		Implementation of State Academic Standards
Course Access	7	College/Career Indicator	*Will be a local indicator for 2017-18; will become state indicator in the future
Expelled Youth (COE only)	9		Coordination of services for Expelled Youth
Foster Youth (COE only)	10		Coordination of services for Foster Youth
Pupil Achievement	4	Academic Indicator English Learner Indicator	Grade 11 Distance from Level 3 (Local indicator for 2016-17)
Other Pupil Outcomes	8	College/Career Indicator	*Will be a local indicator for 2017-18
Parent Involvement	3		Parent Engagement
Pupil Engagement	5	Chronic Absence Indicator Graduation Rate Indicator	
School Climate	6	Suspension Rate Indicator	School Climate Survey

The Big Picture of CWP Support for The California Way: LCFF and LCAP, Accountability Dashboards, ESSA

B. Do CWP professional learning programs incorporate the Elements of Effective Professional Development and are they evidence-based?

CWP snapshots of professional learning programs and sustained partnerships will illustrate how CWP incorporates the Elements of Effective Professional Development into all of its programs.

“Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills.”

The Learning Policy Institute found that effective professional development

1. Is content focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration.

Learning Policy Institute

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>

CWP snapshots of professional learning programs and sustained partnerships will also illustrate how programs meet ESSA’s evidence requirement.

CWP supports teachers and students, schools and districts with a model of professional development that has an over forty-year track record of success and effectiveness. CWP snapshots of professional learning programs and sustained partnerships include ESSA tiers or levels of evidence. Regional Site Directors can also share research results that meet ESSA’s evidence requirement, reports from school and district writing assessments that show growth in student writing over the duration of the CWP program, and examples of improvement that demonstrate the connections between changes in teachers’ instructional practice and improvement in student writing.

Evidence-Based Interventions Under the ESSA

<https://www.cde.ca.gov/re/es/evidence.asp>

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 - Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 - Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 - Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 - Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1-3) to support them. All other programs under Titles I-IV can rely on Tiers 1-4.

National Writing Project: Learning From Professional Communities Beyond the School

The National Writing Project (NWP), which began as the Bay Area Writing Project, started in 1973 as a partnership between the University of California at Berkeley and local school districts. It has grown to over 185 sites in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. At the heart of the model are local school-university partnerships, each of which operates as an autonomous site to support context-specific strengths and to meet context-specific challenges.

Despite the autonomy of the local sites, there are common design features and core principles that guide each site and are aligned with all the elements identified in our research. The national network focuses on supporting the success of each local site. NWP local sites first focus on creating community among a small group of teachers during a five-week summer institute in which teachers engage in writing, share their works, and critique their peers. In the process of making their work public and critiquing others, teachers learn how to make implicit rules and expectations explicit, and how to give and receive constructive feedback as students. These summer institutes are held at each site and run by “teacher consultants” –NWP veteran teachers who are trained and supported by the national network.

In the process of making their work public and critiquing others, teachers learn how to make implicit rules and expectations explicit, and how to give and receive constructive feedback as students.

The summer institutes, which are designed to promote risk-taking and collaboration, provide a foundation for ongoing learning for teachers once they leave. These ongoing professional learning programs are collaboratively designed by schools and universities and are led by teacher consultants. In addition, NWP provides a wide variety of ways to promote active, collaborative learning within and across sites; newsletters, annual conferences, and opportunities to lead workshops are catalysts for the continuous engagements of teachers, creating the intersection of professional learning communities within the school and across profession.¹⁰

A recent random assignment study of the College-Ready Writers Program (CRWP), a National Writing Project program that focuses specifically on the argument writing of students in grades 7 through 10, demonstrated its promise for supporting student learning. SRI conducted the study of CRWP in 22 high-poverty rural districts across 10 states, which were compared to a control group of 22 additional high-poverty rural districts. The CRWP components included: PD of at least 90 hours over two years with supports that included demonstration lessons, coaching, co-designing learning tasks, co-planning, curricular resources including lesson units for argument writing, and formative assessment tools to help teachers focus on student learning. In contrast, the control group engaged in “business as usual” professional development.

CRWP was found to have a positive, statistically significant impact on three of four attributes of student writing: content, structure, and stance. The remaining attribute, writing conventions, was marginally significant. Authors of the study note, “...this study of teacher professional development is one of the largest and most rigorous to find evidence of an impact on student academic outcomes ,” indicating the power of high-quality PD to affect student achievement improvements at scale.¹¹

Learning Policy Institute

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>

The Big Picture of CWP Support for The California Way: LCFF and LCAP, Accountability Dashboards, ESSA

C. How can teachers, schools, and districts collaborate and partner with CWP and its Regional Sites?

How can CWP sustain a partnership with a school, district, and community that is at its heart a long-term relationship among collaborators that believe in the academic promise and potential of their students?

PARTNERING WITH CWP TO CUSTOMIZE PROFESSIONAL LEARNING PROGRAMS

Every CWP site provides contracted and customized programs for schools and districts in its service area: extended programs from 30 to 60+ hours, shorter introductory programs, and multi-year partnerships. Programs are tailored to school or district needs, so the content varies from school to school. If teachers are new to the teaching of writing, the professional learning is tailored to that situation. If many of the students are Long-Term English Learners, the professional learning focuses on approaches that will enhance the achievement of those students. The Writing Project works closely with administrators and faculty members at a given school to plan for what content will give students and teachers the most effective support for California Standards-aligned writing instruction and assessment.

School and district leadership teams should contact their local Writing Project to collaboratively develop professional learning programs for their context. Areas of focus are many and can include, but are not limited, to the following:

- ✦ Teaching the writing of the California Standards: Common Core State Standards, California ELD Standards, Next Generation Science Standards
- ✦ Teaching writing to support California's diverse English Learners: newcomers, Long-Term English learners, ELD students, migrant students
- ✦ Connecting writing and reading
- ✦ Teaching response, revision, and editing
- ✦ Demystifying the writing of college and the workplace
- ✦ Enhancing writing and disciplinary literacies across the curriculum
- ✦ Teaching and improving writing, reading, and research with digital tools
- ✦ Preparing students for CAASPP performance assessments and college-readiness writing tasks
- ✦ Developing or adapting writing lessons, sequences, and assessments
- ✦ Designing and implementing an effective writing program
- ✦ Developing media and information literacies
- ✦ Connecting the new curriculum frameworks to intentional teaching of writing

BUILDING SUSTAINED SCHOOL AND DISTRICT PARTNERSHIPS

Where funding is available for intensive, sustained professional learning, CWP sites conduct multi-year school and district partnership programs. Often Writing Projects will co-author grant proposals with schools or districts to support the partnership. The CWP partnership model offers a variety of programs from which a school can select or gradually build its partnership with the Writing Project:

- ✦ Intensive summer institutes to increase teachers' content, instructional, and assessment knowledge of California standards-informed writing across disciplines and grade levels
- ✦ Demonstration teaching/coaching in classrooms
- ✦ Curriculum audits and lesson development
- ✦ Learning from student work PLCs, inquiry groups, and professional book study groups
- ✦ Family writing programs: CCSS awareness, digital citizenship, writing support at home
- ✦ After-school, intersession, or summer writing seminars and academies for students
- ✦ Direct assessments of writing, both formative and summative
- ✦ Needs assessment, planning, and goal setting for school and district leadership teams
- ✦ Leadership programs for TOSAs, literacy or technology coaches, department chairs, SLC coordinators, career pathway coordinators, etc.

PROFESSIONAL LEARNING OPPORTUNITIES FOR INDIVIDUAL EDUCATORS OR TEACHER TEAMS

CWP sites offer a wide range of professional learning programs open to every interested teacher:

- ✦ Summer "open" institutes organized by grade level spans or the needs of differentiated learners and focused on local issues of literacy
- ✦ An academic year series of Saturday seminars
- ✦ Professional book groups, often with online support
- ✦ Demonstration Labs: programs for students and teachers drawing on approaches to writing workshop, digital writing, or college readiness academies
- ✦ Teacher writing or research groups
- ✦ Hybrid institutes that blend face-to-face and online sessions

CWP Snapshots of Professional Learning Programs and Sustained Partnerships that Support State and Local Priorities and California’s Diverse Students

A User’s Guide to the CWP Snapshots of Professional Learning Programs and Sustained Partnerships

CWP Leadership Development Programs **State Priorities: 1,2,4,5,8**
Indicators: Implementation of State Standards, College/Career, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<p>CWP Invitational Leadership Institutes in the Teaching of Writing</p> <p>All CWP Regional Sites offer these programs to prepare Teacher Consultants through intensive inquiry into effective writing and assessment practices, supporting research, and the student writing that results. Teacher Consultants write to gain firsthand experience in the writing they teach and the interventions students need to improve their writing. Through ongoing leadership development programs, Teacher Consultants create and lead professional learning opportunities for their colleagues that address school and district needs: linking district curricula to California Standards, assessing writing to inform instruction, improving argument writing for college, career, and community readiness, and teaching writing with digital tools.</p> <p>Each year, over 2,000 CWP Teacher Consultants take on important leadership roles in programs for educators, students, and families:</p> <ul style="list-style-type: none"> ✦ Classroom coaching and mentoring ✦ Writing Project partnerships with schools and districts ✦ School-based professional learning communities ✦ Youth writing academies ✦ Family literacy programs ✦ Summer and school year professional learning seminars and institutes ✦ Pre-service and beginning teacher programs <p>(ESSA Tier 2)</p>	X	X	X	X	X	X	X	X

The CWP Snapshots that follow will use this format so that school/district leaders and planning teams can see the content, format, and duration of each professional learning program or sustained partnership and how each supports LCAP priorities, ESSA, and the Elements of Effective Professional Development.

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS								
<p>Central California WP in partnership with Alisal Union School District: Improving Reading and Writing in TK - Grade 6 Classrooms</p> <p>During this one-year program, TK-6 and Intervention teachers participated in all-day workshops; each workshop provided professional learning opportunities for teachers of one grade level, bringing together teachers from the district’s 10 elementary schools. Workshops focused on the Common Core State Standards for writing opinion/argument and reading informational texts. Participants engaged in reading and writing strategies that they used in their classrooms, protocols they used at their school sites, analysis of their students’ writing using rubrics to inform next steps in instruction, and collaboration to design curriculum, writing prompts, anchor charts, and lesson plans. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Northern California WP in partnership with Biggs Elementary School and Plumias Avenue School: Achievement, Citizenship, and Engagement: The Common Core and Beyond</p> <p>This partnership focused on creating environments in elementary schools that support students’ acquisition of proficiency in academic reading and writing. Using the California Standards for reading and writing as the baseline, participating teachers developed methods for making high-quality children’s literary and nonfiction texts the centerpiece of cross-disciplinary instruction. Teachers developed lessons that incorporated reading like writers, writing using mentor texts, writing about history and science, and writing about social justice. The 45-hour professional development program included NCWP staff teaching model lessons at participating schools, as well as full- and part-day workshops at the schools. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>San Diego WP in partnership with Chula Vista Elementary School District: A Story of Four K-6 Schools in Southern San Diego County</p> <p>Over a three-year period, four different elementary schools engaged the SDAWP for professional development in writing. Cook, Chula Vista Hills, Silver Wing, and Veterans elementary schools range from small to large staffs, a mix of high-poverty, middle class and affluent student populations, and varying levels of English language development. Each school averaged 10-12 contact hours per year and many teachers additionally participated in a variety of other SDAWP-sponsored professional development opportunities. The goal of the partnership was to develop instructional approaches for improving student writing and academic achievement across the curriculum. Teachers examined a variety of resources for use as potential mentors/models for students; built knowledge about the qualities and characteristics of effective writing; developed differentiated writing instruction for all students; and, explored ways to integrate reading and writing instruction into the curriculum. Teachers learned to develop student-driven writing for authentic purposes; integrated the California Standards across content areas; and, scaffolded writing instruction using current classroom materials and mentor texts. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40+ HOURS)</u>								
<p>Teaching Writing with the Common Core State Standards, Grades K-8: Creating Meaningful Writing Opportunities for Student Writers (San Diego Area WP) This program offers teachers an opportunity to develop an understanding of the CCSS in writing and how they impact expectations for student writing in the classroom. Through an exploration of the writing standards and the integration of 21st century skills—collaboration, critical thinking, creativity, and communication—participants learn how to implement the CCSS into classroom writing in rich and meaningful ways; pinpoint a variety of approaches for supporting all student writers, including ELs; thread CCSS across the content areas through writing and the use of mentor texts; identify, analyze, and understand the possibilities for writing within the three CCSS text types; and create plans for implementing the CCSS using existing classroom resources.</p>	X	X	X	X	X	X	X	X
<p>Writing Workshop for All Students (San Marcos WP) Participants deepen their knowledge of and become comfortable with the philosophy, pedagogy, and implementation of a writing workshop in their elementary and middle school classrooms. Since all students are reading and writing at their own level during workshop teaching, the very design makes this format especially amenable to differentiation. Participants learn the essential methods, tools, and principles to guide them as they implement a writing workshop approach.</p>	X	X	X	X	X	X	X	X
<p>Building a Writing Community, Grades K-6 (San Diego Area WP) This entry level open institute offers teachers the opportunity to develop authentic writing experiences that build a community of writers from the beginning of the school year. Using personal writing as a catalyst for understanding the importance of developing community, participants experience what it means to write in a safe and responsive classroom; draw on student knowledge and experience to write from abundance; learn strategies to develop students’ writing fluency and confidence; utilize a variety of mentor texts as supports for writing instruction; and, identify ways to support all students, including ELs, GATE, and developing writers.</p>	X	X	X	X	X	X	X	X
<p>Writing, Revision and Mentor Texts, Grades K-8 (San Diego Area WP) Using personal writing as a catalyst for understanding writing and revision, participants explore mentor texts and student writing as tools for revision possibilities; learn to differentiate between meaning/correctness and revision/editing; experiment with a variety of revision strategies throughout the writing process; examine the value of choice to encourage student engagement during revision; and, identify ways to support all writers (including ELs, GATE, and struggling students).</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Implementing California Standards and Frameworks, Grades K-8 State Priorities 1,2,4,7,8 Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40+ HOURS) - CONTINUED</u>								
<p>Setting Up for Success, Grades K-2 (Area 3 WP) Nurturing our students' writing by equipping them with the foundational skills necessary to help them become successful is so important. Teacher leaders with K-2 experience will guide participants through:</p> <ul style="list-style-type: none"> ♦ Setting up writing workshop and building a community of writers ♦ Implementing writers' notebooks, journal writing, and the writing process ♦ Teaching the Common Core text types (narrative, informational, opinion) ♦ Learning about genre blending - how students can write in many genres while covering all three text types ♦ Designing and teaching mini-lessons for all types of writing ♦ Conferring with students for increased success ♦ Sharing student work to guide instruction 	X	X	X	X		X	X	X
<p>Writing Matters: Procedures and Lessons to Create Successful Writing Environments, Grades 3-6 (Area 3 WP) Students need an encouraging environment that celebrates all budding writers. Learn how to foster writing skills for all types of writing by:</p> <ul style="list-style-type: none"> ♦ Discovering the powerful vocabulary necessary to meaningfully discuss and analyze writing. ♦ Setting up procedures and expectations that teach and refine writing skills. ♦ Playfully engaging in writing for various audiences, purposes and contexts. ♦ Clarifying what the Common Core State Standards are and how they apply to successful writing instruction. ♦ Exploring ways to enhance any literacy curriculum and strengthen the writing components. 	X	X	X	X		X	X	X
<p>Wonderful Words! Writing and Reading with Kindergarten and TK/PreK Students (Area 3 WP) Even our youngest students can write, but their needs are very different from older students. Participants will learn a multitude of strategies to help beginning writers enter the writing community:</p> <ul style="list-style-type: none"> ♦ Starting off the year on the right foot to ensure success ♦ Building the community of writers so everyone has a place, including ELs and students with special needs ♦ Creating writing lessons to complement any ELA curriculum ♦ Teaching letters, sounds, and high frequency words in a fun and motivating way ♦ Using data and assessments to set goals and guide instruction ♦ Making literature come alive with favorite books to anchor student learning ♦ Focusing on the CCSS text types (narrative, informational, opinion) and all genres at the TK/K level 	X	X	X	X		X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS								
<p>UCLA WP in partnership with Franklin High School: Low-Stakes, High-Stakes, Every-Day Writing</p> <p>The CCSS let teachers in all disciplines know that every classroom needs to offer students opportunities for every-day writing. The expectation is that teachers in all disciplines will review their curriculum, keep the promise of asking students to write every day, and figure out how to scaffold writing assignments so that less experienced writers have a “way in” and develop the confidence to take risks. With this in mind, the partnership focused on: 1) developing a repertoire of low-stakes writing tasks that build knowledge and engagement; 2) analyzing student writing; 3) responding to student writers, especially ELs; and 4) creating high-stakes writing assignments within individual disciplines that address student needs. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)								
<p>Teaching Writing in the Secondary Classroom (Bay Area WP)</p> <p>We all want our students to write more and to greater effect, but how do we make this happen? How do we build memorable and meaningful writing lessons that generate thoughtful content and address the needs of both our strongest student writers and our most struggling student writers? What are strategies for helping English Learners and for building students’ skills that meet the California Common Core Standards? What about cultivating academic language in the classroom? And how do we do all of this without drowning in paper? In short, how do energize or re-energize ourselves as teachers of writing so that we can engage students in the power of the written word? Participants in this course will experience interactive teaching demonstrations that build greater confidence in lesson design, acquire instructional strategies for immediate use with students, and explore questions about the teaching of writing through discussions of selected readings.</p>	X	X	X	X	X	X	X	X
<p>Applied Grammar for Teachers: Why, What, How, and When? (Bay Area WP)</p> <p>This course takes a practical approach to grammar instruction, focusing on methods that work best to improve student writing. The course assumes that the best approaches to grammar instruction tend to be ones that closely match what effective writers do when they compose and correct sentences. It also assumes that students learn best through constructivist classroom practices such as inquiry, collaboration, focused practice, and modeling, integrated within a purposeful curriculum. Participants inquire into the why, what, how, and when of grammar instruction, building a logical and adaptable framework for planning and sequencing, and developing principles that will help them make informed choices for their students and their curricular goals. They will explore a variety of activities, scaffolds (deductive and inductive), and tasks to best serve students, including English Learners.</p>	X	X	X	X		X	X	X
<p>Reaching Reluctant Readers and Writers, Grades 6-12 (Area 3 WP)</p> <p>In the secondary classroom, there is simply not enough time to get it all in, and self-selected reading and writing is often left out. Research shows that students need to read and write much more to be prepared for college and career. This workshop is designed to help teachers balance class periods so reading and writing occurs DAILY, even by the most reluctant readers and writers.</p> <p>Reading topics include:</p> <ul style="list-style-type: none"> ♦ Independent reading book selection and ways to increase interest in reading ♦ Setting weekly, quarterly and yearly reading goals ♦ How to balance self-selected reading with curriculum requirements <p>Writing topics include:</p> <ul style="list-style-type: none"> ♦ Think, Ink, Share: ways to build in routine, daily writing time ♦ Writing mini-lessons, notebooking, and writing processes ♦ High-interest vocabulary building ♦ Using mentor texts to teach literacy skills as well as model good writing ♦ Text types and genres 	X	X	X	X		X	X	X

CWP Snapshots

Implementing California Standards and Frameworks, Grades K-12 State Priorities 1,2,4,7,8 Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS</u>								
<p>Central California WP in partnership with Soledad Unified School District: Analytical Writing, Critical Reading, Writers’ Workshop, and Common Core State Standards</p> <p>During the first year of this program, teachers in this district’s five elementary schools, one middle school and one high school participated in two all-day workshops, site-based monthly small group coaching, and classroom demonstration lessons. Teachers collaborated to create prompts, write mentor texts, develop rubrics, and plan lessons, using formative assessment tools and strategies with a focus on CCSS. Elementary teachers used and revised their curriculum by using a Writing Workshop model to plan instruction. During the second year of this program, the middle and high school teachers across all content areas participated in one all-day workshop and site-based monthly small group coaching sessions. The teachers analyzed student writing throughout the school year to determine next steps in instruction; to support students as they developed reading, writing, listening, and speaking skills focused on content learning and analytical reading and writing; and to guide systematic teaching of conventions in context. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>Saturday Seminars, Grades K-12 (San Jose Area WP)</p> <p>Saturday Seminars use a “lab school” model, in which teachers and students participate in a presenter’s workshop lesson together in small groups across grade level spans (K-2, 3-5, 6-7, 8-12). Workshops generally include the following:</p> <ul style="list-style-type: none"> ♦ mini-lesson on writing craft ♦ study of a mentor text ♦ demonstration of innovative and engaging pedagogical strategies that are California-standards aligned ♦ large blocks of time for students and teachers to write ♦ sharing writing in small groups or whole group 	X	X	X	X	X	X	X	X
<p>Place-Based Learning (Redwood WP)</p> <p>RWP’s place-based learning series provides research-supported training and structures for designing and incorporating place-based learning into the classroom. We demonstrate how to apply this concept by taking participants on field trips to local sites. At each site, we examine how a place-based curriculum can promote active, relevant, and standards-aligned learning. Participants also have time to design their own field trips/activities. Participants wanting to earn a full unit of credit will then take the place-based model and design field trips/activities for their own classes, demonstrate how they will incorporate writing into such activities, and present their units/findings at the final session.</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Preparing College-Ready Writers and Learners State Priorities 1,2,4,5,7,8

Indicators: College/Career, Implementation of State Standards, Academic Indicator, English Learner Indicator

Every CWP Regional Site offers programs that support college readiness by demystifying the teaching and learning of analytical/argument writing and critical reading, the currency of academic and college work. These programs draw on teaching approaches, assessment tools, instructional resources, and lesson/unit design protocols developed by CWP's Improving Students' Analytical Writing (ISAW) program and NWP's College, Career, and Community Writers Program (C3WP). Sites also work closely with schools and districts to provide professional learning that enhances the teaching and learning of college-ready writing within a school's choice of programs— Punte, IB, AP, ERWC High School and Middle School, AVID, Transition to College ELD— and across disciplines.

More info: https://www.californiawritingproject.org/uploads/1/3/6/0/13607033/cwp_isaw_brochure.pdf

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS								
<p>Improving Students' Analytical Writing (ISAW) ISAW is a statewide community of secondary teachers engaged in collaborative inquiry into improving students' analytical writing and critical reading. The program focuses on how teachers can make analytical writing an integral component of a middle or high school curriculum by focusing on student improvement and accelerating the analytical/argument writing improvement of all students—the college-bound, English learners, and struggling writers—and preparing more of these students for college. Professional learning includes summer and academic year institutes, coaching, mentoring, and demonstration teaching, CWP statewide ISAW conferences, the ISAW embedded assessment program, and professional learning communities to support using the CWP Analytical Writing Improvement Continuum as a part of formative and summative assessment. (ESSA Tier 2)</p>	X	X	X	X	X	X	X	X
<p>Central California Writing Project in partnership with Pajaro Valley Unified School District: Alliance for Language and Literacy Instruction Effecting Standards The ALLIES partnership brought secondary English and Social Science teachers together for two years to study the CCSS, engage in instructional practices aligned with these standards, and draw on ISAW resources. Teachers and administrators from three high schools, five middle schools, and an alternative high school met for 11 weekend institutes, and school teams met monthly for 47 site-based, after-school workshops. Outcomes: increased understanding of the CCSS to effectively teach ALL students; more intentional teaching of analytical writing and critical reading with an increased repertoire of strategies; increased articulation of strategies and curriculum across grade levels to teach the skills and content knowledge in the CCSS. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>UC Merced and Great Valley Writing Projects in partnership with teachers from Atwater HS, Buhach HS, Golden Valley HS, Livingston HS, Merced HS, Yosemite HS, Turlock HS, Manteca HS, Sierra HS, Ceres HS, Patterson HS, West HS, Kimball HS, and Ripon HS: Focus on Analytical Writing and Critical Reading and Implementing the Common Core State Standards Over two years, English and social science teachers engaged deeply in understanding what it means to read critically and write analytically and improving their instruction of both. Participants experienced firsthand different approaches for teaching, and they also analyzed student work using the CWP Analytical Writing Improvement Continuum to gain new insights into what their students could do as readers and writers. The numerous resources provided by the project served as additional infusions of content for participants outside of project sessions. After implementing approaches they learned through the project, participants saw growth in their students' writing. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>San Joaquin Valley WP in partnership with Porterville College: Summer Writing Academy This program focuses on developing teachers' knowledge of and pedagogy for argument writing in all content areas. Porterville College instructors will examine what it means to compose arguments in their discipline, how to teach students to compose arguments in meaningful ways, and how to apply best practices for teaching English Learners. In the second week, writing instructors will collaborate with SJVWP to lead writing workshops for Porterville-area students each morning. In the afternoon, they will debrief the morning and plan the next day's instruction.(ESSA Tier 4)</p>	X	X	X	X	X	X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS</u>								
<p>Northern California WP in partnership with Corning HS, Yreka HS, Alturas HS, and Hamilton City HS: Content Area Literacy Network (CALN): Preparing for the Common Core Historical documents. Scientific formulas. Technical diagrams. Students today are asked to read, and respond to, a wide array of texts from across the content areas in preparation for college and career. For two years, CALN participants learned about the disciplinary literacy components of the California Common Core State Standards. NCWP Teacher Consultants across the disciplines shared lessons and demonstrated teaching approaches that support student reading and writing while maintaining a focus on the core curriculum. Participants left the program with ready-to-use reading and writing strategies, formative assessment tools, and a framework for designing and refining their own content-area lessons with strong literacy components. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>College-Ready Writers Program, Grades 6-16 (San Diego Area WP) This open institute answers the contemporary call for respectful argumentative discourse to prepare students for college, career and civic engagement within an equity framework. Designed to improve teachers' ability to teach to college- and career-ready writing standards, with a specific emphasis on improving students' skill in writing arguments based on non-fiction texts, program participants learned to engage students in writing high-quality, source-based arguments; examined curricular resources, rhetorically-based methods, and demonstration lessons; utilized research-based methods of formative assessment to analyze student work; and, identified ways to support all writers, including English Learners, GATE, and struggling students. (ESSA Tier 1)</p>	X	X	X	X	X	X	X	X
<p>Expository Reading Writing Course (ERWC) for Middle School Professional Development (Cal State Northridge WP, Redwood WP, San Marcos WP) Three days of professional learning focused on understanding the ERWC Assignment Template, the four modules each for grades seven and eight, and the underlying pedagogical practices that support improved student literacy development.</p>	X	X	X	X		X	X	X
<p>Central California Writing Project for Salinas Union High School District, Gilroy Unified School District, and the Santa Cruz County Office of Education: Expository Reading and Writing Course Support for Middle School Teachers The goal of this program is to support middle school teachers as they explore, select, and adapt resources provided by the California State University's Expository Reading and Writing Course, focused on critical reading and analytical/argument writing. Teachers analyze and write about texts; discuss literacy research; revise rubrics; share and assess student progress in writing, using tools and protocols; and revise curriculum and instruction, based on their students' strengths and challenges.</p>	X	X	X	X	X	X	X	X
<p>Northern California WP for Siskiyou County Office of Education: Creating a Culture of Argument This program, offered to single-subject teachers across disciplines in Siskiyou County, focused on incorporating elements of argument writing into all disciplines at participants' schools. Using research-proven methods and materials from the National Writing Project's College, Career, and Community Ready Writers Program (C3WP), participants learned about the many forms argument takes in different content area and were provided with concrete strategies for using writing-to-learn techniques as springboards to more sophisticated methods of argumentation. Participants developed methods for tracking student successes, and using student work to drive instruction. This school-year program was structured using full-day workshops. (ESSA Tier 1)</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Preparing College-Ready Writers and Learners State Priorities 1,2,4,5,7,8

Indicators: College/Career, Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
COLLEGE READINESS PROGRAMS FOR STUDENTS								
<p>College Admission and Application Essay: Grade 12 and transfer students (San Diego Area WP)</p> <p>This program offers students an opportunity to develop thoughtful, personal, and powerful admission and application essays/responses for colleges, universities and other post-secondary programs. Students leave the program with the ability to identify a variety of writing styles and topics for a specific purpose; know how to engage readers and develop ideas; and determine the most effective techniques, details, and structures for a strong essay. Students use these skills to apply for admission to a variety of colleges/universities and for college scholarships. Anecdotal evidence from parents and exit surveys from students demonstrate increased understanding of the purpose of the personal statement and confidence in their ability to apply to college.</p>								
<p>Writing for College and Career Readiness: Grades 11,12, and college freshman (San Diego Area WP)</p> <p>This program offers students an opportunity to improve their reading and writing of argument texts to develop the analytical skills and tools necessary to succeed in college and career. Upon completion of the program students can introduce, organize, and develop topics/claims; determine an author's purpose and tone; examine complex ideas, concepts and information; cite strong textual evidence/support analysis; analyze/synthesize substantive topics and texts; and, create, analyze, and revise a line of reasoning to make a strong argument. Anecdotal evidence from parents and exit surveys from students demonstrate that they understand the purpose of analytical writing in post-secondary settings and have gained authentic experience in this written form of expression.</p>								
<p>UCLA WP Student Programs to Support College Readiness</p> <ul style="list-style-type: none"> ✦ For 12th Grade Students: Writing the College Application Personal Essay ✦ For 9th-12th Grade Students: College Ready Writers 								
<p>The Craft of College Writing: Make your Critical Thinking Shine (Bay Area WP)</p> <p>Quality college writing includes a refined sense of argument and so much more. This academic course prepares high school students to write in multiple genres expected by college professors while maintaining a sense of style. By participating in role plays, writing groups, and reading discussions, students will learn to decode college assignments, to synthesize information from academic readings, and to recognize the key moves strong writers make. At the end of the week-long series, students will share a piece their own writing during an informal class reading.</p>								
<p>The Personal Statement: From Zero to Bang! in 5 Days (Bay Area WP)</p> <p>Excited about college, but scared of writing the personal statement for the application? Not sure how to show off your strengths without looking like, well, a show-off? Want to stand out as an individual without coming across as a weirdo? Struggle with writing in a way that is clear and coherent, yet innovative and interesting? Then this is the workshop for you! You will walk out of this workshop with a draft of your personal statement for both the Common Application and the UCs. Just imagine, you could start your senior year with THIS crossed off your "To Do" List!</p>								
<p>College Readiness Student Programs: UCI WP</p> <ul style="list-style-type: none"> ✦ College Admissions Essay Writing Workshop ✦ 2018 PSAT/NMSQT PSAT 10 Course ✦ AP Language and Composition Course ✦ SAT Writing Prep Course 								

CWP Snapshots

Supporting English Learners to Success State Priorities 1,2,4,5,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS								
<p>13 Pathway to Academic Success Project involves UCI WP in partnership with Norwalk-Mirada USD, South Coast WP in partnership with Santa Barbara USD, and San Marcos WP in partnership with San Marcos USD, Vista USD, Fallbrook High School, and Fallbrook Elementary District.</p> <p>The goal of Pathway is to enhance the academic literacy of English Learners in large urban school districts using an instructional approach that emphasizes explicit teacher modeling of cognitive strategies, revision moves, and higher order thinking skills to engage with complex texts. This intervention is especially effective for Long-Term English Learners and Latinx students. Writing assessments are used as both the intervention, but also as evidence of program effectiveness. The Pathway Project has consistently produced moderate to large effect sizes for treatment students through data analysis by external evaluators, namely SRI International. (ESSA Tier 1)</p>	X	X	X	X	X	X	X	X
<p>Bay Area Writing Project in partnership with Santa Rosa City Schools: Academic Literacy for English Learners</p> <p>The partnership began in response to SRCS’s expressed need for professional learning to better support the academic literacy of English Learners. After three years, nearly 100 middle and high-school SRCS teachers have participated in extensive PD workshops and teacher observation-based lesson study experiences. BAWP has also provided coaching to SRCS instructional leaders with the purpose of growing in-district capacity to implement EL-focused PD. Professional learning content is rooted in research on developing the academic literacy of ELs through genre-based pedagogy and content-rich, language-focused instruction. As a result of this partnership, participating teachers have an increased understanding of key features of academic language and literacy demands in the context of academic genres and an expanded repertoire of effective instructional strategies for improving writing. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Bay Area Writing Project in partnership with Oakland Unified School District: Building the Academic Literacy of Long-term English Learners & Students with Limited or Interrupted Formal Education</p> <p>BAWP partnered with Oakland Unified School District to support teacher professional development in addressing the needs of two distinct populations of English learners: Long-Term English Learners (LTELs) and students with limited or interrupted formal education (SLIFE). Through this partnership, teachers deepened their understanding of their target-population of students and the factors affecting acquisition of English academic literacy and school success. Participating teachers gained tools for informally and formally assessing student literacy throughout the year and principles for daily practice, including engagement and the integration of reading, writing, speaking, and listening. Teachers also developed sequenced writing assignments, analyzed student work, and planned for next-step instruction, aligning learning goals and instructional strategies with the California English Language Development (ELD) Standards. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS</u>								
<p>Bay Area Writing Project in partnership with San Francisco Unified School District: Building the Academic Literacy of K-12 English Learners</p> <p>This partnership focused on building the capacity of teachers, teacher-leaders, site leaders, and coaches to support the academic learning needs of K-12 English Learners. The professional learning focused on increasing instructional understanding of the key features of academic language and literacy demands across disciplines. BAWP also worked with instructional leaders to support teachers and facilitate learning at school sites across the district by increasing teacher awareness of the California ELD standards, with a focus on Part 2, and developing learning tasks as they apply to writing across grade levels. Participating teachers engaged in coaching and collaborative inquiry targeted at integrating language instruction into disciplinary content. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Area 3 WP in partnership with Twin Rivers Unified School District</p> <p>The partnership focuses explicitly on understanding the needs of English Learners, especially Long-Term English Learners, as teachers implement the ELD standards. Programs that comprise the partnership include Navigating the Common Core with ELs and Long-term English Learners, Grades 7-12; Integrating Writing with new ELA Adoptions for ELD, Grades K-6; and Success for All: Writing Instruction with English Learners in Mind, Grades 4-7. The partnership supports 200 teachers. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>UCLA WP in partnership with Locke High School</p> <p>The partnership supports ELD teachers (including English, Spanish, history and mathematics) as they engage their students in the critical reading of text sets and in argumentative writing that responds to those texts. Teachers are also creating instructional materials that are a fit for their beginning, intermediate, and advanced students, all still very much in the process of acquiring English. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>Un Instituto Para Maestros de Habla Español (UCLA WP)</p> <p>¿Tiene ganas de mejorar su español? ¿De hablar con otros educadores sobre las estrategias que ayudaran a sus estudiantes? Lo invitamos a compartir sus ideas, a leer y a discutir artículos profesionales y obras de literatura, y a escribir sus propios cuentos y poemas. Debe hablar suficiente español para poder expresar sus ideas pero lo que importa es su entusiasmo para escuchar, hablar y mejorar sus habilidades como maestro de español. Este instituto le dará la oportunidad de practicar un español mas académico con sus colegas.</p> <p>Join us for two weeks of reading and discussing professional articles and literary works, writing your own narratives and poems and sharing teaching strategies. Everything in Spanish! This institute will offer you the following:</p> <ul style="list-style-type: none"> ♦ tiempo para escuchar y discutir ♦ modelos para la escritura ♦ discusión acerca de los armazones estatales ♦ tiempo para desarrollar su propia escritura ♦ estrategias para la enseñanza del español ♦ tiempo para sentirse más capaz como maestro bilingüe. 	X	X	X	X	X	X	X	X
<p>Dual Language Immersion Institute for Bilingual Educators (Great Valley WP)</p> <p>Teachers who teach in dual language or bilingual programs are invited to attend this institute focused on the teaching of writing in Spanish. Teachers will participate in demonstrations focused on effective strategies in Spanish instruction. This course will be taught by bilingual California Writing Project teacher leaders. Teachers are encouraged to attend with colleagues from your sites and districts. Professional learning includes:</p> <ul style="list-style-type: none"> ♦ Investigate writing development in Spanish with student examples from each stage and level ♦ Explore writing instructional strategies that match students' developmental levels. ♦ Experience pedagogy that supports scaffolded instruction 	X	X	X	X	X	X	X	X
<p>Instituto de Inmersión Bilingüe para Educadores Bilingües</p> <p>Invitamos a los maestros que enseñan en programas de Inmersión dual o bilingües a asistir a este instituto enfocado en la enseñanza de la escritura en español. Los maestros participarán en demostraciones enfocadas en estrategias efectivas de instrucción en español alineadas con CCSS en español. Este curso será impartido por líderes bilingües de maestros del Proyecto de Escritura de California. Se anima a los profesores a asistir con colegas de sus sitios y distritos.</p> <ul style="list-style-type: none"> ♦ Temas a discutir: ♦ Investigar el desarrollo de la escritura en español con ejemplos de los estudiantes de cada etapa y nivel ♦ Explora la escritura de estrategias de instrucción que se ajusten a los niveles de desarrollo de los estudiantes. ♦ Experimente la pedagogía que apoya la enseñanza. 	X	X	X	X	X	X	X	X

CWP Snapshots

Supporting English Learners to Success State Priorities 1,2,4,5,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>PROGRAMS FOR ENGLISH LEARNERS</u>								
<p>Young Writers Academy—South Coast Writing Project in partnership with Oxnard USD This two-week summer program for English Learners in Oxnard schools supported approximately 250 third-eighth graders who worked on writing in English facilitated by SCWriP Teacher Consultants. The curriculum focused on fluency, vocabulary development, and developing greater specificity in writing. Pre- and post-treatment writing samples revealed growth in these areas. Students wrote more, more easily, and with greater variety in words, sentence structure, and details. (ESSA Tier 4)</p>								
<p>Migrant Education Writing Academies—Great Valley Writing Project in partnership with Modesto City, Waterford, Stockton USDs These four-week summer writing academies serve TK-8 migrant students in San Joaquin and Stanislaus counties. Each Writing Academy, led by GVWP Teacher Consultants, engage migrant students in reading and writing activities emphasizing highly participatory, hands-on learning modalities, thoroughly embedded with critical thinking and creative problem solving and focused on California Standards. Since 2004, Migrant Education Summer Writing Academies have included a comprehensive evaluation of student learning outcomes. Writing assessments are administered at the beginning and end of each Writing Academy. Each student writing sample is evaluated for Content, Structure, Stance; Sentence Fluency, Diction; and Conventions, with individual and collective results tabulated and analyzed for evidence of progress. Results from the past three years (2015-2017) show an average gain of one point per criterion. (ESSA Tier 4)</p>								
<p>UCLA WP in partnership with Alhambra School District Young Writers Workshops: Focus on Middle and High School English Learners How can teachers guide their English Learner writers to grow in confidence and competence? The UCLA Writing Project, working directly with middle and high school English Learners, will create an environment and facilitate activities that propel students to grow as writers within a two-week time frame. The first half of the morning will take the form of traditional writing workshop and the second half will be more teacher-directed, with all students working with the same texts and writing prompts. More specifically, students participating in hands-on, collaborative writing activities will develop in the following ways: Gain confidence in their writing abilities and begin to take on the identity of “writer.” Try their hand at a variety of genres, including poetry, personal narratives and essays based on texts (source-based writing). ♦Gain fluency—from daily low and mid-stakes writing tasks. ♦Take on the authority of “author”—through choosing their own topics, drafting, sharing, revising—with great leeway for pacing. ♦Become more familiar with standard conventions through mini-lessons and the final “editing” phase of the writing process. ♦Understand that weaving bits of their home language in the English texts they create can serve as a stylistic tool that commands attention. ♦Create a writing portfolio with a cover letter that describes their achievements and continuing challenges. ♦Read from author’s chair and publish two pieces in their workshop group’s anthology.</p>								

CWP Snapshots

Assessing Writing: School-and District-wide Assessments; Formative and Summative Assessment State Priorities 1,2,4,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED WRITING ASSESSMENT AND PROFESSIONAL LEARNING PARTNERSHIPS</u>								
<p>Area 3 WP in partnership with Vacaville USD, Grades K-5 A3WP supported informational writing performance assessments by working collaboratively with VUSD instructional coaches to create K-2 performance assessments for informational writing and to streamline existing performance assessments from a published program for 3-5th grades. A3WP leaders developed norming sessions focused on a deeper look at the existing developmental rubric and SBAC rubrics that were used for scoring along with an examination of anchor papers for each score point. VUSD coaches then scored papers and worked with A3WP leaders to prepare for conducting scoring sessions at their school sites for colleagues. Scores were reported to the district. The assessment built on professional learning for opinion and informative writing for grades K-5. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Great Valley WP and McKinley Elementary Leadership Development Partnership in Support of Writing Improvement (Stockton USD) The partnership focused how an inquiry into rubrics, anchor papers, and evaluating student work by a leadership team could improve the quality of teaching writing. The K-8 inquiry team conducted a 6+1 Traits book study and explored a variety of rubrics. The team implemented writing lessons, strategies, and assessments in their classrooms. They shared their students' writing with colleagues in grade-level professional learning communities (PLCs). At the end of yearlong inquiry, McKinley teachers reported an increase in writing activities in K-8 classrooms. Teachers used rubrics for instruction and communicating with parents and reported their desire to collect and use anchor papers the next school year. Six team members agreed to join the Stockton Unified School District Writing Cadre to help shape district writing and assessment policy. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Central California WP in partnership with Costanoa High School: Analytical Writing, Critical Reading, Implementing the CCSS, and School-wide Formative Assessment During monthly workshops over two years, the principal and the teachers of all disciplines engaged in professional learning focused on reading critically and writing analytically to enhance content learning. Teachers learned about and used literacy strategies and scaffolds to support student learning, developed and shared formative assessments to inform instruction in their content areas, and collaborated to develop and implement school-wide writing assessments. School-wide writing assessment data were analyzed three times during each school year, using a common rubric and protocols for choosing anchor papers and for evaluating student improvement in writing. After implementing approaches learned through the project, all of the teachers saw improvement in their students' analytical reading and writing. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Anchoring Writing In and Across Disciplines State Priorities 1,2,7,8

Indicators: Implementation of State Standards, College/Career, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED WRITING ASSESSMENT AND PROFESSIONAL LEARNING PARTNERSHIPS</u>								
<p>Writing in Science Inquiry (Area 3 WP) Over two years, middle school science teachers engaged in monthly meetings to inquire into the role of argument writing in science investigations. Teachers created a minimum of two units per year that included argument writing as part of established science investigations. During and after the unit, students used data to make claims and provide evidence and reasoning for arguments. Teachers reported that while they had always required students to report data, this addition of argument writing to the units pushed students to think more deeply about the investigations and what they had learned. They had never used argument writing in science before, but after this two-year inquiry, they all agreed their learning had changed their teaching and the way they approached scientific investigations. Argument writing would continue to have a prominent place in the work of the teachers and students. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Central California WP in partnership with Gonzales High School: Analytical Reading and Writing in Disciplines for ALL Students in a High Need School Teachers from six disciplines participated in monthly workshops for one year. The teachers shared their student writing and gained a deeper understanding of purposes and structures used in specific disciplines. They learned and used effective critical reading and analytical writing strategies, analyzed student writing, using formative assessment tools, and collaborated to plan lessons and writing instruction, based on the CCSS and the needs of their students, especially English Learners. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>Northern California WP in Partnership with Shasta Union High School District; Oroville Union High School District; Gateway Unified School District: Content Area Literacy and the Common Core This program focused on cross-disciplinary methods of incorporating the California Standards for literacy into high schools' everyday fabric of instruction. Drawing on models of teacher reflection and inquiry, participants implemented shared strategies for reading and writing to learn, reflected on the effectiveness of the strategies, and examined student work. Using a combination of traditional and technology-enhanced reading and writing tools (from graphic organizers to Google Documents), participants developed school- and district-wide literacy practices to support student success in meeting the California Standards. This program was offered in a variety of forms, including intensive summer institutes (with follow up days), and school year 45-hour professional development workshop series. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Anchoring Writing In and Across Disciplines State Priorities 1,2,7,8

Indicators: Implementation of State Standards, College/Career, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
Professional Learning Series at Lake Elsinore USD (Inland Area WP) In collaboration with Lake Elsinore USD, IAWP conducted academic year workshops with a focus on supporting emergent writers, teaching argument thinking to prepare for opinion and argument writing, teaching writing through social studies and science, and exploring nutshell narratives and summaries.	X	X	X	X	X	X	X	X
Teaching Argument Writing in All Disciplines Institute (Central California WP) K-University teachers from all subject areas/disciplines will participate in a summer institute and two school-year follow-up meetings. Participants will focus their inquiries on argument writing instruction, civil discourse, and support for all students, including English Learners. Educators will read, write about and discuss current research; discuss and explore frameworks and California Standards; bring and share student writing and texts from their classrooms; discuss instructional strategies and tools they are using to teach and assess critical reading and analytical argument writing in specific disciplines; and write reflections about the impact of instructional and assessment approaches.	X	X	X	X	X	X	X	X
Invigorating Science and Technical Instruction: Strategies That Address the Common Core Standards, Grades K-12 (Cal State Northridge Writing Project) In this intensive, hands-on institute, participants explore the Common Core State Standards, looking through the lens of science and technology. Content-specific literacy strategies will be shared and developed, and using best practice as a guide, teachers will develop curricular materials to take into their classrooms in the fall.	X	X	X	X		X	X	X
Literacy Driven Social Studies: Instructing Social Studies Through Inquiry (UCLA WP) How do teachers help their students to critically analyze history while building their capacity as readers and writers? What resources help teachers access and expand curriculum as they navigate new frameworks? Through an inquiry-based, literacy-driven, and social studies-focused approach, participants will: <ul style="list-style-type: none"> ♦ Explore the new Social Studies framework and ways to draw on it for everyday classroom teaching ♦ Build a collective understanding of the importance of literacy and inquiry in the social studies classroom ♦ Engage in protocols that lead students to read, write, and discuss text more actively ♦ Experience classroom-ready presentations from teachers of history ♦ Dive into the inquiry process to facilitate student discussion and writing ♦ Acquire new strategies to help EL students engage and succeed 	X	X	X	X		X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS</u>								
<p>San Marcos WP in partnership with Vista USD: Implementing Calkins Writing Units of Study in a Writing Workshop Model</p> <p>Vista USD is partnering with SMWP to support their implementation of the Calkins Units of Study in Writing in K-5 classes. SMWP is providing foundational pieces about writing process, principles of writing workshop, decisions writers make, decisions teachers make, conferring with writers, effective feedback, using formative assessment to improve writing, and supporting English Learners to success. This collaborative includes demonstration teaching, consultation with principals at each site, and the development of local mentor student texts. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>UCI WP in partnership with Norwalk-La Mirada Unified School District</p> <p>UCI WP is supporting the district to use the Pathway to Academic Success curricular approach with its new adoption of the <i>myPerspectives</i> Literacy Program. The first year focused on selecting one unit to apply the cognitive strategies approach, and the second year will incorporate cycles of Lesson Study and even more unit planning.</p>	X	X	X	X	X	X	X	X
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>Teaching Writing Within District Adopted Curricula (San Joaquin Valley WP)</p> <p>This program for K-6th grade teachers focuses on how to work within district adopted curriculum to develop students as writers. Teachers will participate in mini-lessons that engage students in writing in meaningful ways. Additionally, participants will have time to collaborate with one another to look for ways to build on their existing resources.</p>	X	X	X	X		X	X	X

CWP Snapshots

Supporting New Teachers of Writing State Priorities 1,2,4,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>New Teachers Writing Collaborative (San Joaquin Valley WP) The San Joaquin Valley Writing Project sponsors an annual professional learning program for new teachers, the New Teachers Writing Collaborative. Through research-based inquiry, participants develop a deeper understanding of the three types of writing associated with the Common Core: narrative, informational, and argument/opinion. They discuss the overlap between reading and writing instruction, focusing particularly on how to integrate writing instruction into unit design. Participants also take part in writing groups, develop their skills for collaboration, and write enacting the Writing Project belief that the best teachers of writing are those who write, who have not forgotten the demands of producing all types of writing. (ESSA Tier 4)</p>	X	X	X	X	X	X	X	X
<p>New Teacher Institute on Writing (San Marcos WP) The San Marcos Writing Project is sponsoring a summer program for new teachers, including those who just completed the credential program. Participants will learn effective writing strategies aligned with the ELA/ELD standards that will increase student engagement and autonomy. Participants will deepen their knowledge of and become comfortable with the philosophy, pedagogy, and implementation of a writing process approach in their elementary, middle, and high school classrooms.</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Fostering Digital Writing, Connected Learning, Project Based Learning, and Writing as Making State Priorities 1,2,4,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUSTAINED PROFESSIONAL LEARNING AND PARTNERSHIPS</u>								
<p>Project Based Learning: UCI WP in partnership with Anaheim Union High School District</p> <p>Teachers incorporated Project Based Learning with cognitive strategies in reading and writing across the disciplines. Teachers from varied discipline such as dance, science, math, history, and English teamed up to create Project Based Learning opportunities for their students. The incorporation of cognitive strategies and other approaches to reading and writing augmented the work the teachers were doing around PBL.</p>	X	X	X	X		X	X	X
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>Research, Writing, and Technology in a Digital World (Bay Area WP)</p> <p>Explore how the age-old, research-based writing project can be augmented, modified, and redefined using digital tools. Throughout the sessions participants will learn about and experiment with digital tools and platforms that will facilitate the transition to writing in digital spaces. Participants will also explore best practices for conducting online research with students and will engage in the writing process for a digital research-based writing project.</p>	X	X	X	X		X	X	X
<p>Infusing Technology Into the Writing Process (Redwood WP)</p> <p>This online course gives K-12 educators the opportunity to integrate new technology into the instruction of the writing process. During the 10-week course participants investigate a variety of technology tools to support student writing, put those tools to practice in the classroom, and reflect on outcomes within an online community. The culminating project is a complete technology-infused writing lesson which will be shared with course participants.</p>	X	X	X	X	X	X	X	X
<p>Writing is the Core Saturday Series (San Marcos WP)</p> <p>Workshop topics include Writing in Project Based Learning and Passion Projects, Literacy and Makerspaces, Writing Across the Curriculum, Assessing with 6 Traits, and Effective Feedback.</p>	X	X	X	X	X	X	X	X
<p>Tech for Teachers Implementing Common Core State Standards (Great Valley WP)</p> <p>A series of after-school workshops demonstrating how Google Apps for Educators can be integrated with CCSS-informed writing instruction.</p>	X	X	X	X	X	X	X	X
<p>Implementing the Common Core with Project Based Learning (9-12) and Writers' Workshop Meets Google Drive (4-12) (San Jose Area WP)</p>	X	X	X	X		X	X	X
<p>Blog to Learn: Ignite Learning (Grades All) and Google Drive Meets the English/LanguageArts Classroom (Grades 3-12) (Bay Area WP)</p>	X	X	X	X		X	X	X
<p>Writing is Making</p> <p>For those schools and districts exploring Makerspaces, CWP sites can collaborate with educators to design writing Makerspaces and communities that nurture equity and excellence. Professional learning focuses on helping students see researching, writing, and creating as making, producing, and communicating and supporting students to write/make print and digital texts that argue and advocate for change in the local, national, or global community. Participants will make texts that they want to teach—infographics, comics, photo essays, poetry hacks, media makes, and more— and strategize how to use them as mentor texts and classroom projects.</p>	X	X	X	X	X	X	X	X

CWP Snapshots

Fostering Digital Writing, Connected Learning, Project Based Learning, and Writing as Making State Priorities 1,2,4,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>PROGRAMS FOR STUDENTS AND TEACHERS</u>								
<p>Writing and Technology Labs (Great Valley WP) Every summer, GVWP conducts an intensive K-12 workshop where students draft, polish, and publish projects in just two weeks. This provides an ideal laboratory for teachers to explore digital publishing and classroom management. The program is part writing camp for students and part demonstration/learning lab for teachers. High school and middle school students assist and coach the students at the writing camps--taking video, photos, documenting the student work, managing social media, etc. GVWP Teacher Consultants work with teacher participants who meet in grade-level groups. Every year, students and teachers discover new apps, but typically rely on six user-friendly basics: Google Drive, Google Photos, Google Classroom, PicMonkey, Weebly, Bookemon, Facebook, and Instagram. The technology applications are relevant, user-friendly, and fun; all of the technology skills are easily transferable to home and classroom use. Students produce published work that is shared with parents at a showcase the final day of camp. For information about STUDENT leaders, go to Publications Team webpages: http://greatvalleywriting.weebly.com/publications-team.html For information about TEACHER participants, visit the Imp-Lab Publications webpage: http://greatvalleywriting.weebly.com/implab-publications.html</p>	X	X	X	X	X	X	X	X
<p>Digital Storytelling for Students in Grades 6-8 (UCI WP) Students learn how to create digital stories using video production equipment, video editing software, and computer devices. They will learn to record sound, write scripts, create storyboards, use green screen technology, edit videos, and showcase videos through distribution channels such as YouTube. Working individually or collaboratively, students will go through the film-making process of pre-production, production, and post-production. They will write, direct, and produce different genres of digital stories that include the documentary, narrative, and research reports.</p>								

CWP Snapshots

Supporting Teaching for Equity, Resilience, and Social Justice State Priorities: 2,6
Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
<p>Tuning the Choir: Facilitating Equity Conversations with Colleagues to Improve Campus and Classroom Climate (Bay Area WP) Do you want to deepen your understanding of equity in a supportive environment? Are you ready to strengthen your cadre of colleagues who not only understand foundational concepts of equity but also feel empowered to interrupt inequity as it arises in their own classrooms and around campus? Join us for a workshop that focuses on building equity inquiry groups among colleagues so that your choir can sing more harmoniously. Participants will engage in writing and relationship-building activities that serve as the foundation for sustaining this vital work. The presenters will share a framework that they have used to amplify an advanced awareness of equity across campus. Participants will walk away with resources and an initial plan to take responsibility for interrupting inequity on their own campus community. The workshop is appropriate for K-College instructors.</p>	X	X	X	X		X	X	X
<p>Study Groups for Local Educators—Literacy and Justice for All: Writing, Researching and Reading our Way to Deeper Learning for Deeper Teaching (San Diego Area P) Study Groups are groups of educators who meet regularly to focus on learning more about writing within a specific educational focus, with equity and diversity grounding the study. Beginning or ending with a joint activity and then breaking off to focus on specific goals and work of the individual study groups allows everyone the opportunity to learn from each other, broaden interactions with other educators, and share resources and expertise. Four Study Group sessions will emphasize the standards released in the Teaching Tolerance Anti-Bias Framework and purposefully integrate the concept of text layering. The four areas of inquiry are: diversity, action, identity, and justice.</p>	X	X	X	X	X	X	X	X
<p>Keeping It Real: Race Matters (UCLA WP) Keeping It Real: Race Matters is a study-to-action group focusing on race and is a safe space to question and confront our own attitudes and biases about race. This is the “study” part, enhancing our own racial literacy. Our action: collaborating to create opportunities to facilitate honest conversations about race in our classrooms in a way that is respectful, developmentally-appropriate, knowledgeable, and culturally competent. Finally, we’ll find ways to bring this work into our writing and our students’ writing.</p>	X	X	X	X	X	X	X	X
<p>Workshops on Writing Instruction for Social Justice and Equity (Inland Area WP) This academic year series of workshops is anchored in the genres of explanatory, opinion, and narrative writing, but presenters will also share strategies for analyzing and producing cross-genre texts. One of the main purposes is to move teachers and students away from formulaic writing, allow for a deeper understanding of texts, their characteristics, and their interconnections, and support teachers and students in the exploration and development of their “writer’s voice” as a means to produce substantive writing skills while serving the purposes of social justice and equity.</p>	X	X	X	X		X	X	X

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>PROGRAMS FOR STUDENTS AND TEACHERS</u>								
<p>Social Justice Book Clubs In response to CWP’s initiative on social justice and equity, CWP teacher leaders and Writing Projects have created book clubs for schools, PLCs, classrooms, and communities. Book clubs met on Saturdays, on Zoom or other online platforms, and through Twitter chats. Although this was an initiative for 2017-2018, there is still a need and Regional Sites are sponsoring a new year of book clubs and discussions to address these questions: What is the role of writing and literacy in times of increased hate speak, bullying, and discrimination? How can we use writing as an anti-bias tool? Or for resistance, or making change, or advocacy? Link here for more info: https://www.californiawritingproject.org/uploads/1/3/6/0/13607033/cwp_literacy_and_justice_for_all_invitation.pdf</p>	X	X	X	X	X	X	X	X
<p>Holocaust Educators Network (San Marcos WP) This thematic seminar interweaves content related to the Holocaust and present-day experiences of intolerance and persecution. The seminar is inquiry-based, inviting teachers to acknowledge and incorporate the culture of their students into their curriculum and the broader classroom experience. The program takes a writing-based approach to Holocaust and social justice education.</p>	X	X	X	X	X	X	X	X

CWP Snapshots.

Teaching Information and Media Literacies State Priorities: 1,2,4,7,8

Indicators: Implementation of State Standards, Academic Indicator, English Learner Indicator

	Active Learning	Coaching/Expert Support	Collaborative	Content-Focused	Feedback	Reflection	Models/Modeling	Sustained Duration
<u>SUMMER AND ACADEMIC YEAR PROGRAMS FOR EDUCATORS AND EDUCATOR TEAMS (20-40 HOURS)</u>								
Developing Curriculum to Identify Fake News (Cal State Northridge WP) A program for teachers to collaboratively develop curricular materials for their students and grade levels that focus on identifying and navigating “fake news.”	X	X	X	X	X	X	X	X
Media and Information Literacies CWP leaders, including Teacher Librarians and classroom teachers, are creating programs with school and district partners that focus on what media and information literacy are, why they are important and work together, what the Model School Library Standards (MSLS) are and how the MSLS are connected to all content areas, how to use media literacy resources from KQED and Common Sense Education and an online information literacy toolkit developed by the California Department of Education.	X	X	X	X	X	X	X	X
Media Literacies and College and Career Readiness College and career readiness demands students who can read, analyze, critique, compose, produce, and publish texts in all forms: print, digital, multimedia, multimodal. Teachers will learn how to teach students to think critically about print, image, and sound and apply that knowledge to the texts they create. Teachers will also explore how they and their students can successfully navigate today's evolving media climate, with a view towards developing instructional tools and resources for addressing mis- and dis-information campaigns, and cultivating students' media awareness, discernment, and use.	X	X	X	X	X	X	X	X

California Writing Project

Network of Regional Sites:



- ◆ Area 3 Writing Project/UC Davis
- ◆ Bay Area Writing Project/UC Berkeley
- ◆ Cal State Northridge Writing Project
- ◆ Central California Writing Project/UC Santa Cruz
- ◆ Great Valley Writing Project/CSU Stanislaus
- ◆ Inland Area Writing Project/UC Riverside
- ◆ Northern California Writing Project/CSU Chico
- ◆ Redwood Writing Project/Humboldt State
- ◆ San Diego Area Writing Project/UC San Diego
- ◆ San Joaquin Valley Writing Project/CSU Fresno
- ◆ San Jose Area Writing Project/San Jose State
- ◆ San Marcos Writing Project/CSU San Marcos
- ◆ South Coast Writing Project/UC Santa Barbara
- ◆ UC Irvine Writing Project/UC Irvine
- ◆ UCLA Writing Project/UCLA