

Writing Strategies for Secondary Teachers

20 Inservice Points

Component No. 2-423-003

General Objective

To become familiar with a variety of approaches for the process of writing across the curriculum and at various levels grades 6-12.

Specific Objectives

1. Developing and practicing models of writing instruction across the curriculum for grade levels 6-12.
2. Reviewing the cyclical philosophy of instruction based on the writing process.
3. Practicing model based instructional practices for the teaching of writing.
4. Demonstrating the principles of educational coaching, including feedback and problem-solving.
5. Demonstrating techniques for improving student writing with revision based strategies.
6. Training participants in appropriate writing techniques appropriate for scaffolding with students who speak a native language besides English.

Activities

Participants will:

- ✓ The professional development is comprised of 8 sessions. Each session includes objectives, content, quickwrites, instructional strategies, modeling, self-reflections, assessment activities, and presentations to the group.
- ✓ Below is a list of the units with descriptions.

Topics for Professional Development

1. Appreciative Inquiry
 - a. *Conversations Worth Having*
 - b. Building on students' strengths
 - c. How to have positive conversations with students around their abilities (especially with writing)
 - d. <https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>
2. Modeling (IMSCI Method)
 - a. Inquiry
 - b. Modeling – How to model?
 - i. Use visuals or examples that are relevant?
 - ii. Model while thinking out loud so that students hear the process?
 - iii. Concisely communicate what we are doing and what is needed?
 - iv. Present or model logically?
 - v. Present or model only what is needed and leave the extra "stuff" out?
 - c. Shared writing
 - i. Student-teacher conferences
 - ii. Feedback
 - d. Collaborative writing
 - i. Use of small groups
 - ii. Use of peer editing
 - e. Independent writing
3. Graphic Organizers
 - a. RAPPS method
 - b. KWL charts

- c. Essay organizers
 - d. Annotations – being active readers
 - e. How to use modeling and collaborative writing with these documents
4. Vocabulary and Grammar Development
- a. Vocabulary matrices
 - b. Grammar checklists
 - c. <https://www.weareteachers.com/vocabulary-activities/>
 - d. Kelly Gallagher – articles of the week
 - e. Content-area vocabulary development
 - f. Dead words and editing writing
5. RAFT Writing
- a. RAFT template
 - b. Different kinds of activities for writing
 - c. How to implement writing in different content areas
 - d. How to explain different voices for different subject areas
6. Free Writing
- a. *The Quickwrite Handbook*
 - b. *Going Bohemian*
 - c. *The Write Thing*
 - d. Focus on how to get students to write more in every classroom, having them express thoughts
 - e. Writing about quotes
 - f. Writing about processes
 - g. Writing about feelings – social-emotional health
7. Digital Technology
- a. Google docs and slides collaborations
 - b. Website creations
 - c. Blogs and discussion board resources and websites to use
 - d. Prezi
 - e. Zoom assessments
 - f. How to engage students online and in-class
 - g. <https://www.edutopia.org/article/engaging-students-virtual-instruction-camera>
8. Rubric Writing
- a. Rubistar
 - b. <https://www.quickrubric.com/about/tips-to-writing-a-strong-rubric>
 - c. <https://www.edutopia.org/topic/rubrics>
 - d. Discuss self-assessment
 - e. *Before this one, collect a sample of a rubric from all teachers and have them work on updating or specifying their rubric rules.*

Assessment & Evaluation

Participants will be assessed using the following methods:

1. Demonstrate new knowledge by means self-reflective written responses at the end of each session.
2. Participants will submit unit projects for each session within the program.
3. Complete jigsaw grouping based activities to share with the group as a whole.

Submitted by:

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