

**California Subject Matter Project /
Beginning Teacher Support and Assessment Partnership
Discipline Specific Resources for Support Providers and Beginning Teachers
2008-09**



Discipline: Writing and Composition
In support of English / Language Arts, English Language Development, and Other Disciplines
Project: The California Writing Project (CWP)
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CWP BTSA Inquiry Topics

The following inquiry topics are also inquiry resources in that they are the published inquiries of real teachers into how to improve their teaching of writing and their students' learning of writing. The first set of inquiry topics and resources is taken from *Cityscapes: Eight Views From the Urban Classroom*, which is published by the National Writing Project.

TOPIC: Case Studies of Writers and Their Writing Progress

DESCRIPTION: “**The Blooming of Maricar: The Writing Workshop and the Phantom Student**”

Inquiry context: Study of a grade 2 bilingual student whose home language is Tagalog.

Inquiry focus/question: “I wanted to see writing workshop through her (Maricar, a very quiet Philippina) eyes. I was interested in how writing workshop would meet her needs and the needs of others like her, and what a close look at Maricar could teach me about improving writing workshop and student learning in general and student writing in particular.”

Equity focus: Quiet, low-achieving immigrant students; making them and their learning visible.

RELEVANT STANDARDS: CSTP 1: Engaging and Supporting All Students in Learning, 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.

RESOURCES: Banford, Howard. 1996. “The Blooming of Maricar: The Writing Workshop and the Phantom Student.” In *Cityscapes*, edited by H. Banford, M. Berkman, C. Chin, C. Cziko, B. Fecho, D. Jumpp, C. Miller, and M. Resnick, 3–24. Berkeley, CA: National Writing Project.

PROGRAMS: For teachers with similar inquiry questions and instructional interests, the following programs would be a resource— Super Saturdays, Primary Writes, Improving the Writing of English Learners, Scaffolding Writing Across Genres, Teaching Writing Through Writer's Workshop.





TOPIC: Using Writing to Link Schools and Families

DESCRIPTION: “**Are You the Teacher Who Gives Parents Homework?**” **Inquiry context:** Grade 4 students and their families. **Inquiry focus/question:** What will happen if I ask parents and their children to write on the same subjects in order to involve parents in their child’s education and to help them learn how to help their children? **Equity focus:** Bringing parents who might feel alienated from the school into the school and their children’s education.

RELEVANT STANDARDS: CSTP 6: Developing as a Professional Educator, 6.2 Working with families to improve professional practice. CSTP 5: Assessing Student Learning, 5.5 Communicating with students, families, and other audiences about student progress.

RESOURCES: Chin, Carole. “Are You the Teacher Who Gives Parents Homework?” In *Cityscapes*, edited by H. Banford, M. Berkman, C. Chin, C. Cziko, B. Fecho, D. Jumpp, C. Miller, and M. Resnick, 145–163. Berkeley, CA: National Writing Project.

PROGRAMS:

For teachers with similar inquiry questions and instructional interests, the following programs would be a resource— Super Saturdays, Improving the Writing of English Learners, Scaffolding Writing Across Genres, Teaching Writing Through Writer’s Workshop.





TOPIC: Assessing Student Writing

DESCRIPTION: “**Extending the Literate Community: Literacy Over a Life Span.**” **Inquiry Context:** Study of high school students, 15- to 17-year olds, majority African American, some Latino
Inquiry focus/question: Jumpp looks at the use of portfolios among at-risk students in two high school classrooms. Her question: How can parents, teachers, and students use portfolios to assess writing improvement? **Equity focus:** Concerned about using and making judgments from one writing sample on a standardized test as the assessment of a student’s writing, Jumpp looks at portfolios as a more authentic means of assessing writing.

RELEVANT STANDARDS: CSTP 5: Assessing Student Learning

RESOURCES: Jumpp, Deborah. 1996. “Extending the Literate Community: Literacy Over a Life Span.” In *Cityscapes*, edited by H. Banford, M. Berkman, C. Chin, C. Cziko, B. Fecho, D. Jumpp, C. Miller, and M. Resnick, 133–143. Berkeley, CA: National Writing Project.

PROGRAMS: For teachers with similar inquiry questions and instructional interests, the following programs would be a resource— Super Saturdays, Improving Students’ Academic Writing, Scaffolding Writing Across Genres, Teaching Writing in the Middle and High School Classroom.





TOPIC: Creating Classroom Communities of Writers and Learners

DESCRIPTION: “**Learning from Laura.**” **Inquiry Context:** Primarily working-class African American students in a city high school. **Inquiry focus/question:** Students were studying the question, “How does learning about language connect you to your world?” Fecho focuses on what he and his students taught each other about standard English and African American Language/Black English. **Equity focus:** White teacher and African American students learning from each other about the power and politics of language and dialects in order to improve student achievement and writing in culturally responsive classroom.

RELEVANT STANDARDS: CSTP 1: Engaging and Supporting All Students in Learning, 1.1 Connecting students’ prior knowledge, life experience, and interests with learning goals. CSTP 4: Planning Instruction and Designing Learning Experiences for All Students, 4.1 Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.

RESOURCES: Fecho, Bob. “Learning from Laura.” In *Cityscapes*, edited by H. Banford, M. Berkman, C. Chin, C. Cziko, B. Fecho, D. Jump, C. Miller, and M. Resnick, 57–71. Berkeley, CA: National Writing Project.

PROGRAMS: For teachers with similar inquiry questions and instructional interests, the following programs would be a resource— Super Saturdays, Improving Students’ Academic Writing, Improving the Writing of English Learners, Scaffolding Writing Across Genres, Teaching Writing in the Middle and High School Classroom.





CWP BTSA Inquiry Topics

The next set of inquiry topics and resources are from *Windows on Our Classrooms: Volume 11* published by the CRESS Center at UC Davis.

TOPIC: Developing Readers and Writers

DESCRIPTION: “**Raising Student Achievement through Guided Reading and Authentic Assessment.**” **Inquiry Context:** At-risk first-grade students, performing below grade level.
Inquiry/Research Question: This study examines two interrelated research questions: 1) How can guided reading sessions help struggling first-grade readers reach grade-level standards and benchmarks in reading? 2) How can authentic assessment during guided reading sessions help a teacher monitor students’ mastery of reading standards, and thus help her complete standards-based report cards?

RELEVANT STANDARDS: CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

RESOURCES: Stephen, Maggie. “Raising Student Achievement through Guided Reading and Authentic Assessment.” In *Windows On Our Classrooms: Volume 11*, edited by S. Christiansen, 57-72. Davis, CA: CRESS Center.

PROGRAMS: For teachers with similar inquiry questions and instructional interests, the following programs would be a resource— Super Saturdays, Improving Students’ Academic Writing, Improving the Writing of English Learners, Scaffolding Writing Across Genres, Teaching Writing in the Middle and High School Classroom.





TOPIC: Using Writing to Improve Learning of Content

DESCRIPTION: “**The Effects of Having Third Graders Write and Solve Their Own Word Problems.**” **Inquiry Context:** “Third Graders Writing and Solving Word Problems” is part of an NSF Collaborative Classroom-Based Inquiry Project that connects University of California, Davis graduate students with K-12 math and science teachers conducting teacher research. This study took place in a regular, self-contained classroom of third graders of diverse academic levels and needs, including English Language Learners. **Inquiry/Research Question:** What are the effects of having third graders write and solve their own word problems?

RELEVANT STANDARDS: CSTP 5: Assessing Student Learning

RESOURCES: Crepps, Sandra. “The Effects of Having Third Graders Write and Solve Their Own Word Problems.” In *Windows On Our Classrooms: Volume 11*, edited by S. Christiansen, 119-130. Davis, CA: CRESS Center.

PROGRAMS: For teachers with similar inquiry questions and instructional interests, the following programs would be a resource— Super Saturdays, Improving the Writing of English Learners, Scaffolding Writing Across Genres, Teaching Writing Through Writer’s Workshop.





CWP Detailed Program Descriptions

Program: Super Saturdays/Saturday Seminars

WHEN & WHERE: Programs are offered over three to seven Saturdays (10-25 hours) across the academic year from fall to spring. All CWP sites offer a variation of the program at their host university or a host school, district, or county office. Some Writing Projects offer this program in partnership with other CSMP sites.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-12 teachers; content aligns with specific E/LA and ELD grade-level standards and also supports the standards across disciplines where writing is often used to learn content or demonstrate knowledge (analyze, interpret, critique, assess, evaluate, reflect, inquire).

PROGRAM DESCRIPTION: Each Saturday seminar session focuses on a central topic or theme, for example, improving the writing of English learners; using writing to improve reading; assessing, not just testing, writing; helping student explore genres and multi-genre projects. Seminars often include a keynote speaker or author, followed by a choice of concurrent sessions that address the needs of specific writers, grade levels, or content areas. Participants are welcome to attend all the seminars or just those that are most relevant to their teaching interests and needs.

HOW IT MEETS THE STANDARDS: Dependent upon the specific content of each program / session, these programs address Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential...Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...” Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.”

These Super Saturday programs may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.





ADDITIONAL INFORMATION: Most writing projects offer this program for NO COST. If there is a fee, it is nominal. Often this program can be taken for credit. For many new teachers, this program is the perfect introduction to the California Writing Project professional community.





CWP Detailed Program Descriptions

Program: Improving Students' Academic Writing (ISAW): A CWP Professional Community for Secondary Teachers

WHEN & WHERE: Programs, tailored to school or district needs, are offered during the academic year and during the summer. All CWP sites offer a variation of the program at their host university and with partner schools and districts.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for middle and high school teachers and teacher teams that are usually cross-disciplinary. Content aligns with specific E/LA and ELD grade-level standards and also supports the standards across disciplines that focus on critical thinking and academic writing.

PROGRAM DESCRIPTION: ISAW is a statewide community of secondary teachers engaged in collaborative inquiry into improving students' academic writing and critical reading. The program focuses on demystifying the teaching and learning of analytic writing and critical reading, examining how teachers can make academic writing an integral component of a middle or high school curriculum by focusing on student improvement, and accelerating the academic writing improvement of all students—the college-bound, English learners, and struggling writers—and preparing more of these students for college-going. The program 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 Improvement Rubric as a part of formative and summative assessment.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background...When planning and delivering instruction, participating teachers use a variety of resources (including technology-related tools...) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards... b) Teaching Special Populations...Based on assessed student needs,





participating teachers provide accommodations and implement modifications. Participating teachers recognize students' strengths and needs... and employ a strengths-based approach to meet the needs of all students..."

ISAW also aligns with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: If a school or district contracts for this program, beginning teachers should know that they are welcome to join teacher teams from their school or district. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Teaching Writing in a Digital Age

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer institutes, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school or district. Some of these programs are co-sponsored with county offices.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-12 teachers; content aligns with specific E/LA and ELD grade-level standards and also supports the standards across disciplines where writing is often used to learn content or demonstrate knowledge (analyze, interpret, critique, assess, evaluate, reflect, inquire).

PROGRAM DESCRIPTION: These programs focus on current communication technologies and the ways they intersect with academic writing. Teachers learn how to help students comprehend and create multimedia/multimodal texts and how to use Web 2.0 tools and multimedia applications to foster students' participation, engagement, writing improvement, and academic achievement.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially "Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential...Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning.

"Teaching Writing in a Digital Age" also aligns with the California Standards for the Teaching Profession, specifically Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Primary Writes: Engaging Writers, Exceeding Standards

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer institutes, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school or district. Some programs are co-sponsored by Head Start, Migrant Education, or Reading is Fundamental.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-3 elementary teachers, and is often customized to align with specific E/LA and ELD grade-level standards.

PROGRAM DESCRIPTION: Programs are designed to help Pre/K-2 teachers integrate writing throughout their curriculum every day in purposeful ways—even in Kindergarten and pre-school—and set the stage for very young students to become thoughtful, engaged writers and readers. Participants learn how to organize a writing-rich classroom, model writing and guide individual writers, assess the work of emergent and beginning writers, talk to young students about their writing, and celebrate their success and progress. Programs address supporting all the writers in the classroom, including English learners and Special Education students.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background...When planning and delivering instruction, participating teachers use a variety of resources (including technology-related tools...) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards... b) Teaching Special Populations...Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize students’ strengths and needs... and employ a strengths-based approach to meet the needs of all students...”

This program also aligns with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.





ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Scaffolding Writing Across Genres

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school or district. Some programs are co-sponsored by county offices.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for teachers, K-12; content aligns with specific E/LA and ELD grade-level standards and also supports the standards across disciplines where writing is often used to learn content or demonstrate knowledge (analyze, interpret, critique, assess, evaluate, reflect, inquire).

PROGRAM DESCRIPTION: Programs examine the importance of critical thinking and its relationship to teaching and scaffolding writing. Participants learn how to scaffold instruction of the genres named in California’s academic content standards—across the disciplines, not just in English/Language Arts— as well as the written genres that flourish beyond the classroom. Participants explore classroom tested, research based methods for improving writing and generate writing topics and genre possibilities that will increase the engagement and participation of their students. Special attention is given to scaffolding that is effective for English learners and Special Education students. The program’s content and format varies, depending on the target audience, for example grades 4-8, K-6, 7-12, etc.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential...Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.”

This program may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing





Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Teaching Writing through Writer's Workshop

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school, district, or county office.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-12 English / Language Arts teachers, and is often customized to align with specific E/LA and ELD grade-level standards.

PROGRAM DESCRIPTION: Writer's Workshop is one way to create a writing program that meets the needs of all students and improves student achievement. CWP programs provide in-depth opportunities for teachers to work with experienced teachers through in-service sessions, coaching, demonstration teaching, and writing assessment to:

- ☐ help students become confident, independent writers
- ☐ balance writer's choice and explicit instruction
- ☐ develop improvement plans and writing conference approaches for each student
- ☐ develop expertise in assessment, rubrics and response to student writing
- ☐ build a cohesive writing program that addresses students' individual needs and adopted materials
- ☐ create a low-risk, high-participation workshop environment for all students including English learners and Special Education students.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially "Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners..."

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including "Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards."

This program may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and





Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Un-complicating the CAHSEE

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school, district, or county office.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for 9-12 English / Language Arts teachers, and is often customized to align with specific E/LA and ELD grade-level standards.

PROGRAM DESCRIPTION: Programs provide participants with extensive opportunities to:

- ☑ make effective use of the CWP CAHSEE study guide for students and resources for teachers
- ☑ assess students' writing and reading and document students' progress
- ☑ scaffold the writing and reading of biographical, persuasive, and expository essays
- ☑ scaffold writing in response to literary and informational texts
- ☑ develop students' on-demand writing skills and strategies
- ☑ scaffold and sequence academic writing and reading lessons
- ☑ develop support programs and interventions for students, especially English learners and Special Education students whose graduation is in jeopardy.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.”

This program may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning





Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Teachers as Writers

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, professional writing retreats, weekend conferences, and monthly writing groups. All CWP sites offer a variation of the program at their host university or with a partner school or district.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for teachers, K-12; content aligns with specific E/LA and ELD grade-level standards and also supports the standards across disciplines where writing is often used to learn content or demonstrate knowledge (analyze, interpret, critique, assess, evaluate, reflect, inquire).

PROGRAM DESCRIPTION: CWP believes that teachers of writing become better teachers of writing by writing themselves. As teachers work on their own writing processes—generating ideas, exploring multiple genres, drafting, responding, accepting critique, revising, editing, and going public—they deepen both their content and procedural knowledge of writing. Increased writer’s knowledge equips teachers to recognize individual students’ writing processes, build a writing program on students’ writing strengths, and differentiate instruction to address the needs of each writer. Teachers then work to create a classroom community of writers drawing on their insider, writer’s knowledge of how such communities work.

HOW IT MEETS THE STANDARDS: This program addresses aspects of Induction Program Standard 5: Pedagogy and Induction Program Standard 6: Universal Access: Equity for All Students, including depending upon focus and activities of the session. This program also aligns with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning based on the professional conversations which take place and how the participating teacher uses the information and activities with her / his students. Standard Six: Developing as a Professional Educator is addressed.

ADDITIONAL INFORMATION: Sometimes schools and districts do contract for this program. Generally though, this is a program offered for individual teachers and carries a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Making it Work: Strengthening the Writing Instruction in Adopted Curriculum

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school, district, or county office.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-8 English / Language Arts teachers, and is often customized to align with specific E/LA and ELD grade level standards.

PROGRAM DESCRIPTION: The focus of the program is on working with K-8 adopted curricula and exploring where the materials support effective writing instruction and where there are gaps to be filled. Content includes:

- ☐ teaching the genres of writing in the textbook but connecting them to other genres found in the CA standards and in what K-8 students read in and beyond school.
- ☐ exploring strategies for day-to-day writing instruction.
- ☐ making effective use of the assessments in the materials but also of writing assessments that give teachers more information about students' writing progress and needs.
- ☐ making effective use of the supplemental resources in the adopted materials and augmenting them additional resources that address the needs of specific writers, especially English learners, Standard English learners, and Special Education students.
- ☐ making the selections and writing topics in the textbook more culturally responsive and engaging.
- ☐ using selections from student readers as mentor text.
- ☐ planning with colleagues for writing instruction and for creating a writing community in the classroom.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to





provide the full range of learners equitable access to the state-adopted academic content standards. ”

This program may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee. Often, this program is sponsored by schools and districts as a part of their follow-up/continuum to SB472 training.





CWP Detailed Program Descriptions

Program: Improving the Writing of English Learners

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with partner school, district, or county office.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-12 English/Language Arts and ELD teachers, and is often customized to align with specific E/LA and ELD grade-level standards.

PROGRAM DESCRIPTION: Summer and school year programs address assessing, teaching, and improving the writing of English learners across the range of California’s EL/ELD classroom options—bilingual waiver classes; beginning, intermediate, and advanced ELD classes; newcomer classes; mainstream classes; and transition to college classes. Professional development content includes, but is not limited to:

- ELD proficiency levels and standards and their relationship to California’s E/LA academic content standards and assessments
- the role of scaffolding in the teaching of academic writing and academic language development
- classroom writing assessment and tools for making instructional decisions based on assessment results
- uses of writing to improve students’ learning of content and academic language across disciplines
- teaching approaches that are culturally relevant and responsive
- instructional approaches that support the differentiated language and writing needs of English learners
- revision and editing; correctness and style
- models for critical reading and academic writing—newcomer to advanced
- amplifying rather than simplifying content and text.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”





Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards...”

Specifically Induction Standard 6 includes a) Teaching English Learners: “To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation process....Participating teachers plan instruction for English Learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments. Based on the teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and /or content –based ELD. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based on their students’ primary language and proficiency levels in English considering the students’ cultures, level of acculturation, and prior schooling.”

This program also aligns with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Two: Creating and Maintaining Effective Environments for Student Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. However, if this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, Title III, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Teaching Writing in the Middle and High School Classroom

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with partner school, district, or county office.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for teachers, K-12; content aligns with specific E/LA and ELD grade-level standards and also supports the standards across disciplines where writing is often used to learn content or demonstrate knowledge (analyze, interpret, critique, assess, evaluate, reflect, inquire).

PROGRAM DESCRIPTION: This program provides a broad perspective on the teaching of writing and is designed especially for teachers new to the teaching of writing in any discipline. Through interactive, hands-on teaching demonstrations, participants experience classroom-tested and research-based approaches to the teaching of writing. The program provides time and support to generate lessons based on participants' curriculum and classroom texts. Issues of focus include:

- ☑ teaching writing in diverse multilingual, multicultural classrooms
- ☑ creating writing assignments that build students' skills and help them meet the state standards in writing
- ☑ establishing a framework through which students can explore different writing genres
- ☑ cultivating academic language in the classroom
- ☑ assisting students in accessing text in order to generate strong content for their writing
- ☑ teaching students to revise their writing.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to





provide the full range of learners equitable access to the state-adopted academic content standards.”

This program also aligns with the California Standards for the Teaching Profession, specifically Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Preparing Elementary and Middle School Students for On-Demand Writing

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school-based PLCs. All CWP sites offer a variation of the program at their host university or with partner school, district, or county office.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for K-8 English / Language Arts teachers, and is often customized to align with specific E/LA and ELD grade-level standards.

PROGRAM DESCRIPTION: Programs focus on tools and strategies teachers can use to prepare students for the state’s writing assessments at grades 4 and 7, as well as for school/district assessments, and on developing interventions and support for high priority students. Program content components include: analysis of the writing applications/genres and writing strategies that underpin the writing assessments; deconstruction of released prompts and questions; development of instructional and practice writing prompts for students. Participants plan for writing instruction that balances time for students to write on-demand and in depth. Programs also provide opportunities for participants to learn to use rubrics and writing scales that augment state and district rubrics and help teachers, students, and parents understand writing improvement and progress. Special attention is given to the needs of English learners and Special Education students.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.”

This program may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three:





Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.

ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





CWP Detailed Program Descriptions

Program: Teaching AP English Language and Composition

WHEN & WHERE: Programs are offered year round in many different formats— 1-2 week summer programs, weekend conferences, school- or district-sponsored workshop series, district workshops followed by school- or district-based PLCs. All CWP sites offer a variation of the program at their host university or with a partner school or district.

STANDARDS, CONTENT & GRADE-LEVEL: This program is designed for 9-12 English / Language Arts teachers, and is often customized to align with specific E/LA grade-level standards and AP Curriculum.

PROGRAM DESCRIPTION: Programs center on the teaching of analysis and argumentation. Because teachers may be new to teaching an AP course, programs include exploration and development of syllabi and instructional resources. To cultivate texts and strategies for classroom use, materials and activities include reading, writing, and analyzing a variety of essays, speeches, and poems. Teaching the analytical essay, not just for the AP exam, is a major focus of the program. Participants write, analyze, examine, and score both the multi-draft essay, including the research paper, and the timed essay. Participants also explore how to build an AP course and program that is open and accessible to all students, especially English learners.

HOW IT MEETS THE STANDARDS: This program addresses Induction Program Standard 5: Pedagogy, especially “Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential... They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of a full range of learners...”

Also addressed is Induction Program Standard 6: Universal Access: Equity for All Students, including “Participating teachers...maximize student achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation... Participating teachers use a variety of resources... to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.”

This program may also align with the California Standards for the Teaching Profession, specifically Standard One: Engaging and Supporting All Students in Learning; Standard Three: Understanding and Organizing Subject Matter for Student Learning; Standard Four: Planning Instruction and Designing Learning Experiences for All Students; Standard Five: Assessing Student Learning; and Standard Six: Developing as a Professional Educator.





ADDITIONAL INFORMATION: Schools and districts often contract for this program. If this is a program offered for individual teachers, it will carry a registration fee. However, schools and districts can support their teachers by using Title II, QEIA, or other professional development funds to cover the cost. For teachers paying their own way, credit is often available for an additional fee.





Additional CWP Web Resources

National Writing Project English Language Learners Network

<http://www.nwp.org/cs/public/print/programs/ell>

The webpages for the ELL Network include researcher and practitioner articles, teaching resources, and policy documents, and an extensive bibliography—*Resources for Educators of English Language Learners: An Annotated Bibliography*.

National Writing Project Teacher Inquiry Communities Network

<http://www.nwp.org/cs/public/print/programs/tic>

The webpages for the Teacher Inquiry Communities Network include a wealth of resources to support teacher inquiry— an annotated bibliography of books to support both leaders of and participants in inquiry groups, teacher research articles, and case studies of writing improvement.

National Writing Project Urban Sites Network

<http://www.nwp.org/cs/public/print/programs/usn>

The webpages for the Urban Sites Network include teacher inquiry resources and articles focused on improving the teaching and learning of urban students. Look for the *African American Learners Project Annotated Bibliography* and the list of references and resources for Gloria Ladson Billing’s work on culturally responsive teaching.

National Writing Project Rural Sites Network

<http://www.nwp.org/cs/public/print/programs/rsn>

The webpages for the Rural Sites Network include teacher inquiry resources and articles focused on improving the teaching and learning of rural students, especially for students whose education is impacted by rural poverty. Look for the *Annotated Bibliography of Resources on Rural Poverty*.

California Writing Project Resources—Writing Assessment Handbooks

<http://californiawritingproject.org/Teachers/resources.html>

Two downloadable writing handbooks contain a wealth of instructional strategies, lessons, and assessment rubrics. Teachers of students from fourth through eighth grades and in high school will find them invaluable in teaching the writing strategies and applications found in the California English-Language Content Standards.





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