

LLL 503 Collegial Conversations | August 24, 2023

Left on Read

How do we create knowledge mobilization opportunities that capture interest & get implemented?

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Learning Objectives

Teaching reading and writing as reciprocal processes is a powerful tool for supporting all learners.

How do we make this professional development topic resonate with teachers and gain insight into how to make new knowledge implementation measurable?



Teacher PD (Joyce & Showers, 2002)

Stage 1: Stage of Concern: Teachers begin by identifying concerns or areas they want to improve in their teaching.

Stage 2: Informational: Seek information and knowledge related to their identified concerns.

Stage 3: Personal: Experiment with new teaching strategies and approaches in their own classrooms.

Stage 4: Implementation: This stage involves integrating the new strategies into regular teaching practices.

Stage 5: Refinement: Teachers fine-tune and optimize their teaching methods based on their experiences



Teaching Writing Across Content Areas

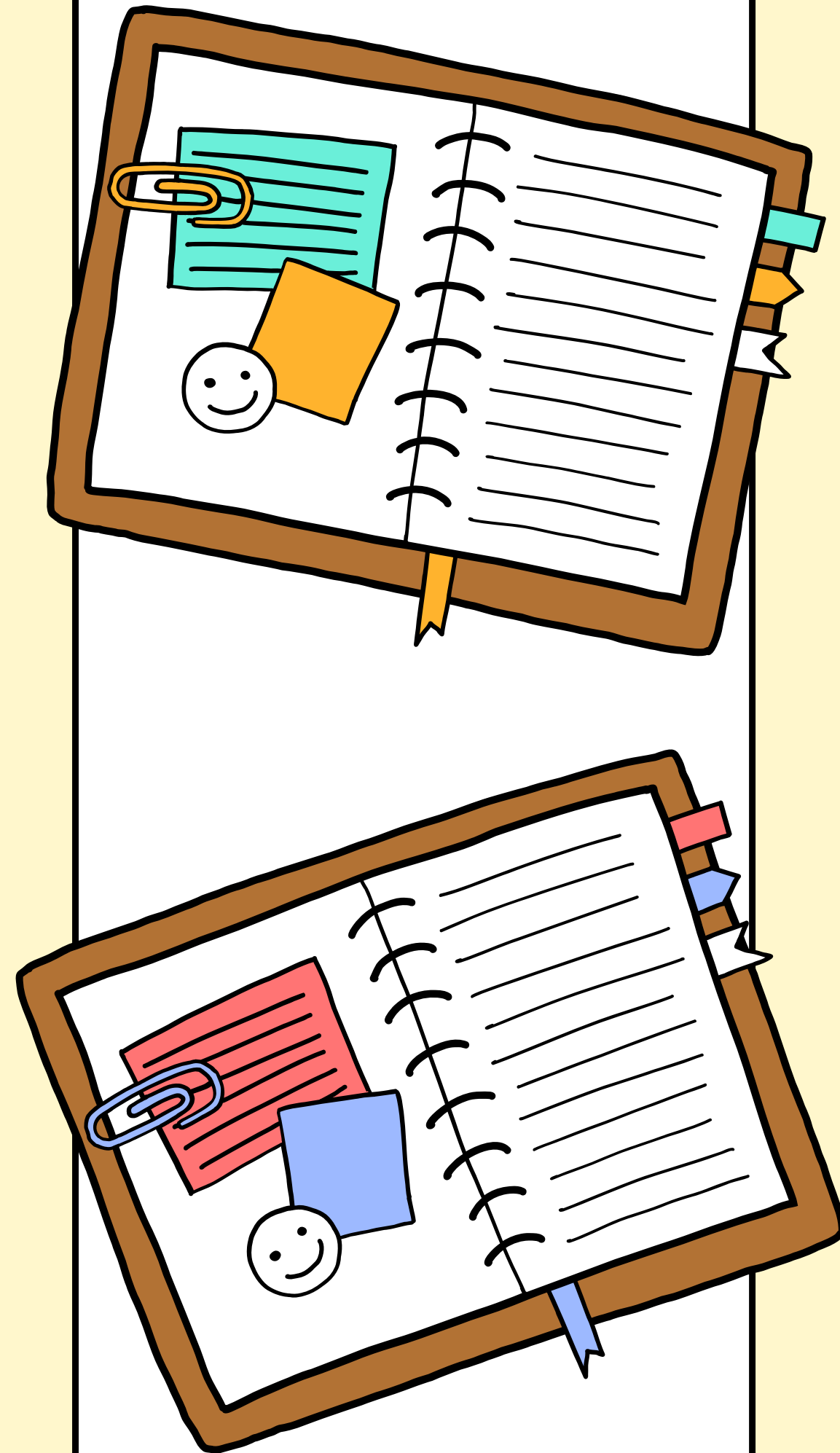
Literacy is not a one-size-fits-all skill but is tailored to the unique demands of different subjects. Specific reading, writing, and communication skills required within various academic disciplines or subject areas, such as science, social studies, mathematics, and language arts, have their own unique ways of using language and texts to create and communicate knowledge.



How can we improve student writing across content areas?

Professional development (PD) in literacy is typically an ongoing process. Teachers may participate in regular workshops or communities of practice to continuously refine their instructional strategies.

Conducting a needs assessment to understand teachers' current knowledge and areas where they need support in structured writing instruction is a critical first step in creating effective PD opportunities.



How to know what to ask?

Teachers already know that reading, writing, and communication skills are crucial in all subjects.

- What are the goals of improving structured writing instruction in our school?
- What Peer Learning Communities (PLC) are already in place?
- What are the logistics of implementing, both PD and new instruction strategies?

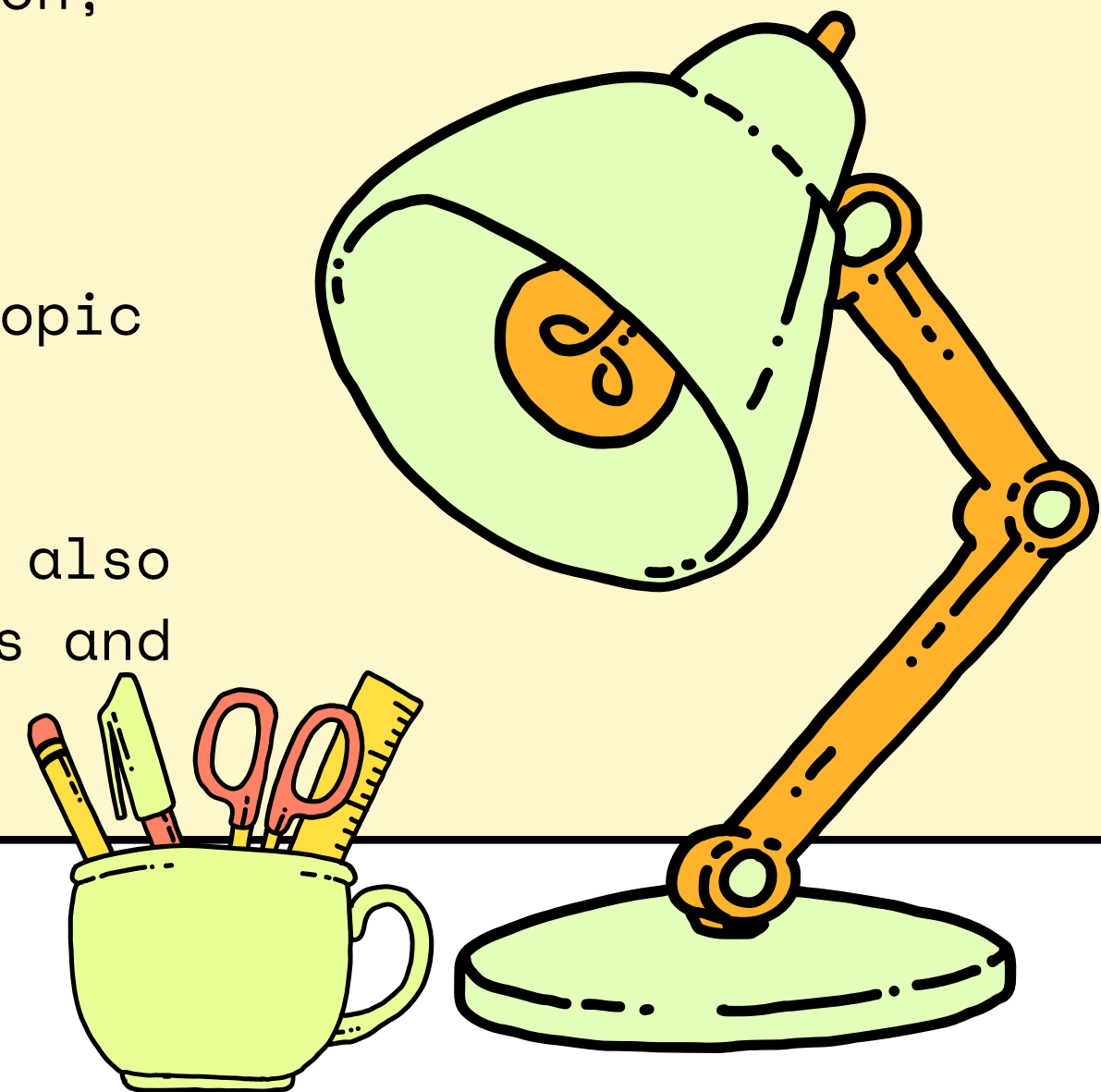


Creating a PD Lesson Sequence

The goal is to provide a structured progression of PD materials and opportunities throughout the year, starting with an introduction to structured writing instruction and gradually moving into more advanced topics, including content integration, assessment, differentiation, and on-going PD.

Facilitating a series of optional "Lunch & Learn" sessions scattered throughout the school year is one way to keep the topic evergreen.

- Stretching the delivery over the course of the school year also allows opportunity for participants to share their insights and suggest improvements for future literacy training.



Lunch & Learn #1, October 2023

Introduction to Structured Writing Across Content Areas

- **Objective:** Discuss the concept of structured writing and its relevance in all subject areas.
- **Content:** Explore the importance of structured writing instruction in fostering critical thinking, communication skills, and subject-specific literacy.



Lunch & Learn #2, November 2023

Integrating Structured Writing into Subject-Specific Content

- **Objective:** Demonstrate how structured writing can be integrated seamlessly into various content areas.
- **Content:** Showcase real examples and practical strategies for applying structured writing techniques in subjects such as science, math, social studies, and elective subjects.



Lunch & Learn #3, January 2024

Assessment and Feedback in Structured Writing

- **Objective:** Equip teachers with effective assessment methods, tools and feedback strategies for evaluating structured writing assignments.
- **Content:** Explore resources together, including rubrics, peer assessment, and constructive feedback techniques to support student writing development.



Lunch & Learn #4, February 2024

Differentiated Instruction in Structured Writing

- **Objective:** Address the diverse needs of students by learning how to differentiate structured writing instruction.
- **Content:** Explore methods and links to resources for tailoring writing instruction to meet the needs of diverse learners, including ELL students and those with special needs.



Lunch & Learn #5, April 2024

Writing for Different Purposes and Audiences

- **Objective:** Explore with teachers how to guide students in tailoring writing for specific purposes and audiences.
- **Content:** Explore the concept of rhetorical modes (e.g., argumentative, informative, narrative) and strategies for adapting writing styles to different contexts and audiences.



Lunch & Learn #6, May 2024

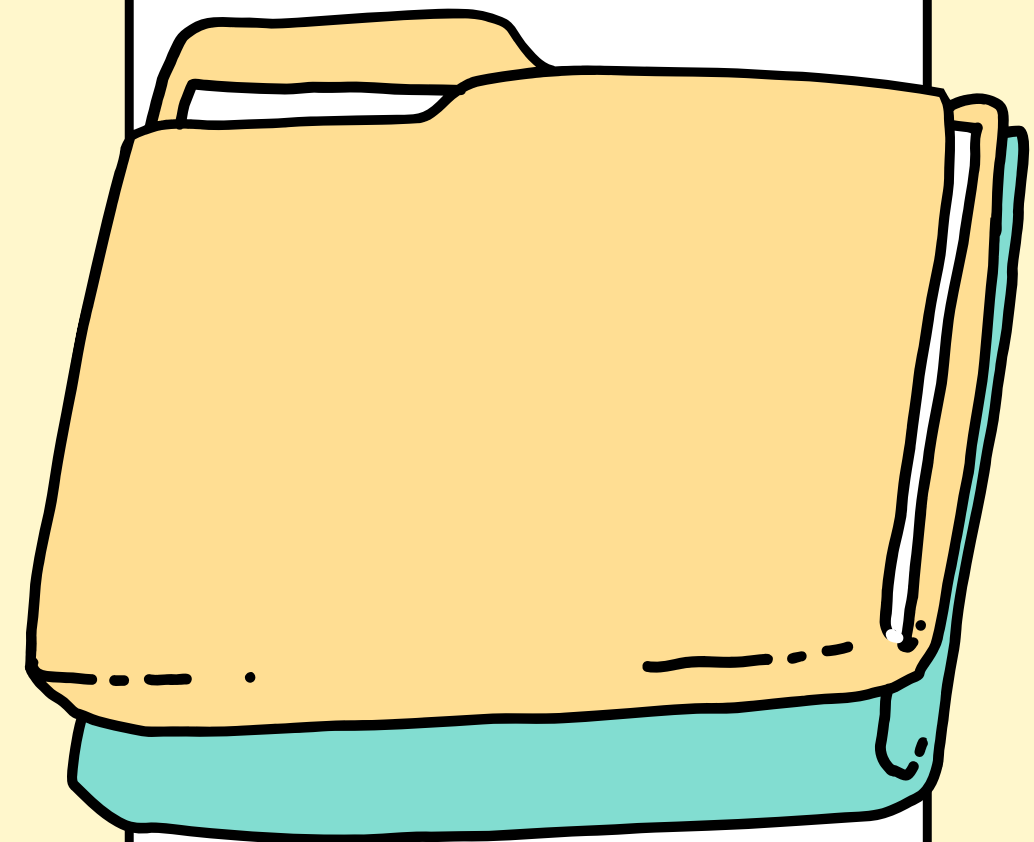
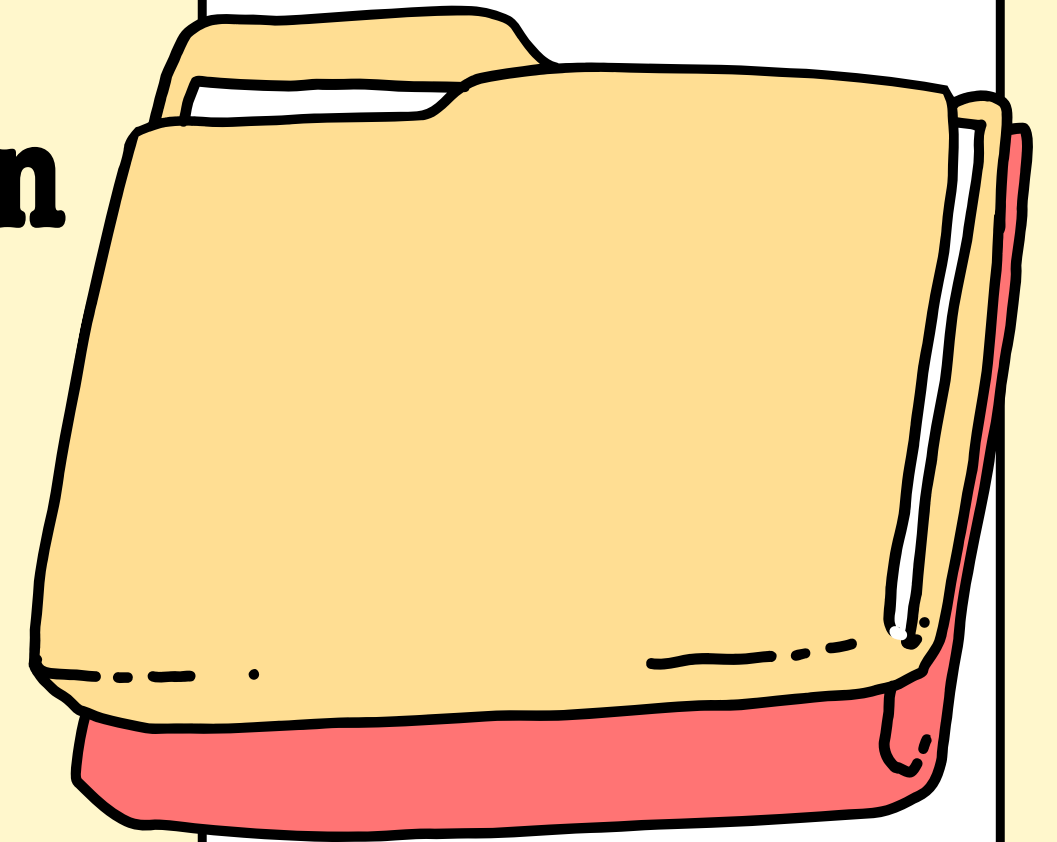
Sustaining Structured Writing Practices and Collaboration

- **Objective:** Focus on sustaining structured writing instruction over time and promoting collaboration among teachers.
- **Content:** Create action plans for ongoing professional development, collaboration with colleagues, and sharing best practices for structured writing instruction next school year.



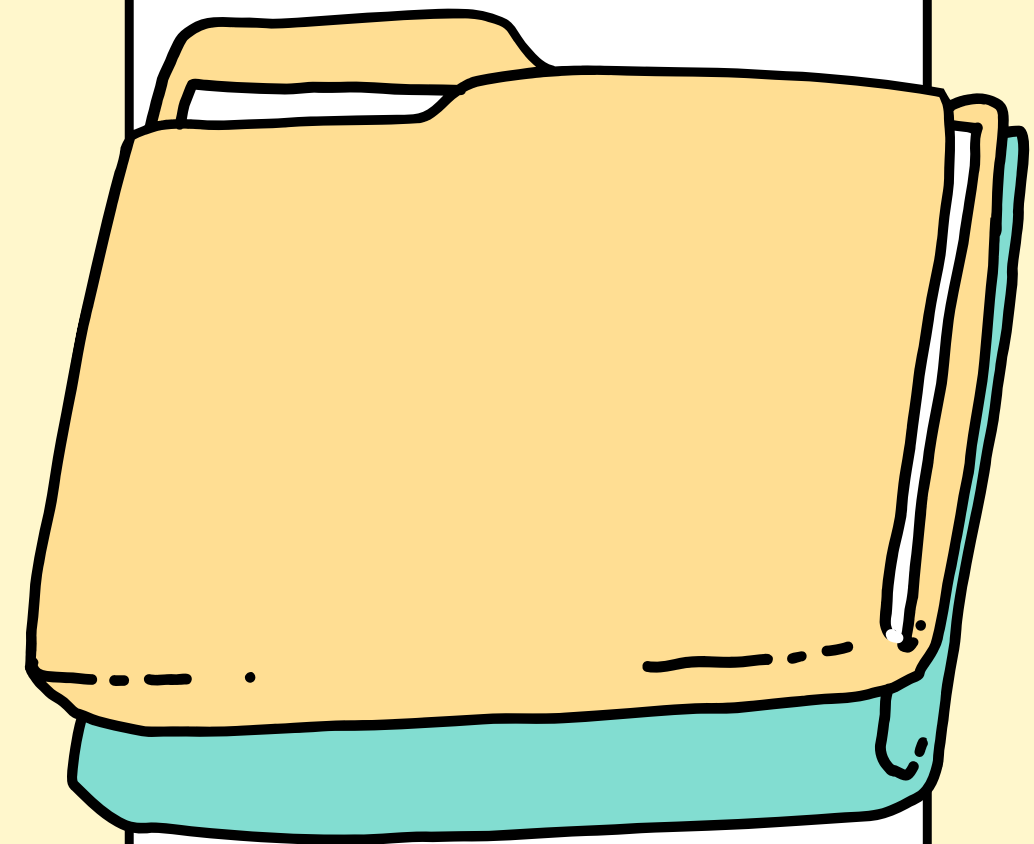
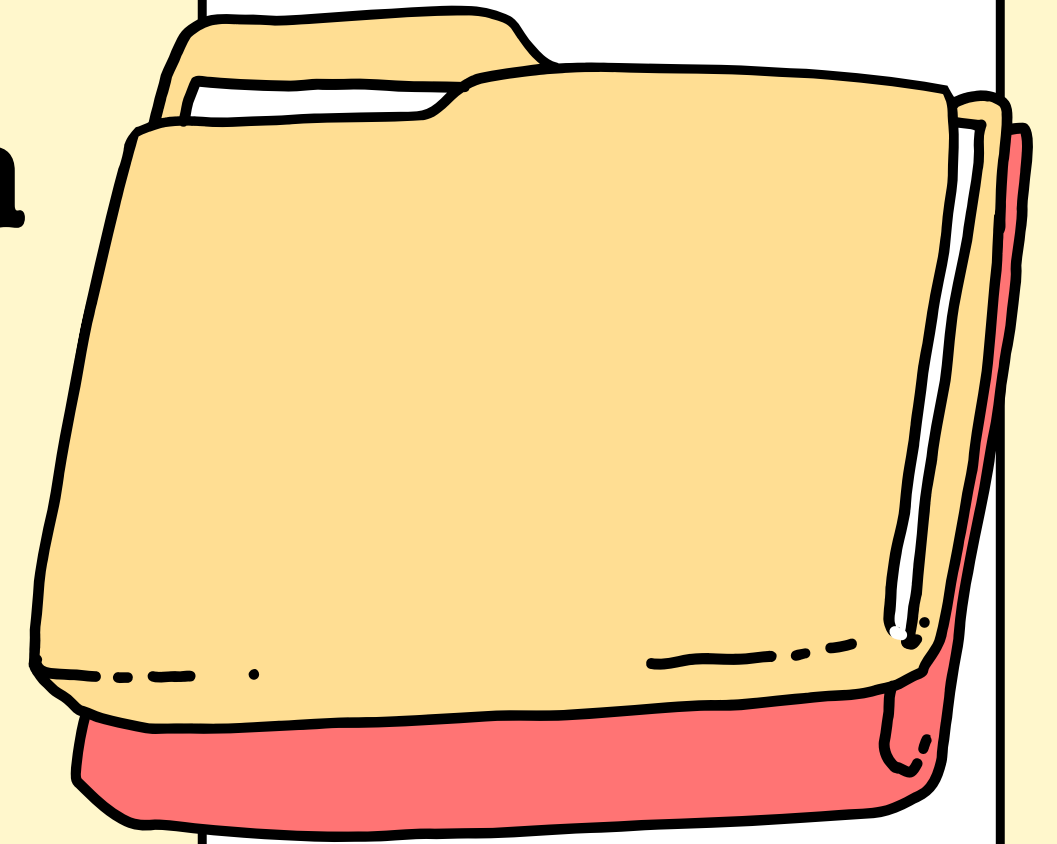
Creating Lasting knowledge mobilization

- Provide **practical strategies and tools** for implementing structured writing in different subjects. Include examples and templates that teachers can use immediately in their classrooms.
- Create a **digital resource library** with a collection of articles, videos, and recommended books on structured writing. Teachers can access these resources at their convenience. Site usage can be used as a metric for PD implementation.
- Offer **ongoing support** through webinars, follow-up sessions, or peer-mentorship programs to address questions and challenges that arise as teachers implement the program.



Creating lasting knowledge mobilization

- Create **opportunities for teachers to network** with colleagues from other schools or districts who are also implementing structured writing programs. This can facilitate the exchange of ideas and best practices.
- Encourage teachers to **observe colleagues'** approaches to writing instruction and provide feedback. This can promote a culture of continuous improvement and the sharing of effective practices.
- Schedule periodic **check-in meetings** or discussions where teachers can share their experiences teaching writing skills and seek guidance on any challenges they face.



Please give me insight!

I am going in with a huge case of imposter syndrome. As professionals, I want to know how you like to engage with new people and new information in your schools.

