

CEL Consultant Post Visit Report

Consultant:	Maria Losee
Partnership:	Vernon Parish
Date(s) of work:	June 20-23, 2016
<p>For this session, would you rate your progress towards meeting each outcome and relevant deliverables for your contract red, yellow or green?</p> <p>Green</p>	
<p>How do you know the rating is red, yellow or green?</p> <p>The focus for this four-day institute was writing instruction. The Louisiana Guidebooks V2.0 units of study all call for students to write in response to their reading as a significant part of the summative performance task in each unit. Students have to be able to write in all three domains, narrative, expository, and opinion/argumentative writing, and yet the units lack explicit and systematic writing instruction. Teachers in grades 3-10 began their work this week by analyzing their units for what type of writing the summative performance tasks required students to know and be able to do. Then I introduced and modeled a process for planning for the kind of instruction to support students to be able to write successfully. The process including the following steps:</p> <ol style="list-style-type: none"> 1. Start with the Louisiana State Standards- what do they say about that kind of writing? Pull out the key skills students need to know, for example: <i>introduce a topic clearly, organize ideas and details logically, create cohesion with transitions that link ideas, use precise language to inform the reader, provide a concluding statement that follows the rest of the paper.</i> 2. Use Jim Burke's <u>Common Core Companion</u> to deepen understanding of the standard and what the teaching and learning should look like. 3. Analyze mentor texts for specific elements of craft and structure. We noticed things like how the author uses nuances in language to create meaning and tone, how the author elaborates by providing examples or quotes from an expert, how the author uses grammar as a craft move to create rhythm with sentence structure. 4. Use the writing process (immersion, collection, finding a seed, choosing, developing, drafting, revising, and publishing) as a structure for planning instruction. (See attached photos of the units teachers planned using this structure) 5. Go to professional texts for additional ideas for teaching points. 6. Return to the standards and ask: Are all the critical standards (reading, writing, listening and speaking, and language standards) addressed in this unit for students to be successful in this domain, genre, and form of writing? <p>I modeled this process with all three domains of writing, a different domain each day and then teachers collaborated in grade level teams to write their own units. All the teams wrote a unit for narrative, expository, and opinion/argument writing. Many teams wrote an additional unit as well, some wrote one that was more tied to a curricular area such as science or social studies, while others focused on form such as poetry or letter writing, and some wrote a unit on how to write to a prompt.</p>	

Teacher feedback was very positive. They felt like they not only gained a deeper understanding of how to plan for writing instruction, but they also grew their understanding of the elements of structure and craft of each of the domains of writing. It was a very powerful week!

If you're unsure of rating, what evidence do you need to start gathering in order to know? OR If you are sure of the rating, are you on track or do you need to make adjustments to the service?

NEXT STEPS

Because this week was so powerful and the teacher feedback was so positive, next steps around implementation and continued support are especially critical. At this point we don't have any plans for ongoing support with this group of teachers. I would recommend that we consider adding two to three additional days this year of professional learning for writing instruction in Vernon Parish. These days could be "reunion" days for this cohort of writing teachers. I would recommend we bring them back together to share their successes with implementing their units and give them an opportunity to bring struggles to the table and get help with overcoming challenges or roadblocks. We would also continue to build their content knowledge around assessing student work (now that their students would actually be writing) and using that assessment data to inform their instruction. I would recommend that district leaders continue to follow up with these teachers and visit their classrooms looking for evidence of their implementation of the units they've planned in this institute and engage in conversations with teachers around how their practice is impacting their students as writers.