

DREW WRITING PROJECT

Types of Study Groups

Writers Group – These sessions will focus on providing a venue for teachers to write for themselves. The focus of the group will be on evocative writing. One of the main tenets of the National Writing Project is that teachers of writing must be writers themselves. Teacher participants would be required to complete writing tasks in between sessions. Voluntary participation would be most conducive to creating a productive work environment. A National Writing Project teacher consultant would facilitate all sessions for the first year but the group could continue without NWP facilitation the following year.

Looking at Student Work – During this protocol-driven series, teachers will deepen their understanding of student performance in writing by examining student work. A National Writing Project teacher consultant will facilitate these sessions using a protocol designed to meet the needs of the district. This type of series does not require teachers to complete work in between sessions except for choosing student work.

Student work can be helpful for

- building teacher knowledge about trends in student work
- building teacher capacity
- looking at individual student progress

Issue Based Inquiry Group – This could accommodate a diverse group of teachers to address topics that are relevant to the group (Problems in Practice, Hot Topics). Reading professional texts is a key component of this group and participants should be prepared for this responsibility. The facilitator would help find resources. This group may use a book or articles or other texts. This type of session would only be appropriate for partnerships in the second or third year. During these sessions, participants will develop inquiry questions and set goals for this year. The last session will include plans for extending learning into the future.

Readers Group – During these sessions teachers will read and discuss literature. The target audience would be non-LAL specialists. These sessions would provide teachers with the opportunity to read and discuss a variety of texts because teachers who teach readers must be readers themselves. The type of texts used would be based on the needs of the district. Teacher participants would be required to complete tasks in between sessions. Voluntary participation would be most conducive to creating a productive work environment. A National Writing Project teacher consultant would facilitate all sessions for the first year but the group could continue without NWP facilitation the following year.

Critical Friends Group – During this session a National Writing Project teacher consultant would facilitate a series of discussions to build teacher capacity through the examination of teacher practice. This series type would require a National Writing Project teacher consultant to maintain the focus and create a productive series.