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Oregon Writing Project Presentation

**Learning Targets:**

1. I can use the elements of a literacy walk through to evaluate my own school's strengths and worries.
2. I can use quotes in order to make connections to the importance of cultural shift to encourage academic shifts.
3. I can dialogue about purposeful literacy after reading a short article.
4. I can evaluate the importance of anchor charts as a tool for writing.
5. I can offer suggestions on how to continue a school-wide approach to writing when connected to professional development.

**CCSS.ELA – Writing:**

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Background:**

As a building leader, I saw the need to move the building where all teachers and students were using the same writing language/vocabulary and strategies in order to foster student growth. Previous to this position, I was the Director of Curriculum for the district. Prior to that I was a language arts/writing teacher for 25 years mostly at the middle school level.

Writing is not curriculum but more strategy work with both teachers and students. Also writing is the power of thinking and must be connected to every content area. With that in mind, building requirements for bulletin board and art projects changed the first year.

### Lesson:

1. Start with a “virtual” literacy walk through your school. Model, draw tour, then discuss in pairs.
2. Look at Literacy Walk tool and compare to drawing of school. What were the encouraging clues and what were worrying clues?
3. Give background of the need to move for consistency as connected to the Literacy Walk characteristics.
4. Quotes about culture and change. What did this mean? Practices then and practices now.
5. Short reading “*The Power of Authentic Literacy*” from chapter 5 of *Results Now* or “*Why Worry About Good Writing in Content Areas?*” from *Writing Matters* pair/share and then respond. Connection importance of writing for our Title I school.
6. Use of principal late starts and common strategy/curriculum work. Share the *Units of Study* and how we moved as a building forward.
7. Sharing of school-wide practices. What is an anchor poster and why are they important resources. Gallery walk of anchor charts and student work.
8. Presentation of inquiry question and open for suggestions.

### Resources:

1. *Results Now* by Mike Schmoker
2. *Writing Matter in Every Classroom* by Angela Peery
3. *The Five Dysfunctions of a Team* by Patrick Lencioni
4. *Who Moved My Cheese: An Amazing Way to Deal with Change in Your Work and In Your Life* by Dr. Spencer Johnson
5. *School Culture Rewired* by Steve Gruenert and Todd Whitaker
6. *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins
7. *Core Six* by Silver, Dewing, and Perini
8. *In the Middle* by Nancy Atwell
9. *Guidelines and Characteristics for School Literacy Walks*

### Inquiry Question:

1. How does a school continue the enrichment of learned practices and at the same time provide meaningful professional development for the new staff hired?
2. How can schools and leaders plan meaningful professional development that honors all teachers at multiple levels of understanding?