

MWPN

Missouri Literacy Academies Facilitated by Missouri Writing Projects Network

The Missouri Writing Projects Network (MWPN), comprised of the five National Writing Project (NWP) affiliates in Missouri, proposes to offer Literacy Academies in partnership with the Missouri Regional Professional Development Centers (RPDC). The following MWPN sites are able to host the academies at the RPD Centers beginning in summer 2006:

Southeast RPDC - Cape Girardeau	Gateway Writing Project
Heart of Missouri RPDC – Columbia	Missouri Writing Project
Kansas City RPDC -	Kansas City Writing Project
Northeast Missouri RPDC – Kirksville	Prairie Lands Writing Project
Northwest Missouri RPDC – Maryville	Prairie Lands Writing Project
South Central RPDC – Rolla	Gateway Writing Project
Southwest Missouri RPDC – Springfield	Ozark Writing Project
St. Louis RPDC - St. Louis	Gateway Writing Project
Central RPDC – Warrensburg	Kansas City Writing project

In keeping with NWP and MWPN philosophy, the Literacy Academies offer a consistent, but not identical, program at each of the nine RPDCs. The MWPN consultants will work with individual Regional Facilitators to determine the priorities and the pacing of the program. Our plan is to build on the work the RFs already accomplished in reading with the targeted schools. Participating teachers will be encouraged to incorporate their current best practices in their literacy program. The use of technology is important to the academies we plan. The extent of the use of technology, however, will be based on what is available to teachers in their schools.

Academy Structure

In year 1, the Literacy Academies provide five days (30 hours) of professional development in reading and writing strategies during the summer 2006. Four to six days (24-36 hours) of follow up sessions occur during the 2006-2007 school year. MWPN Directors and RFs will determine the date of the academies at the various RPDC. In years 2 and 3, the academies may be shorter in duration than in year 1.

MWPN consultants are able to provide classroom coaching in years 1, 2, and 3.

Participants may take the program for graduate credit. The participants are responsible for covering the costs for credit. Tuition will vary among the Missouri universities that house the different MWPN sites.

Forming Cohorts

Participants for the Literacy Academies must have worked with the Regional Facilitators (RFs) on the state's reading GLEs and reading strategies. The RFs recommend the participants for the academies held at their centers.

Participating teachers form cohorts of 15-30 teachers who work together for at least a three-year period. Cohort I begins in summer 2006 and Cohort II begins in summer 2007.

Focus Areas

The overall design of the Literacy Academies is to focus on the following areas:

Year 1	Build teacher's professional knowledge base and skills
Year 2	Expand teacher's professional knowledge base and skills Improve practice through teacher inquiry
Year 3	Expand teacher's professional knowledge base and skills Improve practice through teacher inquiry Build teacher leadership

Cohort I -- Year 1

Literacy Academy—Summer 2006

Focus Area: Build teacher's professional knowledge base and skills. MWPN consultants begin work to help Cohort I teachers:

1. Link what they have learned about teaching reading to the research on best practices in teaching writing;
2. Develop a common vocabulary to engage in professional conversations about their work;
3. Examine their current practices for areas of strengths and areas for improvement;
4. Design rigorous and engaging lessons/curriculum that lead to increased student understanding and mastery of subject matter;
5. Align curriculum, instruction, and assessment practices;
6. Experience the writing process as writers;
7. Explore possible applications of technology in the reading/writing classroom;
8. Develop a professional portfolio.

Topics explored, demonstrated, and practiced during Summer 2006:

- Traits of good writing
- Learning theories/brain research
- Writing process--prewriting, drafting, revision, final drafts
- Reading/writing strategies that promote acquisition and retention of learning
- Graphic organizers/concept maps
- Scoring guides that identify assessment criteria
- Lessons that address MO GLEs in reading and writing
- Open-ended Constructed Response prompts that address MO GLEs in reading and writing
- Integrating technology into writing instruction
- Management of a literacy program

Products from the Summer 2006 Literacy Academy:

First stage of a professional portfolio that includes:

- Teacher writing from strategy practice
- Revised piece of writing
- Lesson that addresses Missouri's GLEs and incorporates some of the strategies learned; scoring guides and OCR prompts included
- Evidence of use of technology
- A plan for starting the school year

To continue **building teachers' professional knowledge base and skills**, the **2006-2007 School Year Sessions** include additional information and practice of the topics/strategies presented during the summer. In addition, the following topics will be explored, demonstrated and practiced:

- Mini-lessons to teach grammatical skills in context
- Mini-lessons to teach writer's craft
- Prewriting and revision strategies
- Teacher as writer
- Writing conferences
- Writing on demand; writing an informative essay
- Classroom strategies that integrate new technologies with writing instruction
- Protocols for assessing student work (Teachers bring in copies of their students' work and learn how to look at the work to determine strengths and implications for instruction. Conversations lead to a common understanding of and agreement about criteria and priorities.)
- Lesson development (Teachers reflect on the lesson they developed in the summer, make revisions and develop new lessons. Lessons indicate GLEs addressed and incorporate reading and writing experiences throughout. Scoring guides used for assessment are included. Co-planning lessons with colleagues is stressed.)

Products from the 2006-2007 School Year Literacy Academy:

Expansion of teachers' professional portfolio that includes:

- A revised lesson and up to three new lessons
- Teacher writing from strategy practice
- Additional writing piece revised to publish
- Samples of student work; written reflections about classroom practice and student progress as demonstrated in student work
- Evidence of use of blogs, webquests, and other communicative technologies in the writing program
- A management plan for the school year

Cohort II begins in summer 2007 and continues during the 2007-2008 school year

Cohort I -Year 2

The 2007-2008 Literacy Academies provide three-five days (18-30 hours) of professional development in reading and writing strategies during the summer 2007. Four to six days (24-36

hours) of follow up sessions occur during the 2007-2008 school year. Graduate credit is still an option.

Literacy Academy--Summer 2007

Focus Area: Expand teacher's professional knowledge base and skills. MWPN consultants continue to work to help Cohort I teachers:

1. Link what they have learned about teaching reading to the research on best practices in teaching writing;
2. Deepen and expand a common vocabulary to engage in professional conversations about their work;
3. Expand repertoire of teaching strategies that promote literacy learning
4. Design more rigorous and engaging lessons/curriculum that align curriculum, instruction, and assessment practices;
5. Use protocols to assess student work;
6. Experience the writing process as writers;
7. Expand knowledge of applications of technology in the reading/writing classroom;
8. Develop their professional portfolio.

MWPN consultants help participants expand the repertoire of strategies that address topics from year 1.

Focus Area: Improving practice through teacher inquiry. MWPN consultants introduce a teacher research process. Teachers read extensively and work with at least one other teacher to determine an approach to teaching literacy that they is studied during the school year. During the process, teachers ask the following questions:

1. What do I want to know about my practice?
2. How do I record what I see and think?
3. Who will work with me?
4. How does the research look in my classroom?
5. What am I seeing in my practice? What do I think about it?
6. What data should I collect?
7. How can I analyze the data?
8. What do I need to read and learn to continue my research?
9. How will I share my findings?
10. How will the use of technology support my inquiry process?

Products from the 2007-2008 Summer Literacy Academy:

Expansion of teachers' professional portfolio that includes:

- A new lesson that addresses GLEs
- Teacher writing from strategy practice
- An additional writing piece revised to publish
- An outline for an inquiry project
- Evidence of use of technology (if appropriate)
- A management plan for the start of the 2007-2008 school year

To continue **building teachers' professional knowledge base and skills**, the **2007-2008 School Year Sessions** include additional information and practice of the topics/strategies presented in 2006-2007 and summer 2007. To **improve practice through teacher inquiry**, teachers keep "field notes" about their practice. (The field notes are a collection of observations and reflections that teachers are making about their practice.) During the school year sessions, teachers bring in examples of student work and examine the student writing using protocols that help them determine student progress. MWPN consultants facilitate conversations about the progress of inquiry projects. For the final meeting for 2007-2008, teachers give an oral report of what they found out about their practice through their inquiry project. They also submit a written reflection about their inquiry project.

Products from the 2007-2008 School Year Literacy Academy

Expansion of teachers' professional portfolio that includes:

- A revised lesson and up to three new lessons
- Teacher writing from strategy practice
- Samples of student work; written reflections about classroom practice and student progress as demonstrated in student work
- Samples of teacher field notes
- An extended reflection about findings from inquiry project
- Evidence of use of blogs, webquests, and other communicative technologies in the writing program (if appropriate)
- A management plan for the school year

Cohort II continues with Year 2.

Cohort I--Year 3

The 2008-2009 Literacy Academies provide three-five days (18-30 hours) of professional development in reading and writing strategies during the summer 2007. Four to six days (24-36 hours) of follow up sessions occur during the 2007-2008 school year. Graduate credit is still an option.

Literacy Academy Summer --2008

Focus Area: Expand teacher's professional knowledge base and skills. MWPN consultants continue to work to help Cohort I teachers:

1. Expand repertoire of teaching strategies that promote literacy learning;
2. Design more rigorous and engaging lessons/curriculum that align curriculum, instruction, and assessment practices;
3. Use protocols to assess student work;
4. Experience the writing process as writers;
5. Expand knowledge of applications of technology in the reading/writing classroom;
6. Develop their professional portfolio.

MWPN consultants help participants expand the repertoire of strategies that address topics from years 1 and 2.

Focus Area: Improving practice through teacher inquiry. MWPN consultants facilitate a continuation of the teacher research process. Teachers read extensively and work with at least one other teacher to determine an approach to teaching literacy that they studied during the previous school year or develop a new area of study.

Products from the 2008 Summer Literacy Academy

Expansion of teachers' professional portfolio that includes:

- A new lesson that addresses GLEs
- Teacher writing from strategy practice
- An additional writing piece revised to publish
- An outline for an extension of existing inquiry project or for a new one
- Evidence of use of technology (if appropriate)
- A management plan for the start of the 2008-2009 school year

To continue **building teachers' professional knowledge base and skills**, the **2008-2009 School Year Sessions** include additional information and practice of the topics/strategies presented in 2006-2007 and 2007-2008. To **improve practice through teacher inquiry**, teachers keep field notes about their practice. During the school year sessions, teachers bring in examples of student work and examine the student writing using protocols that help them determine student progress. MWPN consultants facilitate conversations about the progress of inquiry projects.

During the second semester sessions, teachers give a formal presentation about what they found out about their practice through their inquiry project. By the final session for year 3, participants also submit an analysis of their inquiry project, findings, and recommendations.

Focus area for 2008-2009: Build teacher leadership. Teachers will be encouraged to participate in regional and/or state assessment conferences in years 2 and 3. They will also be encouraged to present at the Write to Learn Conference or any other local/regional/state conferences. MWPN consultants will work with those teachers who are ready to take this step to develop their presentations.

Products from the 2008-2009 School Year Literacy Academy

Expansion of teachers' professional portfolio that includes:

- A revised lesson and up to three new lessons
- Teacher writing from strategy practice
- Samples of student work; written reflections about classroom practice and student progress as demonstrated in student work
- Samples of teacher field notes
- An analysis of findings from inquiry project
- Evidence of use of blogs, webquests, and other communicative technologies in the writing program (if appropriate)
- A management plan for the school year