ADVANCEMENT COURSES™
A Wiley Brand

Writing Workshop Model in the Classroom

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Writing Workshop Model in the Classroom

Course Description

Too many writing exercises focus exclusively on improving the piece—and not the writer. However, writing workshops are an excellent opportunity to help students take ownership of their writing and their learning by giving them the time and direction they need to reflect and grow in their craft.

In this course, you will reflect on and evaluate your own writing instruction and determine areas where you might be able to improve. You’ll develop strategies for helping students succeed during every phase of writing, including prewriting, actual writing time, and sharing and feedback. In addition, you’ll learn how to avoid common pitfalls that take away from students’ agency in their writing, such as correcting students’ errors too quickly, telling them what their piece needs (rather than helping them discover it), and taking up too much time with direct instruction.

Using techniques from this course, you will be able to conduct a successful writing workshop that helps your students grow as writers and in their love for the craft.

Connections to Practice

This course provides the following classroom connections:

- Ways to enhance student writing with a breakdown of the writing workshop components and how they fit inside the model
- Strategies to enhance the writing and communication skills of all students
- Strategies for using the writing workshop model to teach and assess writing
- Tools for creating an outline of a unit plan using the workshop model

Course Objectives

In this course, participants will:

- Evaluate the writing workshop model as a tool for teaching writing.
- Examine the components of writing workshop to effectively teach writing.
- Analyze strategies to enhance the writing and communication skills of writers.
- Evaluate existing unit plans and revise to include the workshop model for all writers.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

1c Setting Instructional Outcomes
Domain 2: The Classroom Environment

2b Establishing a Culture for Learning
2c Managing Classroom Procedures

Domain 3: Instruction

3a Communicating With Students
3c Engaging Students in Learning

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

Course Engagement and Resources

To complete this course, you will have the opportunity to choose between two options for engagement. You may participate in each online module within the learning management system (LMS; Moodle) by completing the readings, discussion forums, and activities. Or, if you prefer, you may download the activity packet(s) located within the course to complete on your own and submit to the assignment blocks throughout the course as directed.

The activities and engagement options for the course have been designed to align with guidelines and considerations of universal design for learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

As part of both course engagement options, your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

- Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Assignment (Types)</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Please note that you must receive a percentage of 80% or higher for successful completion of this course.

Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what they hope to learn and achieve because of the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners participating in the online engagement option will be expected to post one original response to the prompt and are highly encouraged to respond to two peers.

Learners participating in the course via the activity packet option are not required to participate in the online Moodle discussion forums, but will complete the discussion for each module with an organized and comprehensive written response in the activity packet that corresponds with the module. Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Final Project

The final project for each course will appear in the final module and will include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations</th>
<th>Partially Meets Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>

Course Outline

Module 1

Review the resources provided in Module 1, and complete the:

- Self-Reflection and Goal Setting Activity
- Introductory Forum
Module 2

Review the resources provided in Module 2, and complete the:

- Module 2 Content Lesson
- Module 2 Online Resources
- Module 2 Concept Practice
- Module 2 Discussion
- Final Project

Technology Requirements

Please review the System Requirements for Moodle.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


Graham, S. (n.d.). Teaching elementary school students to be effective writers.


Teacher Vision. (n.d.) Writing workshop.


Western Carolina University. (n.d.). Writing right from the start: The primary writing workshop.
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