

# Regie Routman In Residence: THE PRINCIPAL'S COMPANION

FOR IMPLEMENTING CCSS AND DESIGNING/IMPLEMENTING AN RTI MODEL

## Transforming our Teaching through *Writing for Audience and Purpose*

by Regie Routman with Sandra Figueroa

SESSION/Videos	IMPLEMENTING CCSS	DESIGNING/IMPLEMENTING RTI MODEL
<p>1 <b>Welcome to Regie Routman in Residence</b> <u>31 minute video:</u></p> <ul style="list-style-type: none"> <li>• Overview of the Professional Development project</li> <li>• Core Beliefs About Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes <u>how to</u> organize and run Professional Learning Communities (PLCs) that compare student products relative to the expected rigor of the Common Core State Standards (CCSS)</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and runs PLCs that examine student products relative to expected performance</li> </ul>
<p>2 <b>Applying the Optimal Learning Model to Your Teaching</b> <u>11 minute video:</u></p> <ul style="list-style-type: none"> <li>• Understanding the Optimal Learning Model</li> </ul>	<ul style="list-style-type: none"> <li>• Shows how the Optimal Learning Model (OLM-- "I do it", "We do it", "You do it"), a gradual release of responsibility model, assisted by ongoing formative assessment, guarantees mastery of CCSS</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the Optimal Learning Model (OLM), assisted by ongoing formative assessment</li> <li>• Organizes structure for, and means of. Communication between the classroom and intervention teachers</li> <li>• Creates an intervention tier within the classroom that is seamless with universal instruction (<b>Tier 1</b>)</li> </ul>
<p>3 <b>Examining Our Beliefs About Writing</b></p>	<ul style="list-style-type: none"> <li>• Unveils the "why" behind the CCSS</li> <li>• Measures degree to which a staff is ready to implement CCSS</li> </ul>	<ul style="list-style-type: none"> <li>• Unifies the staff around the "why" of instruction and assessment; staff more readily creates the structure for and selects the interventions that best match students and school culture</li> </ul>
<p>4 <b>Teacher as Writer</b></p>	<ul style="list-style-type: none"> <li>• Deepens teachers' understanding of the teaching of writing and <u>how to</u> teach the CCSS in a meaningful context</li> <li>• Observes an adult thinking and writing aloud before being expected to try writing on own</li> <li>• Demonstrates the writing process and decision making behind the CCSS</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a framework for teaching writing through applying the OLM. Provides high support through explicit modeling before releasing responsibility to writers. Full teacher control through modeling; <i>I think and write as you watch me</i> (<b>Tier 1</b>)</li> </ul>
<p>5 <b>Planning for Genre Writing</b> <u>22 minute video:</u></p> <ul style="list-style-type: none"> <li>• Explanation of Plan</li> <li>• Immersion in the Genre</li> <li>• Expectations for Writing</li> <li>• Audience and Purpose</li> <li>• Definition of the Genre</li> <li>• Expansion of the Genre</li> <li>• Connections Between Genres (Memoir and Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• Models <u>how to teach Text Types and Purpose-</u></li> <li>• <b>CCSS #2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b> <ol style="list-style-type: none"> <li>a. <b>Introduces a topic and logically provides a general observation, clear focus, and related information</b></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates how to assume full control, publicly demonstrating a cognitive process before releasing the responsibility of the writing to all students (<b>Tier 1</b>)</li> </ul>

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	<ul style="list-style-type: none"> <li>Other Possibilities</li> </ul>	<p><b>b. Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</b></p>	
6	<p><b>Immersing Your Students in a Genre</b> <u>14 minute video:</u></p> <ul style="list-style-type: none"> <li>Working as a Writer and Reader</li> <li>Learning About the Genre</li> </ul>	<ul style="list-style-type: none"> <li>Models <u>how</u> to immerse students in writing in a genre (memoir) <b><i>Text Types and Purpose-</i></b></li> <li><b><i>CCSS #3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Assesses student knowledge of a genre before writing</li> <li>Summarizes and charts key feature of a genre</li> <li>Assists students to apply new learning, in writing</li> <li>Promotes thinking at high levels; increases student engagement (<b>Tier 1</b>)</li> </ul>
7	<ul style="list-style-type: none"> <li><b>Demonstrating Writing</b></li> <li><u>29 minute video:</u></li> <li>Setting the Stage for Writing: Getting Ready to Write</li> <li>Demonstration Writing: Writing Aloud</li> <li>Setting Expectations</li> <li>Supporting the Not-So-Ready Writer</li> </ul>	<ul style="list-style-type: none"> <li>Models <b><i>Production and Distribution of Writing</i></b></li> <li><b><i>CCSS #4- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Shows the crucial impact of demonstration writing for teaching in any writing genre or form.</li> <li>Makes visible the cognitive process where students listen, think, turn and talk, and observe the teacher think aloud</li> <li>Gives all students a clear and workable model of how to approach writing</li> </ul>
8	<ul style="list-style-type: none"> <li><b>Public Content Conferences</b></li> <li><u>32 minute video:</u></li> <li>Valuing Revision: Revisiting the Writing</li> <li>Introducing Public Content Conferences: Whole-Class Share</li> <li>Conferring with Sara</li> <li>Conferring with Donna</li> <li>Conferring with Darion</li> <li>Conferring with Katherine</li> </ul>	<ul style="list-style-type: none"> <li>Models <b><i>Production and Distribution of Writing</i></b></li> <li><b><i>CCSS #5- With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates whole class Public Content Conferences as a highly effective vehicle for celebration, teaching, assessing, and supporting <b>all</b> writers (<b>Tier 1 &amp; Tier 2</b>)</li> </ul>
9	<ul style="list-style-type: none"> <li><b>Negotiating Editing Expectations</b></li> <li><u>19 minute video:</u></li> <li>Raising Expectations</li> <li>Editing for Spelling</li> <li>Editing for Punctuation</li> <li>Editing for Paragraphing</li> <li>Summarizing Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Models <b><i>Production and Distribution of Writing</i></b></li> <li><b><i>CCSS #5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Learns, as a teacher, how to assess what students know and understand about editing (spelling, punctuation, paragraphing, grammar, and so on)</li> <li>Establishes editing expectations with students</li> </ul>
10	<ul style="list-style-type: none"> <li><b>Editing Conferences</b></li> <li><u>33 minute video:</u></li> <li>Establishing Editing Guidelines</li> <li>Conferring with Individual Students</li> <li>Debriefing/Final Thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Models <b><i>Production and Distribution of Writing</i></b></li> <li><b><i>CCSS #5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Reviews editing guidelines; confers, assesses, teaches, and meets individual student needs</li> <li>Builds and extends knowledge of editing skills and strategies</li> <li>Establishes student accountability for editing expectations</li> </ul>

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11	<ul style="list-style-type: none"> <li>• <b>Application of Learning:</b></li> <li>• <b>A Teacher's Changing Beliefs and Practices</b></li> <li>• <u>24 minute video:</u></li> <li><u>Part 1</u></li> <li>• Editing: Who Does the Work?</li> <li>• Negotiating with Students: Setting Expectations for Editing</li> <li>• Instruction: Whole-Part-Whole</li> <li>• Making Changes and Taking Risks</li> <li><u>Part 2</u></li> <li>• The Assignment: A Thanksgiving Letter to Someone Special</li> <li>• The Editing Expectations Chart</li> <li>• Editing Conferences</li> <li>• Student Choice: Making Publishing Special</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews a teacher making changes and taking risks over time.</li> <li>• Models <i>Production and Distribution of Writing</i></li> <li>• <b>CCSS #5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensures high quality writing instruction, differentiation, and intervention for all students <b>(Tier 1 and Tier 2)</b></li> </ul>
12	<ul style="list-style-type: none"> <li>• <b>Changing Beliefs and Practices: A Conversation with a Student</b></li> <li>• <u>16 minute video</u></li> <li>• Katherine: A Fifth Grade Writer</li> <li>• From Poetry to Memoir: Writing from the Heart</li> <li>• Katherine Reflects</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews a fifth grade student who reflects on her writing, over time.</li> <li>• <b>CCSS # 2- Examines and conveys complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports students who struggle with high quality instruction, differentiation, and intervention <b>(Tier 1 &amp; Tier 2)</b></li> </ul>
13	<ul style="list-style-type: none"> <li>• <b>Celebration of Learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reflects and celebrates writing accomplishments of students and teachers. Students and teachers discuss the application of:</li> <li>• <b>CCSS #3-Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequence.</b></li> <li>• <b>CCSS #4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b></li> <li>• <b>CCSS#5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Celebrates and notes how peer collaboration and application of learning are essential component of a gradual release of responsibility model-- the Optimal Learning Model (Tier 1 &amp; Tier 2)</li> </ul>