

# WRITING ACROSS THE CURRICULUM





# Who am I?

- Dr. Janie Jones  
From Newville, AL
- Population:  
Approximately  
587 people
- Graduated from  
Headland High  
School





# Family





# Learning Background:

- Graduate of Headland High School
- Wallace Community College
  - Associated in Arts
- Auburn University at Montgomery
  - Bachelor's & Master's Degree in Secondary ELA
- National Board Certification
- University of Alabama
  - Ed.S in Educational Leadership
  - PhD in Instructional Leadership with a focus in Technology
- Troy University
  - Administration Certificate
- The hardest degree yet... black belt in Taekwondo. I would rather write an essay.





# Working Background

- Internship and Eight Years at Georgia Washington Jr. High School in Montgomery, AL
  - 7-9 Language Arts
- Nine Years at Prattville Jr. High School
  - 7-8 Language Arts & 6th month AP Internship
- One Year at Headland Middle School as Instructional Coach
- Four years (and current) Principal at Headland Middle School





# Reading & Writing

- **Good readers write.**
- **Good writers read.**
- **Hard to separate the two.**
  - **Working on one has been shown to improve the other.**





# Writing = Thinking

Writing requires thinking about:

- Structure
- Vocabulary
- Organization



A meta analysis found that students who write in every subject make gains in not only writing but reading comprehension and reading-related outcomes.

(ScienceDirect)

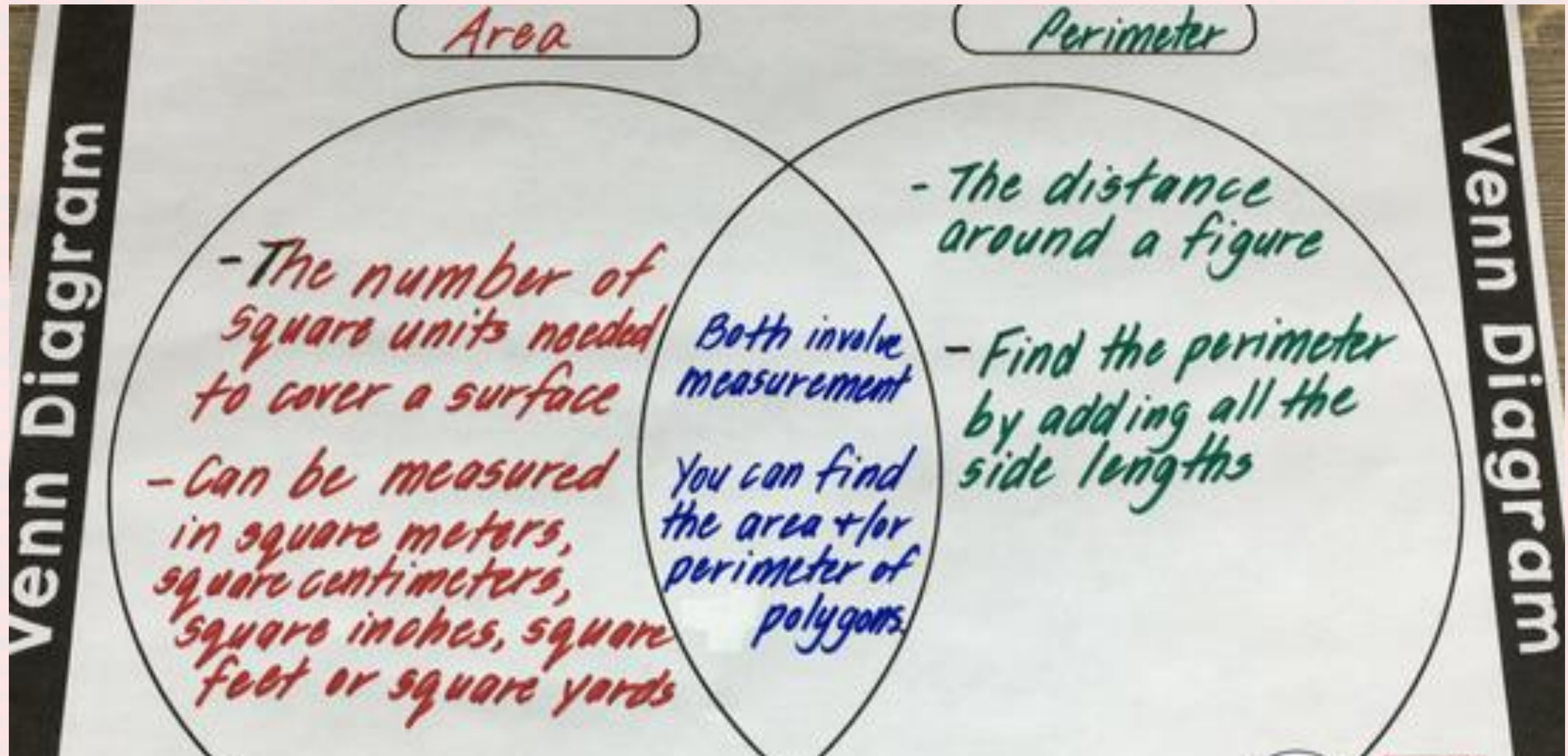


# **METACOGNITION = THINKING ABOUT YOUR THINKING**

Learners who are aware of their metacognition and often use metacognitive strategies in the learning process will become successful learners (Iwai, 2011; Goctu, 2017).



# Graphic Organizers









# **Be Real: Why is writing the super power? What makes writing so important? Affective Domain.**

In a study with 7th grade students who wrote using the affective: Activities which encouraged affective engagement seemed to be useful in promoting reflection and in helping students to reconstruct their understanding of the topic under study in meaningful ways. Although the level of concept assimilation was sometimes higher for the more academically capable students, affective involvement enabled academically struggling students to match or exceed the level of academically superior students. (Noel 31)



# Affective Domain:

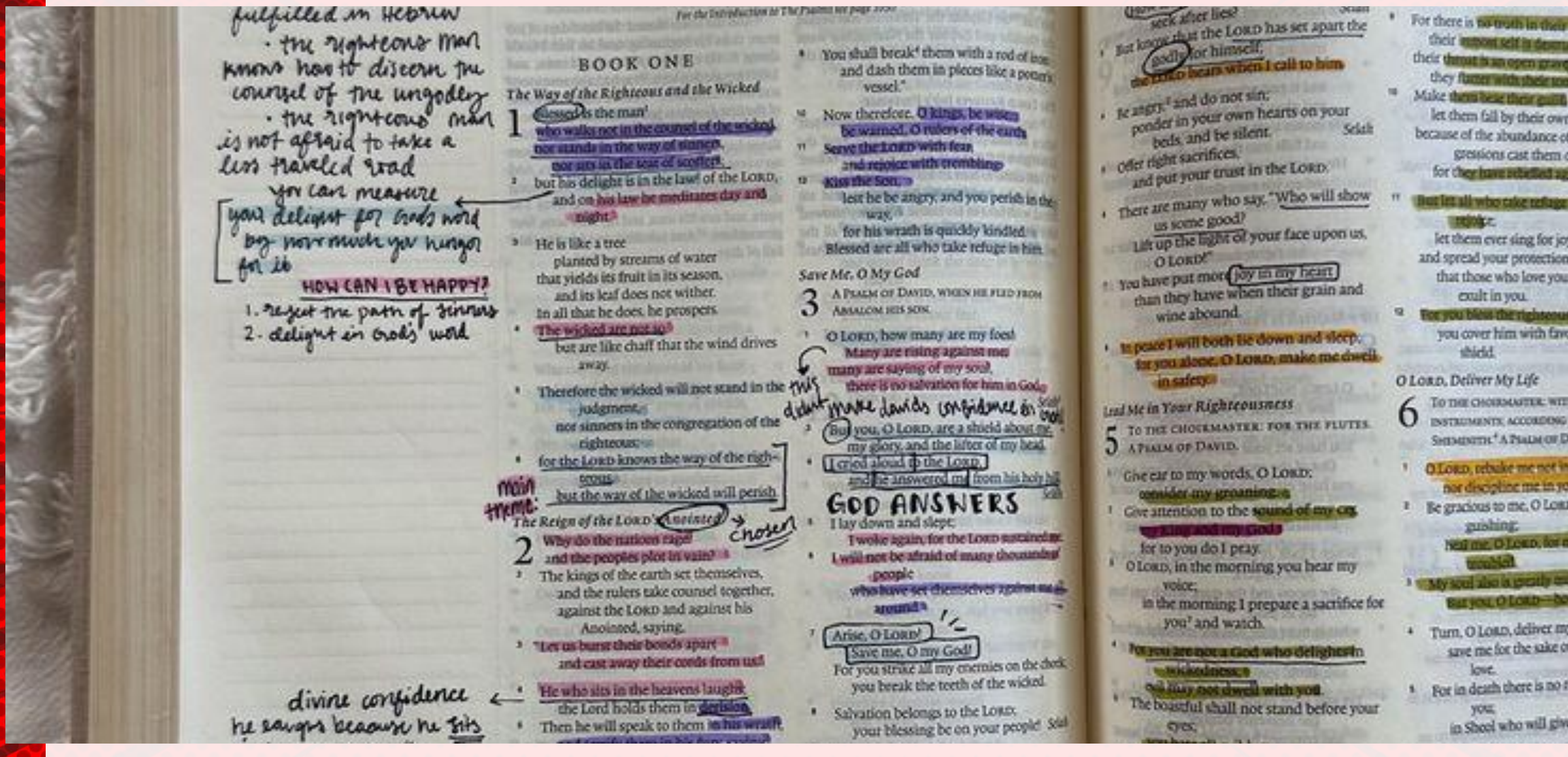


## Bloom's Affective Domain





# Real Example: Mom's Bible

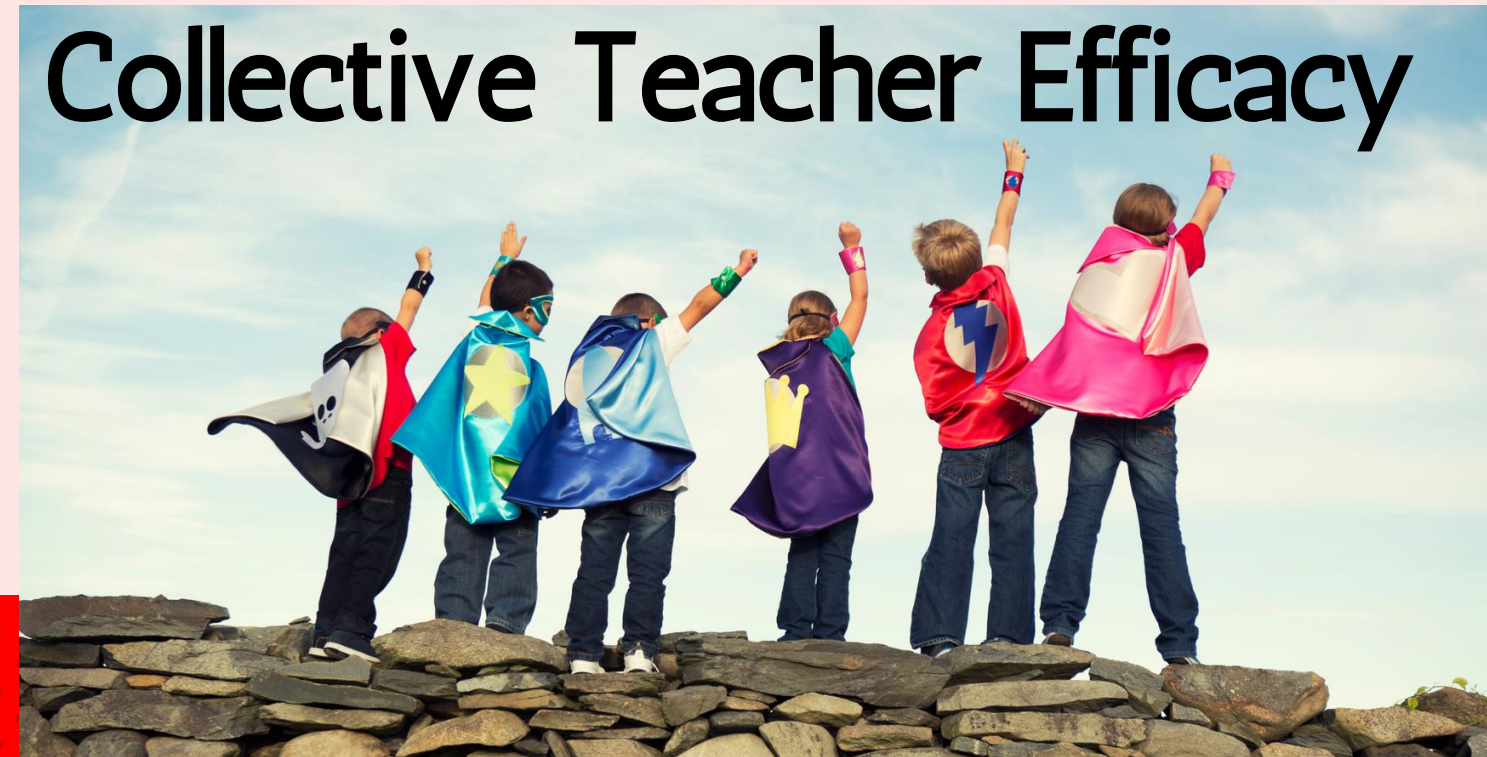




# How do we get there in schools?

John Hattie conducted nearly 1200 meta-analysis of areas of influence on learning and student achievement.

According to his research, the one area that has the largest impact on student learning is: **Collective Teacher Efficacy**  
(Visible Learning)





# Fear. Confidence. Team. Support

**Marianne Williamson**  
“Our Deepest Fear”

OUR  
DEEPEST  
FEAR  
IS NOT  
THAT WE ARE  
**INADEQUATE**  
*our deepest fear*  
IS THAT WE ARE  
**POWERFUL**  
*beyond measure.*







# Unpack it... What is Collective Teacher Efficacy?

Collective - The whole group

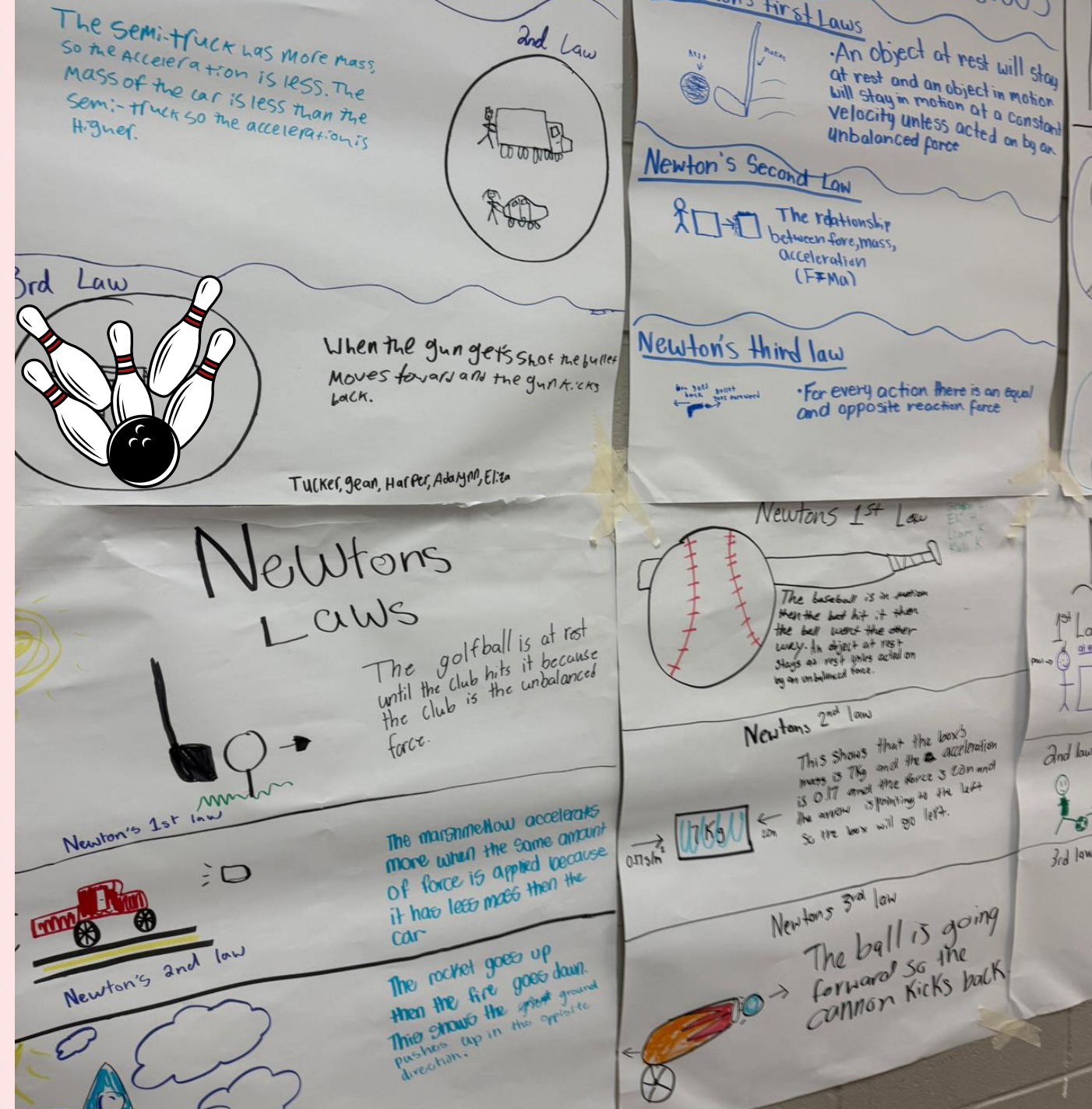
Teacher Efficacy - Teachers believe writing will improve the students' learning. Teachers believe in themselves!

**Teachers believe they are Superheroes!**





# Start Small = Learn Big





# Implementation

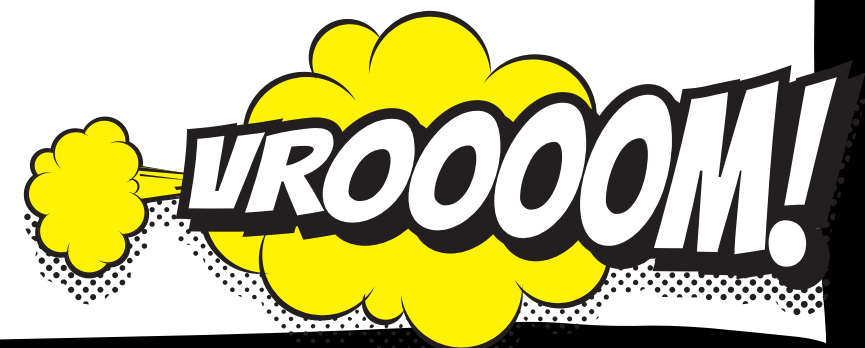
Training Teachers

Creating an individual plan

Creating a team plan

Survey at the end

Standardized Test Scores





## WHAT?

- Quick Writes
- Graphic Organizers
- Posters
- Writing Sprints
- Responses to questions in **Complete Sentences**
- Paragraph(s)
- Text-dependent

## WHEN/ WHERE?

- Variety of times during lessons
- ALL Classes (not just ELA)

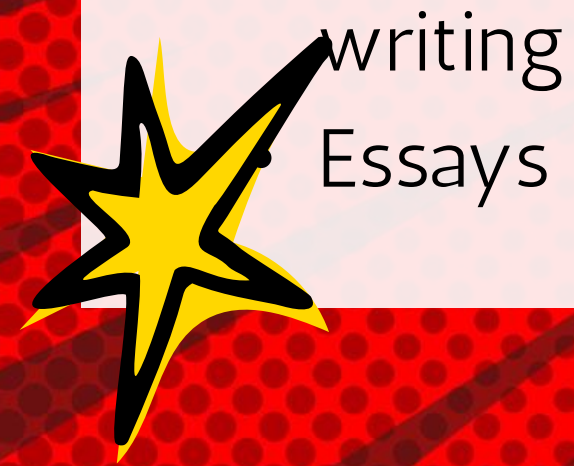
## WHY?

- Strengthen Writing skills (and reading skills)
- Engagement
- Provide different contexts for "real world" writing

## HOW?

- Open ended test questions
- Various Writing assignments
- Projects

**Writing to Learn!**





# Quick Writes



- “Do Now” or “Bell Ringer”
- 1-5 minutes
- Quick and easy topics - students can complete independently.
- Activate Prior Knowledge
- Can be used as exit ticket.

Integrating prior  
knowledge - 0.93 Effect  
~Hattie



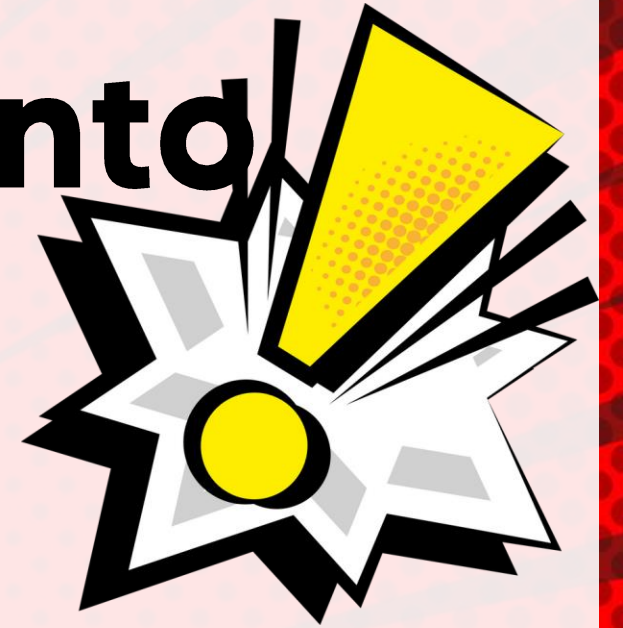


**BUY IN--CREATE A  
GOAL. BELIEVE IT  
WILL MAKE A  
DIFFIERENCE**





# How can Leaders embed writing into the everyday classroom?



## QUANTITY

- Develop the habit of writing.
- Give students plenty of chances to write



**Deliberate Practice -  
0.79 effect  
~Hattie**



# INSPECT WHAT WE EXPECT

## Evidence:

Walk - throughs

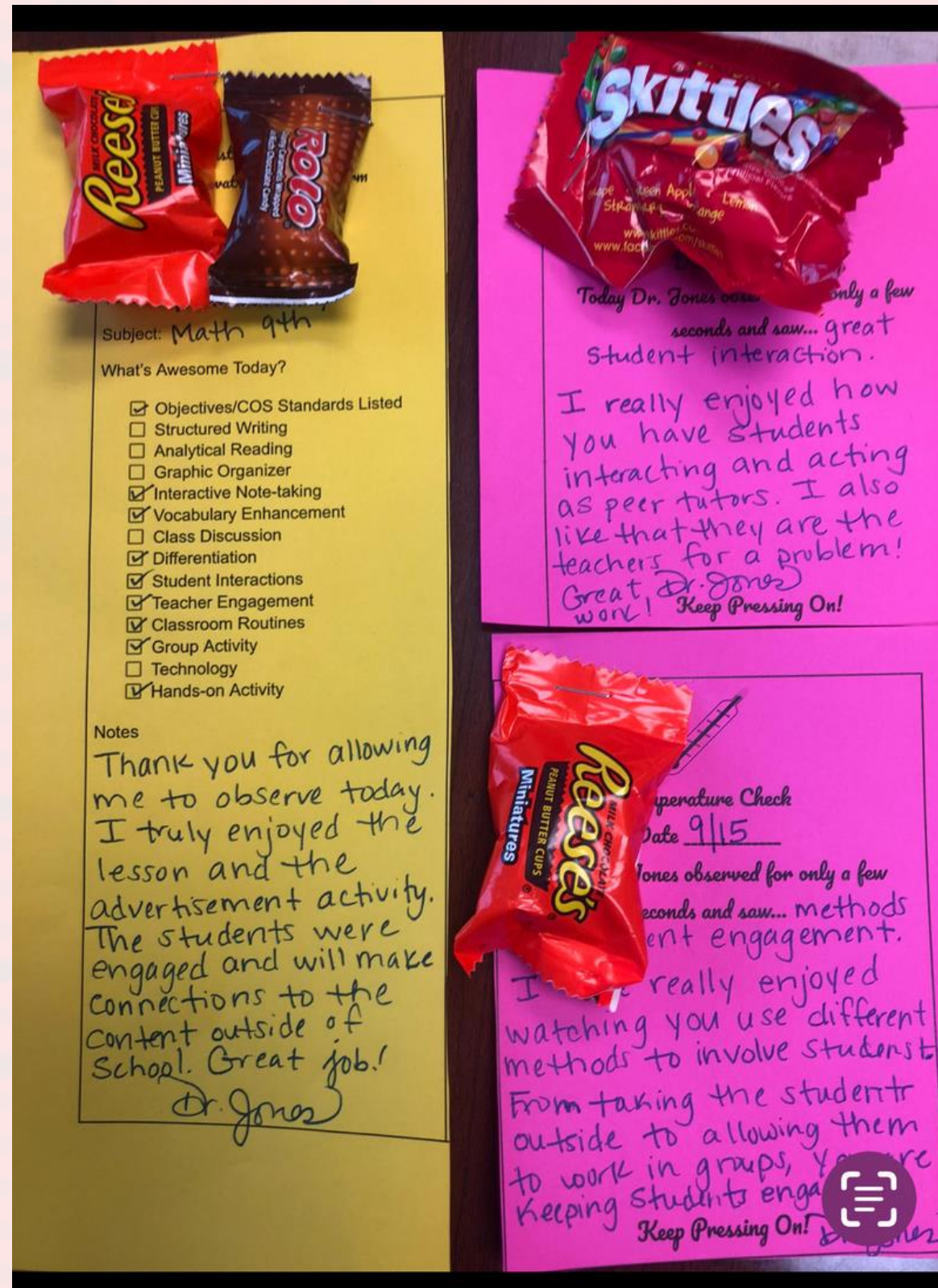
Lesson Plans

Work Samples

School-Wide Magazine Project







**Walk-Throughs – Add to Teacher Efficacy!!**

**Let teachers know you see them implementing writing!**

**A little written note and chocolate go a long way with Efficacy!**



# CHECK-IN

PLC Plan Survey in January

Grade levels have conversations about writing and implementation.





# END OF YEAR SURVEY

- Survey how the teachers used writing in their classrooms consistently.
- Feedback for the implementation.

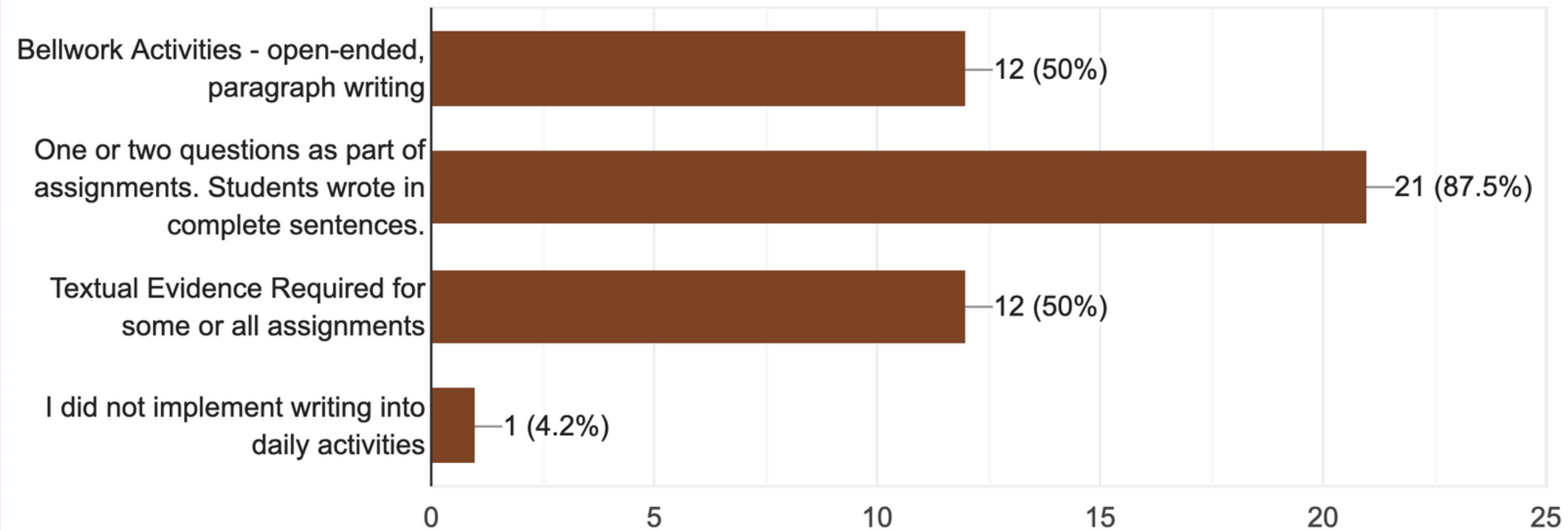




# FORMATIVE ASSESSMENT

Which of the choices below best describes how you implemented writing for formative assessments? (daily work)

24 responses

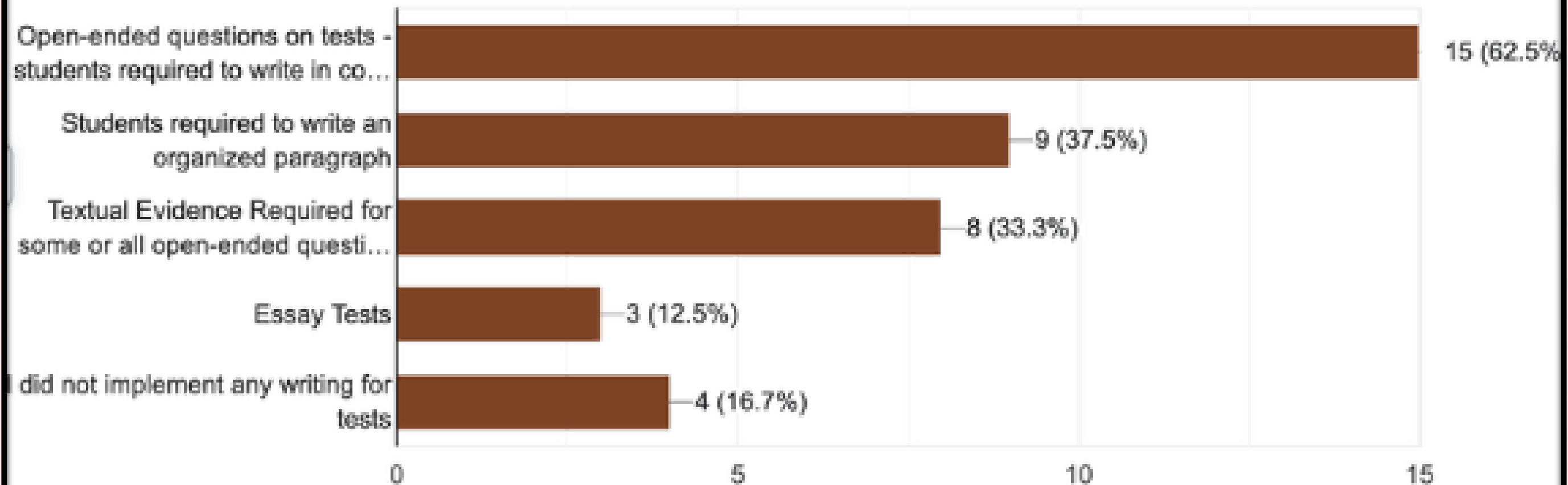




# SUMMATIVE ASSESSMENT

Which of the choices below best describes how you implemented writing for summative assessments (tests)?

24 responses





# RESULTS

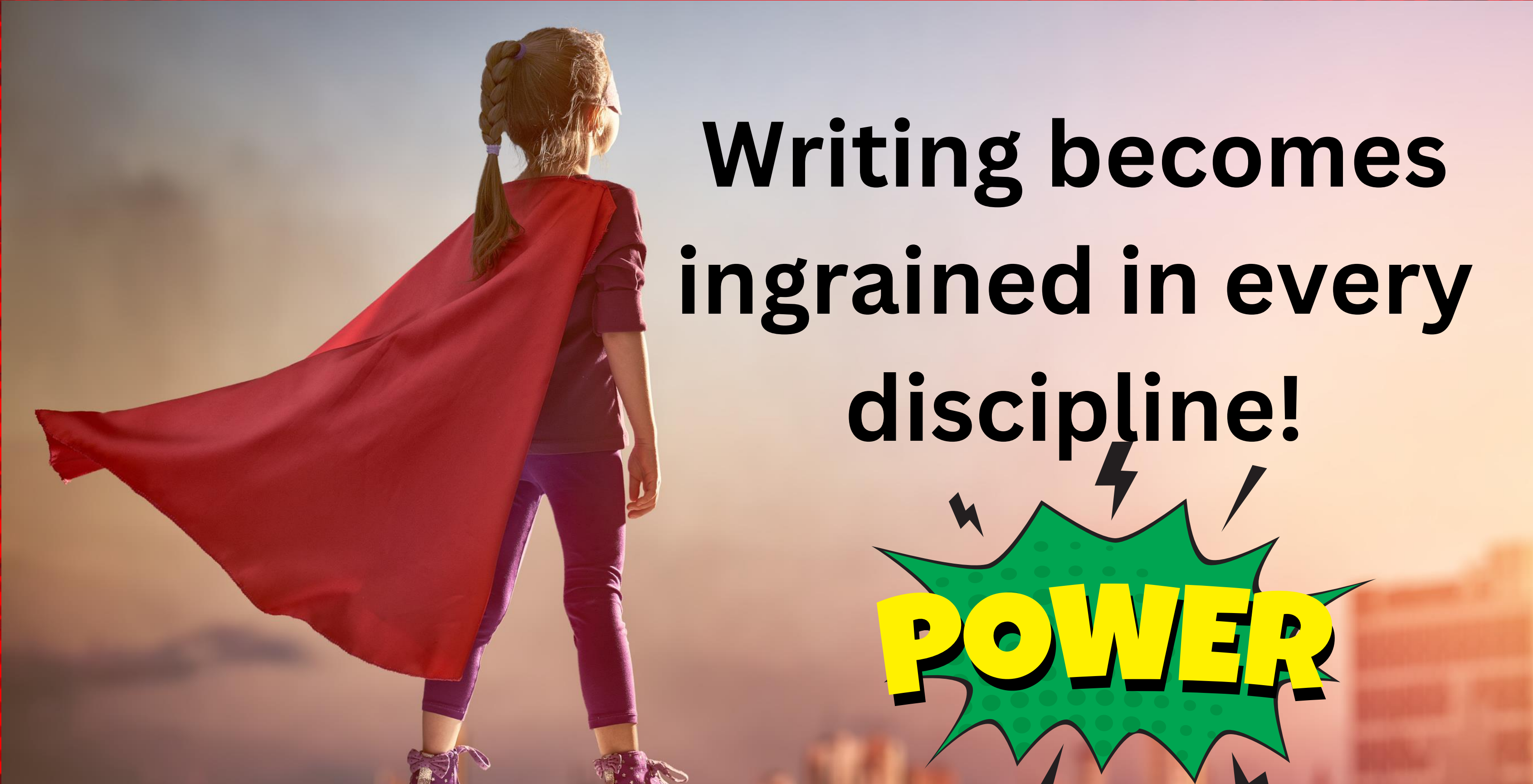
**ACAP : Growth!**

**ELA: 108 -110% Growth**

**Math: 107-108% Growth**







**Writing becomes  
ingrained in every  
discipline!**

**POWER**



# SOURCES



- McLeod, Susan H., and M. Soven. "Writing across the curriculum." Writing across the curriculum: A guide to developing programs 77 (1992): 1.
- Ramadhanti, Dina, and Diyan Permata Yanda. "Students' Metacognitive Awareness and Its Impact on Writing Skill." International Journal of Language Education 5.3 (2021): 193-206.
- Noel, Kathryn. "The Role of the Affective Domain in Students' Social Studies Writing." Educational Practice and Theory 19.2 (1997): 31-38.