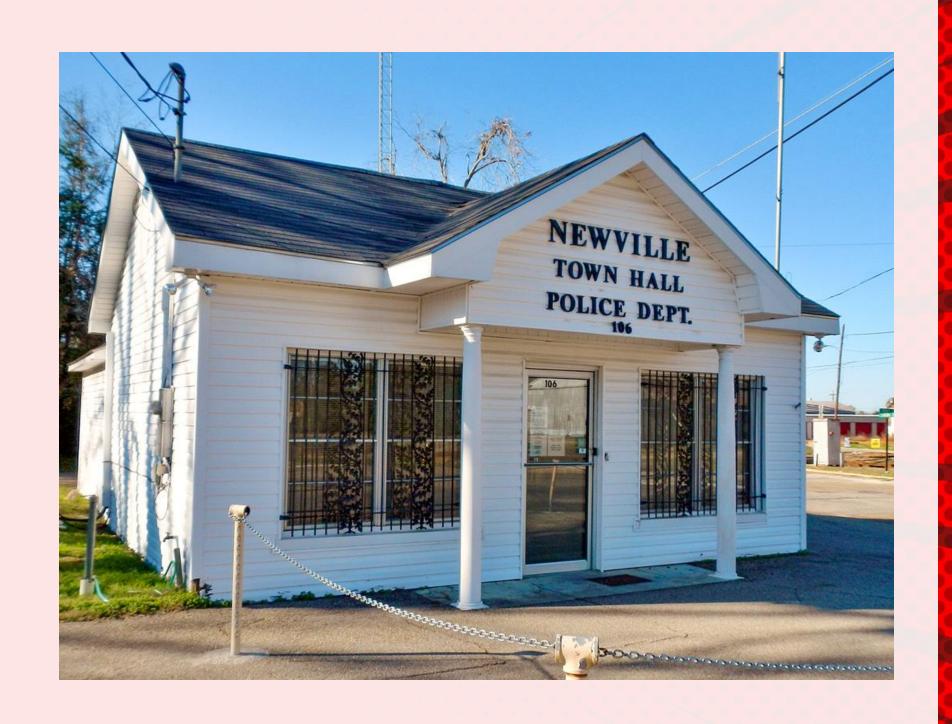


Who am I?

- Dr. Janie Jones
 From Newville, AL
 - Population:Approximately587 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
 - o 7-9 Language Arts
- Nine Years at Prattville Jr. High School
 - o 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

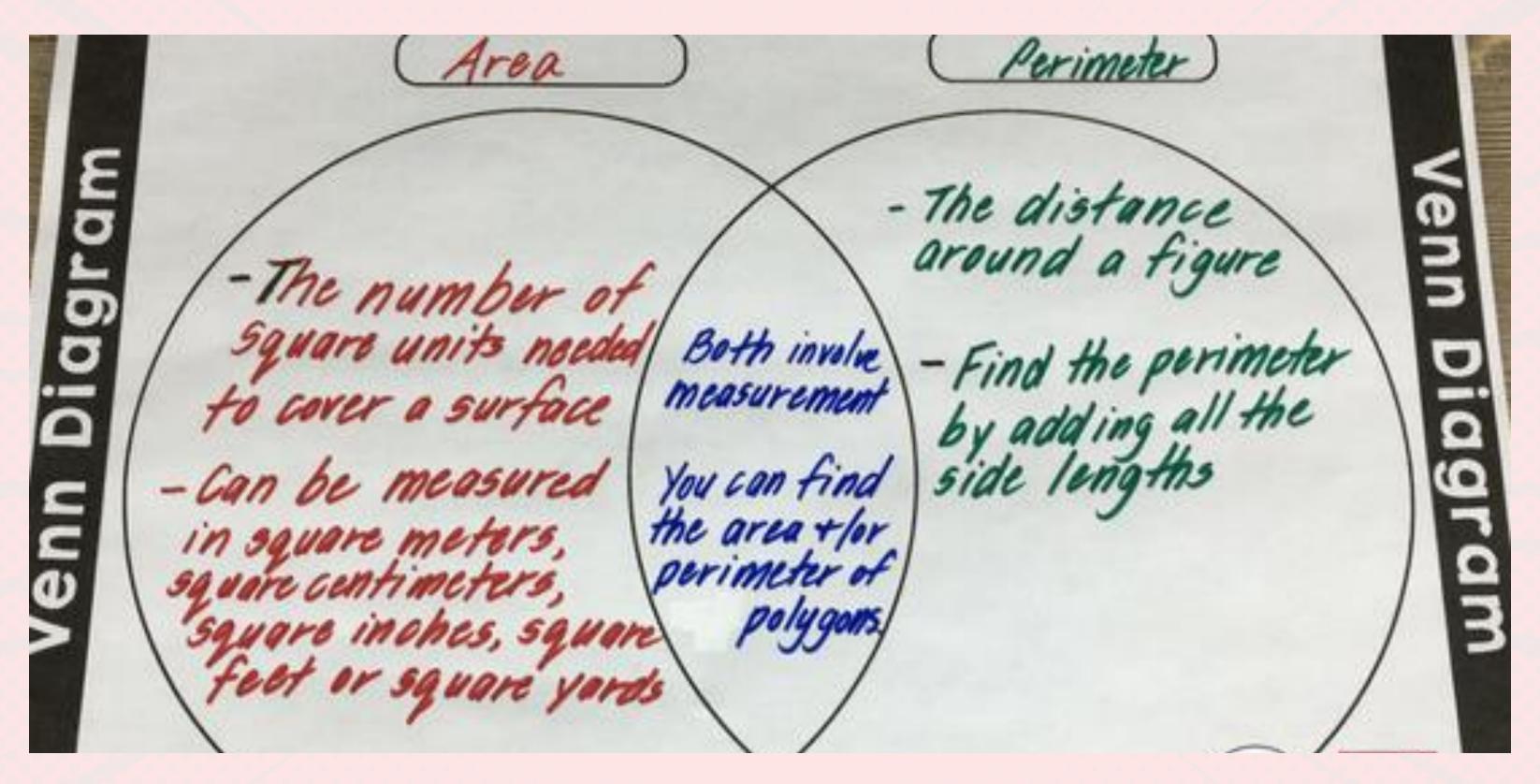


A meta analysis found that students who write in every subject make gains in not only writing but reading comprehension and reading-related outcomes. (ScienceDirect)

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).

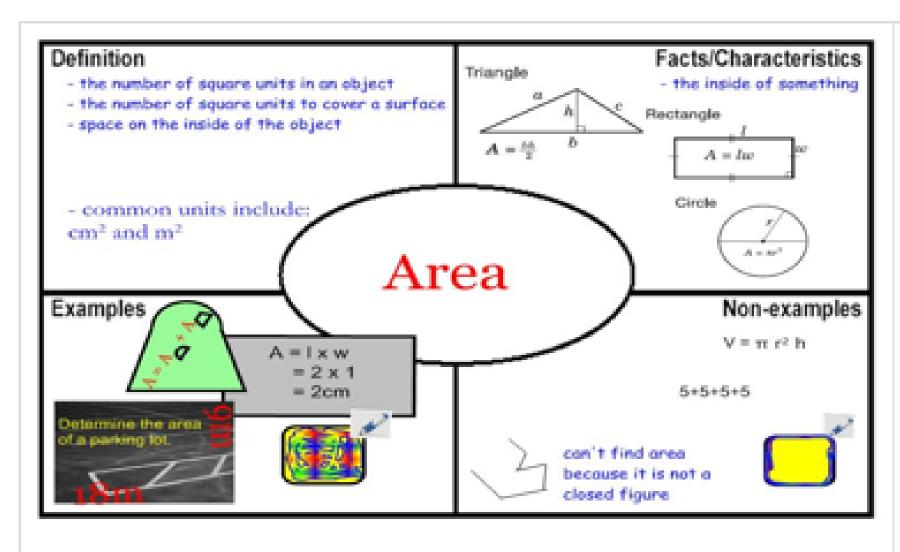
Graphic Organizers

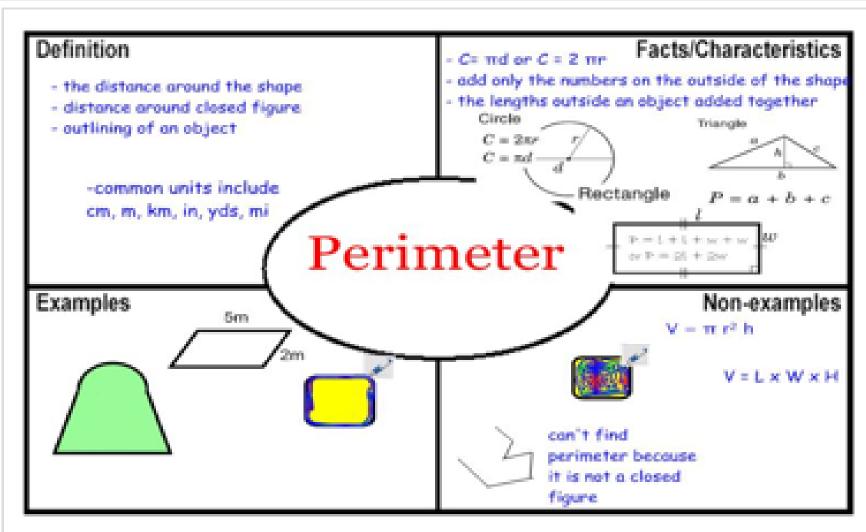


Use the Frayer model as a template for your word wall cards.

Have students generate the frayer model.

Encourage students to encorporate their own "images" or sentence prompts from their own culture/language to help with language acquisition



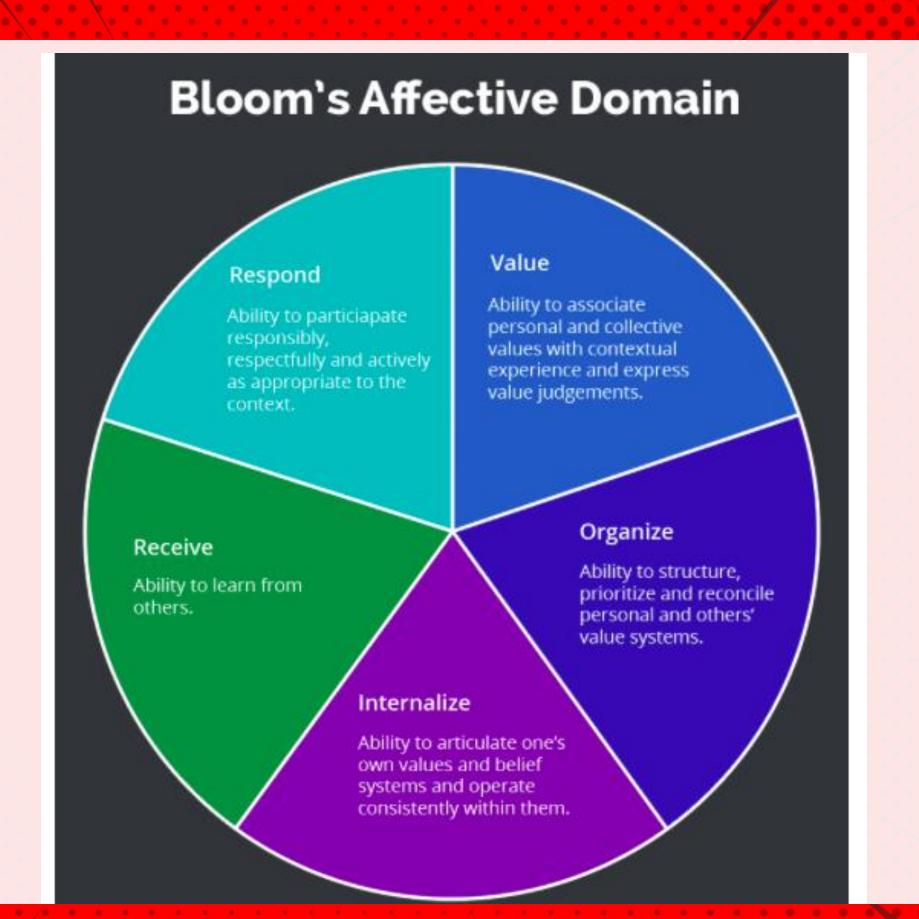


Be Real: Why is writing the super power? What makes writing so important? Affective Domain.

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 understudy 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:





Real Example: Mom's Bible

fulfilled in Hebruw · the righteons man knows how to discorn the counted of the ungodler The Way of the Righteons and the Wicked · the rightcome man is not affect to take a lun traveled grad you can measure you deligest for Gods word by normwoh you hungo

HOW CAN I BE HAPPY

1. resent the Dath of Jinners 2 - delight in Gods word

BOOK ONE

silessed is the man' too walks not in the exunsel of the works

thou sate so, the sear of scotlers but his delight is in the laws of the LORD,

3 He is like a tree planted by streams of water that yields its fruit in its season. and its leaf does not wither. in all that he does he prospers.

The wicked are not so but are like chaff that the wind drives

Therefore the wicked will not stand in the YWS nor sinners in the congregation of the

for the LORD knows the way of the righ-

but the way of the wicked will perish.

he Reign of the LORD' Ameinted) -Why do the nurious rage? and the peoples plot in vain?

The kings of the earth set themselves, and the rulers take counsel together, against the LORD and against his Anointed, saying,

* Let us burst their bonds apart and cast away their cords from usi-

he sauges because he sits He who sits in the heavens laught the Lord holds them in Then he will speak to them in his wrate. Now therefore. O kings, he was be warned. O ruters of the earth

You shall break! them with a rod of in-

and dash them in pieces like a pourty

Serve the LORD with fext.

less he be anary, and you perish in the

for his wrath is quickly kindled Blessed are all who take refuge in him.

Save Mr. O My God

A PEACH OF DAVID, WHEN HE PLIC YEON AMULION HIS SON

O LORD; how many are my foest Many are rising against mer many are saying of my soul, there is no salvation for him in Godo

didn't make davids confidence in the Bul you, O LORD, are a shield about me

my giory, and the lifter of my head. I cried aloud to the Loxp. and he answered one from his holy his

I woke again, for the Loup sustained as

I will not be afraid of many thousands

who have set themselves against the

Arise, O Lono! Save me, O my God!

For you strike all my enemies on the dock you break the teeth of the wicked

 Salvation belongs to the LORD; your blessing be on your people. Stall But know that the LORD has set apart the

Margan, and do not sin; ponder in your own hearts on your beds, and be silent.

· Offer right sacrifices. and put your trust in the LORD.

. There are many who say, "Who will show us some good) Lift up the light of your face upon us,

O LORD! * You have put more joy in my heart than they have when their grain and wine abound.

s to peace I will both be down and sleep;

and Me in Your Righteousness

TO THE CHOCKMANTER: FOR THE PLUTES. A PINIM OF DAVID.

Give ear to my words, O LORD; consider my groaning

Give attention to the sound of my crs.

for to you do I peay.

O Loup, in the morning you hear my

in the morning I prepare a sacrifice for you and watch.

Poryou are sport a God who delights to

The boastful shall not stand before your

For there is no truth in their their matters self in der their throat is an open grav Make three bear their east let them fall by their own because of the abundance of gressions cast them for they have rebelled as

let them ever sing for joy and spread your protection that those who love your exult in you.

For you bless the rights you cover him with favo

O LORD, Deliver My Life

TO THE CHORMASTER: WITH INSTRUMENTS: ACCORDING SHEMINITE! A PSAUM OF D

O Loud, rebake me not in nor discipling me in 30

Be gracious to me. O LOBE guishing wall me, O LOND, for m

by soul also is prestly a

Turn, O Losto, deliver my save me for the sake of

For in death there is no n in Sheel who will give

How do we get there in schools?

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

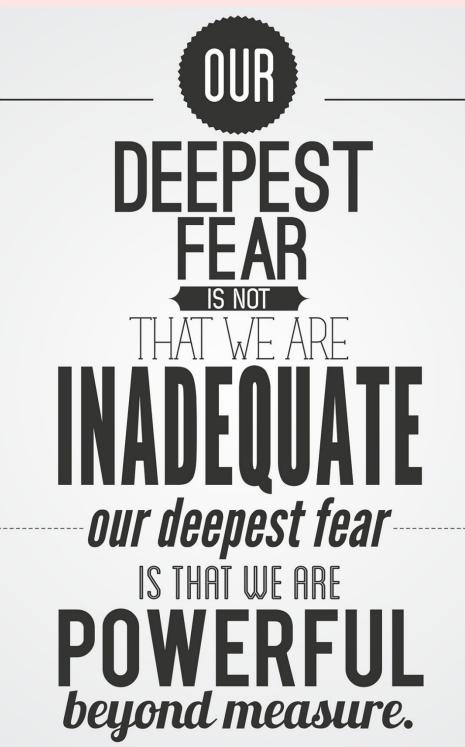
According to his research, the one area that has the largest

(Visible Learning)



Fear. Confidence. Team. Support

Marianne Williamson "Our Deepest Fear"





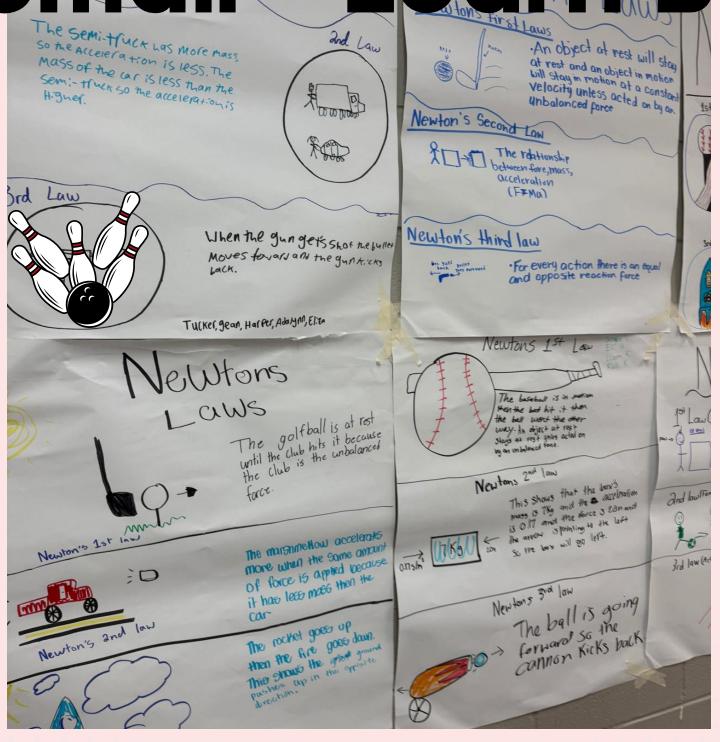
Unpack it... What is Collective Teacher Efficacy?

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

Teachers believe they are Superheros!



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 CompleteSentences
- 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
- VariousWritingassignments
- Projects

writing Essays

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:

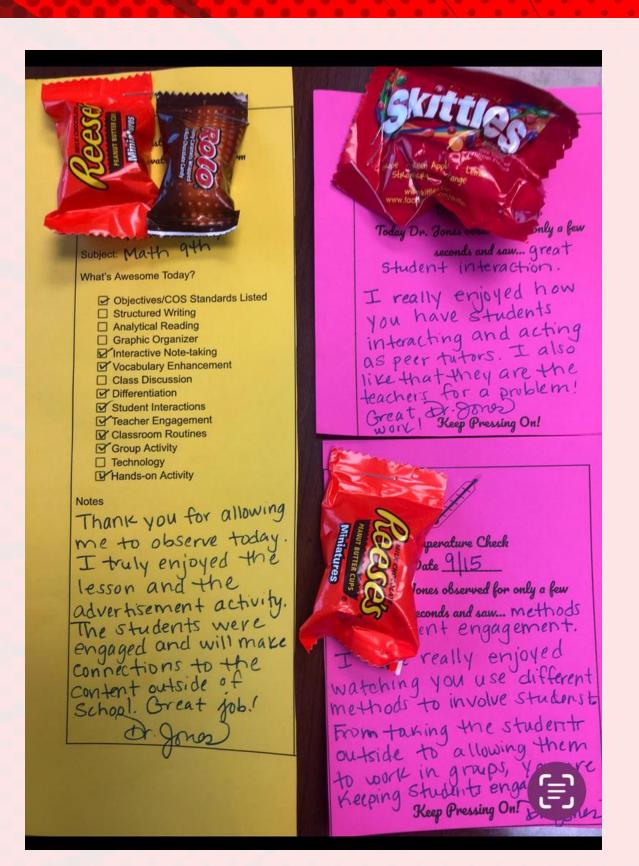
Walk-throughs

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.

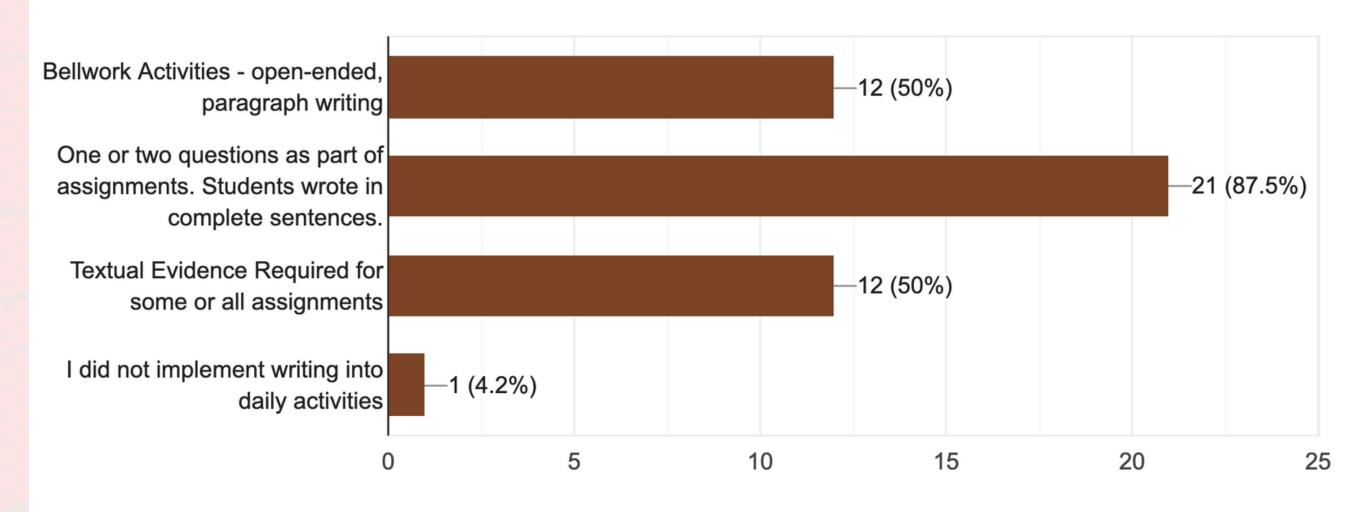




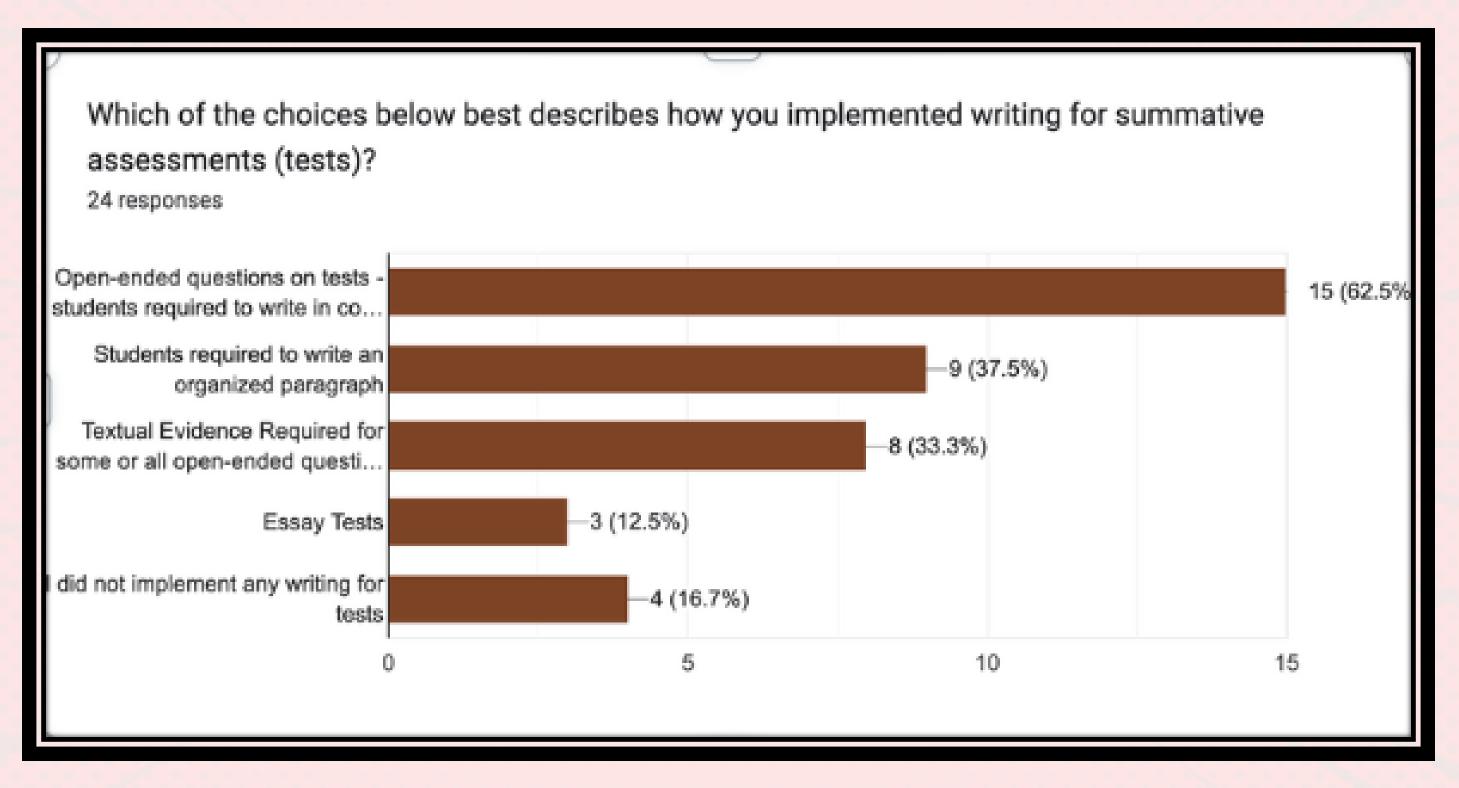
FORMATIVE ASSESSMENT

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

24 responses



SUMMATIVE ASSESSMENT

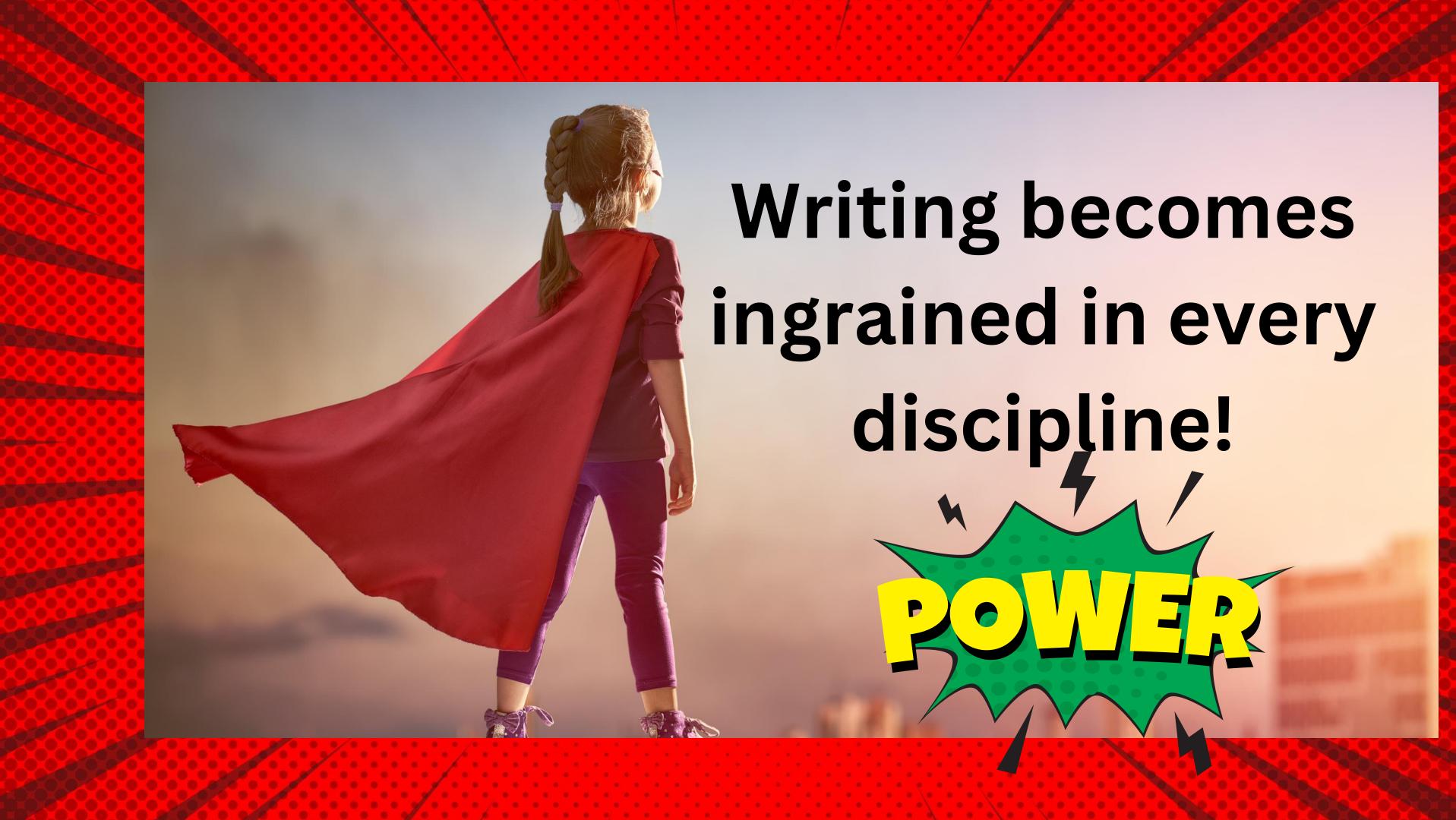


RESULTS

ACAP: Growth!

ELA: 108 -110% Growth

Math: 107-108% Growth



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.