



Writing Institute Course Expectations

write - learn - engage - collaborate - respond - lead - advocate - go public

Gateway Writing Project's three Institute strands are based on the social practices of the National Writing Project. These practices illustrate our fundamental belief in teachers' potential to lead both in and outside of their classrooms. At the same time, they reflect the values that inform our work: that writing is a tool for learning and reflection, that teachers' voices should be an integral part of educational reform, that teacher research can lead to significant and important shifts in classroom practice, that collaboration strengthens our work within the classroom, and that teacher leadership and advocacy can extend our reach beyond the classroom.

Writing Identity

During the institute, you will initiate many pieces of writing, read pieces that give you tools to build your identity as a writer, participate in writing groups, share drafts of your work for peer feedback, and bring three of your pieces to publication in three different genres. Your writings should be diverse and can include creative and/or professional pieces. We will use writing as a practice in order to do many things in the Institute, including reflecting and inquiring; with the belief that teachers that write themselves are better teachers of writing.

- Take three pieces of writing through the process to publication
 - Digital Publication, Due Date: TBD (10% of final grade)
 - Course Anthology, Due Date: TBD (10% of final grade)
 - Oral Read-Around, Due Date: TBD (10% of final grade)
- Closing reflection on your identity as a writer
 - Due Date: TBD (5% of final grade)

Professional Identity

During the Institute, you will engage with literature, research, and questions about (an) aspect(s) of your practice.

- Evidence of Reading: Curate a collection of readings on your topic of interest in teaching writing; provide your takeaways for our local community
 - Due Date: TBD (15% of final grade)
- Product of Learning: Choose a method for engaging with the profession; possibilities include: create curriculum, design a study, develop a workshop session, make a plan to lead work that advocates for policies or practices within your school or district.
 - Due Date: TBD (15% of final grade)
- Closing reflection on your professional identity
 - Due Date: TBD (5% of final grade)

Community of Practice

During the Institute, you will have many opportunities to engage in the profession by sharing your best practices and resources as well as equal opportunity to seek guidance where resources and strategies are needed. Within a community of practice, the role of the reflective responder is as important as the presenter. Your role in the Institute will fluctuate as you switch between identities of teacher and learner, novice and expert, group member and individual, writer and audience. We implore you to show up fully for each role. This type of collective learning enables practitioners to take responsibility for managing the knowledge they need, recognizing that we, as teachers, are in the best position to do just that. GWP believes in the power of *Teachers Teaching Teachers*.

- Contribute to the Community of Practice, providing: writing prompts, scribing, book talks, & snacks.
 - Due Date: You Determine Dates (10% of final grade)
- Share a demo of a lesson in which writing is central & reflect based on community feedback
 - Due Date: You Determine Date (10% of final grade)
 - Due Date: Within 2 Days of demo lesson (5% of final grade)
- Share a strategy that has worked well for you. ****no need to create anything new****
 - Due Date: You Determine Date (5% of final grade)

*Be prepared to explore and share your growth within the three strands during informal presentations at the close of the Institute.