Developing a Schoolwide Approach to CCSS Writing with the 6+1 Trait® Model

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What are some of the key issues facing lower performing schools in your state?
The principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.

The principal develops the leadership capacity of others in the school.

The principal communicates the likelihood of success based on the plan and hard work.

The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

The principal participates actively with the school's teams.

The principal keeps a focus on instructional improvement and student learning outcomes.

The principal monitors curriculum and classroom instruction regularly.

The principal spends at least 50% of his/her time working directly with teachers to improve instruction including classroom observations.

The principal challenges unsound teaching practices and supports and monitors the correction of them.

The principal celebrates individual, team, and school successes, especially related to student outcomes.

The principal provides incentives for teacher and school accomplishment.

The principal engages parents and the community in the improvement process.

The principal offers frequent opportunities for the critique of the school's progress and suggestions for improvement.

The principal compiles reports from classroom observations showing aggregate areas of strength and areas in need of improvement without revealing the identity of individual teachers.

The principal plans opportunities for teachers to share their strengths with other teachers.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

Acting with integrity, fairness, and in an ethical manner.

Standard 6

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Three Steps to Success

What do you think they are?

1. Develop a common understanding of high-quality writing
2. Provide clear expectations for assessment and instruction
3. Build capacity for systematic instructional change
But There Is Still No Recipe
Step 1: Develop a Common Understanding of High-Quality Writing

• Provide training on CCSS expectations
• Provide training on using a well-designed rubric:
  o understand the language
  o identify anchor papers
  o practice scoring/calibrate
CCSS English Language Arts (ELA) and Literacy Strands

K-5 ELA
- Reading
  - Foundational Skills
  - Literature
  - Informational Text
- Writing
- Speaking & Listening
- Language

6-12 ELA
- Reading
  - Literature
  - Informational Text
- Writing
- Speaking & Listening
- Language

6-12 History, SS, Science, & Technical Subjects
- Reading
  - Informational Text
- Writing
Percentage of Writing by Text Type Expected for CCSS

• Elementary
  – 30% Argument, 35% Informative/Explanatory
  35% Narrative
• Middle School
  – 35% Argument, 35% Informative/Explanatory,
  30% Narrative
• High School
  – 40% Argument, 40% Informative/Explanatory,
  20% Narrative
• Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

• Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

• Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
Holistic Scoring

1 NOT YET

2 EMERGING

3 DEVELOPING

4 EFFECTIVE

5 STRONG

6 EXEMPLARY
Discuss Strengths & Weaknesses
Analytic Scoring

Now use a scale of 1 to 6 for each component of high-quality writing:

- Ideas
- Organization
- Conventions
- Word Choice
- Voice
- Sentence Fluency
- Presentation

6 EXEMPLARY
5 STRONG
4 EFFECTIVE
3 DEVELOPING
2 EMERGING
1 NOT YET
Analytic Scoring

• Helps with identifying strengths and weaknesses
• Provides common vocabulary for talking with students
• Provides a solid foundation for revision and editing
## Traits Rubric for Ideas: Grades 3-12

**Key question:**
Does the writer engage the reader with fresh information or perspective on a focused topic?

<table>
<thead>
<tr>
<th>Not proficient</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Beginning</strong></td>
<td><strong>5 Experienced</strong></td>
</tr>
<tr>
<td>Does not reflect a main idea or purpose; includes content that is off topic</td>
<td>Conveys a clear, focused, accurate, and significant main idea with convincing development and/or support</td>
</tr>
<tr>
<td><strong>2 Emerging</strong></td>
<td><strong>6 Exceptional</strong></td>
</tr>
<tr>
<td>Has a main idea that begins to emerge, but author's direction is unclear</td>
<td>Conveys a clear, focused, and substantive main idea</td>
</tr>
<tr>
<td><strong>3 Developing</strong></td>
<td></td>
</tr>
<tr>
<td>States or implies a main idea, but is unclear, unfocused, inaccurate, and/or underdeveloped</td>
<td>Conveys a clear, focused, substantive, and original main idea that drives the piece</td>
</tr>
<tr>
<td><strong>4 Capable</strong></td>
<td></td>
</tr>
<tr>
<td>Has organization that moves the reader through the text logically without confusion</td>
<td>Develops the main idea with convincing, supportive information and/or concrete details that go beyond the obvious</td>
</tr>
<tr>
<td><strong>5 Experienced</strong></td>
<td></td>
</tr>
<tr>
<td>Produces a clear, focused, accurate, and complex main idea with convincing development and/or support</td>
<td>In A/O writing at grade 7+, thoroughly examines counterclaims and addresses them in original ways that enrich the author’s claim</td>
</tr>
<tr>
<td><strong>6 Exceptional</strong></td>
<td></td>
</tr>
<tr>
<td>Conveys a clear, focused, accurate, and significant main idea and includes unique, substantial insights that are fully developed and supported</td>
<td>Develops the main idea with specific, relevant, accurate information and/or some vivid details</td>
</tr>
</tbody>
</table>

**A. Main idea**
- Does not convey a main idea or topic
- Focuses on a general topic but does not suggest a main idea
- Suggests a main idea, but the direction of the piece is still unclear
- Has a clear, focused main idea
- Conveys a clear, focused, and substantive main idea
- Conveys a clear, focused, substantive, and original main idea that drives the piece

**B. Details and support**
- Does not develop or support the main idea
- Attempts to develop or support the main idea with limited, repetitious, faulty, and/or unclear information and/or details
- Provides incidental support of the main idea with information that lacks specificity and relevance and may be inaccurate; may include some generic details
- Develops the main idea with generally accurate and relevant supportive information and/or details
- Develops the main idea with specific, relevant, accurate information and/or some vivid details
- In A/O writing at grade 7+, addresses one or more counterclaims
- In A/O writing at grade 7+, addresses one or more counterclaims that are acknowledged but not addressed
- In A/O writing at grade 7+, thoroughly examines counterclaims and addresses them in original ways that enrich the author’s claim

**C. Reasoning/thinking**
- Does not show author’s thinking in developing or connecting ideas
- Generalizes about the topic without providing logical connections among ideas, or uses connections that are faulty
- Begins to develop supporting ideas, some of which lack clarity or obvious logical connection
- Presents useful information that helps the reader understand the author's reasoning, logic, or perspective
- Presents useful, fresh information or perspective with logical reasoning that clarifies complex ideas
- Conveys fresh, useful information using higher order thinking skills and convincing reasoning to provide unique insights into complex ideas
The Recommendations

1. USE FORMATIVE WRITING ASSESSMENT TO ENHANCE STUDENTS’ WRITING

2. APPLY BEST PRACTICES FOR ASSESSING WRITING IN THE CLASSROOM

http://carnegie.org/fileadmin/Media/Publications/InformingWriting.pdf
Using Rubrics for Instruction

- Teachers have common understanding of traits/domains and indicators
- Teachers recognize various performance levels
- Students have common understanding of traits/domains and indicators
- Students know writing strengths and weaknesses based on traits/domains and indicators
- Teachers provide instruction and feedback to help students become proficient across traits/domains
Step 2: Provide Clear Expectations for Assessment and Instruction

- Detail expectations for and support regular assessment of student writing
- Require teachers to explain how they are using assessment results to refine instruction
Resources

Oregon Department of Education’s CCSS Toolkit
www.ode.state.or.us/search/page/?id=3430

Teachers’ College Reading and Writing Project
readingandwritingproject.com/resources.html

Student Achievement Partners’ Achieve the Core
achievethecore.org
Use of Protocols to Implement, Monitor, and Adjust
Looking at Student Work

• Review assignment and learning goal
• Discuss student understandings/skills, misconceptions/gaps, and feedback
• Synthesize across students, classrooms, etc.
• Reflect on implications for instruction
Schoolwide Implementation Agreements

1. Teach students about the traits, focusing first on Ideas and Organization
2. Provide more frequent writing time (ideally every day)
3. Take one piece per quarter through revision and editing
4. Regularly use 1 of the 3 schoolwide strategies
5. Collect, score, and discuss writing samples
Schoolwide Strategies

• Modeling
• Focused revision
• Three types of conferencing
• [Read-alouds, collaborative writing, and walking students through revision]
“Four R’s” Process

• Reflect on teaching
• Review data
• Refine plans
• Record
Step 3: Build Capacity for Systematic Instructional Change

• Use an explicit, shared, and structured change process
• Use data and evidence systematically
• Attend to shared leadership and other system conditions
  – Provide tools and training for leadership team
  – Ensure teachers have collaborative time
Change Framework

Taking *collective* action and responsibility for achieving common goals

SPUR Change Process

1. Ask
2. Acquire
3. Analyze & Interpret
4. Arrive at Decision

1. Teaching & learning
2. Sociocultural
3. Structural & procedural
4. Family & community
4A’s Data & Evidence Use Process

- Step 1: Ask Questions
- Step 2: Acquire Data and Evidence
- Step 3: Analyze and Interpret Data
- Step 4: Arrive at a Decision

This process can be applied to any situation. We use it in each stage of our change process.
Attend To System Conditions

- Shared Leadership
- Teaching and learning
- Sociocultural
- Structural and procedural
- Family and community
How do the 6 + 1 Traits support Education Northwest's strategic direction?

• Infusing equity throughout our work (mission)
• Maintaining a balanced portfolio including signature lines of work
• Achieving financial sustainability and modest growth (efficient, sustainable operations)

Questions?
Thank you

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