D11 Colorado Springs Schools
Inspire every mind.

D11 Writing Framework for K-12 - Team Planning Document

Key Identifiers
Designate the where, who, and why to inform the personalized guidance you will co-create within this document.
WHERE: Identify your division, department, or school.
WHO: Which specific people hold a writing instruction role in your location? Which stakeholders are direct recipients of writing instruction?
WHY: What is the purpose and intended outcome of writing instruction in this particular role/location?

Educator Lens

Review the belief statements about writing instruction. Consider how each belief statement will be operationalized in your specific role. Clearly define your current state, desired state, and action steps to bridge the gap between the two.

Belief Statement	⇦ Desired State (What are success indicators to support this belief?)	⇦ Action Steps (**Who** will carry it out, and **when** do we anticipate it will occur?)	⇦ Current State (What are our current instructional practices that connect to this belief?)
We believe in the pursuit of writing as a *process*, rather than a *curriculum*		What - Who - When -	
We believe that writing instruction is key to empowering students to communicate and connect with the world		What - Who - When -	
We believe that writing is a unique and distinct literacy, equally as important as reading		What - Who - When -	
We believe that writing formats, structures, and modes should mirror those found in the real world		What - Who - When -	
We believe that students should have opportunities to write to *think*, write to *learn,* and write to *demonstrate learning*		What - Who - When -	
We believe that writing exists in all content areas		What - Who - When -	
We believe that students' growth in the writing *process* is equally as important as the writing *product*		What - Who - When -	
We believe the role of writing instruction is to equip students with the ability to apply and transfer the writing process strategically in new situations		What - Who - When -	

Student Lens

Review the belief statements about writing from a learner perspective. Consider how each belief statement will be experienced by students connected to your role/location. Clearly define your current state, desired state, and action steps to bridge the gap between the two.

Belief Statement	⇦ Desired State (What are success indicators to support this belief?)	⇦ Action Steps (**Who** will carry it out, and **when** do we anticipate it will occur?)	⇦ Current State (What are our current instructional practices that connect to this belief?)
We believe that when students can articulate their ideas in meaningful ways, then they will have power and agency to participate in their world (i.e. equity, literate)		What - Who - When -	
We believe that writing is a form of self-expression		What - Who - When -	
We believe that one key role of writing is for each student to find and express their voice		What - Who - When -	
We believe that one key role of writing is to communicate intended ideas in a way that others can understand		What - Who - When -	
We believe that writing should lead to authentic demonstrations of learning which students can take forward into the rest of their lives		What - Who - When -	
We believe students should have creative choice in how they approach a writing process and product		What - Who - When -	
We believe that students should have opportunities to study and inquire about writing approaches they wish to create (i.e. relevancy, mentor texts)		What - Who - When -	

Success Indicators

Determine how you will monitor success toward the intended outcome(s) of writing instruction.

WHAT:
Identify success criteria - what success indicators ensure sustainable implementation of writing instruction?

HOW:
Do our outcomes align with our goals? How will we monitor and report on writing instruction from an accountability lens?

WHEN:
Are we utilizing the role of "writing" appropriately? When will we plan for continuous cycles of improvement and reflection?