

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.

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[illegible]

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.

[illegible]

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?