

**Table 2. Yearlong Professional Development Offerings**

<b>Schedule of Sessions 2008-2009</b>		
<b>Who</b>	<b>Activity</b>	<b>Purposes</b>
All Staff	<b>Introduction to NWP</b> Informal Writing; Genre / Standards Assessment.	Initiate writing across the standards and genres. Establish common writing vocabulary. Establish formal writing. Generate increased engagement in and purposes for writing schoolwide.
Teachers Who Requested Model Lessons	<b>Model Lessons</b> Using <i>Horace and Morris</i> , <i>But Mostly Dolores</i> to explore the craft of writing.	Demonstrate using a text to examine claims and proof, word gathering, key writing terms, organization techniques. Engage students in using evidence to support claims.
Teachers Who Assigned the “I Remember ...” Essay	Teachers will have time to evaluate and discuss their student writing from an inquiry stance.	Develop evaluation that improves instruction.
All Teachers	<b>Workshop</b> Using Inquiry to Examine Teaching	Understand how teacher inquiry improves instruction.
K-1 Teachers	<b>Writers Workshop</b> For K-1 teachers. This session will focus on inviting students into the Club of Writers.	Discuss role of invented spelling in emergent writing. Develop common language for all writers. Use writing to support emergent reading. Revisit PD purpose and plan.
K-6 Teachers	<b>Model Lessons</b> Using nonfiction big books to gather key words, writing a collaborative summary, and making a claim.	Provide young students with opportunities to develop writing strategies to support understanding of informational texts.
Teachers Who Request Model Lesson	<b>Model Lessons</b> Essay in Common: “The Gripe Essay.” Setting up accessible arguments, mastering claim and evidence.	Design a formal essay from idea to publication.
All Staff	<b>Workshop</b> Using Writing to Activate Reading; Developing Academic Literacy.	NCWP Leaders will share strategies that are successful with adults as well as children and will open a discussion about strategies that span grades. Academic writing strategies for all levels.