



Journeys in Implementing Writer's Workshop

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The child's marks say, "I am."

Donald Graves, 2003





**How can
teachers live a
more “*writerly
life*” in order to
encourage their
students to think
and act like
writers?**

(Calkins, 1994)

Context of the Study



- My own experiences implementing Writer's Workshop
- Staff Development Training on Writer's Workshop for Morning Glory ISD
- "Developing Writing Programs"



How will teachers take on learning about writing instruction as a result of attending a staff development training session?

Purposes of the Study

- To gain insight into teachers' experiences
- To describe implementation of a process-approach to teaching writing
- To illuminate mental processes used by teachers as they learned about and implemented Writer's Workshop.



Methodology

- Instrumental Case Study Design
- Descriptive and non-experimental

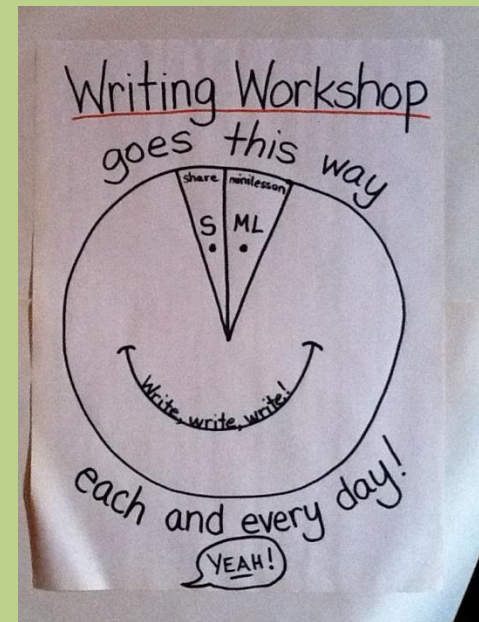


“Realities are wholes that cannot be understood in isolation from their contexts, nor can they be fragmented for separate study of the parts”.

Lincoln and Guba (1985)

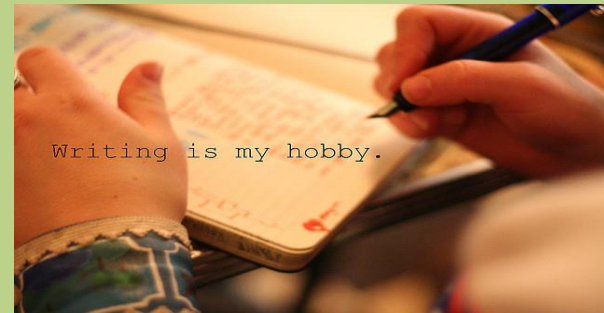
I. Classroom Culture

- A variety of classroom management techniques and routines was evident
- Different teacher-student communication styles were observed and noted
- Levels of classroom freedom and student choice impacted the students writing



II. Philosophy into Practice

- Participants seemed to lack confidence in their own writing abilities
- They appeared to have a weak understanding of the philosophy surrounding authentic writing
- Teachers' instructional decisions impact students' beliefs about writing



III. Process vs. Product

- Unclear focus for writing time
- Clear emphasis on the product was evident
- Many connections to other content areas were inserted during writing instruction



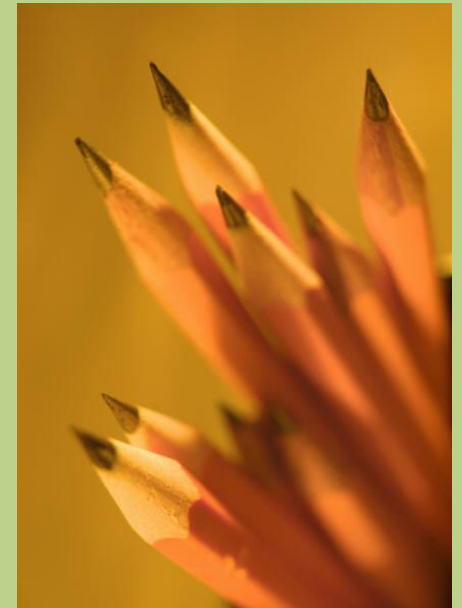
I. Implications

- Develop management routines and styles that foster writing development
- Encourage a culture of writing within the classroom and even the entire school
- Relationships, Relationships, Relationships!



II. Implications

- Training on authentic writing practice with required follow-up by instructional support
- Expect to see process-based writing experiences occurring in classrooms
- Nurture and encourage teachers' personal writing habits and skills



III. Implications

- *"Teach the writer and not the writing. Our decisions must be guided by what might help this writer rather than what might help this writing".*

Lucy Calkins, 1994



- Design ways to celebrate writers and their original creations

IV. Implications

- Give teacher candidates authentic Writer's Workshop experiences
- Help them to develop an appreciation of authentic writing experiences



A photograph of a narrow dirt path winding through a dense, misty forest. The path is flanked by lush green ferns and other vegetation. Tall, slender trees stand in the background, their trunks partially obscured by the mist. The overall atmosphere is serene and mysterious.

Every journey begins
with the first step.

“There is a road, a journey to travel, and there is someone to travel with us, someone who has already made the trip” (Graves, 2003, pp. 5-6).

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