

# Module 1 Self-Reflection: Creating Classroom Conditions for Writing



This self-reflection is a tool for teachers to use two to three weeks after completing Module 1 of the *Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4*. Teachers should use this self-reflection to consider how their practice has changed after completing the module. **This tool is not a test or an evaluation.** Rather, it is meant to guide teachers' continuous improvement in writing instruction as they work through Module 1 of the Toolkit. Each practice in the following chart aligns with steps associated with Recommendation 1: Provide Daily Time for Students to Write or Recommendation 4: Create an Engaged Community of Writers in the What Works Clearinghouse (WWC) practice guide *Teaching Elementary Students to Be Effective Writers*. The practices covered in this self-reflection are similar to those in the Initial Self-Reflection, but they are more specific and targeted to steps covered in the practice guide and in Module 1.

**Instructions:** Each statement in the following chart describes in detail the practices recommended to *create the classroom conditions for writing* that are covered in Module 1 of the Toolkit. Two to three weeks after completing Module 1, use the process here to reflect on the implementation of these practices in your classroom and your learning from Module 1 of the Toolkit.

- Revisit the **Initial Reflection on Current Practices** that you completed during the orientation and review the first chart in Part 1, Self-Reflection on Module 1 Practices. Then, review your responses to Questions 5 and 6 in Part 2, Setting High-Level Learning Goals for Using the Toolkit. Now that you better understand Recommendations 1 and 4, you may disagree with your Initial Self-Reflection, and that is okay! Continuous improvement involves periodically revisiting your practices and using newly learned information to improve upon them.
  - Consider: Which one or two practices, if any, did you identify as your focus for learning during Module 1, and what did you hope to learn over the course of the module about these practices?
- Complete **Part 1 in the Module 1 Self-Reflection** below, considering the extent to which you incorporate each practice in your instruction. As you complete the chart, pay special attention to the one or two practices you identified as your focus for learning.
- Complete **Part 2 in the Module 1 Self-Reflection** below, setting goals for continuous improvement to refine the use of this practice in your classroom.



## Part 1: Reflection on Current Practices After Module 1

### Creating Classroom Conditions for Writing

**Recommendation 1:** Provide Daily Time for Students to Write

**Recommendation 4:** Create an Engaged Community of Writers

\*Please note that the following chart includes multiple response scales designed to help you accurately self-reflect on the extent to which you incorporate each practice into your instruction.

	I incorporate this practice in my instruction			
	5 days a week	3 or 4 days a week	1 or 2 days a week	Less than 1 day a week
1. I provide instruction to my students on using writing strategies <sup>1</sup> throughout the writing process. (Recommendation 1; WWC Practice Guide page 10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I provide time for students to practice writing independently. (Recommendation 1; WWC Practice Guide page 10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30 minutes or more per day	20–29 minutes per day	10–19 minutes per day	Less than 10 minutes per day
3. When I provide writing strategy instruction, I typically instruct for... (Recommendation 1; WWC Practice Guide page 10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When I provide time for students to write independently, I typically give them... (Recommendation 1; WWC Practice Guide page 10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Always	Sometimes	Rarely	Never
5. I give students opportunities to engage in writing outside the traditional writing block. (Recommendation 1; WWC Practice Guide page 11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I give students opportunities to engage in writing in other content areas (for example, explaining their thinking in math class or writing lab reports in science). (Recommendation 1; WWC Practice Guide page 11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In a given instructional unit, project, or longer writing piece that I teach to my students, I participate by completing the same assignment as my students and sharing my own writing with them. (Recommendation 4, Step 1; WWC Practice Guide page 35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always	Sometimes	Rarely	Never
8. I engage in collaborative writing projects with my students. <i>(Recommendation 4, Step 1; WWC Practice Guide page 35)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When I assign writing to my students, I use writing prompts with clear expectations but open-ended topics. <i>(Recommendation 4, Step 2; WWC Practice Guide page 35)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I encourage students to collaborate as writers by jointly developing text. <i>(Recommendation 4, Step 3; WWC Practice Guide page 37)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I encourage students to collaborate as writers by brainstorming, reviewing, or revising together. <i>(Recommendation 4, Step 3; WWC Practice Guide page 37)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I provide students with explicit instruction on how to give written and verbal feedback to peers. <i>(Recommendation 4, Step 4; WWC Practice Guide page 37)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I model to students how to provide constructive and positive feedback to peers. <i>(Recommendation 4, Step 4; WWC Practice Guide page 37)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In a given instructional unit, project, or longer writing piece, I provide students with opportunities to give and receive feedback from other students throughout the writing process. <i>(Recommendation 4, Step 4; WWC Practice Guide page 37)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. In a given instructional unit, project, or longer writing piece, I publish students' writing inside the classroom. <i>(Recommendation 4, Step 5; WWC Practice Guide page 38)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In a given instructional unit, project, or longer writing piece, I publish students' writing outside of the classroom, for example, in hallway displays or in books made available in the school library. <i>(Recommendation 4, Step 5; WWC Practice Guide page 38)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
17. I feel confident in my ability to create a supportive learning environment for students to engage in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> According to the What Works Clearinghouse practice guide *Teaching Elementary Students to Be Effective Writers*, a strategy is a series of actions (mental, physical, or both) that writers undertake to achieve their goals. Strategies are tools that can help students generate content and carry out components of the writing process. (See page 15 of the practice guide for a definition and discussion of strategies.)

## Part 2: Setting Goals for Continuous Improvement Throughout the School Year After Module 1

1. If you identified focus practice(s) for Module 1, how has your classroom implementation of these practices changed since completing the module?

2. If you are rarely or never using your focus practice(s), consider why that is. For example, do you not have enough time, do you need to know more about how to apply the practice(s), do you not think it is effective, or do you think it is not appropriate for your students?

3. Have you noticed any changes in how your students respond to the practice(s) or apply them to their own writing assignments since completing the module? What have you noticed?

4. How has your understanding of how to use your focus practice(s) or how to overcome roadblocks to using the practice(s) changed since completing Module 1?

5. Based on the Module 1 Self-Reflection, what specific practice (that is, a specific row in Part 1) would you like to continue to refine in your classroom? Why? *(You may continue to refine your focus practice or choose a new practice. Note that most practices in the Module 1 Self-Reflection are similar to but more specific than those in the Initial Self-Reflection.)*

6. What will you do to refine this practice?

7. What information will you need to collect to know if your refinements help improve students' writing performance, engagement, or attitudes?