

Professional Development Provider Information for CTA Directory

Name of Organization: California Writing Project

Address: 2195 Hearst, University of California, Berkeley, CA 94720-1040

Phone: (510) 642-7877

Website: www.californiawritingproject.org

Contact Person: Jayne Marlink, Executive Director

Geographic Areas Served in California (by county or city):

Because the California Writing Project (CWP) is a professional development network of sixteen regional sites, nine housed on University of California campuses and seven on California State University campuses, along with three satellite programs, CWP serves the entire state and annually sponsors programs for teachers in every county. Over 2,000 teacher leaders conduct CWP programs each year, demonstrating CWP's capacity to respond to school and district requests.

Description of Organization:

Writing is pivotal to learning. No matter what they are studying, students benefit when they use writing to understand concepts, solve problems, communicate ideas, and make sense of what they read and learn. Because the California Writing Project has a central mission—to improve student writing and learning by improving the teaching of writing—at the heart of every writing project program are the following goals:

- Concentrating efforts where literacy is most in jeopardy.
- Preparing students for the writing of school and college, the community, and workplace.
- Emphasizing successful approaches to writing and reading for English learners.
- Supporting teachers as they prepare students to meet and exceed state standards.
- Recognizing that teachers are the key to educational reform and that experienced teachers are the best teachers of other teachers.
- Identifying and continually offering a range of teaching and learning strategies so that every child is included.
- Serving California teachers, students, schools, and districts through a model of university/school collaboration.

Every year, over 30,000 teachers participate in CWP campus, school, and district programs. These teachers, representing all grade levels, from kindergarten through university, often teach in disciplines other than English. The project also provides programs that serve administrators, paraprofessionals, students, and parents. While over 80% of CWP programs take place in schools and districts, teachers are always welcome to join the project as individuals. One of the hallmarks of CWP is ensuring access for every interested teacher.

Description of Products and Services Available to Schools:

CWP provides standards-aligned, nationally tested and researched support for improving the writing and learning of all students, in all disciplines. CWP programs include, but are not limited to:

Programs for schools—

Local writing projects work in partnership with schools in their area, often in multi-year collaborations, to design high-quality professional development programs that can include:

- workshops addressing local needs of students and teachers
- summer intensive institutes
- school-year teacher learning communities
- writing across the curriculum seminars
- school-wide assessments of student writing
- CAHSEE, CST, or CELDT embedded assessments of writing
- study groups to learn from student work and achievement data
- instructional and assessment uses of technology
- coaching and demonstration teaching
- teacher research/inquiry programs
- beginning teacher programs
- writing academies and after-school or Saturday seminars for students
- family writing programs

Programs for individual teachers and teacher teams—

Improving Student's Academic Writing, a statewide CWP professional learning community for secondary teachers, focuses on improving the academic writing and critical reading of non-traditionally college-bound students.

English Language Development Institutes address on scaffolding the writing improvement of English Learners.

Teaching Writing in a Digital Age programs focus on current communication technologies and the ways they intersect with academic writing. Teachers learn how to help students comprehend and create multimedia/multimodal texts and how to use Web 2.0 tools and multimedia applications to foster students' participation, engagement, writing improvement, and academic achievement.

Primary Writes programs support Pre/K-2 teachers to integrate writing throughout their curriculum every day in purposeful ways and set the stage for very young students to become thoughtful, engaged writers and readers.

Making it Work: Strengthening the Writing Instruction in Adopted Curriculum supports teachers as they work with their K-8 adopted curricula and explore where the materials support effective writing instruction and where there are gaps to be filled, especially to meet the differentiated needs of all writers.

Programs for administrators—

Principals Institutes focus on improving the writing and reading achievement of high needs students and developing an effective school-wide writing program.

Programs for families—

Family Writing and Literacy Workshops extend the writing community to include school and home.

Specific Areas of Expertise (Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Rural Schools |
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Parent and Community Involvement |
| <input checked="" type="checkbox"/> Writing/Language Arts | <input checked="" type="checkbox"/> Low Performing Schools |
| <input type="checkbox"/> History/Social Science | <input checked="" type="checkbox"/> Elementary Schools |
| <input type="checkbox"/> Visual and Performing Arts | <input checked="" type="checkbox"/> Secondary Schools |
| <input type="checkbox"/> Science | <input checked="" type="checkbox"/> Project Based Learning |
| <input checked="" type="checkbox"/> Communities of Learners | <input type="checkbox"/> Specific Intervention Programs |
| <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> School Climate and Culture |
| <input type="checkbox"/> Students with Disabilities | <input checked="" type="checkbox"/> Teacher Leadership |
| <input checked="" type="checkbox"/> Urban Schools | <input type="checkbox"/> Effective Learning Environments |

Briefly describe your experience and results working with schools:

For over thirty years, CWP has worked in partnership with schools and has had a positive long-term influence on teachers and their students, as evidenced by numerous research and evaluation studies. Examples include:

- The Pathway Project, conducted by the UC Irvine Writing Project, has focused for the last decade on improving the writing and reading achievement of EL students in the secondary schools in Santa Ana Unified School District. Pathway students made significant gains in writing and reading when compared to students in matched, non-Pathway classrooms. To date, all Pathway students have graduated from high school, and more than 90% have continued on to post-secondary education.
- In partnership with the Bay Area Writing Project, Life Academy High School—where over 70% of the students are eligible for free or reduced lunch—had the highest scores on the Oakland Unified School District on the CAHSEE in 2004-2006. Seventy-three per cent of the students passed, an increase from the 53% per cent of the previous years. A state audit judged the school's EL program to have "the most rigorous curriculum of any high school in Oakland."
- In its fourth year, the partnership between the UCLA Writing Project and El Segundo Unified School District, includes year-round support for the district's coaches, school-based professional development and classroom coaching for elementary schools, and school-based professional development and embedded writing assessment for middle schools. Writing scores for 4th and 7th grade students have increased dramatically.
- LAUSD's Local Districts 3 and 7 and have partnered with the UCLA Writing Project through year-round inservice, assessment, and demonstration teaching for Language Arts cadres, K-12. Individual schools within the Local Districts contract with UCLA Writing Project for school-specific support that includes improving the writing and reading of English Learners, increasing the engagement and participation of at-risk students, and accelerating the college-going preparation for African-American and Latino students. Writing scores have improved steadily.

CWP can provide teachers and administrators impact results from schools across the state, from San Diego to Yreka, from Santa Cruz to Merced, from Ventura to Sacramento. Both state and national research studies have confirmed significant gains in writing performance among students of teachers who have participated in CWP programs.

In recognition of CWP effectiveness, the National Staff Development Council commends CWP as a provider of high-quality professional development in its research reports: *What Works in the High School: Results-Based Staff Development* and *What Works in the Middle School: Results-Based Staff Development*.

How does your organization assess the needs of a client school or district?

Writing Projects collaborate with teachers and administrators in schools and districts to tailor and customize professional development offerings to the local needs of students and teachers. Often at the school level, parents are a part of the needs assessment process as well. A professional development partnership is at its heart a long-term relationship among collaborators who believe collectively in the academic promise and potential of the students. The challenge then is to create a writing program “that improves performance and builds confidence and capability for the student writer.”

CWP sites draw on a set of needs assessment tools, resources, and strategies to use over time with teachers, departments, whole schools to:

- map their writing curriculum and program to identify strengths and gaps
- examine their writing curriculum and program for cultural relevance and responsiveness
- map the state and district writing standards and identify students' instructional needs and teachers' professional development needs in relation to those standards
- assess the status of writing and the teaching of it in the individual school
- assess the conditions needed to support writing in classrooms and across the school
- study the writing data in hand—state, district, college scores and student work—to assess the state of writing in the school or to focus attention on specific curricular needs
- discuss, identify, and chart the differentiated writing needs of students
- analyze assignments to gauge support for identified needs
- develop a plan for a direct assessment of writing that will give a more developed picture of the strengths and needs of each writer
- develop classroom, team, department, or whole school action plans for ongoing teacher learning and professional support
- develop a cycle of assessment and inquiry—which genres to teach, when to assess, how to score and conduct the analysis, how to determine instructional priorities, how to support and sustain progress.

If the needs assessment fosters collective buy-in and a focus on learning results and writing improvement rather than test scores, then the needs assessment process becomes an integral and on-going component of the professional development partnership.

QEIA requires that the school's professional development plan is developed in a collaborative manner with affected parties. How will you help all interested parties engage in this collaborative effort?

In the same way that CWP and its local writing sites partner with schools and districts to design and deliver customized professional development programs, CWP and its sites partner with county offices, other providers, community organizations, foundations, and university researchers to develop with the school team a professional development plan with a long-term vision and long- and short-term goals. CWP prides itself on being a professional development partner that stays with a school or cadre of teachers for the long haul.

Please provide names and contact numbers for clients with whom you have worked and can offer a recommendation on your work (complete any applicable categories):

Classroom Teacher:

Liane Cismowski, Concord High School, Mt Diablo Unified School District
(925) 687-2030 (school)

Brandy De Alba, Roosevelt Elementary School, Stockton Unified School District
bdealba@stockton.k12.ca.us

Rina Gonzales, Hamilton City High School, Hamilton City Union High School District
rgonzalez@glenncoe.org

Patsy Lockhart, Barnard-White Middle School, recipient of the California Teachers Association Lois Tinson Human Rights Award
patsylockhart@aol.com

Pirette McKamey, Instructional Reform Facilitator and English teacher, Mission High School, San Francisco Unified School District
mckamey21@hotmail.com

Zenaida Rosario, La Mirada Elementary, San Ysidro Elementary District, California Teacher of the Year, 2004
zrosario@sdcoc.k12.ca.us

Site Administrator:

George Bartleson, Principal
Dorsey High School, Los Angeles Unified School District (QEIA school)
(323) 298-8400

Pedro Garcia, Assistant Principal of Instruction (and Coleen Kaiwi, Principal)
Edison Middle School, Los Angeles Unified School District (QEIA school)
(323) 587-5108

Mrs. Karen Garlick, Principal
James K. Polk Elementary School, Fresno Unified School District (decile 2 school)
(559) 274-9780 ext. 215
kgarlick@centralusd.k12.ca.us

Craig S. Murray, Principal (decile 1 school)
Grant Union High School, Twin Rivers Unified School District
(916) 286-1000

Bitia Nazarian, Principal
James Lick Middle School, San Francisco Unified School District (QEIA school)
(415) 695-5675
nazarianb@sfusd.edu

Leigh Ann Orr, Principal
Manual Art High School, Los Angeles Unified School District (QEIA school)
(323) 846-7300

Elva Reyes, Principal
Soto Street Elementary School, Los Angeles Unified School District (decile 1 school)
err0037@lausd.net

Cindy Ruiz, Principal
Whitehead Elementary School, Woodland Joint Unified School District
(530) 662-2824

Frank Silvestro, Principal
McLane High School, Fresno Unified School District, (QEIA school)
(559) 248-5101

Amy Whitten, Principal
Freeport Elementary School, Sacramento City Unified School District (QEIA school)
(916) 433-5032

District Administrator:

Jose Aldaco, Director of Educational Services, Waterford Unified School District
219 N. Reinway Avenue, Bldg. 3, Waterford, CA 95386
jaldaco@waterford.k12.ca.us

Eba Martinez, ELA Curriculum Specialist, Stockton Unified School District
1503 St. Marks Plaza Suite B, Stockton CA 95207
(209) 933-7030 ext. 2306
eledezma-martinez@stockton.k12.ca.us

Jeannie Griffith, K-12 English Language Arts Manager
Oakland Unified School District
jeannie.griffith@ousd.k12.ca.us

Belinda Foster, Coordinator Secondary Instruction and Information Technology
Twin Rivers Unified School District
(915) 5661600 ext. 1259

Betty Pazmiño, ELA Elementary Instructional Specialist
San Francisco Unified School District
pazminob@sfsud.edu

Lisa Regan, Secondary Literacy Coordinator, Local District 6
Los Angeles Unified School District
(323) 278-3965

Leslie Steffen, Director, Curriculum, Assessment and Student Services
Hanford Joint Union High School District
(559) 583.5901, ext 3126

Carol Truscott, Superintendent of Local District 7
Los Angeles Unified School District
(323) 242-1300

Marty Williams, ELA Secondary Instructional Specialist
San Francisco Unified School District
williamsm2@sfusd.edu

Union/Association Representative:

Chris Hoover, CTA Building Representative, Sacramento County Teacher of the Year, 2004
Taylor Street Elementary School, Robla Elementary School District
(916) 927-5340 (school)

Michelle Lowe, CTA Building Representative
Antelope Crossing Middle School, Dry Creek Joint Elementary School District
(916) 745-2100 (school)

Sherry Sandoval, President, Ukiah Teachers Association
Yokayo Elementary School, Ukiah Unified School District
(707) 463-5236 (school)

Other:

Maria E. Alvarez, Ed. D.
Instructional Services Coordinator, Migrant Education, Stanislaus County
MaAlvarez@mcoe.org

Patty Lehman, Director
BTSA Induction Consortium
Fresno County Office of Education
(559) 497-3756