

BY LUCY CALKINS AND LAURIE PESSAH

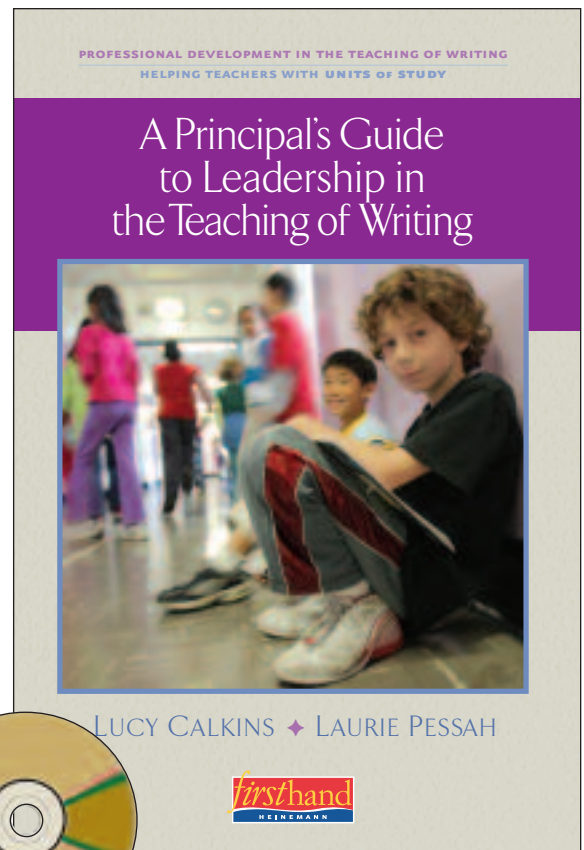
“A Principal’s Guide to Leadership in the Teaching of Writing will keep you company during the hard work of leading school reform in teaching writing. It will bring you inside a community of practice comprised of scores of principals who have also thought, ‘How can I provide my teachers with the support they deserve in teaching writing?’ This book will allow you to stand on the shoulders of others who have tackled the challenge of supporting whole school reform in writing.”

— Lucy Calkins and Laurie Pessah

Schoolwide reform in writing involves all members of the school community. This resource is for the leader in that reform effort. Organized chronologically, like a calendar, *A Principal’s Guide to Leadership in the Teaching of Writing* will help you work strategically throughout the school year. After chronicling the motivations for undertaking such an initiative, Lucy and Laurie map out the behind-the-scenes ground work needed to set priorities, involve key stakeholders, and launch the initiative. From this sound foundation, ensuing chapters detail how to build the infrastructure needed to establish and sustain rigorous and responsive writing workshops including how to organize professional development, supply classrooms, and observe and support instruction. In addition to describing the management systems that will make this initiative flourish, select chapters offer practical strategies for making and meeting expectations, engaging teachers, students, and parents, and building on success. This resource offers you more than advice. Designed around a community of practice comprised of scores of principals, this resource offers companionship as you lead the beautiful, difficult, exhilarating work of whole-school reform in the teaching of writing.



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216 page book + 3 hour DVD

COMPONENTS

- Organized around to the school calendar, the ten chapters in *A Principal’s Guide to the Leadership in the Teaching of Writing* walk principals through the month-by-month demands involved in organizing and implementing whole-school reform in the teaching of writing.
- The two-part *Principal to Principal DVD* provides three hours of video-based professional development support.
 - 1 In the first part of the DVD, *Making School-Wide Change with the Teaching of Writing*, Lucy and Laurie answer critical questions about implementing reform in the teaching of writing.
 - 2 In the second part of the DVD, *From the Principals*, seven New York City principals discuss the introduction and maintenance of effective school-wide literacy programs.

“A Principal’s Guide to Leadership in the Teaching of Writing is designed as a leadership calendar, in recognition that reform occurs in real time and that real time requires hard decisions.”

A PRINCIPAL’S GUIDE TO LEADERSHIP IN THE TEACHING OF WRITING

CHAPTER 1: MARCH

Prioritizing Writing Instruction in Your School

- Decide if writing instruction will be your priority.
- Bring stakeholders into the decision.
- Choose a particular approach.
- Throw yourself into your chosen approach.

CHAPTER 2: APRIL

Researching and Planning

- Use one-to-one conversations to tailor your plans.
- Visit a school where writing workshops are well-established.
- Learn through professional books.
- Address teachers’ concerns about time.
- Staff and schedule professional development.
- Build the infrastructure for good professional development.

CHAPTER 3: MAY/JUNE

Launching the New Initiative

- Decide whether the new reform will be mandated or voluntary.
- Rally your teachers to invest in the new reform.
- Roll out your vision.
- Do preliminary work in a few classrooms.
- Demonstrate your willingness to be a public learner.
- Work with your literacy coach.
- Plan summer study opportunities.

CHAPTER 4: JULY/AUGUST

Getting Ready for the Year

- Mine your vacation for metaphor and messages.
- Draft and revise possible schedules for your staff.
- Get to the brass tacks of scheduling.
- Gather gifts and supplies for rewarding teachers’ professionalism.
- Help teachers set up classrooms to support workshop learning.

CHAPTER 5: SEPTEMBER

Launching and Observing Workshops

- Reflect on your own leadership style.
- Participate in launching writing workshops.
- Observe writing workshop to celebrate specific practices.
- Talk with teachers about what you’ve observed.

CHAPTER 6: OCTOBER

Making and Meeting Expectations

- Create close-knit grade specific cohorts.
- Build effective cohorts with grade-level meetings.
- Help grade-level cohorts study students’ writing.
- Visit classrooms to assess student writing, grade by grade.
- Deal directly with resistance to nurture good teaching.

CHAPTER 7: NOVEMBER

Engaging with Parents

- Create a forum for teaching parents.
- Talk to parents about the school’s approach to writing.

CHAPTER 8: DECEMBER

Engaging with Children

- Value the voices of children.
- Don’t wait before bringing specialists into writing reform.
- Check in on children’s writing progress

CHAPTER 9: JANUARY/FEBRUARY

Engaging with Teachers

- Invite teachers to put problems on the table for discussion.
- Support teachers in overcoming predictable problems.
- Help teachers develop and share personal expertise.

CHAPTER 10: INTO THE FUTURE

Building Reform into Your School’s Infrastructure

- Make shared units of study part of your school’s new infrastructure.
- Make grade-level curricular planning part of your school’s new infrastructure.
- Write to support your school’s new infrastructure.

PRINCIPAL TO PRINCIPAL DVD

MAKING SCHOOL-WIDE CHANGE WITH THE TEACHING OF WRITING

- How do we look at reform through the teaching of writing?
- How does a school implement reform in teaching writing?
- How will you support writing reform through the whole school?
- What kinds of supervision and support does a principal give classroom teachers?

FROM THE PRINCIPALS

Setting the Stage for Change

- Aligning with Staff Needs
- Identifying Needs and Next Steps
- Investing in Staff Development

Creating Buy-In

- Fostering a Community of Learners
- Collaborating on Change
- Communicating a Professional Culture

Promoting Professional Development

- Meeting the Challenge of Change
- Maintaining Support Structures
- Developing New Teachers
- Visiting Classrooms
- Making Time for Professional Development

Lab Sites and Study Groups

- Managing Lab Sites and Study Groups
- Organizing a Variety of Study Groups

Planning the Curriculum

- Supporting Collaborative Planning
- Planning Within a Shared Calendar
- Documenting Planning with Curriculum Binders

Involving Parents

- Keeping Parents Informed
- Informing and Involving Parents
- Communicating with Parent Newsletters

Gathering Data and Assessing

- Gathering Data to Inform Teaching
- Gathering Data to Set learning Priorities
- Gathering Data to Monitor Progress

Building a Literacy Program Over Time

- Starting and Supporting a Literacy Program #1
- Starting and Supporting a Literacy Program #2