Facilitation Guide - Disciplinary Literacy: Planning for Writing and Communication, Course 6 Part 1

EduPaths Disciplinary Literacy courses are intended for secondary educators and instructional leaders in all content areas looking to learn about the Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom: Grades 6 to 12 in an effort to improve adolescent literacy. The learning activities are specifically designed to support interdisciplinary educator teams, although individual educators are invited to enroll and join as well. Free SCECHs are available. Click here for more details and to register!

This facilitation guide is designed to support teams, Professional Learning Communities, or other groups of educators as they engage with course content–whether incorporating the online EduPaths course (in part or in whole) or through using the provided slide deck. The facilitation guide can also be easily adapted for virtual learning; see the Glossary of Facilitation Moves for adaptation suggestions.

Edupaths Login Information

- *Educators in Michigan and beyond, who don't currently have an EduPaths account or are not able to leverage the Single Sign-On (SSO) integration, can request a personal account. Please navigate to the Account Request page: https://www.edupaths.org/account-request.*

SCECH Information

- *You can earn one SCECH for your completion of this course within Edupaths. If you are completing the course as a group, it is recommended that all participants register and move through the course with their audio on mute, while one person projects their device to a shared screen.*
- *Bulk enrollment is available if you are facilitating learning for a group of teachers. Please reach out to edupaths@gomaisa.org for bulk enrollment options.*
- *Districts can also upload participation in this course (or the provided slide deck) to MDE to count towards District Provided Professional Development (DPPD).*
- *ISDs who lead professional learning with course content are able to offer participants additional SCECHs based on the total facilitation time (versus one SCECH offered through Edupaths).*

If you would like a conversation partner to support your thinking around facilitating this course or implementing Disciplinary Literacy Essentials in your setting fill out this form. Our team will connect with you soon.

Resources

- Slide Deck This View-Only slide deck includes the content from Course 6.1 and should be used if participants are not completing the course within EduPaths. Facilitators may choose to make a copy of the slide deck and adjust it for their context. The speaker notes provide a suggested script. Facilitators may choose to add prompts to the slide deck to support participants.
- Glossary of Facilitation Moves
- Disciplinary Literacy Essentials: Beyond the Core Guide

Learning Objectives - By the end of this course, you will be able to...

- Name the importance of attending to writing in your discipline
- Describe ways to develop student self-efficacy in disciplinary writing
- Explore methods to establish compelling reasons for writing

This course is organized into 3 sections:	Approximate length of narrated video	Approximate total facilitation time (includes narrated video)
Introduction section	:50	1 minute
Section 1: Why should we prioritize disciplinary writing?	10:45	17 minutes
Section 2: How do we build student self-efficacy in writing and communication?	3:45	22 minutes
Section 3: How can we establish compelling reasons for writing?	11:00	33 minutes
Course Reflection (required for SCECHs)		7 minutes
Estimated total engagement time for Course 6.1 using the facilitation moves in this guide.		80 minutes

Course Outline & Facilitation Recommendations

Topic / Segment	Content	Slide #	Facilitation Recommendations
Introduction Section			
Welcome & Questions to be explored in this course	• Learning Objectives - By the end of this course, you will be able to... • Name the importance of attending to writing in your discipline • Describe ways to develop student self-efficacy in disciplinary writing • Explore methods to establish compelling reasons for writing	6	Copies of Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom You may want to have participants discuss which of these questions they may be able to answer now and which may be new learning.
Section 1: Why should we prioritize disciplinary writing?			
Stop and Jot	• Why might educators decide NOT to engage students in writing? • What are your own experiences with teaching writing in your discipline?	7-8	Provide 2-3 minutes for participants to write a response. Invite participants to share writing with colleagues & discuss, looking for similarities and differences across content areas. (5

			minutes) Optional Protocols: Listening Dyad, Think, Pair, Share
Potential barriers to writing instruction…	Why might educators decide NOT to engage students in writing? (see list on slide)	9	Participants reflect on their own (30 seconds)
Writing in the disciplines	• Writing has an important role in Social Studies, Science, Mathematics, Technical Subjects, and more. • Review pages 64-66 of the Michigan ELA Standards, as well as content area standards documents, and consider implications for your practice	10-14	Invite participants to break into content area groups, or mixed groups. Provide groups with access to slides 10-14. Next, review the ELA standards on slide 10 AND at least one other content area standards document, noting similarities. As a group, share similarities with the whole group. (8 minutes)
What does the research say?	The act of writing, in fact, supports students' disciplinary thinking and knowledge acquisition!	15	
Interactions among reading, writing and discourse	• Writing exists in an environment of talk. • Writing and reading are related. • Writing can also help people become better readers. • And yet…"Students write more for their English classes than for any other subject…" "…these figures suggest that even in English class, students are not writing a great deal." (Applebee & Langer, 2011) What do we mean by "teaching writing"? • Examples / non examples (see slide 17)	16-17	
Section 2: How do you build self-efficacy in writing and communicating within the disciplines?			

Stop and Jot	• Think about your most memorable experiences as a writer. • Plot them out on a timeline. • Choose one event from your timeline, and describe how you felt valued or devalued as a writer.	18-19	Provide 5 minutes for participants to create a timeline and draft their response. Invite participants to share writing with colleagues & discuss, looking for similarities and differences across content areas. (5 minutes) Optional Protocols: Listening Dyad, Think, Pair, Share
Everyone has the capacity to write	• How can we help our students become better writers? • By building students' writing identities • By providing them with choice and voice • By giving them agency	20- 21	Invite participants to choose one of the research statements to which they connect. With a partner or small group, share which you picked, and why. (5 minutes) Optional protocol: Give One, Get One
Self-efficacy in writing and communicating	Writing identity and agency have a reciprocal relationship with writing self-efficacy. • Efficacy is one's perceived belief that they can perform a particular action or skill, and higher self-efficacy in individuals has been linked positively to successful writing behaviors (Schmidt & Alexander, 2012). • Developing confident writers is important because students who have a strong sense of self-as-writer will persist in their writing pursuits and feel motivated to excel. • The Framework for Success in Postsecondary Writing explains that post-secondary writers need to be curious, metacognitive, open, engaged, creative, persistent, flexible, and responsible.	22, 23	Invite participants to identify which elements of the Framework are strengths for their students. Which elements might be an area for growth for their students? (3 minutes)

	• By giving students agency, we "engage and empower [them] throughout the writing process so they can produce authentic and meaningful writing" (Barnes, 2020) in any context and for any audience or purpose		Optional: Invite participants to create a T-chart with two columns labeled "student strengths" and "areas for growth", then write each element on the Framework in one of the columns
Section 3: How can we establish compelling reasons for writing?			
Connect to Essential Practice #4	• Intentional and standards-aligned writing instruction begins with establishing a compelling reason for writing in the discipline. • Students are not just writing because they have been assigned to; they are engaging in discipline specific ways of writing in order to pursue a line of inquiry or investigation as they build and share knowledge.	24-25	Invite participants to take a moment and review the practice that aligns most closely with their disciplinary focus. As they read, ask participants to notice what looks familiar. (5 minutes) Optional: invite participants to connect with a peer or group of peers in the same content area. How do the writing opportunities in your classroom look similar or different to those suggested by Essential Practice #4? (3 minutes)
Diversity of Text Types	• Purpose and problem framing are CENTRAL to disciplinary literacy • As we think of the myriad ways disciplinary experts write, all begin with an authentic purpose, which may include but are not limited to processing, organizing, communicating, sharing and/or evaluating ideas; developing and supporting a claim; explaining a phenomenon, process, or solution; entertaining; recording data, evidence, and/or observations; or solving a problem.	26	
Example 1: MS Social Studies Selections		27	Consider printing a copy of the strategies for

Example 2: HS ELA Selections		28	participants. Invite them to examine the strategies table that aligns most closely with their disciplinary focus. (5 minutes) If time allows, consider having each group share out with the larger group (5 minutes) Optional Protocol: See, Think, Wonder (5 minutes)
Example 3: HS Science Selections		29	
Example 4: HS/MS Math Selections		30	
Processing and Evaluating Ideas	• Regardless of the discipline, students will often engage in informal writing activities to process and evaluate their thinking and ideas; providing students with time to journal, map, brainstorm, draft, list, graph, diagram, outline, research, and test their thoughts is an important precursor to formal writing activities and apprentices them into "thinking and knowing and communicating in the disciplines." (Rainey & Moje, 2012, p. 77) • Students will organize and develop their ideas in ways that model disciplinary texts. • While an intended audience can sometimes be difficult to cultivate in a classroom setting, it is important to provide students with opportunities to share their disciplinary writing beyond the classroom.	31-33	As you share these possible methods and modes, invite participants to consider which ones might work for their students.
Recommended Resources		34	Consider sharing with participants
Quick Check	Which of the following is NOT a way to communicate with an audience? A. Blog B. Create websites C. Read an infographic D. Write letters E. Propose ideas to organizations	35	

Key Terms	Writing Identities Choice and Voice Agency	37	
Conclusion			
Conclusion	Review of key ideas learned in the course.	36	Write a summary of the key ideas you want to remember. What was the most important point? OR Look back at the questions we hoped to answer at the start of the session. Discuss your answers as a group.
Final Course Reflection	In Edupaths: Now that you have completed this first course, share your reflection in response to the questions that follow. • *What do you think about the relationship between identity, community, and disciplinary literacy instruction?* • *Why is it important to consider students' identities and communities as we work to develop our disciplinary literacy instruction?* When you complete your response, click Post Reply. Take time to respond to at least two colleagues as well. Slide 39 has similar content, but the facilitator will need to decide how participants might share their thinking in response to the prompt.		
Interested in Ongoing Learning?	Educators who commit to a follow-up session to discuss their next steps or progress on the ideas they explored in this course are able to earn more SCECHs through their organization.		
We Appreciate Your Feedback	Edupaths Course Feedback Form - Please ensure that each participant completes their own feedback form to help the Task Force create future professional learning offerings and so that we have accurate statewide participation data. Facilitation Guide Feedback Form		
Share the Love	Are you proud of your class, team, or district's work in disciplinary literacy? We'd love to hear about it! If you are willing to be interviewed on your current use of disciplinary literacy instructional practices, please email jenelle.williams@oakland.k12.mi.us with a brief letter of interest.		