



Literacy Community of Practice

Date: February 8, 2023

Time: 12:00 – 3:00 pm CST

Location: Virtual

Link for participation will be emailed to CoP Representatives & Registrants

Meeting Facilitators:

Kayna Plaisted, Metro ECSU Facilitator kayna.plaisted@metroecsuo.org
Karyna Chrislock, Literacy Co-Facilitator kchrislock@flaschools.org
Carole Charlson, Literacy Co-Facilitator ccharlso@916schools.org

Meeting Agenda:

12:00 – 1:30 Measure Writing Outcomes for Students with Complex Learning Needs Using the Developmental Writing Scale (Janet Sturm)

Educators have a growing appreciation of the need for science-based writing instruction for students with complex learning needs (CLN). As a result, authentic academic measures are being sought to drive and align this high-quality instruction with standards and measure progress. In this session you will discover how the Developmental Writing Scale (DWS) can reframe how educational teams conceptualize and work with beginning writers of all ages who present with complex learning needs. The DWS can be used by school teams to identify present performance levels, establish goals, design instruction, and monitor progress. Participants will hear case study and classroom examples applying the DWS to increase academic success!

1:30 – 3:00 Leverage Science to Drive Writing Instruction for Students with Complex Learning Needs (Janet Sturm)

In this session we will answer the question – How do we make writing instruction authentic, fun, and science-based? It is well-known that ability to write has enormous power for all students, especially those with complex learning needs. Yet, writing instruction is known to by most educators to be the least favorite curricular area. The good news is that decades of research across the world has given us a preponderance of evidence to inform how reading and writing develop. Using science to increase instructional efficacy and efficiency, and optimize student outcomes, is essential. Learn how all students, especially those with complex learning needs, can become authors when systematic, sequential and explicit instruction is anchored in the science of writing. This session will also show how the not-so-simple view of writing can help practitioners assess the knowledge, skills, and curriculum materials needed to improve

evidence-based practice in written language. Classroom-based videos and student examples will be shared throughout session. Participants will see how assessment data, partnered with high-quality instruction, enables changes in mindset that written language is an important form of communication for ALL individuals.

Future Meeting Tentative Plans:

April 18	12:00 – 3:00
May 17	8:30 – 11:30

This initiative is made possible in whole with a grant from the Minnesota Department of Education using federal funding, CFDA 84.027A, Special Education – Grants to States. This event does not necessarily represent the policy of the federal Department of Education or the state Department of Education. You should not assume endorsement by the federal or state government.