



# California Writing Project

## ISAW

### Improving Students' Academic Writing

#### UCLA Writing Project Multi – Year Series

#### **ISAW Year One—Understanding and Assessing Academic Writing**

- What is the nature and purpose of academic writing?
- How can I demystify analytical writing for my students?
- How do I strengthen students' critical reading skills?
- How can I help my students write analytical essays that are clear and compelling?
- What effective strategies can I use to help students to explore the relationship between their ideas and those of the author?
- How can the ISAW improvement continuum help me assess and guide my students' understanding of academic writing, inform my teaching practice, and develop next steps in my instruction?

#### **ISAW Year Two—Scaffolding, Differentiating, and Refining Instruction and Assessment**

- How do I use ISAW resources to scaffold, adjust, and reframe my instructional strategies and lessons?
- How do I refine my ability to teach for improvement?
- How do I develop individual writing and reading support for each student?
- How do I help each student develop a writing improvement plan?
- How do I use ISAW to enhance the writing program in my classroom and at my school?
- How does our school team use ISAW to strengthen our Professional Learning Community (PLC)?
- How can our PLC use the ISAW assessments to learn systematically from student work?
- How can our PLC enlarge our discussion to include teachers of diverse students and across disciplines?

#### **ISAW Year Three and Beyond—Accelerating Every Student's Academic Preparation for Success Beyond High School**

- How do I work with my colleagues to make academic writing an integral component of a high school curriculum by focusing on student improvement?
- How do I share ISAW information about students' progress as they transition to the next grade?
- How do I collaborate with my school, district, and ISAW colleagues to accelerate the academic writing improvement of all students—the college-bound, English learners, and struggling writers—and to prepare more of these students for college-going?
- How can ISAW enhance other school programs and partnerships— AVID, UC Early Academic Outreach Program, Puente, CSU ERWC and RIAP, CAL-PASS, IB, and AP?
- How do I collaborate with other high school, community college, and four-year university teachers to move students along a pathway of academic preparation that leads to success in and beyond high school?

## The UCLA Writing Project's ISAW Institute for Secondary Teachers

### The 2008-2009 year-long institute includes:

- A statewide ISAW conference, sponsored by CWP, Saturday October 4, 2008
- Registration for the UCLA Chancellor's Conference on Composition and Literature, December 6, 2008
- A wealth of instructional materials, curriculum resources, assessment tools, and professional readings
- The ISAW embedded assessment program for use with students to help them focus on improving their academic writing and document their progress across seven dimensions of writing
- Professional learning communities to support using the CWP Improvement Rubric as a part of formative and summative assessment
- ISAW assessment results and data profiles for students, teachers, and schools

## ISAW Institute Information

### Meeting Dates:

#### Summer ISAW Institute, UCLA Campus

Dates: August 18-20, 2008 for new participants; August 20-22, 2008 for returning teachers  
Times: 8:30 A.M.-3:30 P.M.

#### School-year Professional Development Workshops, Dorsey High School

Tentative meeting and conference dates 2008-2009:

Wednesdays 4:00 – 6:30      Oct. 15, Nov. 12, Feb. 18, Mar. 15

Saturdays 8:30 – 3:30      Oct. 4, Dec. 6, Mar. 14, May 23

### Costs

\$1000 per teacher, payable to U.C. Regents.

Cost includes all instructional materials and resources, summer institute and school-year follow up days, conference costs.

