

## **STAFF DEVELOPMENT INSERVICE COMPONENT INFORMATION**

**COMPONENT TITLE:** SMILE Writing

**IDENTIFIER NUMBER:** 2017002

**MAXIMUM POINTS:** 30

### **GENERAL OBJECTIVES:**

Schools or teachers will build capacity and increase student proficiency in writing by methodically and systematically implementing SMILE writing a balanced literacy environment. This component is designed to teach process-based writing instruction that incorporates SMILE strategies and skill-based lessons. This component is also designed to train teachers in making data-driven instructional decisions.

**RESTRICTED ACCESS: This component can only be used by Certified SMILE Trainers.**

### **SPECIFIC OBJECTIVES:**

1. Infuse SMILE writing concepts across the curriculum evidenced in lesson plans.
2. Create five SMILE writing centers and implement within classrooms sharing student samples (created collaboratively/independently).
3. Provide process-based writing instruction that incorporates SMILE strategies and skill-based lessons.
4. Plan, develop and share SMILE management techniques for helping students become independent writers. (centers, peer conferencing/checklists, and discussion groups)
5. Apply the SMILE analytic rubric to evaluate and provide feedback for students. (tracking sheets)
6. Utilize SMILE tracking sheets to make data-driven instructional decisions that will enhance student performance.

### **DELIVERY PROCEDURES:**

The participants will:

1. Attend large or small group training sessions
2. Use the SMILE Writing Curriculum as the basis of instruction

### **FOLLOW-UP PROCEDURES:**

Objective One:

1. Provide lessons showing three days of writing infusion within a content area.

Objective Two:

1. Document the writing centers accompanied with student samples. (written, photographs, or video)

Objective Three:

1. Provide sequential plans that move your class through the writing process from pre-writing to publishing. (narrative or expository)
2. Describe two motivational techniques used during writing instruction.
3. Provide a copy of a modeled or shared piece of writing that you have done with your class.

Objective Four:

1. Provide documentation of the classroom management procedures you implemented while conferencing with individuals or providing writing instruction to small groups, simultaneously engaging other students in writing practice (centers, computer stations, student-directed, student facilitated discussion groups, sharing, publishing).

Objective Five:

1. Teachers will submit three sets of teacher graded writing assessments. Each assessment will show a SMILE rubric score, potential score, and at least two skill codes.

Objective Six:

1. Teachers will submit SMILE tracking sheets with scores and skill codes that correspond with three sets of teacher graded writing assessments.
2. Identify the top three skill deficits evident on each tracking sheet.
3. Sort students by skill code.
4. Prescribe mini lessons to remediate the top three groups. (include page numbers)
5. Describe how you will address the needs of the students that do not fall into one of the top three skill groups.

**EVALUATION PROCEDURES:**

Participants will demonstrate knowledge in any of the objectives.

1. Written assignments.

**COMPONENT EVALUATION:**

Participants and instructors will assess the degree to which the procedures address the specific objectives and will make recommendations for revision through a questionnaire/survey.