SWP School and District Partnerships

 Site-based, long-term professional development

programs for improving Literacy Instruction.

The Spartanburg Writing Project invites schools and districts to apply to become a partner with SWP to develop strong reading and writing programs.

The programs and projects offered in partnerships are based on best practices in teaching writing, reflect the SC State Standards, and model effective teaching methods to help prepare students for success in reading and writing beyond the classroom.

Partnerships include collaborative planning between the teachers and administrators of the school and district partners and the SWP staff. The needs and requests of the individual schools and districts determine the services offered, but typical programs include:

* Teaching demonstrations
* Mentoring and coaching
* Research/book study groups
* Curriculum development
* Teacher writing groups
* Training workshops
* Assessing student writing to inform teaching
* Action Research/Case Studies

Applications are due by May 28, 2021. Schools and districts accepted as partners and SWP staff will meet to begin planning programs for the 2021-2022 school year. Partnerships are for one year but may be continued.

To apply, complete the attached application and return it to:

Tasha A. Thomas

Spartanburg Writing Project

USC Upstate

800 University Way

Spartanburg, SC 29303

tthomas@uscupstate.edu

SWP School and District Partnerships

**Application Cover Sheet**

Please provide this information about your school.

School/District Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Website \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Application contact person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade span \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of faculty \_\_\_\_\_\_\_\_\_\_\_\_

Number of students \_\_\_\_\_\_\_\_\_\_\_ Number reduced or free lunch eligible \_\_\_\_\_\_\_\_

Other designations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other relevant information:

To complete the application, respond to the questions on the following page and email to tthomas@uscupstate.edu.

Spartanburg Writing Project School and District Partnership Application

*Please complete the following questions in brief, but specific, statements.*

1. Explain why your school/district would like to partner with SWP. What are your concerns about the writing program and the teaching of writing at your school?

2. List the specific goals related to the teaching of writing that your school/district hopes to achieve in the 2021-2022 school year.

3. Who will participate in the partnership? Will the entire faculty be involved or will the work involve a particular group of faculty (all ELA teachers or all first and second grade teachers, for example)? Are faculty required to participate or is their participation voluntary? Describe the level of interest and willingness of the faculty to participate in the partnership activities and to reconsider their teaching practices.

4. How will your administration be involved in the partnership? What are the levels of interest and willingness of the administration to support and maintain needed change? How do you know?

5. How will your school/district provide the time necessary to plan and support the partnership activities? Workshops and teaching demonstrations can be delivered during class time, planning periods or after school. Identify how often your faculty will be available for partnership work. If possible, provide the specific dates. How will teachers be compensated (not necessarily monetarily) for meetings and activities held outside the regular school day?

6. We must be able to assess the outcomes of our partnership. Explain how your faculty and administration will document practice, reflection, and change. Some options might include educators maintaining journals or blogs, completing self-assessments, and providing peer assessment or videotaping. Student achievement could be documented through works in progress, published pieces, folders containing writing from across the curriculum and writing from across the year, and scored writing. These options are only suggestions. Please describe your own plan for documenting progress. To help you plan, you might want to consider the type of data and artifacts you collect for other purposes and to remember that data obtained for this project could be used for other reports or proposals.

7. Explain any financial commitment you can make to support the partnership. What is your approximate budget for purchasing Professional Development?

8. Who has prepared this report? What are your teaching or administrative assignments? Please include a brief statement from your principal indicating his/her support of the partnership.

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: Please put **X** in the appropriate rating box. Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **SWP School/District Partnership** Add comments to elaborate if you’d like.

Readers will use this rubric to evaluate your application.

**Application Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Criterion | Weak | Adequate | Exceptional |
| I | Concerns about school writing programs | List | Developed list | Thoughtful discussion |
|  | Connections to research | None, few | Mentioned | Significant connections |
|  | Student achievement | Mentioned, not connected to proposal | Connected to proposal | Specific connections made |
| II | Goals for writing program | General | Specific | Specific, insightful |
| III | Interest and willingness of faculty and administration | Reported | Supported | Well-documented |
|  | Method of determining | (Fill in method) | (Fill in method) | (Fill in method) |
| IV | Time for project | General or unreasonable time frame | Specific, reasonable time frame | Thoughtfully prepared; highly achievable time frame |
|  | Plan for compensating | None, poor | Fair, reasonable | Fair, innovative |
| V | Assessment of project | Not likely to measure progress or hard to implement | Adequate, but outcomes might be general | High probability of measuring specific outcomes |
| VI | Financial Commitment | Low, insignificant support | Desire to support, but little funding available | Committed to support in substantive ways |
| VII | Preparation of Report | Single preparer and/or minor involvement of administrators and/or faculty | Group preparation and evidence of involvement of administrators and/or faculty | Crafted collaboratively, evidence of strong involvement of administrators and/or faculty |
|  | Overall Impression | General discussion, not thoughtfully prepared, little awareness of needs, and no real chance of partnership affecting change | Typical discussion of general plans or goals, awareness of needs, and moderate chance of success for partnership | Thoughtful discussion of specific plans/goals, insightful awareness of needs, and high chance of success for partnership |