**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Writing to Read: 2016

The following statements relate to the targets of the ELA Foundational Services training/workshop sessions. Please indicate your comfort level with the following:

*4=I do this routinely and with confidence. I can teach others how to do this.*

*3= I do this sometimes in my job. I can share with others my successes.*

*2=I do this sometimes in my job. I’m not sure I’m doing it right or with consistency.*

*1= I would like more information on this area so I can do this better and with more consistency.*

|  |  |  |
| --- | --- | --- |
| ELA – Writing to Read | Pre | Post |
| I can articulate the three recommended writing practices to enhance students’ reading. |  |  |
| I can identify strategies aligned with each recommended practice. |  |  |
| I can identify components of the recommended practices that match PARCC writing tasks and use this information to design classroom tasks. |  |  |
| I can compose a classroom task that aligns with the Writing to Read research, standards and PARCC expectations. |  |  |
| I can locate resources to help with implementation of “writing to read” practices. |  |  |

**Reflection Questions following post survey:**

1. In what areas did you grow the most?
2. In what areas do you need further development?
3. What next steps do you plan to take to further develop your knowledge and skills related to writing to read?