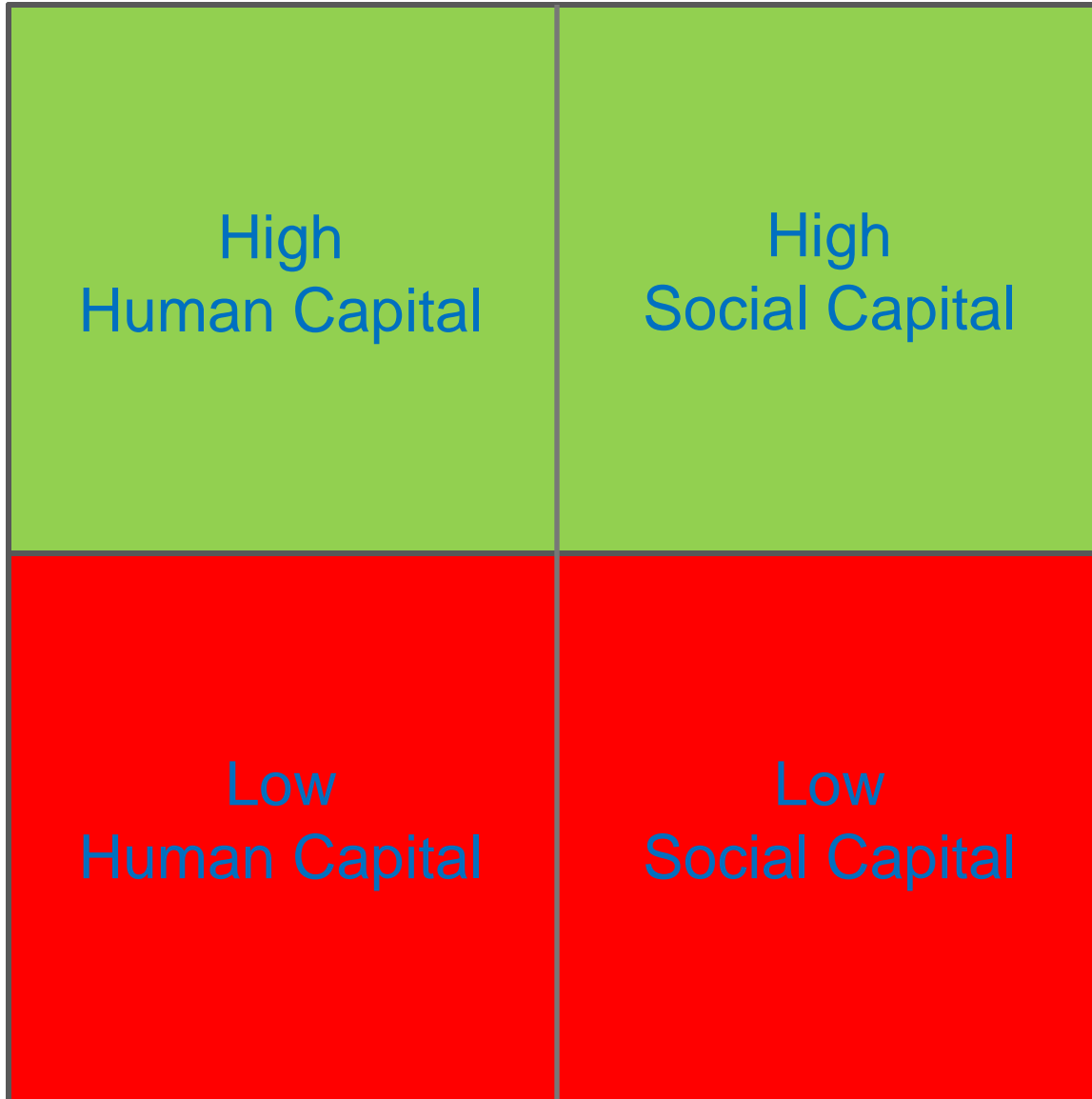


THE MOREHEAD WRITING PROJECT

**BRIDGING, COLLABORATING, AND
CREATING COMMUNITY**



Knowledge
Skills
+ Experience
Human Capital

Network =
Social Capital

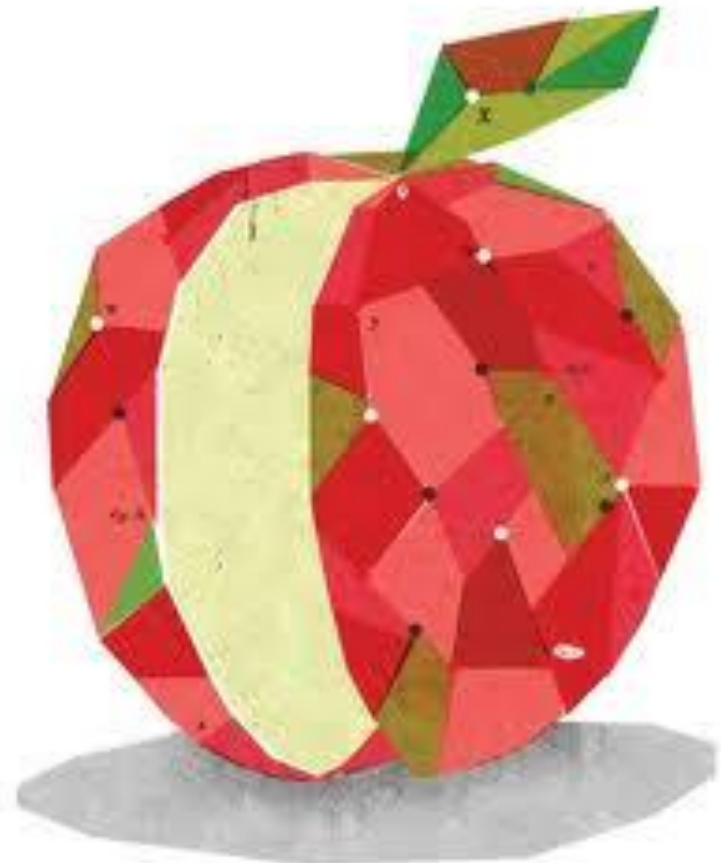
THE MISSING LINK IN SCHOOL REFORM

BY CARRIE R. LEANA

“We found that even low-ability teachers can perform as well as teachers of average ability if they have strong social capital.

Strong social capital can go a long way toward offsetting any disadvantages students face when their teachers have low human capital.”

Leana, 34



[HTTP://WWW.SSIREVIEW.ORG/ARTICLES/ENTRY/THE_MISSING_LINK_IN_SCHOOL_REFORM](http://www.ssireview.org/articles/entry/the_missing_link_in_school_reform)

NWP = Powerful professional development

Writers learn by doing,
comparing their work with others,
getting feedback on their work,
and doing all this in a comfortable,
supportive community

SO DO ~~WRITING~~ TEACHERS!

You cannot improve the written product
without first improving the writer

WHY DO WRITERS STRUGGLE?

- **Lack necessary skills and/or knowledge of conventions, genre (or that there are even such things as different genres), audience awareness etc.**
- **Lack confidence that they can ever be writers which leads to...**
- **Lack of motivation to work on improvement because they aren't going to get better**

TEACHERS WHO WRITE ARE BETTER WRITING TEACHERS

In *Writing Alone and With Others*, Pat Schneider describes “not being able to write” as a “learned disability” which is the result of “scar tissue” or a lack of confidence developed in reaction to unhelpful responses to your writing in school and at home.

It is bad enough when we see this learned disability in our students but it is tragic when we see it in teachers.

- How can you instill confidence in students when you are not a confident writer?
- How can you motivate your students to write when you fear/dread writing yourself?

IMPACT OF SUMMER INSTITUTE

- **Short-term** (summer) group average up 17 points, highly-apprehensive writers down from 5 to 0, low-apprehensive writers up from 2 to 6
- **Long-term** (year), stable, final average slightly up, 7 low-apprehensive writers, 1 high-apprehensive writer (brain-trauma/car accident)
- “I am doing things in writing I never thought I would be able to do” P13, most apprehensive writer at the beginning of the workshop, her score increased 44 points from pre- to post-workshop
- P15 felt “nauseous” when thinking about writing at the beginning of the workshop and by the end notes “I have come so far as a writer – I AM A WRITER” her score changed 41 points during the workshop

Miller-Daly Writing Apprehension Survey

LEARNING COMMUNITIES

- **Writing Studio program (developmental students and Early College students working upper level MSU students)**
- **Writing Studio learning community (Peer Writers, MWP leaders, instructors)**
- **Bath County elementary, middle, high teachers (over course of school year)**
- **Faculty/Staff learning community (over course of school year)**

Questions?