

The following ELP was designed by an English language arts teacher leader in a Delaware high school. The goal for this project was to design a writing intervention that could be used school-wide, combining the flexibility and student choice of the Writer's Notebook within a research-based cognitive strategy instruction framework. Because of the importance of argumentative writing in the Common Core State Standards, the intervention had to provide a scaffold for improving this genre of writing.

Problem: Develop a writing program that can be used school-wide which combines the flexibility of The Writer's Notebook with a research-based cognitive strategy instruction framework			
Artifact	Purpose	Title	Description
1.	To inform self and others	Review of the literature	Literature review of research on the adolescent writing crisis, with particular emphasis on factors that contribute to the problem
2.	To inform others	White Paper	Concise "teacher" version of the literature review, created to help educators learn about the necessity of a writing intervention, as an introduction to the focused writer's notebook pilot program
3.	To inform self and others	Expanded Problem Statement	Expansion/ update of the problem statement created for EDUC 891 with additional data drawn from school-wide writing assessments
4.	To plan effective intervention	Logic Map and Narrative	Expansion of logic map developed in EDUC 863 with accompanying narrative of inputs and expected outputs
5.	Test strategy to address problem	"Writer's Notebook"	Development of writer's notebook, along with lesson plans and classroom materials for instruction of the intervention

6.	Test strategy to address problem	Analysis of Interview and Focus Group Data	Data collection and coding to report individual and group reactions to the writer's notebook intervention (expansion of interview and observation guides developed in EDUC 850)
7.	Test strategy to address problem	Analysis of Survey Data	Creation and analysis of survey on the Writer's Notebook intervention (expansion of surveys developed for EDUC 846).
8.	To test strategy to address problem	Analysis of student writing samples	Analysis of pre- post- writing data for quality and inclusion of argumentative elements.
9.	To inform others	Formal presentation and intervention material for administrators and teachers	Formal proposal to faculty to encourage the use of the writer's notebook as a school-wide writing intervention.