NCTE 1.2

Taking Stock of Available Writing Resources

You can use the following questions to survey faculty and staff about the writing resources you currently have available. The questions can be transferred into an online survey tool such as SurveyMonkey or Zoomerang, or you can print the following pages and distribute paper copies.

Please scroll down to view the survey questions for *NCTE 1.2: Taking Stock of Available Writing Resources*, which begin on page 2 of this document.

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1. What kinds of support for teaching writing are available for new teachers?
    _____ Instructional materials developed in-house (e.g. writing assignments, lesson plans, assessment rubrics, etc.)
    _____ Published materials (e.g. books, journals, etc.)
    _____ Professional organization resources (e.g. NCTE, ASCD, etc.)
    _____ School-based professional development/in-service events (e.g. workshops, webinars, etc.)
    _____ Other professional development events (e.g. conference attendance, regional meetings, university-sponsored, etc.)
    _____ Mentorship from other faculty
    _____ State-sponsored initial educator support
    _____ Other (please specify) _____

2. In your experience, how often are writing-related books, articles, and other instructional materials shared among teachers and school leaders?
    _____ Very often
    _____ Somewhat often
    _____ Not very often
    _____ Rarely
    _____ Never

3. When are relevant books, articles, and other instructional materials shared among teachers and school leaders?
    _____ Informally through individual recommendations
    _____ Between faculty who have a mentoring relationship
    _____ At faculty meetings
    _____ During in-service or other professional development activities
    _____ Other (please specify) _____

4. How much expertise do you feel you already have about the teaching of writing?
    _____ A great deal
    _____ Some
    _____ Not much
    _____ None

5. What kinds of expertise do you already have about the teaching of writing? **(Open response)**

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6. What kinds of writing-centered professional development opportunities are available for you and your colleagues? (Check all that apply)

_____ School-based professional development/in-service events (e.g. workshops, webinars, etc.)

_____ District-based professional development events

_____ Other professional development events (e.g. conference attendance, regional meetings, university-sponsored, etc.)

_____ Web-based training modules

_____ Reading and discussion groups with other faculty/professional learning communities

_____ Mentoring from other faculty

_____ University coursework

_____ Other (please specify) _____

7. What kinds of technological support for writing are available for students at our school? (Check all that apply)

_____ Personal computers or laptops

_____ Computer labs

_____ Mobile computer labs

_____ Access to high-speed internet

_____ Specialized writing instructional software

_____ Platforms for new media composition (e.g. Moodle, blogs, wikis, etc.)

_____ Electronic library resources

_____ Library faculty/staff

_____ Other (please specify) _____

8. What kinds of technological support for writing are available for teachers at our school? (Check all that apply)

_____ Personal computers or laptops

_____ Computer labs

_____ Mobile computer labs

_____ Access to high-speed internet

_____ Access to web-based professional development

_____ Specialized writing instructional software

_____ Platforms for new media composition (e.g. Moodle, blogs, wikis, etc.)

_____ Computing/technical support staff

_____ Electronic library resources

_____ Library faculty/staff

_____ Other (please specify) _____

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9. To the best of your knowledge, who do students ask for help with their writing besides teachers? (Check all that apply)
    _____ Parents/guardians
    _____ Siblings
    _____ Friends
    _____ School-based support staff/tutors
    _____ Private tutors
    _____ Library faculty/staff
    _____ Counselors
    _____ Other (please specify) _____

Open Response:

10. How can teachers support one another while developing and maintaining the writing initiative at our school?

11. In what ways can instructional leaders at our school support writing instruction and improvement?

12. What existing programs at our school might incorporate a writing initiative?