



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?