

Coach.Teach.Write – a no-cost program of support for high-quality writing instruction to meet the needs of middle school English teachers

Writing is an important part of student success in English language arts (ELA) and other content areas. Despite this importance, writing is often a challenging subject to teach. The Coach.Teach.Write (CTW) program, provided by the American Institutes for Research® (AIR®) and the National Writing Project (NWP), offers direct extensive training and coaching to teachers to strengthen writing instruction and student ELA outcomes.

When a district joins the CTW project, teachers in participating schools will receive training and support from NWP Thinking Partners (TPs). The TPs are experienced educators and professional learning providers. Each TP is affiliated with a local Writing Project (WP) site and brings prior experience and expertise from NWP’s national institutes. TPs will also receive ongoing support from the NWP and the network of participating WPs during the project.

Districts and schools can join the **1-year**, federal-grant-funded project. This project is in its third and **last year**, with participants from 10 states and 16 school districts. Schools must be **Title I eligible or serve a large population of high-need students and serve Grades 7–8**. Participating teachers receive a **\$160 stipend** for completing orientation and up to **\$300 annually** for data collection activities.

THE WRITING PROGRAM

NWP’s CTW program is built on more than a decade of research and development and helps meet teacher needs in writing across genres. CTW focuses on the writing genre known as personal narrative, which is a story from one’s own experience that conveys an idea or conclusion that the writer considers important. The program is designed to help teachers incorporate personal narrative writing into their teaching to boost students’ engagement in writing, improve writing achievement, and increase the sense of belonging in school. CTW will provide opportunities to use teaching practices that improve writing skills across genres and assignment types and can easily be integrated or aligned with existing standards and curricula.

Part 1 The TP will facilitate the use of evidence-based practices through three types of support for teachers: training orientation, one-on-one coaching, and monthly group meetings.

Part 2 Teachers will implement instructional practices and build new knowledge and skills through short cycles of instruction, which take place between the monthly group meetings.

Part 3 In each cycle, the teacher learns about an NWP writing model, plans instruction, delivers the planned instruction, and examines how it affected student writing skills and how it can be integrated into regular instruction.

SUSTAINED, INTENSIVE SUPPORT FOR TEACHERS

Each selected teacher will receive support from TPs for **1 year at no cost to districts**. This support includes:

Orientation – Teachers will attend an in-person training provided by NWP prior to the beginning of the **2025–26** school year. During this orientation, teachers will learn about the NWP writing model and how to plan instruction.

School-Site Group Meetings (monthly) – NWP will create and maintain an online community of practice for participating teachers who want to share ideas with other middle school teachers.

One-on-One Coaching (monthly) – Teachers will receive monthly one-on-one coaching sessions. During these sessions, the TP will provide tailored one-on-one support to each teacher so that they can maximize the success of the cycle of instruction as a learning experience for students and the teacher.

A FOCUS ON STUDENT PROFICIENCY IN WRITING

The project is a strong fit for districts that have ambitious goals for student proficiency in writing. Teachers will focus on writing because it is fundamental for future academic success. Writing proficiency also supports success across other content areas and into adulthood and can foster students' self-esteem, perseverance, and experience of success.

STRATEGIC BENEFITS

In addition to benefits for student engagement and achievement, districts can achieve strategic goals through:

- trained teachers with highly developed skills that transfer across content areas and curriculum
- a critical mass of teachers who have experience and skill with evidence-based writing-focused instructional practices with a high impact on student growth in writing and engagement

GRANT FUNDS PAY FOR THE COSTS

Districts that participate in the project receive the following benefits:

- intensive training and support for teachers
- stipends for the district and teachers for training and data collection

WHO CAN PARTICIPATE?

Districts from across the country can participate for 1 year beginning in fall 2025. Schools **must** have at least one ELA teacher per grade level (7 and 8) **and** be Title 1 eligible **or** have 20% or more low-income students. Although not required, we do encourage **all** 7th- and 8th-grade teachers in participating schools participate in the CTW project.

*For more information, contact **James Colyott**, District Outreach Coordinator, at jcolyott@air.org.*