

How to Get Certified in ERWC and What to Expect in the Introductory Professional Learning

Follow these easy steps to begin your certification to teach the Expository Reading and Writing Curriculum (ERWC):

1. Visit the ERWC Online Community (writing.csusuccess.org).
2. Scroll down the landing page to access available workshops.
3. Click on “More Workshops” to see a complete list of available Introductory workshops, including in-person and online professional learning (PL).
4. Complete the registration form to register for the desired workshop.
5. Check your email for information from the CSU about your Introductory workshop.

What does the Introductory Professional Learning workshop for ERWC certification look like?

Introductory certification for teachers who are new to ERWC includes a series of four learning focuses. For in-person workshops, these learning focuses are spread over four full days of professional learning. For online workshops, the learning focuses are more widely spread out (up to one week per learning focus, covered both synchronously via Zoom and asynchronously as independent work). Please note that the scope and sequence of the workshops may vary depending on whether it is conducted in-person or online. In general, here’s what to expect:

Learning Focus 1: Gaining an Understanding of ERWC

In this learning focus (LF), participants are introduced to the ERWC and the general principles and purposes behind its development. Participants are invited to join the ERWC Online Community on a temporary basis (status will be changed to permanent upon successful completion of the Introductory PL) to access materials, including the curriculum and key overview documents referenced during the workshop. Modeling the ERWC curriculum, participants create personal learning goals for the PL series. The facilitators introduce participants to the types and organization of the modules and to key elements like the Arc and the Assignment Template. Participants engage in a mini-module, “Introducing the Rhetorical Situation,” through both a teacher and student lens, focusing on audience, purpose, and occasion. Participants then apply their learning to analyze the elements of the rhetorical situation presented in a full-length issue module, including exploration of some of the reading texts and the culminating writing task of the module. Finally, participants reflect on the intentional pairing of mini- and full-length modules to support and enhance student learning goals.

Learning Focus 2: Planning to Teach ERWC

In this second LF, participants continue the conversations of LF1 by reflecting on the ERWC Arc and the Assignment Template. LF2 focuses heavily on the ELD components included in the ERWC. Facilitators introduce participants to the integrated and designated instruction available in a number of modules, focusing on Reading Rhetorically, Text Complexity, and Language Acquisition. Participants explore a full-length ERWC module with Integrated and Designated

ELD and consider which activities might best support readers of all levels and the reading process overall. Facilitators introduce the “Know Your Text Before You Teach It” protocol, and participants consider a number of reading scaffolds that may be used to support student readers. They engage with the High Impact Strategies Toolkit (HIST) and make instructional decisions to address all elements of the Arc as they plan to teach a module.

Learning Focus 3: Making Year-Long Instructional Decisions

Ideally, participants will have had the opportunity to try teaching a full-length module, a mini-module, or used a strategy from the High Impact Strategies Toolkit in their classroom between LF2 and LF3. In this third LF, participants reflect on their experience in teaching a module and reflect on their learning goals before diving deeper into rhetoric. LF3 incorporates the *Teaching Arguments* text, introducing the idea of better understanding the role of occasion in developing or responding to an argument. Moving toward teaching a year-long course, participants explore the portfolio modules that bookend the year, determining which skills students are expected to apply in their final reflection of the year and considering which modules will help students practice those skills. Participants review sample pathways and module pairings and begin to plan a year-long course.

Learning Focus 4: Teaching for Growth, Independence, and Transfer

In this final LF, participants reflect on their progress in developing and planning their year-long course. An informational video about the Early Assessment Program (EAP) shares information about college readiness. Participants engage with the Theoretical Foundations text and participate in an expert learning jigsaw of three foundational ERWC documents about Teaching for Transfer, Universal Design for Learning, and Essential Pedagogies. Facilitators lead discussions about creating spaces for collaboration, referencing several of the strategies included in the High Impact Strategies Toolkit, followed by discussion about the importance of equitable learning through meaningful feedback, supporting writers in the writing process, and assessing student writing. The PL series wraps up with participants reviewing their personal learning goals and reflecting on their learning.

Answers to some commonly asked questions:

What if I’m not teaching a year-long ERWC course?

The planning practice and considerations conducted during the PL series are applicable in a variety of contexts. If you are not currently teaching or are not slated to teach a year-long course, the intentional consideration of activities and the organization of the Arc can be applied to other teaching contexts. Implementing elements of ERWC, even if it’s not an “official” ERWC course, supports student learning.

For administrators or teachers on special assignments, understanding the planning process, backward mapping, and intentional selection of activities enhances your ability to support ERWC teachers in their planning and development of their course. Recognizing the purpose of the different ERWC activities can help participants consider what elements of ERWC they might

be able to transfer to their own classroom or situation, even if they're not teaching a full year-long course.

What if I don't complete the PL?

To be certified as an ERWC teacher, it is expected that participants complete the work through all four learning focuses. The Introductory PL series is designed to be a total of 24 hours of engagement over the four learning focuses (whether the training is completed in-person or online). Certification and continued access to material in the online community, including the curriculum's modules, is contingent upon successful completion of the training. It is possible, in the event of an emergency, to complete the training in another workshop, but that must be addressed with the facilitators and is determined on a case-by-case basis.

What if I want to learn more or I have questions after the PL?

ERWC is a community of life-long learners, and we are here to help! Additional professional development is available through two-day "intensive" trainings focused on specific elements of ERWC such as ELD, writing, etc. Check the online community for a list of available workshops, and if you don't see what you're looking for, contact the CSU and ask!

You are also encouraged to access the online community to look at the discussion boards for specific modules, as other educators often post questions, comments, suggestions, or modifications that have worked in their classrooms. The online community also has links to ERWC Webinars, the ERWC blog, and other social media contacts so you can reach out and stay up-to-date with all that ERWC has to offer.