

ABOUT THE PRESENTATION:

In this presentation, current challenges in writing instruction will be shared, alongside practical solutions for a variety of stakeholders. A review of the evidence-base for effective approaches will be shared, as well as resources for ways to facilitate positive change for improved student outcomes.

Objectives:

- Participants will become familiar with the current state of writing performance and instruction on a national scale.
- Participants will learn about what we know from research in terms of "what works" for effective writing instruction.
- Participants will leave the presentation with resources and practical ways to support improved writing instruction in their local context.

IMPROVING WRITTEN EXPRESSION ACROSS K-12: EVIDENCE-BASED WRITING INSTRUCTION AND WAYS TO MAKE IT STICK



April Camping, Ph.D.

ABOUT THE SPEAKER:

Dr. April Camping is an expert in writing research and instruction, and self-regulated strategy development (SRSD) – an evidence-based practice for teaching writing. She worked as a K-8 educator in Title I schools in Phoenix, AZ, then received her Ph.D. in Learning, Literacies and Technologies from Arizona State University under the advisement of Dr. Karen R. Harris and Dr. Steve Graham. After completing post-doctoral appointments at ASU and Texas A&M, she moved to SRSD Online where she currently designs and facilitates teacher professional learning and practice-based professional development to improve writing instruction across K-12. Dr. Camping's research focuses on scaling SRSD and identifying ways to effectively support teachers in writing instruction. She has collaborated on multiple randomized controlled trials and meta-analyses of writing instruction, published work in leading journals including *Journal of Educational Psychology* and *Reading and Writing*, presented at major conferences, consulted with district leaders on evidence-based approaches to writing instruction, trained teachers live and virtually on supportive literacy practices for linguistically diverse students, and created on-time digital content for teachers in response to the dual pandemic.