Professional Development Planning:

Focusing the Teaching of Writing through Technology

Significance of Goals

Provision of teachers with additional methods to teach specific aspects of writing (e.g. descriptive (or figurative) writing in a narrative, vs. "how to write a narrative")

Narrowing the focus allows for more productive lessons and writing conferences, keeps students (and teachers from being overwhelmed with magnitude of writing process)

Student progress can be monitored through informal observation, through comparison of control group with test group through the district writing samples

National Writing Project studies have shown that writing assessed through too general a lens cannot note progress in smaller increments

Organizational Change

Threaded discussions will provide virtual collaboration and reflection opportunities, paired real-time opportunities will happen in the district technology lab

Training will be job-embedded, in that every participant will walk away with at least one lesson of his/her own development, and copies of all other participants' lessons, as well

Instructional practice will be improved because technology is innately attractive to students, teachers will be "forced" to think through the "hows and whys" of their grade level standards, and peer (each other) and teacher suppor

Learning

Focus on aspects of writing as they relate to the specific genres specified at each grade level in the "Writing Applications" section of the CDE Standards

Teachers will be able to demonstrate and direct students in either a lab or classroom situation. Students will be able to participate in either setting, as well as a home.

Students will become more aware as they compose and revise

A threaded discussion will be implemented and encouraged via our district email's capacity to host one to provide support and opportunity for reflection

Collegial support, learning of new technology applications and curriculum-based lesson development will all be used evident

Technologu offers virtual meeting opportunities, interactive sites for teachers

Equity

Overviews of academic standards and models will be provided for all as well as links to online resources and hard copy information for those who need more examples or information

Tutorials on internet navigation, MS programs, and file management will be available, as well as templates for those who are beginners. Less technologically experienced teachers can be paired with those who have more expertise

Evidence of Effectiveness

Formative evaluations will happen throughout the training (informal, by way of questions that come up throughout the day; formal by way of a written evaluation at day's end), & subsequent trainings will be revised or fine-tuned as a result of the needs expressed

Summative evaluation will happen via teacher observation and written evaluation

Student achievement will be measured in multiple ways through use of rubrics, teacher observation, self-evaluation, which should take into account the diversity of styles, intelligences, and proficiency levels

Usefulness to Others

The evaluation will determine whether site leaders could take this format to their respective schools and duplicate or revise the staff development for their staffs

Such resources as Powerpoints and other demonstrations or teaching tools could be shared and used with others